



Teaching Russian As A Foreign Language Using Modern Methods

**Talipova Dilfuza Khamidovna, assistant
International Institute of food technology and engineering**

Abstract: This article discusses innovative methods and techniques of teaching the Russian language in order to increase the effectiveness of the learning process. The prospects of using new methods in the formation of conditions for improving the activity of students' learning activities are proved.

Key words: teaching method, problem-based learning, project-based.

Introduction

The current socio-political situation has required a change in the educational paradigm associated with a change in the role and place of the student in the educational process. Due to these shifted accents in the educational process, the student is more actively involved in obtaining and interpreting new knowledge, in correcting, expanding and deepening his knowledge and ideas about the world around him, along with comprehending a new language and a new linguistic picture of the world.

The change in the linguistic and cognitive space of students, their motivations, goals, interests, and intentional needs in the process of communicative and cognitive activity - all this refers to those factors that should be reflected in modern textbooks and textbooks, as well as in the new system for monitoring the formation of skills in standards and tests. One of the main requirements of modern linguodidactics, dictated by the demands of a modern pragmatic and dynamic society, is the ability to use theoretical knowledge in practice, i.e. it is necessary to be in line with the practical orientation from the very beginning of training.

Materials and methods

Along with the elements of content, teaching tools, the concept of method and reception are the main elements of the Russian language teaching system. The teaching method is a method of interaction between a teacher and students in a lesson aimed at fulfilling educational tasks.

The most complete definition of the method from the standpoint of lingo didactics is given by G.A. Anisimov: "The method of teaching the Russian



language should be understood as the way students work, organized by the teacher to learn the language of the functioning system."

The components of the teaching method are teaching techniques. The technique is a detail of the method, its individual operations (practical and mental) in the process of acquiring knowledge and skills. So, the method determines the direction and nature of educational activity, and the reception is a specific action of the teacher. There is no uniform and clear classification of teaching methods in methodological science and school practice. Academician A.V. Tekuchev believes that there can be no universal method of teaching. The teacher, organizing the process of studying a particular language material, directs it, communicates knowledge, teaches children observations on the phenomena of language and speech, offers a variety of exercises that instill in students the ability to self-evaluate speech, their own and others'. The student perceives, remembers, reproduces speech patterns, solves cognitive tasks, and acquires knowledge, skills and abilities. It is this relationship, the interaction of teacher and student, that should be taken into account when considering teaching methods.

The classification of teaching methods is based, firstly, on the sources of knowledge, and secondly, on the way the teacher and students organize joint activities. According to the sources of knowledge, the following methods are distinguished:

- verbal (source – the teacher's living word): lecture, conversation, explanation;
- language analysis (observations on language): grammatical analysis;
- visual: experiment, observation;
- practical: various types of exercises, laboratory work.

According to the method of organizing joint activities of teachers and students, methods are distinguished: conversation, explanation, independent work. I.R. Paley offers a classification of teaching methods based on the allocation of methods by lesson links, by target settings:

- 1) methods of studying new material are implemented using the following techniques: teacher's word, conversation, work with a textbook, etc.;
- 2) methods of consolidation (techniques: answering questions, performing exercises, etc.);
- 3) control methods (techniques: survey, testing, independent work, dictation, etc.).



Professor L.P. Fedorenko, offering a classification of methods of teaching the Russian language based on the source of knowledge, identifies the following teaching methods:

- methods of practical language learning – explanation of incomprehensible words, preparation of oral messages and written essays;
- preparation of plans, abstracts, summaries, correction of grammatical and stylistic errors in students' oral speech, training in working with reference literature;
- methods of theoretical language learning – communication, conversation, reading the rules in the textbook;
- methods of theoretical and practical language learning - grammatical analysis, presentation, composition, spelling and punctuation analysis, copying, dictation, stylistic analysis.

The classification of teaching methods is often based on the characteristics of students' cognitive activity: whether it is reproducing, creative or research. On this basis, a number of didactics (I.Ya.Lerner, M.N.Skatkin) identify methods: explanatory-illustrative, reproductive, problematic, heuristic (partially searchable), research. Russian Russian language teaching system improvement is possible with the skillful use and harmonious combination of teaching methods based on the use of a variety of methodological techniques in the process of learning the Russian language.

At the present stage of the development of pedagogical science and school practice, much attention is paid to the so-called "active" teaching methods. Let's focus in more detail on research and problem-based methods, using which students' activities become more independent and active.

Problem-based learning is widely used in the process of learning the Russian language. Problem-based learning is the creation of a chain of problematic situations and the management of students' activities to solve an educational problem. A problematic situation is a cognitive difficulty deliberately created by a teacher, causing cognitive need, student interest, and a desire to obtain information to explain the fact that interests him. The problematic situation is associated with mental difficulty, with "puzzling". Being the initial stage, it stimulates the thought process, shows the importance of the material being studied, causes an active desire to work (if the problem is "accepted" by students), and ultimately facilitates memorization of educational material.



Problem-based learning involves:

- 1) creating a problem situation, i.e. an objective learning situation that leads to a contradiction between knowledge and ignorance (students realize the lack of knowledge they have to solve this problem);
- 2) the emergence of a problematic issue in students' thinking and its formulation as a cognitive result of students' comprehension of a problematic situation;
- 3) finding a solution to the problem;
- 4) Problem solving and verification.

Result and analysis.

In the process of solving problematic problems, students acquire new knowledge as a result of their own search. This indicates a high degree of awareness and the strength of their knowledge. The teacher creates problematic situations himself during the educational process or borrows from textbooks (examples of problematic tasks can be found in T.V. Napolnova's manual "Activating the mental activity of students in Russian lessons"). Cognitive tasks can be different: from the analysis of small texts to tasks for long-time research (the history of a word or phraseological turnover, analysis of the writer's language).

So, the problem method allows not only to assimilate the program material, but also forms the creative abilities of students. According to leading didactics, psychologists, methodologists, "the leading link in the growth of students' creative potential is the creation of special conditions for a purposeful transition in the educational process of their creative activity into research. Students' research activity is a special educational activity for mastering the methods of scientific cognition. The content of research activity is the study of universal methods of obtaining knowledge and the development of universal (general subject) skills – communicative, logical, informational, organizational.

Research activities include:

- problem statement;
- selection of research methods and practical mastery of them;
- Collecting your own material, analyzing and summarizing it;
- evaluation of the results;
- own conclusions.

The forms of students' research tasks in teaching Russian can be diverse: mini-essay, essay, workshop, report, abstract, public presentation, project defense, crossword puzzle, quiz, script, as well as a collection of tasks and



exercises, etc. One of the forms of research activity is project technology, or project method. The project method, by virtue of its didactic essence, allows solving the problems of formation and development of intellectual, speech-thinking and communicative skills. An educational project is the result of students' activities within the framework of research activities and, of course, an integrative didactic means of development, education and upbringing, which allows you to develop and develop universal skills, namely teaching:

- research;
- goal setting and activity planning;
- search and selection of information and assimilation of necessary knowledge;
- conducting research (analysis, synthesis, generalization);
- presentation of the results of their activities.

Russian language video courses for foreigners who are starting to learn Russian have appeared in recent years. Working with such films allows you to gradually move on to watching feature films at the next, advanced stage. When teaching Russian language, video materials are used according to the following scheme: an educational film for the initial stage of training - an educational film for the basic stage - working with an animated film - working with a short film - working with a full-length feature film. This is how the gradual transition from an educational film to an artistic one is carried out.

As you can see, the research and project activities of schoolchildren allow to solve a number of tasks relevant to the modern pedagogical process, including allowing you to put into practice the acquired knowledge and skills.

Discussion.

The use of technology and media resources in teaching Russian as a foreign language brings many benefits for teachers and students. Below are some of them:

Interactive materials: Modern technologies allow you to create interactive learning materials such as videos, audio, animations, and interactive texts that can facilitate the understanding of complex language concepts and improve perception and pronunciation skills.

Flexible learning: Using online resources and platforms, students can learn Russian at a time and place convenient for them. This is especially useful for busy people or those who are at a great distance from educational institutions.



Adaptive learning: Technology allows you to create adaptive learning systems that can identify weaknesses and strengths each student, offering individualized assignments and materials to consolidate knowledge and eliminate gaps.

Social interaction: Online platforms and social media can facilitate interaction between students and teachers, as well as between students themselves. They can discuss topics, ask questions and share experiences, which contributes to the development of communication skills.

Motivation: Game elements and entertaining content can increase students' motivation to learn Russian. Quests, puzzles, and interactive tasks can turn the learning process into an exciting activity.

Feedback: Technology allows you to provide feedback to students faster and more accurately. Spelling, grammar and pronunciation testing programs can provide an instant assessment of a student's work, which speeds up the learning process and error correction.

Accessibility: Many online resources and materials are available for free or by small subscription, which makes learning Russian as a foreign language accessible to a wide range of students.

Cultural context: Media resources such as films, TV series, music and articles can provide students with immersion in Russian culture and customs, which increases cultural awareness and helps develop intercultural communication skills.

Progress monitoring: Using technology and online platforms, teachers can easily track the progress of each student, analyze their successes and weaknesses, which allows them to adequately adjust the learning process.

A variety of methods: Technologies and media resources provide the opportunity to use a variety of methods of teaching the Russian language, such as an audio-linguistic approach, a communicative approach, and a method projects that contribute to the development of various language skills and competencies.

In general, the use of technologies and media resources in teaching Russian as a foreign language significantly expands the capabilities of teachers and students, makes the learning process more interesting, effective and accessible. However, it should be remembered that technologies and media resources are only tools, and their successful application depends on the professionalism of



teachers, as well as on the ability of students to use these tools for their development.

Conclusion.

The use of innovative technologies is possible not only as a way to transfer material to students, organize remote language learning, testing, etc., but is also a useful source for the teacher himself. These can be ready-made resources (reference, open educational resources, simulators) or services for developing materials and organizing training (services for creating educational materials, test designer, classroom management, etc.).

Russian is especially relevant when learning outside the language environment, the use of educational or feature films, as the film gives you the opportunity to immerse yourself in the world of live spoken language, learn to perceive Russian speech in its natural rhythm and contributes to the development of the development of students' speech skills. Working with the film also gives you the opportunity to get acquainted with Russian culture and history.

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