The Efficiency of Innovative Teaching Methods in Russian Lessons in Non-Linguistic Higher Education Institutions

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Abstract

The article analyzes the use of an innovative method as a Linguistic Simulator (listening + reading + speaking) in the study of Russian as a foreign language, especially among students of non-philological universities in online learning. From this point of view, the problem of learning a foreign language based on innovative technologies and methods, which helps self-development, is extremely interesting, and this is relevant during online learning.

Keywords: Russian as a foreign language, modern technologies, innovative methods, form of education, efficiency.

President of the Republic of Uzbekistan Shavkat Mirziyoyev at the first meeting of the Senate of the Oliy Majlis, noted that "raising a healthy and harmoniously developed generation means building the foundation of a state with a great future, gaining high authority in the world." This can be achieved, in our opinion, by being fluent in foreign languages. If in the previous decades of the 20th century the circle of people who had the need to communicate in a foreign language was quite narrow, then at present the situation has changed in the modern world.

Communication and technological transformations in society have involved both direct and indirect communication (for example, via the Internet or the Zoom program) a fairly large number of people of various professions, ages and interests. Accordingly, the need for the use of a foreign language has also increased. Teaching the language as a means of communication and generalization of the spiritual heritage has acquired priority significance. On the threshold of the new century, the sociocultural context of learning foreign languages has changed significantly. Thus, the educational and self-educational functions of the Russian language, their professional significance at school, at the university, in the labor market as a whole, have increased significantly, which has led to an increase in motivation in the study of languages of international communication.

In the practice of working in educational institutions, the urgent problem of the day is the education of a socially active person who is able to take responsibility for independently made decisions. For graduates of secondary and higher educational institutions, the requirements of readiness for orientation in a life saturated with information flows, for continuous self-learning have become mandatory. The use of a communication network (e-mail, the Internet or the Zoom program, television, etc.) in the study of foreign languages is the norm of today. In this regard, the use and improvement of the methods of the educational process and educational technologies is of particular importance. This is especially true for the sphere of studying the Russian language, where interaction with the teacher in the classroom cannot be effective without students independently mastering the necessary vocabulary. In the context of this study, of

particular interest are such innovative methods as listening and speaking in the study of the Russian language in non-linguistic universities.

Listening skills can become stable if the student improves them independently during extracurricular time or by consolidating the materials covered, especially during online learning. This can be facilitated by means of information and communication technologies that allow you to hear the speech of native speakers of the Russian language, see educational information through a computer, provide immediate feedback between a student of a philological university and a learning tool, as well as organize learning activities at an individual pace and control the results of assimilation. The success of mastering new words in the Russian language is determined by many objective and subjective factors, among which the degree of formation of the psychological mechanisms of listening (hearing) and speaking (pronunciation skills) among students is of particular importance; awareness of one's own goals for language learning, frequency of use of listening, etc.

The monograph by M. Rustamova emphasizes that teaching Russian as a foreign language through the Linguistic Simulator (listening + reading + speaking) should be considered as a special "system for learning the Russian language". In teaching Russian as a foreign language, it seems necessary to use pedagogical technologies that allow developing a chain of types of classes, the totality and development of which would fully cover the study of a particular topic and reveal the sequence of development of the logic of assimilation and application of the acquired knowledge based on the study of the text. This type of work is called cyclic planning, since the logic of the cognitive activity of students and the teaching activity of the teacher is cyclically repeated from topic to topic. On the basis of country studies, such planning involves the coverage of a historical, cultural and nationally specific text at each lesson. In addition, in our opinion, it is productive to combine cycle planning with the methodology of critical thinking, which includes three stages: Challenge - Comprehension - Reflection.

So, when studying Russian as a foreign language, students of non-linguistic universities should use the text of the historical, cultural, national-specific context as an actualization to offer the following types of work: historical excursus, reconstruction of historical events, designing a family tree, costume ball, cultural commentary, poetic evening , a meeting in a poetic cafe, a dispute on aesthetic issues. This is the first stage - Challenge. It allows you to interest the student, to arouse a steady interest in the topic being studied through the text, to generalize the available knowledge.

To comprehend the work of writers and poets of the Symbolists, Acmeists, Futurists, Imagists, it is necessary to identify the links between intratextual components and contextual factors. In particular, it can be an analysis of the composition of a work of art as the fundamental principle of intratextual elements, a system of artistic means used by the author; consideration of the genre of a work as one of the organizing elements, including extraliterary, contextual factors, that is, a historical understanding of the genre, a nationally specific understanding of the genre, the study of the individual author's interpretation in a particular artistic text are assumed. As a result, the concept of genre and compositional features of the work is formulated. The second stage allows not only to comprehend the information obtained in the process of analysis, but also to correlate it with existing knowledge.

The third stage involves the formulation of theoretical conclusions based on the analysis of historical, nationally specific and individual author layers in the text, comparison of the results of the study with achievements in this field of science, determination of the place of the information obtained in the theoretical paradigm, correction of the data presented in reference books, dictionaries, encyclopedias, taking into account the results of experiments and observations. Thus, the stage of reflection allows you to generalize the information received, to form a holistic view of the text as a fact of culture among students.

Thus, the text is the main source of various linguistic and aesthetic information; the literary text occupies a central place in teaching Russian as a foreign language on the basis of a linguo simulator.

Thus, speech hearing is one of the most important mental mechanisms. It includes the ability to isolate, distinguish and recognize differentiated features of perceived content. Further, long-term memory is turned on, the stored samples and the information received are compared, mental operations come into play, which leads to awareness of the meaning of the audible text. The basis of auditory information is formed by parallel psychological processes - perception at the level of a word, sentence, dialogue, and understanding, the result of the semantic processing of audio information, generates the student's communicative intention, the logic of thought. Modern methodologists note that background information has a significant impact on the ability of memory to retain coherent texts, so associative links appear already at the stage of acquaintance with the title of the text. Reading is formed at the stage of perception of graphic images, and with the help of pronunciation, auditory-motor images of words are recreated. Speaking is built adequately to the process of communication, while the priority role is given to improving the skills and abilities of oral speech (speaking and listening).

When reading aloud, students improve their hearing and pronunciation skills, gain experience in perceived sound images in a stream of coherent speech, the relationship of concepts, reading fluency. In order to make the process of listening to English learners successful, it is necessary to develop a system of training exercises aimed at maximizing the activation of natural mechanisms. Such conditions make it possible to vary approaches to listening, to individualize this process. This can be facilitated by modern teaching aids, one of which is the universal multimedia interactive complex "listening + reading + speaking", designed to form and improve the pronunciation and memorization of verbs, which contribute to the development of students' speech skills. The basis of training in this complex is the principle of differentiated and integrated learning, the principle of communicative orientation, the principle of visibility, etc. As the linguistic content of training, subject-semantic and lexical-grammatical content is presented, the logic of which allows you to diversify methodological techniques that ensure the formation of listening skills and abilities, reading, speaking. The most voluminous component of this method is the vocabulary, which helps to perceive authentic speech. Regardless of how good the student is at grammar and phonetic side of speech, the student successfully prepares for communication, and this innovative method allows the use of various forms of learning.

On the linguistic simulator, the student can exercise self-control of pronunciation, any word or phrase, and even the verb or the rules for constructing sentences, the student can record in his performance and compare with the sound of the speaker's voice. Thus, the process of studying the Russian language, the student not only comprehends the way of expressing thoughts, but also perceives the language as a source of information about the national culture of the people, since the language is a sign of the nation, expresses the national culture of the people who speak it, we believe that this method is relevant during online learning.

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