

Integrative Methods of Teaching the Russian Language in the Modern World

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Abstract: This article is devoted to various methods of teaching the Russian language in non-linguistic universities. It is aimed at achieving certain educational goals. The higher education system faces new goals and objectives to improve the methods of the Russian language. This makes it possible to comprehensively address issues of personnel and teaching potential.

1 INTRODUCTION

Teaching methodology is a joint activity between the teacher and the student. It is aimed at achieving certain educational goals. The choice of methods and means in teaching depends on many objects and subjects:

- firstly, the peculiarity of the teaching methodology of a particular discipline;
- secondly, materials and their contents;
- thirdly, time to study materials;
- fourthly, the complexity of the educational material;
- fifthly, the number of students;
- sixth, logistics; seventh, the interest of the students [1].

Depending on the role of the trainees, methods are divided into: active, passive and interactive. The reason is that the groups in which students and cadets are trained may be different. In weak groups, the “forced activity” method is used. The teacher forcibly activates the thinking and activity of students;

- increases the creative nature of activities;
- interacts between students and with the teacher;
- uses technical teaching aids;
- improves the process of attention, memory and thinking [3].

Active groups absorb information quickly. This knowledge is improved through the learning process. Such training can be used when students already have the basics of the necessary knowledge; this knowledge was obtained using traditional methods. Traditional and innovative methods have their own strengths, and the task of the teacher is to find reasonable use of each method depending on the lesson.

Traditional methods. Students are to a greater extent the subject of learning. The student asks questions to the teacher, questions from the teacher to the student to develop creative thinking. Individual contact is established between the teacher and the student, but not with other members of the group. Such methods are used in seminar classes and in independent work. Experience shows that such methods activate the teacher, and the student becomes passive [5].

Interactive methods. By teaching others, we learn ourselves (Seneca) - this method involves joint learning between the teacher and the student. The teacher acts only as a more experienced organizer of the learning process. Trainees are immersed in an atmosphere of cooperation and solve problems in the optimal way. Interactive methods create an environment and atmosphere for the manifestation

and demonstration of their knowledge, skills and qualities. During the learning process, all students interact with each other, exchange information, and solve problems together.

Interactive methods require the teacher to carefully plan the work. He needs to give the participants time for preliminary preparation; read, think through, complete tasks independently. It should be noted that the interactive method allows students to demonstrate their individual qualities, such as; leadership, organizational and public speaking skills [4].

The traditional method allows mainly knowledge and understanding, while the interactive method covers all cognitive levels. It requires a change in the approach to learning on the part of both the teacher and the students.

RESULTS AND DISCUSSION

In Russian language lessons we work in small groups. This provides an opportunity to practice collaboration and interpersonal communication skills. In small groups there is a high level of information exchange; students have different levels of training. Someone absorbs information well and quickly and actively gets involved in work. Another student may be passive and weak. In such cases, active people help passive ones, solve problems together, and exchange information. It is helpful to maintain a stable group composition so that participants can achieve mastery of group work.

In small groups, the teacher should be an "observer" and analyze how group members cope with problems that arise during the work. To observe, you need to pay attention to the following aspects:

- ✓ respect for the opinions of other participants;
- ✓ compromise and cooperation;
- ✓ support;
- ✓ willingness to listen;
- ✓ avoid conflict;
- ✓ communication skills.

These aspects help to analyze the effectiveness of work, discuss the meaning of the rules of work in a group. The use of interactive methods in small groups requires certain changes in the form of classes. The introduction of these methods makes it possible for both the teacher and the student to better understand the program. Initially, you should use simple methods - brainstorming, blitz surveys, mosaics, etc. There are methodological rules for working in groups:

- ✓ Each participant has the opportunity to speak.
- ✓ Respect the views of each participant if you do not agree with them.

- ✓ Ideas and proposals are discussed.
- ✓ Conflicts and disagreements that arise are resolved peacefully.
- ✓ The group should have an open, business-like, friendly atmosphere [2].

For example, when analyzing the poem "Sail" by M.Yu. Lermontov, cadets can work according to a set schedule, that is, we divide the group into two subgroups, one subgroup reveals the theme, the other subgroup reveals the nature of this work. Each subgroup will offer its own options, give examples, comment and defend its point of view. In conclusion, the "expert", that is, the teacher, makes the final decision. This will be a discussion lesson. A good teacher understands the state and mood of his cadets. Taking this into account, he attracts additional sources, teaches his cadets to work independently, actively participate, and support each other. Methodological recommendations for the teacher:

- ✓ the teacher must plan the lesson discussion in advance and develop it;
- ✓ choosing a topic for discussion;
- ✓ distribution of tasks into groups;
- ✓ regulations.

Subgroups should have strong and weak cadets. This will be a joint work, the strong help the weak and the number of participants should be equal.

CONCLUSION

Thus, the main goal of classes using interactive methods is to feel like collegiums, jointly solving problems, and to realize mutual responsibility. And for a teacher, the main achievement is to create a favorable atmosphere, respect, support and an optimal amount of knowledge.

Visual aids should be used in lessons. Diagrams, slides, tables, video recordings and audio recordings can be used as such aids. There is a good principle: "It is better to see once than to hear a hundred times." When using visual aids, it is necessary to comment on them. It is necessary to prepare the class so that visual aids are accessible to everyone, are thought out expediently, and with the help of technical means it will be possible to show slides and presentations. There are visual aids that can be demonstrated during the presentation.

In conclusion, we can say that the higher education system faces new goals and objectives to improve teaching methods. This makes it possible to comprehensively address issues of personnel and pedagogical potential.

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