

## **Russian Language Teaching Methodology: Yesterday and Today**

**Nargis Kazbekovna Sarimsakova**

Lecturer, TIFT University of Tashkent

**Sayyora Xolmirzaevna Sultanova**

Lecturer, TIFT University of Tashkent

**Abstract:** This article is devoted to the methodology of teaching the Russian language, in which the modern methods and methods used in the teaching of the Russian language are analyzed. The article discusses the main difficulties in language learning, students' problems in deep language acquisition, and what methods can be used to solve these problems. Also, special attention is paid to interactive methods, communicative pedagogy and technologies in the teaching of the Russian language.

**Keywords:** Russian language, teaching methodology, language learning, communicative method, interactive methods, educational technologies.

**Introduction:** Russian language teaching methodology is a set of rules, methods and strategies for organizing and implementing the Russian language teaching process. Language learning activities are individual and specific for each student, and the main focus in this process is to ensure that students acquire the language correctly and accurately. To achieve efficiency in language teaching, teachers need to introduce modern methods and stimulate students' creative activity.

As is known, each method has its own role and tasks in teaching the Russian language, and their correct selection and application are of great importance.

Russian language teaching methods are the study of the Russian language is a set of methods, tools and principles used in the process of language learning. This methodology is aimed at increasing the effectiveness of the language learning process, providing students with practical and theoretical knowledge. Each language learning process requires an individual approach to the learner, and the main factors in it are the student's spiritual and personal characteristics, cognitive potential, cultural and social context.

Russian scholars on the methodology of teaching the Russian language have made significant contributions to this field at various times and have expressed important ideas about the effectiveness, innovation and specific features of teaching methods in the educational process. Below I will present some of the opinions of Russian scholars on this subject:

Leonid Verbitsky (1910-1994) – one of the leading experts in the field of Russian language teaching methods. In his opinion, the main focus in language learning should be on developing students' empathic and communicative abilities. He paid special attention to practical exercises in language learning, including creative work and literacy.

Vasily Benashvili (1900-1970) – In his theory, it is important not only to demonstrate grammatical and lexical knowledge in language teaching, but also to use the language in a social and cultural context. He called for the use of a contextual and communicative approach in language learning. In his opinion, language should be learned not only from books, but also by using it in life.

Viktor Shatalov – Shatalov's methodology is based on taking into account individuality and the specific characteristics of a person in language learning. In his opinion, it is important to choose methods that correspond to the spiritual and emotional qualities, interests and potential of each student. He also paid great attention to the use of pedagogical technologies and technical means.

Alexander Lyaudis (1906-1974) - Lyaudis recommended the concept of "active teaching" in teaching the Russian language. He mainly emphasized the importance of using practical exercises and competitive games in accordance with the topic in teaching the Russian language. According to his theory, students should acquire practical skills rather than theory.

Yuri S. Sergeev (1902-1986) - In the methodology of teaching the Russian language, he placed special emphasis on integrating methods and techniques with new pedagogical techniques. He observed the effectiveness of using science and technology in language learning and called for the use of interactive technologies.

**Main part:** The main theories and principles are of great importance in organizing the methodology of teaching the Russian language. For example, the communicative method is aimed at developing the student's interest in the language through the use of language. This method is based on the communicative activity of the language and helps the student to think correctly and clearly. The grammatical method involves studying the language based on grammatical rules.

There are several methods of teaching the Russian language, which should be adapted to the characteristics of each student. Interactive methods are methods aimed at ensuring the active participation of the student in teaching. Among them, role-playing games, assignments and teamwork are of great importance. In the method of personal development, an individual approach is offered to each student, assignments and exercises based on his interests and capabilities.

In recent years, modern pedagogical technologies have begun to be widely used in teaching the Russian language. Multimedia technologies and interactive platforms make the learning process more effective for students and allow them to express their thoughts freely. Online lessons, video programs, and interactive games help students master the Russian language in a clear and creative way.

The communicative method of teaching Russian aims to adapt students to the use of the language in real life. According to this method, the main focus in language learning is on changing communicative situations, that is, discussion, dialogue, and creative activity. The communicative method helps students actively use their learning skills, master the language through discussion and question-and-answer methods.

It is important to take into account the individual characteristics of each student when teaching Russian. In the form of individualized education, family, social, and psychological factors of students are taken into account. This method helps to offer activities that are tailored to the interests of the student and meet the needs of students during the lesson. For example, conducting lessons on topics based on personal interests in language learning can increase their engagement.

The effectiveness of Russian language teaching methods depends on the depth of the content of the language learning process, the interest of students in the language, and the effectiveness of the organization of the learning process. Interactive methods, technologies, and individual approaches lead to high results in learning the Russian language. Students' grammatical knowledge and practical skills are properly integrated.

The use of new innovative methods and techniques in language teaching undoubtedly increases the results. Technological integration and multimedia education play an important role in this area. New forms of teaching, including online courses, video materials, and interactive games, make the language learning process interesting and effective.

**Analysis and results:** The effectiveness of Russian language teaching methods largely depends on the methodological qualifications of the teacher, the personal characteristics of students, and the organization of the educational process. One of the modern teaching methods is interactive methods,

which are aimed at combining the role of the teacher and the activities of students, and the interactive use of language materials and materials. At the same time, communicative pedagogy helps to develop students' practical and creative skills in teaching the Russian language.

It is important to take into account the capabilities of students in language learning. In particular, in the implementation of language learning, teamwork, role-playing games, and exercises based on specific lexical topics often yield beneficial results. The use of interactive technologies develops students' abilities to think correctly and communicate, which leads to effective language learning.

**Conclusion:** The methodology of teaching the Russian language is constantly developing and is enriched with new technologies and pedagogical methods. The mastery and practical application of new methods by teachers, as well as the stimulation of students' activities, are of great importance in the process of learning the Russian language. It is necessary to use modern pedagogical methods to develop students' creative activity, communicative abilities and grammatical skills. Improving teaching methods based on knowledge and experience helps to increase the effectiveness of learning the Russian language.

The methodology of teaching the Russian language involves the use of modern methods to stimulate students' creative activity, develop practical language skills and consolidate grammatical knowledge. The use of modern technologies, the implementation of interactive teaching methods and an individual approach to students help to achieve new results in learning the Russian language.

## REFERENCES

1. Саримсакова Н. К. Формирование орфоэпической компетенции у курсантов при обучении русскому языку // Современное педагогическое образование. 2019. №8. URL: <https://cyberleninka.ru/article/n/formirovanie-orfoepicheskoy-kompetentsii-u-kursantov-pri-obuchenii-russkomu-yazyku>
2. Sarimsakova, N. K. (2022). Formation of Orthoepic Competence in Foreign Language Teaching in Cadets. *Journal of Intellectual Property and Human Rights*, 1(12), 1–4.
3. Kazbekovna, Sarimsakova N., and Nuriddinova D. Shukurovna. "Structure and Contents of the Method for Forming Orthoepic Competence of Cursors in the Process of Teaching Russian Language." *International Journal on Integrated Education*, vol. 4, no. 6, 2021, pp. 228-231, doi:10.31149/ijie.v4i6.1995.
4. Abdullayeva, M., & Maxmudova, M. (2022). IMPORTANCE OF LEGAL EDUCATION CHARACTERISTICS. *Science and Innovation*, 1(7), 1311-1314.
5. Sayyora Xolmirzaevna Sultanova. FEATURES OF THE COMMUNICATIVE APPROACH TO WORKING WITH TEXT IN THE LESSONS OF RUSSIAN AS A FOREIGN LANGUAGE IN UZBEK GROUPS. *CRJP* 2023, 4, 30-40.
6. Sayyora Xolmirzayeva. (2023). APPROACHES TO USING PEDAGOGICAL TECHNOLOGIES IN TEACHING UZBEK LANGUAGE. *American Journal of Pedagogical and Educational Research*, 12, 290–292. Retrieved from <https://americanjournal.org/index.php/ajper/article/view/919>
7. Saodat, S. (2021). The Study of Phraseology and Its Theoretical Features. *Journal of Foreign Language Teaching and Applied Linguistics*, 11, 97-101.
8. Saodat, S. (2021). The benefits of using critical incidents in teaching languages. In Conference. Perspectives of implementing international experience in foreign languages teaching (Vol. 11, pp. 86-89).
9. Bekmuratova, S. M. Q. (2023). CULTURAL FEATURES OF PROVERBS IN ENGLISH AND UZBEK ON THE TOPIC OF HOMELAND. *Scientific progress*, 4(5), 153-157.

10. ABDULLAEVA, Z. S. (2023). INNOVATIVE TECHNOLOGIES OF PREPARING STUDENTS FOR SOCIAL LIFE. *INNOVATIVE DEVELOPMENT IN THE GLOBAL SCIENCE*, 2(10), 116-120.
11. Abdullaeva, Z. S. (2024). METHODS OF TEXT LINGUISTIC EXPERTISE. *PEDAGOGS*, 55(1), 115-118.
12. Kasimova, S. S. (2024). Transformation of phrases and its destructions. *Salud, Ciencia y Tecnología-Serie de Conferencias*, 3, 740-740.