

Methods of Teaching Russian in Primary School

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Annotation: In the article I tried to explain the theoretical provisions of methodological science, to introduce the concepts of teaching the native language to younger schoolchildren: why and what to teach in Russian lessons in elementary school, how to teach a child to read, write, speak and listen consciously. Russian language teaching topical issues are highlighted, systems and methods of teaching Russian language in schools are described.

Keywords: teaching methods, primary school, native language, goals, 3 directions, textbook work, conversation, language.

Methods in the methodology of teaching the Russian language are commonly understood as methods of teaching and, in this regard, ways of working for students, through which the acquisition of knowledge of the native language and the acquisition of necessary skills in the practice of speech are achieved. The academic subject with the familiar name "Russian language" appeared at school only by the beginning of the twentieth century.

The formation of a student as a linguistic personality begins with the first grade, and throughout the entire period of study at the primary school, Russian lessons form his knowledge and skills of adequate speech behavior. Children, mastering the ability to learn, should first of all learn their native language — the key to knowledge, to education, to the true development of the mind. Without language, it is impossible for a person to fully participate in the life of modern society, participate in modern production, in the development of culture and art. In primary classes, basically, several subjects are taught, the knowledge of which can be useful to a person throughout his later life. These are reading, mathematics, native language, work and drawing. Among all these classes, classes in the native language stand apart. These lessons are designed to teach the child to use his native language correctly, avoiding various grammatical errors. In the course of various studies, it was found that a child who faces certain difficulties in mastering educational material in his native language is likely to do poorly in other academic disciplines. And this circumstance will lead to the fact that the student's self-esteem may significantly decrease and he will cool down to school, as a result, his academic performance will significantly decrease. The following methods of teaching the Russian language are distinguished: the teacher's word, conversation, work with a textbook, technical and visual aids.

The teacher's word is a method that helps the teacher highlight the main thing, often used when studying a complex topic, which saves time. A conversation is a purposeful discussion of something, a prepared dialogue on a pre-selected topic. The main function of this method is to encourage students to participate in the lesson. The conversation is based on questions and answers and is conducted according to a specific plan. Work with the textbook is the main and integral part of the lesson and should be carried out constantly. Learning to work with a book involves the formation of students' self-control skills. In the process of learning, children acquire the skills of mental operations and develop the ability to listen and hear, look carefully, see, observe independently, the ability to use a book as a source of knowledge, acquire a love for reading, for

their native language, for knowledge. In primary school, at first it is necessary to take care of the development of oral speech most of all, since the possibilities of literate writing in children of primary school age are still limited. But in the future, the development of oral speech of younger schoolchildren should be given no less attention than the formation of written speech. The initial training of the Russian language is implemented in three main directions:

1. Language system. It includes obtaining representations and understanding of phonetics, morphology, syntax, graphic composition of the word.
2. Spelling and syntax. This includes information about the correct spelling of words and their combination for constructing phrases and sentences.
3. Speech development. This is an introduction to the techniques, methods and means of mastering oral and written speech.

Russian Russian is another specific feature of studying the discipline "Russian language" in primary school, which is the purpose of the Russian language course at this level of education. It manifests itself in several learning goals:

1. Cognitive goal. Russian Russian language teaching is focused on the development of knowledge about the Russian language as a scientific branch, the formation of ideas about its structure, structure, symbolic representation.
2. Socio-cultural goal. Learning a language allows you to develop communication skills in primary school age. If a child can communicate in Russian, speaks written language, then he can be taught the culture of communication and the rules of building social interaction. Thus, the child will gain the skills of social existence and building interpersonal relationships through language.
3. Developing goal. Language learning promotes the development of mental operations, logic, activates cognitive interest and motivates learning activities. When learning a language, a junior student receives skills related to the information culture of students: reading, writing, using literature, linguistic manuals, etc.

Traditionally, there are three tasks of the methodology: What to teach? The answer to this question is the development of the content of the training — programs in the Russian language, the creation of textbooks and various teaching aids for students, their continuous improvement, checking accessibility and effectiveness. How to teach? In accordance with this question, teaching methods, methodological techniques, systems of exercises, recommendations for the use of certain types of tasks, manuals, sequential systems of practical work of students, lessons and their cycles, etc. are being developed. Why so, and not otherwise? This implies a study of the comparative effectiveness of methods, justification of the choice of methodology, experimental verification of recommendations, etc. Active teaching methods are methods that encourage students to actively think and practice in the process of mastering educational material. The peculiarities of active teaching methods are that they are based on the motivation for practical and mental activity, without which there is no progress in mastering knowledge.

Interactive methods involve the ability to distribute responsibilities, set goals, make a balanced, correct choice, analyze the situation, and also give a sense of the flight of creative thought, a sense of joy and deep satisfaction from their work. Interactive teaching methods such as brainstorming, business game, role-playing game, simulation game, discussion, presentation, essay can be used in the lessons. Brain attack (assault). This method emerged in the 30s as a way of collective

production of new ideas. Brainstorming gives you the opportunity to develop logical thinking, to express your point of view in a reasoned way, activating speech skills.

I think that language also serves as an important means of education: only a good knowledge of the native language allows you to introduce a student to our highly ideological and highly artistic literature, attract him to participate in various forms of dramatic art, instill in him the need to read newspapers and magazines, fully communicate with adults. The methodology of science, addressed only to the teacher, is increasingly becoming a science for students: in their awareness of the content of the subject and its structure; and in the student's awareness of his own cognitive activity in research methods; and in the ability to generalize what has been studied, to model it; and in application in practice; finally, in self-control and self-assessment.

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