



PROSPECTS FOR THE DEVELOPMENT OF THE RUSSIAN LANGUAGE TEACHING METHODS

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ABOUT ARTICLE

Key words: communicative competence, preparation for intercultural dialogue, rhetoric, innovative technologies, interactive methods, pedagogical communication, humanization of the language learning process, student-centered approach, text-centrism, text formation, optimization of the language learning process.

Abstract: This article discusses the issue of a general strategy for the development of the process of teaching the Russian language in the light of increasing interest in other foreign languages.

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RUS TILINI O'QITISH METODIKASINI RIVOJLANTIRISH ISTIQBOLLARI

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MAQOLA HAQIDA

Kalit soʻzlar: kommunikativ kompetentsiya, madaniyatlararo tayyorgarlik, ritorika, texnologiyalar, interfaol metodlar, pedagogik muloqot, til oʻrganish jarayonini insonparvarlashtirish, yoʻnaltirilgan yondashuv, matn-sentriзм, matnni shakllantirish, til oʻrganish jarayonini optimallashtirish.

Annotatsiya: Ushbu maqolada rus tilini oʻqitish jarayonini rivojlantirishning umumiy strategiyasi masalasi boshqa chet tillariga qiziqish ortib borayotganligi nuqtai nazaridan muhokama qilinadi.

ПЕРСПЕКТИВЫ РАЗВИТИЯ МЕТОДИКИ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА

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О СТАТЬЕ

Ключевые слова: коммуникативная компетенция, подготовка к межкультурному диалогу, риторика, инновационные технологии, интерактивные методы, педагогическое общение, гуманизация процесса обучения языку, личностно ориентированный подход, текстоцентризм, текстообразование, оптимизация процесса обучения языкам.

Аннотация: В данной статье рассматривается вопрос общей стратегии развития процесса обучения русскому языку в свете повышения интереса к другим иностранным языкам.

INTRODUCTION

In Uzbekistan, close attention is paid to the issues of teaching foreign languages. This is evidenced by the adoption of the National Training Program and a number of subsequent documents, the resolution "On measures to further improve the system of learning foreign languages", which created favorable conditions for the development of methods of teaching languages.

THE MAIN RESULTS AND FINDINGS

At the present stage of development of society, the main task of methodological science is to educate a person who strives for the maximum realization of his abilities, open to the perception of new experience, capable of making a conscious and responsible choice in various life situations. To educate such a personality, it is necessary to teach students communicative competence. Brought up

in such conditions, the learner must eventually reach the level defined as the level of "linguistic personality".

As a result of the transformations taking place in the republic, the process of teaching the Russian language today can develop taking into account the needs of people and acquire a more tangible practical and communicative orientation. Preparing a person to communicate in the target language today is equivalent to preparing for intercultural dialogue. Accordingly, the practice of teaching the Russian language should promptly respond to this circumstance and develop ways to optimally solve emerging problems.

The process of learning languages proceeds differently in different countries. Within the countries of the post-Soviet space, this process has its own specific features. In particular, the problem of teaching Russian and other foreign languages is the lack of rhetoric lessons. This approach to the study of the language and its teaching was due to the abolition of rhetoric lessons in the Russian school at the end of the 19th century. Although, since ancient times, the teaching of the native language has been and is being conducted in parallel in two directions - the formation of eloquence skills and the study of the theoretical foundations of the language.

In the 20th century, the methodology for teaching the Russian language in the national school, as well as foreign languages in schools of all types, developed on the basis of the methodology for teaching the native (Russian) language in Russian schools. This circumstance has led to the emergence of a tangible difference in approaches to the problems of teaching languages in our country and in other European countries. This provision was also reflected in the practice of teaching languages - for a long time the process of teaching languages copied the main provisions of the process of teaching one's native language. This was also evidenced by the final results of the process of teaching languages - many graduates, possessing the amount of theoretical knowledge, turned out to be helpless in communicating in the studied language. This was typical until the end of the twentieth century.

Currently, promising areas for the development of methods of teaching Russian and foreign languages are the introduction of the principle of communicative orientation, innovative technologies, a person-oriented approach, the humanization of the educational process and the democratization of the relationship between the subjects of this process.

One of the promising areas for the development of a communicative methodology for teaching the Russian language is also textocentrism. It is necessary to organically introduce a component into language teaching programs aimed at developing in schoolchildren the skills of not only text perception, working with text, but also text formation skills.

Innovations in the field of teaching a foreign language can be associated with changes not only in the goals, content, methods and technologies, forms of organization and management system, but also in the styles of pedagogical activity and the organization of the educational and cognitive process.

Therefore, the determination of the optimal ways of introducing innovative technologies into the learning process, the purposeful introduction of promising ideas and developments is one of the urgent problems of modern methodology. Taking into account the above provisions in the organization of the process of teaching the Russian language is not only the need of people, but also the social order of society. The success of solving these problems can lead to the optimization of the learning process and increase its effectiveness.

CONCLUSION

The optimization of the process of teaching the Russian language to a certain extent depends on the integration of the efforts of specialists working in the field of teaching various foreign languages, developing and implementing optimal technologies for teaching languages in the educational process.

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