

Teaching Russian in Uzbek groups in universities

Isakova Ravshana Karimjanovna

National University of Uzbekistan,
Head of the Department of Interfaculty Russian Language,
Associate Professor

E- mail: i.ravshana@nuu.uz

Tursunova Inobat Mirkamilovna

Teacher, National University of Uzbekistan

E- mail: i.tursunova@nuu.uz

Annotation: This article describes in detail the methods of teaching Russian in Uzbek groups in universities, the general didactic principles of teaching Russian, the principles of Russian as a science, science and interdisciplinary relations in teaching Russian.

Key words: russian language teaching, didactic principle, interdisciplinary communication, russian language methodology, morphology.

Introduction:

When your students are asked how they can improve their Russian, teachers often suggest: listening to many Russian, reviewing words frequently, learning the language, and understanding the meaning of grammar understand the impact.

It is very important for the teacher to see what the students are doing outside of class time and to give instructions on how to improve the Russian language. This should go beyond homework assignments and include tools and resources that students can use every day to develop their Russian language skills.

Literature analysis and methodology:

The teacher must be independent and proactive in choosing the most effective method and techniques. The teacher must be able to analyze and evaluate the technique or method chosen to perform a particular task. The principles should be highlighted: a) general didactic, applicable to all academic disciplines. b) specific to this topic.

The general didactic principles of teaching are: the principle of scientific, systematic and coherent teaching; the principle of connection between theory and practice; the principle of interdependence of the various departments that make up the university course of the Russian language; consciousness, the principle of action; the principle of appearance, power and convenience; the principle of individual approach to students.

The following principles specific to the Russian language can be considered as the subject of study;

- the relationship between language learning and thinking development;
- The relationship between the study of grammatical structure of the language and the acquisition of reading skills;
- The relationship between the study of grammar and the acquisition of speaking skills, etc.

Results:

Have access to smartphones that offer a variety of apps through app stores that help middle and high school students in many situations around the world.

Russian language methodology is designed to form skills in the field of language, to study the laws of mastering systems. scientific concepts in grammar and other branches of linguistics. The results of this research form the fundamental basis for problem solving: it is necessary to develop an optimal system of language teaching based on certain laws. At the same time, the methodology takes into account a number of social requirements for teaching: it provides a structure of teaching

that contributes to the communist upbringing of students, the development of their thinking, as well as effective, cost-effective.

Discussion:

Properly implemented science and interdisciplinary relations play a major role in teaching Russian. Spelling mastery is largely determined by students' knowledge of grammar, so spelling and punctuation are studied simultaneously with grammar, in their interrelationships.

University students learn correct pronunciation in all lessons of the Russian language, especially when they become acquainted with phonetics and teach expressive reading. Almost all Russian lessons, including spelling and grammar lessons, especially grammar analysis exercises, can be used to develop logical thinking as well as enrich students' vocabulary. In both Russian and literature classes, students' speech and word usage are corrected.

Conclusion:

In conclusion, these rules and methods are important factors in the teacher-student relationship. These techniques deepen students' thinking and allow them to express their personal opinions without fear. There is already a high level of competition among Russian teachers who want to fill the best and highest paid vacancies in countries where Russian is popular. Just knowing the language is not enough to compete with other local teachers.

Russian is a very popular language field that unites students as a foreign language, many of whom want to live abroad and teach Russian. Most of them take courses in philology, linguistics, pedagogy, and foreign languages. Like any other science, the methodology of the Russian language has its own theme.

References:

1. Nematov H., Rasulov R. Fundamentals of Russian system lexicology. "Teacher", T.: 2001.
2. Sh. Kosimov, Pulatov G. E. Teacher Innovative Activity In Teaching Special Subjects International Journal of Innovations in Engineering Research and Technology NOVATEURPUBLICATION'S VOLUME 7, ISSUE 5, MAY 2020.
3. Ushakov, N. N. Extracurricular activities in Russian at universities / N. N. Ushakov. - M., 2002.
4. Arsyriy, A. T. Entertainment materials on Russian language / A. T. Arsyriy. - M., 2000.