



Methods And Techniques Of Teaching Russian Language

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ABSTRACT

The proposed material will help teachers to properly organize their activities not only in preparation for practical classes in the subject, but also during teaching practice in the Russian language. The article is addressed to philologists, teachers of Russian language methods, practical teachers, as well as literature teachers.

The proposed material will be useful and interesting to everyone who seeks to diversify teaching methods and mastering the course of methods of teaching the Russian language, work on the subject. The material is addressed to the possibilities of developing analytical thinking, to the prospects for solving innovative problems of modern teaching of the Russian language. In addition, classifications of teaching principles and methods are proposed that allow the teacher to see the design of the educational process in perspective, and those used in modern educational institutions are analyzed.

Keywords:

learning models, types of learning, teaching methods, story, explanation, conversation, heuristic conversation, discussion, speech skills, heuristic conversation, individual conversation, frontal conversation, interview.

Today there are many definitions of teaching methods. However, given the diversity of definitions, it is necessary to understand the method as a derivative of the teaching model, type of training, and direction of training. Our working definition of the method will be the following: a teaching method is a way of interaction between a teacher and students, in which mastery of knowledge, abilities, skills is achieved, the worldview of students is formed, and their abilities are developed.

Teaching is a purposeful process in which the teacher helps the student to internalize the social experience of society. Methods are a very important element of this process. Experience is embodied in the content of education - in standards, programs, educational complexes. Mastering the content of education is the goal of learning, methods are the way to achieve this goal. The method

consists of sequential actions aimed at achieving a goal.

One of the acute problems of modern didactics is the problem of classifying teaching methods. Currently there is no single point of view on this issue. Due to the fact that different authors base the division of teaching methods into groups and subgroups on different criteria, there are a number of classifications. The earliest classification is the division of teaching methods into teacher methods (story, explanation, conversation) and student work methods (exercises, independent work). From the beginning of the 30s of the 20th century to the present day, the classification of methods "according to the source of knowledge acquisition" is considered the most common, and when applied to the Russian language it is presented as follows:

1) verbal methods - the source of knowledge is the spoken or printed word;

2) practical methods - students gain knowledge and develop skills by performing practical actions;

3) visual methods - the source of knowledge is observed objects, phenomena, visual aids.

Verbal methods occupy a leading place in this classification of teaching methods. There were periods when they were almost the only way to transfer knowledge. Progressive teachers (Ya. A. Komensky, K. D. Ushinsky, etc.)

With the help of words, a teacher can evoke in the minds of children vivid pictures of the past, present and future of humanity. The word activates the imagination, memory, and feelings of students. Verbal methods are divided into the following types.

A story is an oral narrative presentation of the content of educational material (used at all stages of school education). A number of pedagogical requirements are usually imposed on the story as a method of presenting new knowledge;

- in particular, the story should: - provide the ideological and moral orientation of teaching;

- contain only reliable and scientifically verified facts; - include a sufficient number of vivid and convincing examples and facts proving the correctness of the proposed provisions;

- have a clear logic of presentation;

- be emotional;

- presented in simple and accessible language;

- reflect elements of the teacher's personal assessment and attitude to the facts and events presented.

Explanation is a verbal interpretation of patterns, essential properties of the object of study, individual concepts, phenomena. Like a story, an explanation is a monologue form of presentation. Explanation is most often resorted to when studying the theoretical material of various sciences. Using the explanation method requires:

- precise and clear formulation of the task, the essence of the problem, the question;

- consistent disclosure of cause-and-effect relationships, argumentation and evidence;

- use of comparison, juxtaposition, analogy;

- attracting bright examples;

- impeccable logic of presentation.

Explanation as a teaching method is widely used in working with children of different age groups. However, in middle and high school age, due to the complexity of educational material and the increasing intellectual capabilities of students, the use of this method becomes more necessary than when working with younger students.

Conversation is a dialogic teaching method in which the teacher, by posing a carefully thought-out system of questions, leads students to understand new material or checks their understanding of what has already been learned. Conversation is one of the oldest methods of didactic work. Depending on the specific tasks, the content of the educational material, the level of creative cognitive activity of students, and the place of conversation in the didactic process, different types of conversations are distinguished.

Heuristic conversation is widespread. During a heuristic conversation, the teacher, relying on the students' existing knowledge and practical experience, leads them to understand and assimilate new knowledge, formulate rules and conclusions. Informative conversations are used to communicate new knowledge. If a conversation precedes the study of new material, it is called introductory or introductory. The purpose of such a conversation is to induce in students a state of readiness to learn new things. Consolidating conversations are used after learning new material.

During the conversation, questions can be addressed to one student (individual conversation) or by students of the whole class (frontal conversation).

One type of conversation is an interview. It can be carried out both with the class as a whole and with individual groups of students. It is especially useful to organize an interview in high school, when students show more

independence in judgment, can pose problematic questions, and express their opinions on certain topics put up for discussion by the teacher. In addition, an interview is a good means of identifying students' basic knowledge. The success of conversations largely depends on the correctness of asking questions. Questions are asked by the teacher to the whole class so that all students are prepared to answer. Questions should be short, clear, meaningful, and formulated in such a way as to stimulate the student's thoughts. You should not ask questions that suggest or lead you to guess the answer. You should not formulate alternative questions that require clear answers like "yes" or "no". In general, the conversation method has the following advantages:

- activates the cognitive activity of students;
- develops their memory and speech;
- has great educational power;
- is a good diagnostic tool. Disadvantages of the conversation method:
 - requires a lot of time and sufficient knowledge of students;
 - contains an element of risk (a student may give an incorrect answer, which is perceived by other students and recorded in their memory).

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