

**METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE AT THE STAGE OF PRE-UNIVERSITY TRAINING**

Kurbanova Zulfiya Asrarovna

Tashkent State University of Uzbek Language and
Literature named after Alisher Navoi.

Teacher of the Russian language at the Department of Foreign Languages

ABSTRACT

This article discusses the methodology of teaching the Russian language in higher educational institutions and the issues of learning Russian as a foreign language in preparation for higher educational institutions.

Keywords: Forms of lessons, standard of education, foreign languages, Russian alphabet, language skills, monotony of lessons, abstract thinking.

Introduction

Education has changed a lot in the last twenty years. Today, "How to make the lesson interesting, what to do?", "How to demand success in the lesson?" Do I need to know the maximum item for each success level? No teacher thinks about such questions. Not the plague. Today, a new attitude to life, new demands are placed on this educational system. Today, the main goal of education is to gather certain material knowledge, skills and abilities of the student, as well as to prepare the student for educational activities independently. The teacher works in the center of modern education. The Russian alphabet occupies a central place in the primary education system. As a means of knowing the truth, the Russian language provides national linguistic knowledge, as well as intellectual development, forms a conceptual and categorical apparatus, develops abstract thinking, memory and imagination. Today's youth, unfortunately, have no desire to observe food culture, language knowledge, literacy and speech culture in Russian language classes. The most important problem that interests teachers today is that all classes in the Russian language provide basic education for students and teachers. Thus, the lessons tire the student. This reduces the monotony of lessons and the performance of educational activities for the student. Empowerment through education, as well as the desire to learn from the student, is mastery of the teacher.

A small student has specific age-related characteristics: unstable attention, predominance of figurative and metaphorical thinking, mediation, desire for play activities, diversity of knowledge. All this complicates the work of the teacher. To attract the attention of children, it is necessary to create an active and interesting way of thinking. Since traditional teaching methods cannot always ensure that the material is mastered by all students, it is necessary to skillfully organize the learning ability in the lesson. It is necessary to control the



knowledge motivation to start the activity. The creativity of teachers in preparing and conducting lessons can have a positive effect on children. In order to activate students, develop their interest, encourage them to learn, the teacher should implement labor and other forms of lessons - their interesting varieties, and as a result, create author-non-traditional lessons. A Russian language teacher cannot only follow the official requirements for the lesson. In order to improve his methodological activity, the teacher should know the traditional and non-traditional forms of Russian language lessons, their typology, and the specific features of lessons in the educational system.

Continuous education in Uzbekistan is aimed at forming a young generation with a high professional culture, the ability to adapt independently to creative and social life, to define future plans and make decisions. When performing these tasks, it is important to stay up-to-date with the latest developments. Therefore, in the social, economic and scientific development of the society, the role of a foreign language, in particular, Russian, is important in raising a young generation who knows foreign languages well. The goals of teaching the Russian language in the state educational standard and the general secondary education curriculum should be based on the interests and needs of society and the state and be consistent with it.

The developmental goals of teaching a foreign language include:

- a) components of speech ability - listening, perception, remark, discrimination of linguistic phenomena, logical expression of thought, etc.;
- b) mental processes associated with speech activity: thinking, memory, attention, imagination, analysis and synthesis, generalization;
- c) sociability: emotionality, eloquence, accessibility, politeness, initiative in conversation, appropriate use of gestures, etc.;
- d) internal and external motivation, interest and enthusiasm for learning a foreign language and the country in which the language, its inhabitants, culture, customs, etc. are being studied;
- e) independent work during the period of study and preparation of students for independent study after completion of training.

Based on the requirements of modern methodology, we have chosen an integrative approach to teaching grammatical phenomena. And some grammatical phenomena are not very difficult to master due to their similarity with the grammatical phenomena of the native language in terms of their meaning or construction methods. In the studies of the linguist T. Sattorov, detailed information was given about this and the idea of a stratified approach to grammatical phenomena was put forward.

Wide use of information technologies in teaching foreign languages is recommended. Therefore, in the process of teaching students grammatical phenomena, we considered it necessary to use the following information technologies: computer technology (Internet network), interactive methods, open discussion (dispute), excursion, auction, press conference, competition, round table, desire-intention, the project method of teaching a foreign language, etc. When using interactive methods, the student thinks independently and works in partnership with the teacher. Internet technologies are one of the most modern



forms of obtaining information and communication in improving the grammatical skills of students in Russian language lessons. Students write lectures and abstracts using the Internet.

Multimedia allows you to present educational material in audio form, that is, it acts as a virtual teacher. The student listens to pure Russian pronunciation, tries to adapt his speech to it.

The role of electronic dictionaries in filling the vocabulary of students of general education schools is incomparable. In the electronic dictionary, words are pronounced directly as a set of sounds, not through a graphic image. When working with such dictionaries, it is easy to remember words, they are stored in long-term memory.

A test is conducted to check and strengthen students' knowledge. During the test, students have the opportunity to work independently and self-assess. It is known that independently acquired knowledge is stored in memory for a long time and is easily remembered. Modern strategy and game tasks do not bore students and make them mentally active. When choosing a particular method, the results of the completed concentration "show specific methods and methods of methodological and psychological-pedagogical influence." Let's remember the famous words of L.N. Tolstoy: "If you want to teach with science, love your subject and you will educate them: but if you do not love it yourself, no matter how much you force it, science will not have an educational effect."

Thus, working with students at the pre-university preparatory stage requires special efforts to improve the effectiveness of students' mastery of the Russian language, further education in higher educational institutions depends on it.

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