



ADVANTAGES OF INTRODUCTION OF MODERN AND EFFECTIVE METHODS IN TEACHING RUSSIAN LANGUAGE

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Article history:	Abstract:
Received: April 13 th 2021 Accepted: April 26 th 2021 Published: May 31 th 2021	This article provides information on the most effective and modern methods currently used in foreign language teaching. There is also a detailed study of the aspects that should be emphasized by teachers in the teaching of Russian, one of the foreign languages.
Keywords: Russian language, the Direct Method, the Grammar-Translation Method, the Audio-Lingual Method, "Totalphysical Response" method, communicative method and etc.	

It is known that in the middle of the XX century Russian was recognized as a world language. This language is studied in more than a hundred countries around the world. It is learned as a foreign language by every eighth person in the world. Nearly 250 million people speak this language. In terms of distribution, Russian is the fifth most widely spoken language in the world, after Chinese, after English (420 million), Hindi and Urdu (320 million), and Spanish (300 million). According to UNESCO, one third of the world's scientific and technical information is currently published in Russian, and 77 percent of the information obtained from scientific institutions is coded in Russian. Thus, the need for knowledge of the Russian language is much higher, and the problem of teaching it remains topical. In our country, too, the demand and attention to the study of Russian and foreign languages in general is higher than ever. True, Uzbek is our state language. However, knowing a foreign language is crucial to going global.

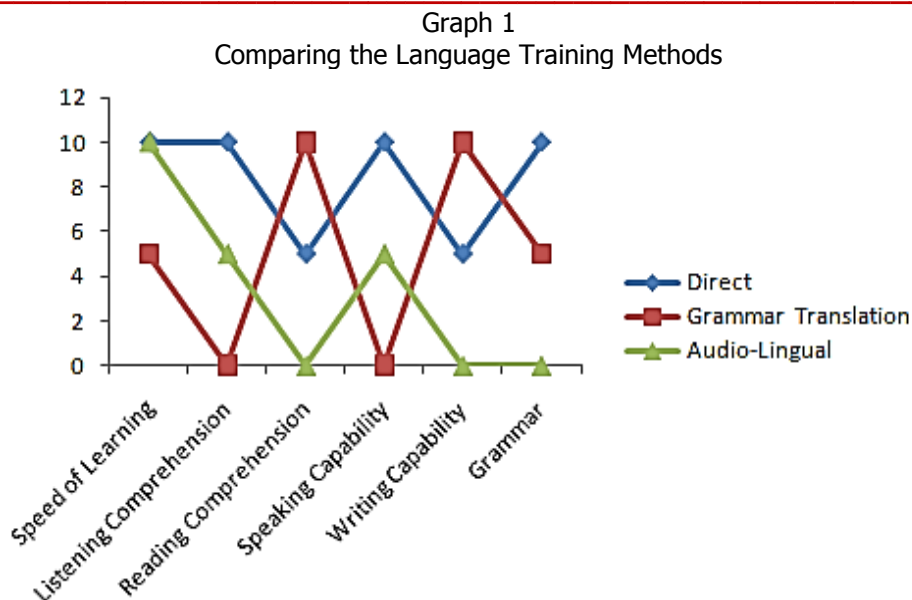
This is because it is not possible to work or study in a foreign country without a good command of a foreign language. The more foreign languages you know, the more opportunities you have. It should be noted that learning a language does not require special skills, innate talent, but rather effort, hard work, and, of course, the ability to use the right method. Currently, a variety of methods are used in the teaching process. Some teaching methods encourage students to improve their knowledge, while others do not. Therefore, in contrast to traditional education, the use of interactive teaching methods in the classroom helps to improve the relationship between teacher and student, increasing the interest of students in the science of the Russian language.

It's important to say that, there are three teaching methods that dominate the business of language instruction: the Direct Method, the Grammar-Translation Method, and the Audio-Lingual Method. Deciding which is the best method is difficult because each has strengths and weaknesses, and the nature of a student's goals will determine which is best for that student. Although many teachers may speak about exclusive or unique approaches, with few exceptions they are using one of these three methods.

The Direct Method is also known as the Oral or Natural method. It's based on the active involvement of the student in both speaking and listening to the new language in realistic everyday situations. The process consists of a gradual acquisition of grammatical structure and vocabulary. The learner is encouraged to think in the target language rather than translate. He or she hears and uses the language before seeing it written.

The Grammar-Translation Method. Throughout human history, many types of teaching methods have been developed. Initially, all methods of teaching foreign languages were borrowed from programs designed to teach the so-called "dead languages" -Latin and Greek, in which almost the entire educational process came down to reading and translating. Ushbu uslubga ko'ra, tilni bilish grammatika va so'z boyligini bilishdan iborat bo'lgan xolos. Ushbu usuldan foydalangan holda darsni rejalashtirayotgan o'qituvchi avval qanday grammatik sxemalarni ta'kidlamochi ekanligi haqida o'ylaydi. The method is based on analysis of the written language using translation exercises, reading comprehension and written imitation of texts. Learning mainly involves the mastery of grammatical rules and memorization of vocabulary lists.

The Audio-Lingual Method. Another method of learning foreign languages appeared in the late 70s. This self-teaching method is also known as the Aural-Oral method. The learning is based on repetition of dialogues and phrases about every day situations. These phrases are imitated, repeated, and drilled to make the response automatic. Reading and writing are both reinforcements of what the learner practices. More precisely, the essence of it is that in the first stage of the lesson the student repeats several times what he heard after the teacher or the phonogram. And only from the second stage onwards is the student allowed to speak.



Source: <https://www.altalang.com/>

This comparison graph shows the expected results for a typical student applying the same amount of time and motivation to the learning. It was scored the value of each method from 1 to 10 in the following aspects: Speed of Learning, Listening Comprehension, Speaking Capability, Writing Capability, and Grammar.

The Direct Method gives the student the ability to communicate quickly because she or he is encouraged to be creative during practice. It gives, by far, the widest range of capability to understand what another person says to you and in developing your capability to speak. This is the method of choice for instruction with a live trainer and where speaking and listening are most important.

The Grammar-Translation method requires the learner to spend a lot of time understanding the language structure. Listening and speaking suffer because of this. Understanding the structure is helpful in reading and particularly in writing. Grammar and vocabulary are emphasized throughout. This is the method of choice when the student's goal is to achieve a high level of writing and reading ability in a foreign language, versus speaking and listening.

The Audio-Lingual Method also allows the learner to communicate quickly but within the limited range that the repetition allows. It improves comprehension only if the speaker uses phrases that the learner has studied. Reading is limited, and an understanding of how to use the language is very limited. This is the method that is used when a live trainer is not available.

Another interesting method is called "Totalphysical Response". The basic rule of this method is: you can't understand what you didn't go through. According to this theory, in the early stages of a lesson, the student says nothing. First, he must have a sufficient amount of knowledge to pass on to passivity. For about the first twenty lessons, the student constantly listens to a foreign speech, he reads something, but does not speak a single one. In addition to listening, he begins to understand how to pronounce Russian words. Then comes the time when he has to react to it. One of the methods we are familiar with from school is that it focuses on teaching translation and reading. you will need to work with texts. The emphasis would be on memorizing words, spelling them, and spelling them grammatically correctly.

Among the modern methods of teaching Russian as a foreign language, the *communicative method* has also been at the center for decades. Moreover, educationalist Ken Robinson claimed that, "education systems should recognize that "most great learning happens in groups", because "collaboration is the stuff of growth". By all means, group working to communicate in any language, learners need to talk to each other. Therefore, language classes are a very natural and comfort place to use collaborative learning strategies. When learners work in groups it opens a door to their improved achievement, retention of learning and social relationships, as well as increase in their self-confidence. It can reduce the stress of contributing to a whole class situation and give more time for learners to work at their own pace. Also, work in pairs or in small groups, the chain, press conference, brainstorming, team games, assignments, linguistic games, puzzles, crosswords, roleplaying and simulation games, case studies, project technology, the tandem method, interactive tours, quests and web-quests, literature and musical compositions, discussions, multimedia and Internet technologies, podcasts, edutainment technology, critical thinking development, contests of reciters and literary conferences, and festivals of Russian speech. These types of work are universal, since they correspond to the different stages of learning and can be used to develop social, cultural, and scientific speech skills. By them teacher can make a friendship atmosphere and communication, design-making, problem-solving and team-working skills and capacities are educated. In doing so, teachers seek to teach language not as a system but as a means of communication for teaching oral communication. This means that in the process of mastering, students not only have to remember the elements of the language system, but also develop effective speaking skills,

they need to adequately assess their own conditions and characteristics and speak and listen in communicative situations.

It should be noted that in Russian it is very useful to memorize phrases, not individual words. It is very simple and easy, yet efficient and convenient. A phrase is not a whole sentence, but a group of two or more words formed by the addition and meaning of each other. It's also part of the story. For example, during the lesson, the student did not know the translation of "владею" but wanted to learn the word. The teacher writes the translation of the word and tells the students to remember it. In the same way long; makes a list of many individual words and tries to remember them all. The goal is to memorize individual words. However, such an approach, such a method, has little effect. Many experts say that you need to memorize the whole phrase. During the lesson, the teacher should try to explain to students the meaning of new words and phrases, using Russian radio broadcasts, shows, various fiction. It's a good idea to write a phrase, not just a single word.

For example, instead of writing the word "владею" it is important to memorize the whole phrase in the form "(Акмал) владеет русским языком". This is because a phrase can contain a lot of information. First, phrases are easy to remember because they can be used when reading, communicating, or listening. For example, when we say "(Акмал) владеет русским языком", we try to remember the meaning of the whole sentence, we know who Akmal is, the scene, Akmal's knowledge of Russian. This additional information will help the reader to always remember the meaning of the phrase, as well as the meaning of each new word. This approach makes it much easier to remember Russian words.

Second, the student will have an additional "bonus" - the ability to learn grammar while memorizing phrases. It is possible not only to learn individual words, but also to learn grammar, how to use a word correctly. That is, the more phrases you learn, the more grammar you learn and so much more. In the grammar section, the relationship between words and the order in which they are used is studied. They are connected by mutual meanings and affixes. It does not matter if the student knows the past and present tense suffixes, the verb is understood in I, II, III persons. This method is a method of automatically learning grammar.

Another important aspect of memorizing phrases is speed. The results of tests on the study of individual words and phrases show that the more attention is paid to the study of word combinations, the higher the efficiency can be 4-5 times. It is always important to memorize a phrase, not a single word. The reason is that the naturalness of the speech is lost when the student says each word in pieces. The words are not spoken one by one during the conversation, but there is a pause between each phrase. For example, young children use this method. At first, they only understand the meaning of the phrases. They may not know the meaning of each word, but they do know the whole meaning of the phrase. Later, as they learn more and more phrases, they begin to understand the meaning of each word. This is one of the fastest ways to build your vocabulary. It also shapes fluency in a straightforward and concise manner.

If each word is thought of separately, there will be uninterrupted pauses in speech. This condition can affect anyone who is learning a language. For most people, memorizing grammar rules is a key part of the learning process. This is because we are taught from childhood that in order to learn a foreign language, we need to memorize grammatical rules. In elementary school, high school, and even in universities, in all schools, all over the world - grammar, rules, order, patterns ... In fact, sticking to this method of learning a language quickly, easily and successfully is just too much work.

During the lesson, students should be able to understand 90% or more of the sentences without a pause without a dictionary. This will make the language learning process much easier. In this case, the teacher will always have to say simple phrases in class. The use of TV and radio programs for children in this language, as well as children's audio books, will help to make the lesson more effective.

Foreign language scholars have divided language learners of different ages into two groups:

- *The mistakes of the first group are constantly corrected.*
- *The communication mistakes of the second group are not corrected at all.*

A few months later, experts tested both groups. A surprising result was obtained: there was no general difference in the mistakes made by the two groups of learners during the communication period. Both groups of students made the same mistakes. Constantly correcting mistakes made by the learner during speaking leads students to pause before speaking, to think, and to analyze grammatical rules. As a result, the learner's ability to speak is impaired. They are afraid of making mistakes. Therefore, in the classroom, it is advisable for teachers not to criticize students when they make mistakes, but to point out their mistakes when they have finished speaking.

In short, the methods used in teaching Russian are very important. There are many interactive, communicative and active approaches and forms that make teaching and learning Russian effective. It should be noted that active teaching methods provide the following positive solutions to various issues: the formation of positive learning motivation; increase students' cognitive activity; active involvement of students in the learning process; encouragement of independent activity; development of cognitive processes - speech, memory, thinking; effective assimilation of large amounts of educational information; developing creative skills and thinking outside the narrow circle; development of the communicative-emotional sphere, identification of opportunities and conditions of each student, development of their manifestation; helps to develop independent mental work skills.

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