



## SOME METHODS AND ASPECTS OF TEACHING RUSSIAN LANGUAGE AT HIGHER EDUCATIONAL INSTITUTIONS

Maxkamova Shakhnoza Tuychibayevna

Tashkent Institute of Finance, Tel: 97 – 604 80 85

e-mail : khalilovahimoyat@mail.ru

### ANNOTATION

The article reveals some interesting methods of teaching the Russian language as a foreign language. Nowadays education system forms an environment of knowledge, as well as the experience of independent activity and personal responsibility of language learners. The main task of the teachers of educational institutions is the search for methods for the development of educational competencies for students learning the language as a condition for ensuring the quality of the program.

**Keywords:** competence, communication, independent activity , integration, educational process , productive cooperation, active teaching methods, traditional teaching, individual opportunities, cognitive process , language proficiency.

Language teaching is becoming a crucial issue in all countries and there are dozens of methods used to develop this issue. In contrast to traditional teaching, where communication , is developed mainly between the teacher and the student, new interactions arise in interactive learning. For the improvement and development of communicative and social competence, the listening and speaking abilities, participating in a different types of discussion , they must be integrated into productive interaction and cooperation with the media.

Over the long history of teaching languages, a great many different educational methods have been developed. Initially, all methods of teaching foreign languages including Russian were borrowed from programs designed to teach the so-called "dead languages" - Latin and Greek, in which almost the entire educational process covered reading and translating. It was such a method, the foundations of which were laid by the enlighteners at the end of the 18th century, that took shape by the middle of the 20th century under the name "grammar-translation method".

According to this method, language proficiency is proficiency in grammar and vocabulary. The process of improvement is understood as a movement from one grammatical scheme to another. In this method , the teacher planning first should choose what grammatical schemes he / she wants to teach. Then, texts are



selected for these topics, from which individual sentences are singled out, and everything ends with a translation. First, from Russian language to a native language, then vice versa. Despite some wrangling, this method has several advantages. Firstly, it really allows you to learn the grammar of the language. Secondly, this method is very good for people with highly developed logical thinking, for whom it is natural to perceive language precisely as a combination of grammatical formulas.

The next method - "Silent way" (the method of silence), which appeared in the mid-60s, according to the principle of teaching a foreign language - knowledge of the language was originally laid down in the person who wants to learn it, and most importantly - do not interfere with the listener and do not impose a point teacher's view. What are the advantages of this method? Probably, the fact that the level of knowledge of the language teacher has practically no effect on the language level of the student, and in some cases in the end it may turn out that the student as a result will know the language better than the teacher.

Another method which was used by teachers is called the "Total-physical response". The basic rule of this method is: you cannot understand what you did not pass through yourself. According to this theory, it is the student in the first stages of training who does not say anything. First, he must obtain a sufficient amount of knowledge and at the first lessons, the student constantly listens to foreign speech, he reads something, but does not say a single word in the language being studied. Then, in the learning process, there comes a period when he should already react to what he has heard or read - but only respond by action. This method is good primarily because the student in the learning process feels very comfortable. The necessary effect is achieved due to the fact that a person passes all the information received through himself. It is also important that in the process of learning a language according to this method, students communicate (directly or indirectly) not only with the teacher, but also with each other.

Another way to learn foreign languages, which I would like to talk about, appeared in the late 70s. It is called the "Audio-lingual method" (audio linguistic method). Its essence is as follows: at the first stage of training, the student repeats what he heard after the teacher or the speaker. And only starting from the second level, he is allowed to speak one or two phrases from himself, everything else consists again of repetitions.

Active teaching methods provide a solution to educational problems in various aspects: the formation of positive educational motivation; increasing cognitive



activity of students; active involvement of students in the educational process; stimulation of independent activity; development of cognitive processes - speech, memory, thinking; effective assimilation of a large amount of educational information; development of creative abilities and thinking outside the box; development of the communicative-emotional sphere of the learner's personality; disclosure of personal and individual capabilities of each student and determination of conditions for their manifestation and development; development of independent mental work skills; development of universal skills. Teachers of a foreign language have for a long time gained considerable independence in the choice of teaching aids and methods, in creative understanding of the content and ways of implementing program requirements. Recognizing the existence of various methods in the modern process of teaching a foreign language, it should nevertheless be noted that the leading position is occupied by methods and technologies based on a personality-oriented approach to teaching, which should:

- create an atmosphere in which the student feels comfortable and free;
- stimulate the interests of the learner, develop his desire to practically use a foreign language, as well as the need to learn, making it a real achievement of success in mastering the subject;
- affect the personality of the student as a whole, involve his feelings, emotions and feelings in the educational process;
- activate the student by making him the main character in the educational process;
- create situations in which the teacher is not a central figure; the student should be aware that the study of a foreign language is more connected with his personality and interests than with the methods and means of instruction set by the teacher;
- provide for various forms of work: individual, group, collective, fully stimulating the activity of students, their independence and creativity.

All of these criteria can be implemented in the use of interactive forms and teaching methods, which show new opportunities associated with the establishment of interpersonal interaction through external dialogue in the process of mastering educational material. Interpersonal relationships inevitably arise between language learners in a group, and the success of their learning activities depends on what they will be. The skillful organization of interaction on



the basis of educational material can be a powerful factor in increasing the effectiveness of educational activities in general.

There are other methods, as well as goals and techniques that facilitate interactive activities. In modern practice of teaching a foreign language, various training options in cooperation are effectively applied. The main idea of training in cooperation is to create conditions for active joint educational activities of students in various educational situations.

At the present stage in the language teaching methodology, four aspects are distinguished: practical aspect; educational aspect; educational aspect; developing aspect.

**Training practical aspect.** Students master a foreign language as a means of communication and must be able to use it verbally and in writing. It is about mastering four types of speech activity: receptive - listening and reading, productive - speaking and writing, as well as the three aspects of language associated with them - vocabulary, phonetics, grammar.

The practical aspect involves mastering all forms of communication and all speech functions. The upbringing aspect of education involves the upbringing of morality in all its manifestations.

The educational aspect includes the acquisition of knowledge about the culture of the country of the language being studied, including literature, music, architecture, painting, history, knowledge of the structure of the language, system, character, features, similarities and differences with the native language, interference.

The developing aspect provides awareness of the means of expressing thoughts, how people pronounce, what words are used to nominate objects, comparing and juxtaposing phenomena of the native and foreign languages, developing the sense of language, language conjecture, memory in all its forms, logic (analysis, synthesis, comparison), conclusions), the development of sensory perception, the motivational sphere, the ability to communicate, such traits as industriousness, will, determination, activity, and the ability to learn.

Besides of all these methods and aspects the scientists distinguish 3 components of language training: linguistic; psychological; methodological.

**1.** The linguistic component includes linguistic material (strictly selected phonetic, grammatical, lexical minimums), speech material (samples of speech utterances of different lengths, situationally thematically determined) and sociocultural. The speech utterance in the methodology of teaching a foreign language takes the form of a school unit. As a training unit, a structural group that combines statements of



a different nature can act. The content of teaching a foreign language is influenced by such a branch of linguistics as sociolinguistics, which studies the relationship between language and culture, language and society. Therefore, it is necessary to teach a foreign language not only as a new code, but also as a source of information and the national culture of the people, on the basis that the language has two main functions: communicative and cumulative.

2. The psychological component is the formation of skills and abilities to use the language being studied for communicative purposes. When teaching a foreign language, the educational (cognitive) activity is formed, during which the student learns the language, his speech mechanisms are formed, and communication activity, during which he uses the language. Proficiency in a foreign language is knowledge of the system of speech skills.

3. The methodological component is to teach students a rational reception of learning, to learn a new language for them and to form their skills in order to practically use them for communication (oral and written).

Thus, the use of various methods, aspects and components in the educational process helps to achieve following educational goals:

- stimulation of motivation and interest in the field of the subject of study; in general educational terms; in continuing to study the topic;
- maintaining and enhancing the value of previously obtained information in a different form; facts, systemic understanding; expanded awareness of various opportunities and challenges; the consequences of implementing specific plans or opportunities;
- skills development: critical thinking and analysis; making decisions; interaction; specific skills (generalization of information, preparation of projects);
- change of attitudes: social values (competition and cooperation): perception of the interests of other participants;
- self-development or development due to other participants; opening by the teacher of the same skills of the participants; awareness of their own level of education, the acquisition of skills required in learning a language.

Thus, the use of interesting forms and methods in the implementation of a personality-oriented approach and teaching a foreign language can significantly increase the time of speech practice in the lesson for each student, achieve the assimilation of material by all members of the group, and solve various educational and developmental tasks. The teacher, in turn, becomes the organizer of an independent educational, cognitive, communicative, creative activity of students,



he has the opportunity to improve the learning process, develop the communicative competence of students, the holistic development of their personality.

#### REFERENCES :

1. Polat E.S. The method of projects in foreign language lessons // Inostr. languages at school. – 2000. № 2–3.
2. New pedagogical and information technologies in the education system /Новые педагогические и информационные технологии в системе образования / E.S. Polat. – М.: Publishing Center "Academy". 2000.
3. E.S. Polat. Training in collaboration // Inostr. languages at school. – 2000. № 1.
4. Galskova N.D. Modern methodology of teaching foreign languages Современная методика обучения иностранным языкам. – М: АРКТИ, 2004.
5. Education in Russia for citizens of Uzbekistan. / Обучение в России для граждан Узбекистана. [Education in Russia for citizens of Uzbekistan] [Online] available at: <https://studyinrussia.ru/actual/articles/obuchenie-v-rossii-dlya-grazhdan-uzbekistana/> (date of access: October 29, 2018) (in Russ.), 2017.
7. [Russian-Uzbek educational forum] [Online] available at, 2018. <http://marifat.uz/marifat/> <http://edu.uz/uz/news/view/855ruknlar/olii-talim/1809.htm> (date of access: October 23, 2018) (in Uzbek.).Образовательный форум России и Узбекистана.