



The Use of Modern Methods in Teaching Russian as A Foreign Language

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ABSTRACT

The article discusses the use of modern methods for teaching Russian as a foreign language at a university. It also analyzes the complex use of a correctional and developmental lesson and the use of ICT that allows to use a variety of illustrative and informational material to increase the efficiency, adaptability and content of the educational process.

Keywords:

Modern Methods, Russian Language Teaching, Correctional Lesson, Developmental Lesson, Efficiency, Adaptability, Content, Pedagogical Technologies.

In modern society, when information becomes the highest value, and a person's information culture is a determining factor in their professional activities, the requirements for the education system also change, and the status of education significantly increases. Each person needs to constantly improve their level of education to ensure success. Increasing the effectiveness, adaptability and content of the educational process is achieved through the integrated use of various software and hardware, as well as the use of techniques and methods of active learning. Now the success of students directly depends on the quality of the teacher's work, on how he is able to capture the spirit and needs of the time. Undoubtedly, the use of computer technologies directly meets the requirements of the modernization of education. Pedagogical technologies did not remain aloof from the general process of computerization. Electronic textbooks, reference books, encyclopedias, lessons in electronic form and methodological developments for them - now there is a fairly

wide interactive world of opportunities for a successful educational process.

The use of new information technologies in teaching allows us to consider the student as a central figure in the educational process, and leads to a change in the style of relationships between its subjects. At the same time, the teacher ceases to be the main source of information and takes the position of a person who organizes the independent activity of students and controls it. Its main role is now in setting learning goals, organizing the conditions necessary for the successful solution of educational problems.

A fundamental innovation introduced by a computer into the educational process is interactivity, which allows the development of active-activity forms of learning.

Therefore, I believe that the use of information and communication technologies in the educational process is an urgent problem of modern school education. It is necessary to broaden the horizons of students, to raise the level of their cultural education, to develop language and communication skills and abilities.

A modern lesson is valuable not so much the information obtained on it, as learning in the course of its methods of working with information: obtaining, systematizing, exchanging, aesthetic design of the results. A computer is a means of self-control, training of knowledge, presentation of the results of one's own activity.

The use of ICT allows you to immerse yourself in another world, see it with your own eyes, become, as it were, a participant in one or another holiday or tradition. According to research data, 1/4 of the material heard, 1/3 of the seen, 1/2 of the seen and heard, 3/4 of the material remain in the memory of a person if the student is involved in active actions in the learning process. The tasks facing the teacher-language teacher when using information technologies differ in many respects from the goals and objectives of other subject teachers. These tasks involve working with a text, with an artistic word, with a book. A teacher of the Russian language needs to form strong spelling and punctuation skills and abilities, enrich the vocabulary of students, teach them to master the norms of the literary language, and give children knowledge of linguistic and literary terms. ICT is an indisputable assistant in solving these problems. In my work, I use ready-made software products. Internet resources, text materials, tests, presentations of educational material, developed by me for lessons, as well as by students. Listening to fiction in electronic form. Electronic dictionaries and encyclopedias allow you to mobilely acquire additional knowledge and use it in the lesson. The use of ICT in Russian language lessons allows you to diversify the forms of work, the activities of students, activate attention, and increase the creative potential of the individual. The construction of diagrams, tables in the presentation allows you to save time, to design the material more aesthetically. Tasks with subsequent verification activate the attention of students, form spelling vigilance. The use of crosswords, illustrations, drawings, various entertaining tasks, tests, foster interest in the lesson; make the lesson more interesting.

In literature lessons, the use of ICT allows the use of a variety of illustrative and

informational material. Moreover, the material is found by the students themselves on the Internet, they make presentations. Thus, ICT develops their independence, the ability to find, select and design material for the lesson. When I get acquainted with the life of this or that writer, with his work, I use not only presentations in the lesson, but also virtual excursions. We make a trip to the writer's homeland, where he visited (studied, served); by geographical locations, which are described by the author in the text.

A lecture using a multimedia projector sounds interesting in the lesson, when the computer allows the teacher to expand the capabilities of a regular lecture, demonstrate colorful schemes, use sound and animation for explanation, quick links to previously studied material and new ones.

Using a multimedia project, I demonstrate slides created in Microsoft Power Point. The use of this technology allows:

1. Significantly save time during the lesson.
2. Increase the level of visibility during training.
3. Introduce elements of entertainment, revitalize the educational process.

The use of presentations allows students to plunge more fully into the atmosphere of the studied time, to understand the personality of the writer, artist, public figure. Listening to fiction in electronic form helps out when students cannot find the desired works in the library or it is simply easier for them to listen than to read. Electronic dictionaries and encyclopedias allow you to mobilely acquire additional knowledge and use it in the lesson. And undoubtedly, these techniques and methods in the literature lesson help to enrich the vocabulary of students, to remember something from the work of the writer and his works, and if the student independently finds information about writers reads a lot, then it is much easier to work in the lesson. It is difficult for every teacher today to make them read books, additional literature is a problem of time. Therefore, the use of various technologies in the lesson allows the teacher to move from the point of "reading"

The use of ICT, I believe, is effective in preparing and conducting various forms of a lesson by a teacher: a multimedia school lecture, a lesson - observation, a lesson - a seminar, a lesson - a workshop, a lesson - a virtual excursion.

Literature lessons are a special conversation. They should be bright, emotional, with the involvement of large illustrated material, with the use of audio and video accompaniments. All this can be provided by computer technology with its multimedia capabilities, which allow you to see the world through the eyes of painters, to hear an actor's reading of poetry, prose and classical music.

It is always necessary to comprehend the innovations that come over time and apply effectively in your lessons in order to get the result of your work on the subject.

Correctional and developmental lessons are lessons during which the skills of speaking are practiced for students with general speech disorders. Lesson Objectives: The educational objective determines what the teacher will teach in a given lesson. This goal determines the type of lesson and the focus of corrective work with speech.⁸

Correctional developmental goal involves the correction and development of higher not only speech, but also mental functions, correction of gaps in knowledge. This goal should be extremely specific and focused on the activation of those mental functions that will be maximally involved in the lesson.

The implementation of the correctional and developmental goal involves the inclusion in the lesson of special correctional and developmental exercises for higher mental functions: memory, attention, perception, thinking, emotional-volitional sphere, etc., the inclusion of tasks based on several analyzers, etc.

Correction of thinking, memory and speech is carried out in almost all general education lessons, labor lessons and vocational training. Correction of physical disabilities, motor sphere, general somatic development of the body - at the lessons of physical education. Development of phonemic hearing, rhythm,

color perception, spatial perception - in the lessons of fine arts, manual labor, music.

Examples: 1) correction of students' auditory perception based on exercises in recognition and correlation; 2) correction of visual perception based on exercises for attention. The educational goal primarily involves the education of motivation for learning, as well as moral education, aesthetic, labor, etc.

Determination of the structure of the lesson is carried out taking into account its type and place in the lesson system. Possible stages of lessons: organizational moment, developmental (correctional) exercises (they can be included in other stages of the lesson) for the development of speech, checking homework, setting goals and objectives of the lesson, preparatory stage for learning new material, physical education minutes, learning new material, consolidation and repetition of the material studied, summing up the results of the lesson and assessing the work of students, primary control of knowledge, homework.

The choice of teaching methods is carried out in accordance with the depth of speech impairment in the child, the peculiarities of the cognitive activity of students with learning difficulties, in connection with which the method of "small steps" with great detail, the development of actions in the form of algorithms and the use of subject-practical activities.

Having selected the methods for working in the lesson, the teacher must combine them in such a way that a change in the types of activities of students is carried out and, thereby, a protective mode of teaching is implemented.

In the lessons, a lot of attention is paid to the repetition of the material studied. In order to achieve effective performance of students, a teacher, when developing a synopsis, should not think about what he will do, but, first of all, about what the students will do during each technique and method.

Conclusion

As a result of the work done, the essence of the methodology for the development of oral speech in primary school students with general speech underdevelopment was considered.

When considering this issue, the following tasks were solved:

The features of speech and thinking of students with speech impairments in the system of teaching methods of the Russian language are considered;

The characteristic of the general speech impairment and the main directions of correctional work are given;

The principles and methods of the development of oral speech in primary school students with general speech disorders are considered.

Thus, we have identified pedagogical guidelines and conditions for teaching speech technology among students, because training carries education.

As a result, the following conclusions can be drawn on the main provisions of correctional work:

- in the process of developing oral speech among students, one should rely on the communicativeness of learning, which contributes to the accelerated formation of practical skills, as well as the formation of the study group and personality separately;

- present complex technical exercises in a simplified form, avoid unnecessary terminology;

- exercises should be accessible, fun, not too simple and not too difficult, which arouses interest and motivation among students;

- the combination of frontal, individual and paired forms of work should be taken into account, in which each student is constantly involved in the lesson.

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