

**METHODOLOGY OF TEACHING THE RUSSIAN LANGUAGE AS APPLIED SCIENCE*****Ozoda Y. Zaitova****Senior Lecturer**Tashkent State Technical University named after Islam Karimov**Tashkent, Uzbekistan**E-mail: Zoitovaozoda@gmail.com****Nargiza U. Sirajitdinova****Senior Lecturer**Tashkent State Technical University named after Islam Karimov**Tashkent, Uzbekistan**E-mail: sirajitdinovan@gmail.com****Shakhida T. Kholmatova****Senior Lecturer**Tashkent State Technical University named after Islam Karimov**Tashkent, Uzbekistan**E-mail: dikholmatova@gmail.com*

ABOUT ARTICLE

Key words: teaching methods, education, innovative, individualized, grammar, communicative competence.

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Abstract: The article discusses the relevance of introducing innovative methods in the process of teaching the Russian language to Uzbek philologists-Russianists. The question is raised that the main thing in teaching the Russian language is the functional principle of learning, and the communicative competence of students is put in the spotlight. It is said about the intensive search for new approaches, forms and innovative methods of teaching the Russian language, where the directive learning model is replaced by an interactive model that is more productive and focused on the student's personality.

RUS TILINI AMALIY FAN SIFATIDA O'QITISH METODIKASI**Ozoda Y. Zaitova***Katta o'qituvchi**Islom Karimov nomidagi Toshkent davlat texnika universiteti**Toshkent, O'zbekiston**E-mail: Zoitovaozoda@gmail.com***Nargiza U. Sirajitdinova***Katta o'qituvchi**Islom Karimov nomidagi Toshkent davlat texnika universiteti**Toshkent, O'zbekiston**E-mail: sirajitdinovan@gmail.com***Shaxida T. Xolmatova***Katta o'qituvchi**Islom Karimov nomidagi Toshkent davlat texnika universiteti**Toshkent, O'zbekiston**E-mail: dikholmatova@gmail.com*

MAQOLA HAQIDA

Kalit so'zlar: o'qitish usullari, ta'lim, innovatsion, individuallashtirilgan, grammatika, kommunikativ kompetentsiya.

Annotatsiya: Maqolada o'zbek filolog-rus olimlariga rus tilini o'rgatish jarayoniga innovatsion usullarni joriy etishning dolzarbligi muhokama qilinadi. Rus tilini o'qitishda asosiy narsa o'rganishning funktsional printsiplari va o'quvchilarning kommunikativ kompetensiyasi muhimligi masalalari muhokama qilinadi. Shuningdek, direktiv ta'lim modeli o'rnini yanada samaraliroq va talabaning shaxsiyatiga yo'naltirilgan interfaol model egallashi bo'is rus tilini o'qitishning yangi yondashuvlari, shakllari va innovatsion usullarini jadal izlanish haqida gapiriladi.

МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ПРИКЛАДНОЙ НАУКИ**Озода Ю. Заитова***Старший преподаватель**Ташкентский государственный технический университет имени Ислама Каримова**Ташкент, Узбекистан**E-mail: Zoitovaozoda@gmail.com***Наргиза У. Сиражитдинова***Старший преподаватель**Ташкентский государственный технический университет имени Ислама Каримова**Ташкент, Узбекистан**E-mail: sirajitdinovan@gmail.com*

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О СТАТЬЕ

Ключевые слова: методика обучения, обучение, инновационное, индивидуализированное, коммуникативная компетентность, грамматика,

Аннотация: В статье рассматривается актуальность внедрения инновационных методов в процесс обучения русскому языку узбекских филологов-русистов. Ставится вопрос о том, что главным в обучении русскому языку является функциональный принцип обучения, а во главу угла ставится коммуникативная компетентность учащихся. Говорится об интенсивном поиске новых подходов, форм и инновационных методов обучения русскому языку, где директивная модель обучения заменяется интерактивной моделью, более продуктивной и ориентированной на личность учащегося.

INTRODUCTION

The methodology of teaching the Russian language is the science of the content, principles, methods and techniques of teaching the Russian literary language, the ways and conditions for students to acquire knowledge, skills and abilities in the Russian language (speech, spelling, punctuation) in a modern school (M. T. Baranov, A. V. Tekuchev). We understand the methodology of teaching the Russian language as a pedagogical science, a branch of didactics that studies the patterns of teaching Russian to schoolchildren. The methodology studies the content of education, the methods of work of the teacher, students, the processes of assimilation of the material, explores the effectiveness of the recommended methods and techniques.

THE MAIN RESULTS AND FINDINGS

The subject of the methodology is the process of teaching the Russian language. The concept of "training" includes:

- the content of training, i.e. the language material that is being studied, the language skills that must be learned;
- the activities of the teacher in the selection and "submission" of material to students, in organizing their educational work, in identifying the knowledge and skills of schoolchildren;
- the activity of students in the assimilation of knowledge, their creative work in the application of knowledge, the development of skills and abilities;
- the result of training.

Objectives of the methodology:

- 1) defining the goals and objectives of teaching Russian as a native language (“why study”);
- 2) determining the content of training (“what to teach”);
- 3) development of teaching methods and techniques, designing lessons and their cycles, teaching aids and educational equipment (“how to teach”);
- 4) determination of evaluation criteria, control methods (“how to control what has been learned”).

Categories of methodology.

The goals of teaching the Russian language in an educational institution.

Educational goals:

- mastering the basics of knowledge about the language system;
- conscious mastery of language norms, spelling, punctuation, grammatical rules based on theoretical knowledge;
- mastery of skills and abilities in the production of correct literary speech in oral and written forms.

Development goals:

- development of figurative and logical thinking and speech, sense of language, language memory, speech hearing;
- mastering the techniques of language analysis and synthesis, comparison, generalization, classification;
- mastering the methods of educational activity;
- understanding of the links and relationships that underlie the language system.

Educational goals:

- fostering love for the native language, instilling interest in learning it;
- fostering an aesthetic attitude to the word, a sense of responsibility in relation to the word;
- formation of a student as a person, development of his will, intellect, emotions, independence, thinking, creative abilities, value orientations.

The content of the training is what needs to be taught in the Russian language lesson (a system of linguistic knowledge, terms, concepts); a system of skills and abilities determined by the program, ways of working with the material being studied, as well as means of communication, with the help of which the teacher organizes the development of the content of education by students. The content of training is fixed in the State Educational Standard of General Secondary Education, approved by the Federal Agency for Education of the Russian Federation.

Principles, approaches, directions - a category that takes into account the rules, language theories underlying the course, the patterns of mastering the subject.

And the last category of methodology for teaching the Russian language is methods, methods, techniques, means, organizational forms of educational activities of teachers and students.

Connection of methodology with other sciences.

With linguistics - in determining the content of the subject, in taking into account the laws of the functioning of the language.

With pedagogy - in the development of the main educational tasks, based on the principles and patterns of education.

With psychology - based on the patterns of thinking and speech, based on the patterns of mental development of students, perception, memory, attention, and other mental processes.

From the history of the development of methods of teaching the Russian language.

The methodology of teaching the Russian language as a science has a little more than one hundred and fifty years of its existence, if we take as the beginning of its occurrence the fact of the publication in 1844 of the work of F.I. Buslaev "On the teaching of the national language", in which the previous teaching experience was first summarized of the Russian language, the personal experience of an outstanding methodologist, as well as the ideas and principles on the basis of which, according to F. I. Buslaev, the teaching of the Russian language should have been built. The work of F. I. Buslaev consists of two parts: the first is devoted to issues of domestic and foreign didactics, the second - to the theory and history of the Russian language and stylistics.

The scientist considered explanatory reading, grammar teaching, writing exercises, development of students' speech, meaningful perception of the patterns of development of the Russian language as the main methods of teaching the language. As disadvantages of teaching the Russian language, the methodologist calls the dominance of formal grammatical study, the deductive way of teaching, the lack of textbooks of the Russian language, the disunity of teachers, the gap between the school and scientific course of the Russian language, and the failure to reflect the history of the language. How to overcome these shortcomings? It is necessary to study the language in all its manifestations (not only grammar and spelling), to combine the study of theory with practice, to increase the role of induction, observation, to link classes in the Russian language with the development of the gift of speech, to establish interdisciplinary connections.

The work of F. I. Buslaev marked the beginning of a direction that studies not only the language, but also the native speaker. The author proposed two methodological concepts of teaching the Russian language: linguocentric and anthropocentric. The subject of the study of the linguocentric concept is the language as a system that consists of several levels: phonetic, morphological, etc. The subject of the study of the anthropocentric concept is a linguistic personality, a person capable of generating and perceiving speech statements. The leading role is assigned to speech activity, the text becomes the unit of instruction. At the present stage of teaching the Russian language, the desire of school

teachers to use in their practice the anthropocentric concept of teaching the subject is increasingly observed.

Teaching is a complex, multi-component mobile system that is restructured depending on who, what, and for what it is necessary to teach. This is a system that requires the synthesis of all theoretical knowledge, the ability to analyze, simulate the situation of communication in pedagogical practice. The teacher is a "translator" of educational knowledge. But the role of the teacher is not limited to this. In addition to educational material, it conveys cultural, universal values, forms and develops the personality of the child. The methodology should equip the future specialist with a system of methods, forms of teaching the subject.

CONCLUSION

It should be noted that the modern educational system (class-lesson) is built according to the scheme proposed by the founder of didactics Ya.A. Comenius, who believed that the principle of division into objects would help create a model of scientific knowledge. Today, more and more often they talk about the integration of subjects, which would contribute to the formation of a student's own picture of the world. In addition, society is changing, views on education, principles of teaching, the child himself is changing, and the teacher must also change (we talked above about the mobility of the teaching process).

Thus, the state of modern methods of teaching any subject is the search and testing of new means, forms, methods and technologies of teaching.

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