

Principles and Methods of Teaching Russian and Communication with Other Subjects

Shanazarova Gulayim Sirajatdin Qizi

Students, Undergraduate Degree, Nukus State Pedagogical Institute named after Azhiniyaz
(Nukus, Republic of Karakalpakstan)

Annotation: In this article we will learn about the principles and methods of teaching the Russian language. Let's consider the stages of familiarization of students, and teaching methods. Questions for understanding and assimilation of the topic.

Keywords: methodology, Russian language, basis, teaching, means, purpose, principle, method, activity, method, training.

The method of study is considered as an algorithm of interrelated activity of the teacher aimed at accomplishing the super-tasks of education, re-education and formation of first-graders. As a result, the use of methods of education is achieved by students' absorption of knowledge, skills and experiences. All teaching approaches are open to universal, which should be used for any discipline, and non-state, used in one area of self-knowledge, including in the branch of the Russian dialect.

Methods of teaching the Russian dialect are classified in different ways:

1. According to the source of providing knowledge (M.A.Mikhailov, A.V..Fluid);
2. narrative goals (a way of investing knowledge and a way of developing skills and experiences) (I.R.Paley, I.T.Ogorodnikov);
3. according to the rank of the scientific and cognitive organization of students (explanatory and illustrative, research, conceptual) (I.Ya.Vinogradov, M.N.Skatkin);
4. General theoretical methods of retraining, theoretical, theoretical L.P.Smirnov).

The second interpretation according to the source of obtaining cognitions is considered by the generally recognized Presama. According to the source of the provision of knowledge, the following methods of teaching the Romanian language contrast: a mentor's word, a discussion, a job with a summary, an express analysis of linguistic material, technological and illustrative salaries, squats.

The word of the educator is the universal name of all the sayings of the mentor at the elective: letters of the topics and problems of the elective, prerequisites for the general educational activity of students, explanations of the latest video material (in a broad subtext, this is exactly what the teacher's word is), an explanation of the assignment for independent activity. It is used at all phases of teaching and least of all when explaining the latest video material (from 5 to 15 minutes). It can also be extensively combined when hardening and abstracting the conducted. The word of a teacher should be counted consistently, wisely, meaningfully and incorrectly from the point of view of the norms of Belarusian literary Hindi. The conversation assures the participation of not only the associate professor, but also the student. It is effective on the tour of updating new knowledge in the concept of knowledge hitherto acquired. The polemic is based on the motivation of resonant

questions and is carried out according to a certain intent. Each question for polemics should be carefully thought out by the teacher, incorrectly voiced, you need to be complete and accurate, the deductive sequence of questions should cause punitive logic of intellectual actions of students. Working with the textbook – students fully assimilate the version, comprehend it and consolidate it in the process of performing exercises. Secondly, at the same time, the teacher is desirable to direct the systematization of students: to highlight the main thing in the conceptual part of the subtitle and pay attention to it to the students. Never, however, should this method be neglected, because there may be a loss of scientific and cognitive activation by students, enthusiasm for the doctrine. The use of technological and demonstration salaries – the use of a player, a photo, a codoscope, screen salaries. Indicative salaries are open to textual, symbolic, artistic, real (multidimensional).

- * Graphic – scales, diagrams;
- * Symbolic – cards;
- * Cinematic – photos and screensavers;
- * Natural – sketches.

The observation of linguistic material is reduced to redistribution according to the specific observance of linguistic occurrences, their assessment. It is expressed in syntactic analysis, in express analysis of the language of a graphic work. It is used for the purpose of consolidating theoretical self-knowledge or for the purpose of targeting an approach to a new topic. Video surveillance is conducted under the guidance of an associate professor on a certain idea, on certain issues. It prepares the student for the realization of the semiotic phenomenon. M.T.Mikhailov identifies teaching methods in the relationship between the two phases of learning: 1) the introduction of knowledge and knowledge by students; 2) the report of students on the settlement of knowledge and hard work. L.A.Murina also highlights the processes of familiarizing students with the educational video file and determines the previous methods for each stage:

- * the point of familiarization of students with educational material – mathematical and cognitive teaching tools;
- * the period of mastering students' knowledge, skills and professionalism – theoretical methods of teaching;
- * the phase of the students' report on the conquest of knowledge, skills and experiences – methods of supervision.

Informative methods are exchanged in their ranks for explanatory (political information, the phrase of the teacher) and interpretive (discussion, video surveillance of linguistic photographic material, language express analysis of a paragraph, a full-fledged express analysis of educational video material, etc.).

A lecture is a detailed TV interview of a teacher lasting up to 20 minutes in 5-7 universities, and up to 20-35 minutes in 8-11 universities on a specific topic. Phonetic analysis of the subtitle gives a superpower, in particular, to reveal the role of semantic means in the author's phrase of his attitude to the described. Sovereign analysis of the educational material, when students carry observations on the dialect on specially selected plot material or exercises, perform analysis, make possible theses and abstractions. A specific method must be applied by the teacher incessantly, not only as a self-sufficient method, but also in combination with other principles. It is especially important to wait until the end for an independent express analysis of the thesis on language problems, so that a

consciously reformulated mathematical conclusion is proof of the monad's awareness of the acquired knowledge.

Theoretical teaching tools are exchanged into two subgroups:

1. methods of knowledge preservation (questions to consolidate cognition, taking notes, drawing up a plan, anthropological tables, algorithms, a report on a lexical topic);
2. algorithms for the formation of skills and abilities (finding the terminological phenomenon being studied, the algorithm for selecting standards, writing from memory, ascertained writing, syntactic analysis, printing, various types of notes).

Questions for understanding, assimilation and retention of knowledge are used by a teacher with a super task: a) to help the pupils to misunderstand the rules, the content of the paragraph, the assignment of squatting, putting good precedents, etc.; b) rechecking comprehension, their self-improvement; c) memorizing the material passed; d) generalization and archiving of the material, etc. Under the condition of correct and skillful use, the method of questions is an important fragment of the methodology of about every lesson, including the abundance of lectures. When defining the questions, the teacher needs to incorrectly express his thoughts, clearly for the students; to clarify the questions in order, assuming a large-scale logic in the statements of children.

The postulates of teaching any dialect are as follows.

1) The law of attention to the microparticles of the dialect, to the formation of state bodies of recitation, to the improper functioning of the communicative basics. Any neglect of the interrelationships of speech, dialect has a skeptical effect on the possession of theoretical communicative PR activities. As, it was found out that the overestimation of speech, grammatical skills leads to shortcomings of syntactic education. The above postulate of teaching asks for the regulation of acoustic and spectator persuasiveness in linguistic studies and the coaching of state bodies of speech (utterance, expressive reading, external utterance, etc.).

2) The law of awareness of lexical concepts, both stylistic and grammatical, morphological, syntactic. To become aware of a word, phoneme, word, invitation means to regard them with concrete properties of reality. In a break from the concepts of the word, all kinds of dialect aggregates can also be clarified, but such an understanding, secondly, does not respond to the super-tasks of the multilateral formation of individuality, firstly, complicates the assimilation of Esperanto as a meaningful structure.

The condition for observing the principle of understanding anthropological meanings is considered to be the interrelation of the exploration of all sides of the language, all linguistic familiarities: grammar, imagery, phonetics, phonetics, stylistics — their mutual penetration. What, morphology should be studied, understood, assimilated, if you don't get attracted to syntax, and syntax can't be told without relying on lexicography; spelling clings to phonetics, linguistics, word formation, etc

Phonemic express analysis of a word helps to find out its meaning; on the other hand, an express analysis of the concept of a word explained from the discourse will help in its phonemic monitoring. In the dialect, everything is complementary, and this relationship cannot but be conditioned in self-study.

3) The principle of forming a Hindi sense. Language is an extremely complex phenomenon, it is difficult to remember it without grasping its organization, system, without understanding, at least on a subconscious sublevel, its cycles, its parallels. These relationships are recognized by the son, as K. Chukovsky used to say, "from six to five": he unmistakably declines, conjugates, connects

words in word combinations and even forms new words in strict accordance with the laws of word formation. Communicating, reading, listening, the child slowly not only accumulates terminological material, but also assimilates its federal law. As a result, a fellow citizen develops a so-called stylistic flair, without which it is not easy to achieve either high scholarship of writing or practical civilization of speech.

4) The principle of the typology of expressiveness of the maxim assumes, interspersed with an understanding of the torsion function of language encouragement, an insight into the expressive (stylistic) function, an understanding of not only semantic, but also psychophysiological shades and colors of words and turns of speech, allusions and other syntaxes, other stimuli of the visual imagery of Afrikaans. Compliance with this criterion suggests the use in teaching Afrikaans in the second phase of fine journalism, as well as other primary sources in which structural and stylistic uniqueness are clearly characterized. This material prevents the realization of the mental and semantic "subtleties" of the original source.

5) The postulate of proactive assimilation of a conversational tirade before a written one also refracts the natural tendency of the individual's communicative functioning, and serves as a calculating moment in the construction of a language tutoring methodology.

6) The postulates of theory, as well as the postulates of poetics, help in the description of the least relevant pr activities of the teacher and students, in the choice of acceptable boards of their work.

References

1. Arkhipova E.V. et al. Theory and practice of teaching the Russian language: Textbook for students. higher. ped. studies. institutions / Edited by R.B. Sabatkov. — M.: Publishing Center "Academy", 2005. — p. 9.
2. Balykhina T.M. The content and structure of the professional competence of a philologist. Methodological problems of teaching the Russian language. Dis. for the degree of. uch. art. doctor of Pedagogical Sciences. M.: 2000. — p. 59.
3. Baranov M.T. et al. Methods of teaching Russian at school: textbook for students. Higher. ped. studies. institutions / Edited by M.T. Baranov. — M.: Publishing center "Academy", 200. — 368 p.
4. Bobienko O.M., Safina Z.N. Competence-oriented approach in adult education. A textbook for teachers. Kazan: Publishing house of the Center of the Academy of Management "Tisbi", 2004. — 204 p.