

IMPROVING THE QUALITY OF TEACHING THE RUSSIAN LANGUAGE IN THE

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Abstract

Teaching the Russian language at the institute is the acquisition of knowledge of the Russian language in order to develop the ability to express a complete thought at the level of a phrase or sentence. The purpose of the article is to become familiar with and systematize the methods of modern information technologies suitable for improving the quality of teaching the Russian language at the institute.

Keywords: regional studies, cultural studies, linguistic-cultural materials, aesthetic development, intercultural communication, general education.

In accordance with the Concept of Modernization of Uzbek Education, one of the main directions and priorities of educational policy is updating the content of education, improving the quality of education and improving mechanisms for monitoring the quality of education. The modern quality of education must satisfy state requirements and the specific interests of the individual. The standards of modern institute education focus on speech development and the formation of communicative competence [1]. Today, knowledge of the Russian language has enormous social significance. The development of international communication, as well as scientific and technological progress, puts forward its own requirements for determining human culture, and one of these requirements is knowledge of the Russian language.

Knowledge of the Russian language is an additional window into the world, access to other national cultures [2]. By developing the Russian language communicative competence, the Russian language teachers change approaches to the choice of pedagogical technologies, monitoring the quality of education in the subject, drawing up tasks to monitor the assimilation of the studied material, and forms of assessing student achievements. The institute has been given new tasks: creating a learning environment that motivates students to independently obtain, process the information received, and exchange it [3]. It is necessary to make the educational process more exciting and interesting, to reveal the meaning of the knowledge acquired at institute and its practical application in life. This can be done using new pedagogical approaches and technologies in a modern institute. In particular, this can be done by the Internet, which creates conditions for obtaining any necessary information for students and teachers located anywhere in the world: regional studies material, news from the lives of young people, articles from newspapers and magazines, necessary literature, etc [4].

Teaching the Russian language at institute is the acquisition of knowledge of the Russian language in order to develop the ability to express a complete thought at the level of a phrase

or sentence. Teaching Russian includes teaching reading, dialogical, monologue and writing, i.e. communication skills, mastering by students the main types of speech activities (listening, speaking and reading) within the institute curriculum, teaching writing within the framework of performing written exercises, teaching the composition of short postcards and letters in the main communicative areas [5]. Success in teaching the Russian language depends only 20% on knowledge of vocabulary and grammar and 80% on culture and sense of words.

In the institute, the basic foundation for practical knowledge of the Russian language is laid in order to successfully continue to master it and apply it in practice. Teaching the Russian language in the institute is aimed at [6] :

- creating conditions for early communicative and psychological adaptation to a new linguistic world, different from the world of the native language and culture, and to subsequently overcome the psychological barrier in using the Russian language as a means of communication;
- familiarization with the Russian song, poetry and fairy tale folklore, the world of games and entertainment [7] ;
- student's acquisition of social experience by expanding the range of communicative roles played in situations of family and institute communication, with friends and adults in the Russian language; formation of ideas about the general features and characteristics of communication in native and the Russian languages;
- formation of basic communication skills in 4 types of activities, taking into account the capabilities and needs of the students;
- the formation of some universal linguistic concepts observed in native and the Russian languages.

When studying the Russian language at the second stage, the focus is on the consistent and systematic development of all components of communicative competence in students in the process of mastering various strategies of speaking, reading, listening, and writing. The Russian language teaching in institute is aimed at learning the Russian language as a means of international communication through:

- Formation and development of basic communication skills in the main types of speech activity;
- Communicative and speech adaptation to the Russian language environment of the countries of the language being studied; development of all components of the Russian language communicative competence;
- Sociocultural development of students in the context of European and world culture with the help of regional studies, cultural studies and linguistic-cultural materials;
- Cultural, artistic and aesthetic development of the students when familiarizing themselves with the cultural heritage of the countries of the language being studied;

- Formation of skills to present the native culture and country in the conditions of the Russian language intercultural communication;
- Introducing students to the strategies available to them for independent learning of languages and cultures [8].

At the final, third stage, teaching the Russian language should contribute to the Russian language communicative competence, ensuring the use of the Russian language in situations of official and informal communication in educational, social, everyday, cultural, administrative, professional spheres of communicative interaction. At the same time, the focus is on the development of a culture of oral and written speech in the Russian language, deepening cultural knowledge about the way and styles of life in the countries of the languages being studied.

The tasks and content of the Russian language educational communication among students vary depending on the profile of the institute and are expanded through the interdisciplinary connection of the Russian language to the study of other subjects.

The Russian language teaching at the third stage is aimed at:

- Development of communicative culture and sociocultural education of students, allowing them to be equal partners in intercultural communication in the Russian language in everyday, cultural and educational and professional spheres;
- Teaching the ethics of discussion communication in the Russian language when discussing culture, styles and lifestyles of people;
- Development of general educational skills to collect, systematize and summarize cultural and other information of interest to students;
- Introducing students to the technologies of self-monitoring and self-assessment of language proficiency;
- Development of skills to represent one's native country and culture, people's way of life in the process of the Russian language cultural communication;
- Use of the Russian language in professionally oriented education [9] .

The Russian language is becoming increasingly in demand in a wide variety of areas of human activity. It is one of the most popular languages in the world. In many countries it is adopted as the second official language. The language of international trade, politics, the Internet, tourism, you name it. In order to learn this language, which is useful in all respects, desire alone is not enough; a certain method of learning Russian is required, taking into account individual characteristics and needs.

In teaching practice, four main teaching methods can be used:

- explanatory and illustrative;
- reproductive;
- problem;
- research.

The reproductive method of teaching involves the assimilation of knowledge conveyed to the student by the teacher, and the organization of the student's activities to reproduce the studied material and its application in similar situations.

The problem-based method involves maximizing the activation of students' cognitive activity. The learning process involves solving different classes of problems based on the knowledge acquired, as well as extracting and analyzing a number of additional knowledge necessary to solve the problem. In this case, an important place is given to the acquisition of skills in collecting, organizing, analyzing, and transmitting information [10].

The research method of teaching ensures independent creative activity of students in the process of conducting scientific and technical research within a specific topic. With this method, learning is the result of active exploration, discovery and play, and as a result, it tends to be more enjoyable and successful than with the other methods listed above. The research method of teaching involves studying the methods of objects and situations in the process of influencing them. To achieve success, you need to have an environment that responds to influences. In this regard, an indispensable tool is modeling, i.e., a simulated representation of a real object, situation or environment in dynamics.

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