

NON-STANDARD FORMS AND METHODS OF TEACHING RUSSIAN LANGUAGE CLASSES.

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Annotation: The role of the Russian language among the languages of the "world" is a means of international communication as very large. In the 20th - 21st centuries, the socio-political, economic, scientific. Due to the entire direction of technical and cultural development, the Russian language is rightfully the world is considered This is primarily explained by the "international" of modern science. Nature and the unprecedented pace of its development. Every now and then it is important that the student knows the Russian language well. In this regard, teaching the Russian language it is important to use new methods.

Key words: non-standard, Russian language, control lessons, didactic purpose, non-traditional, integrated lessons, traditional school lessons.

One of the requirements for today's teachers is their educational process good knowledge of the applied, world-experienced and effective methods and being able to apply them. For this, the teacher must constantly search, learn and experimenting with what he has learned, creatively approaching these methods himself it is necessary to make changes and additions. Using many educational methods to organize the educational process are coming, among them interactive education and the interactive that forms its basis methods are considered particularly effective. The following is used in the teaching of the Russian language . Let's talk about some of the interactive methods. The words "interactive" and "interactive" have the same meaning, and the word "interactive" is English derived from the words "inter" - "together" and "act" - "movement". Interactivity moving together or talking, something in dialogue mode (eg a computer) or being with someone (teacher). It follows that interactive education is primarily dialogic education, during which the teacher and the student, student and computer interaction is carried out.

The explanation of these forms, no doubt, must be continued when reading the monuments of our ancient literature, but so far as it is necessary for a cursory understanding of these monuments, and not for the philology of the language, which is the subject of a completely special study. The syntax of the Russian language can be satisfactorily completed in the 4th year of the course: it serves here as a natural transition to the study of logic. For the following

courses, there are still three articles that form the subject of higher grammar: how much it is necessary for a cursory understanding of these monuments, and not for the philology of the language, which is the subject of a completely special study. 1. Foundations of general grammar in connection with the teaching of logic; at the same time, some idioms of the Russian language can also be indicated. 2. An overview of the main properties of the Russian language in comparison with foreign languages that take place in the gymnasium. 3. An overview of the main properties of the Russian language in their historical development, and it is necessary to point out some differences in the language of the from the language of the ancient chronicles, the language of the later, bookish from the folk, Great Russian. This would serve as a coherent repetition of what was previously explained by reading passages, and together would form an indispensable part in the history of Russian literature. Let us return, however, to the exposition of what is most demanded of us. The study of a language certainly develops a fine faculty of analysis in the mind of the learners; but language itself serves only as an instrument of the highest moral power in man: reflecting, like the purest mirror, all the phenomena of our inner life, it also requires the reflection of rays of light for clarity. However, is it possible to do without sources of invention? Are they not the very foundation of thought? After all, we all, no matter what we write about, ask ourselves questions: what does it look like? What are the properties of this item? What are the reasons for this action? And so on. Agree; only these questions are nothing more than the forms in which our thought appears, and to exercise them is a matter of logic; but to compose an artificial composition according to them does not mean the same thing as, for example, to depict the charms of friendship for examples on grammatical rules. Can these questions give any outline to the essay? Not at all. Do they help us to understand the subject? I do not think. Show the boy a nightingale, and he himself will later tell something about the color, flight, voice of the bird he saw; and put instead: what? as? - and then the topic: the nightingale - what questions will help him if he has not seen the nightingale! But it happens that the pupil is well acquainted with the subject, and does not know how to start describing it. The law of logic says: determine the genus to which the object belongs, and indicate its specific differences; indicate the relationship of the whole to the parts, the signs are essential and accidental, and so on. But no logic can truly give general rules on how to apply this general law, for example, in the description of a city known to me, because the application of any law can be infinitely varied. A city can be described in terms of its location, buildings, industry, habits of the inhabitants, etc. Let us take only the location. Would you say this: it is necessary to explain whether the city is on a mountain or in a valley? But a city can stand by a river, by a sea; and the river, and the sea, and the mountain, and the valley can together determine its location. What should be depicted and what should I mainly dwell on in the description of the city known to me? It is clear that when exercising in essays, the most important thing is to show the pupil how the theme develops from the essence of the subject itself, to bring him to the point that he himself finds rules for different types of essays, and not be guided by one general rules that lead to one common place and fruitless rhetoric. And in fact, what is most demanded of the writer in our time? For several characteristic features in the image of the subject, we are ready to forgive the imperfection of the form in the essay. But the taste of our time, of course, cannot serve as an indication for the teacher. The perfection of form, which our fathers and grandfathers so boast of, is, without a doubt, one of the first requirements of any good composition. I don't just think so that exercise in some forms could be of significant benefit: the pupil acquires through this, perhaps, the concept of harmony; but a

dead skeleton or, worse, a painted doll will not explain to anyone the harmonic lines in the structure of a living body.

Teaching the Russian language (and any subject in general) is a teacher and is a joint activity of students. For students to master the language thoroughly the teacher should perform certain educational (exercise) actions: new explaining the material, giving assignments, asking questions and the correctness of the answer check etc. It is important for students to be active and engaged in the learning process they must perform actions: reading the text, learning words, doing exercises, answering the teacher's questions, etc. In traditional forms of education (in place), students' actions are constant determined and managed by the teacher. That's exactly what students do what they need to do, at what point, in what sequence, for what purpose decides if necessary. And, of course, he is in class (even outside of class) for himself it also defines what to do and how to do it. He directs the students teaches and teaches to learn. But as any teacher knows, the teacher's teaching action does not always give the desired result.

How to make the actions of the teacher most effective? What methods, methods, methods to achieve the desired goal use, how to combine them with each other, how to behave in the audience must be explained. In other words, we consciously manage the learning process we need to teach, including how the learning process will give us the best results we must consciously organize our educational activities.

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