

## INNOVATIVE PEDAGOGICAL APPROACHES TO RUSSIAN LANGUAGE AND SPEECH CULTURE

*Yusupova Nagima Tursbekovna*

*Teacher of the department "Philology and teaching languages", "International school of finance technology and science" institute*

**Annotation:** Modern approaches to teaching Russian as a foreign language represent a variety of innovations and methods aimed at more effective teaching of students whose native language is not Russian. This scientific article is aimed to inform about the effective methods and exercises of teaching Russian language and how to improve the Russian speech culture.

**Key words:** linguistic-methodological research, personality-oriented approach, communicative-activity approaches, quality assessment, educational process, information and communication technologies, student motivation and interaction.

In the context of the educational system's renewal, the current approach to teaching Russian is informed by the linguistic, ethnolinguistic, psycholinguistic, and linguistic-methodological research conducted in the final decades of the 20th century as well as by long-standing traditions in the learning process. The implementation of new standards, the improvement and clarification of language education content, the multicultural language space, new teaching facets and technologies, and quality assessment are some of the modifications that have led to an update in the methodology of teaching the Russian language. The communicative-activity and personality-oriented methods to teaching Russian are characteristics of the current stage of development of the technique. The personality-oriented approach acknowledges the student as an educational subject and fosters the growth of a unique personality with unique traits and skills.

The text-oriented approach to teaching the Russian language, which was theoretically established in the 1960s and 1970s, makes it possible to comprehend the language system and master speech behaviour rules. The understanding that the text is the most crucial unit in teaching Russian as a second language is known as text-based language learning. Linguistic, communicative, and cultural competencies are developed based on the text. A particular interest in the dialogue of languages and cultures in the curriculum is what defines the current phase of development of the methodology for teaching Russian to non-native speakers. Within this framework, the language is taught not only as a communication tool and a way to understand the world, but also as a way to become familiar with national cultures and the spiritual values of the contacting peoples. Modern textbooks and teaching resources on the Russian language, which are used in the study of various Russian language course sections, reflect the dialogue of languages and cultures.

In the theory and practice of teaching Russian, a competence-based approach has recently been implemented. Linguistic, speech, communicative, and linguocultural competencies are differentiated in this context. The definition of competence and its various forms is in line with global theory and practice on language proficiency objectives and levels. The ultimate goal of teaching Russian is the development of communicative skills. General Issues with the Specificity of Teaching Russian in a Multiethnic Setting. The approach used to teach Russian falls under the

umbrella of pedagogical sciences. For her "what and why to teach, how and why to teach this way and not otherwise, and how the student learns" queries, she must provide fundamental and crucial answers. The science of content, principles, procedures, and techniques of teaching the Russian language, as well as the conditions and means by which pupils assimilate knowledge, skills, and capacities in the language, is known as the methodology of teaching the Russian language (A. V. Tekuchev).

A range of innovations and techniques are used in contemporary ways to teaching Russian as a foreign language in order to better instruct pupils whose first language is not Russian. These methods consider student needs, linguistic quirks, and the use of contemporary technology in the classroom.

The communicative technique is one of the most important contemporary strategies for teaching Russian as a second language. It emphasises not just grammatical rule knowledge but also the development of textbook communication skills in Russian. Students gain the ability to communicate, engage with native speakers, and articulate their ideas.

Using information and communication technologies (ICT) in the classroom is another contemporary strategy. This includes webinars, smartphone apps, online courses, and other resources that let students study Russian whenever and wherever it's most convenient for them.

Additionally, ICT encourages student motivation and interaction. Additionally, special emphasis is given to learning individualisation. Adapting the learning process to each student's needs and skill level is a component of modern methods. This allows for more individualised help and better handling of varying degrees of language proficiency.

The active use of authentic materials, including as real-world texts, audio and video recordings, online resources, and social media, is another aspect of modern techniques. Students' comprehension and pronunciation of Russian are enhanced, and they have a greater understanding of real-life communication scenarios.

The focus on cultural context is another significant contemporary feature of teaching Russian as a foreign language. Instructors make an effort to incorporate aspects of Russian history, culture, art, and customs into their lessons. In addition to helping students become fluent in the language, this also helps them comprehend Russian culture and the context in which the language is used.

The game concept is actively used in teaching in contemporary methods as well. Students can put their newly learnt material into practice, hone their communication abilities, and cultivate linguistic intuition through a range of games, role-playing activities, and creative assignments. Monitoring and evaluating students' development is another crucial component of contemporary approaches. Teachers make an effort to give each student personalised feedback and suggestions so they can better understand their language learning strengths and shortcomings.

Since the present world is full of many ethnicities and cultural backgrounds, teaching Russian as a foreign language also places a strong emphasis on intercultural communication and multicultural competency. This enhances students' educational experience and fosters a deeper awareness of other cultures. Therefore, the goal of contemporary methods for teaching Russian as a second language is to establish a dynamic, flexible, and interdisciplinary learning

environment. They make teaching Russian more approachable, engaging, and successful by taking into consideration the various requirements and expectations of students as well as contemporary technologies and sociocultural situations.

Although there are many various approaches to teaching foreign languages in the modern process, it should be highlighted that methods and technologies based on a person-centred approach hold the top places. You need:

1. Create an environment where the student feels convenient and free;
2. To pique the student's curiosity and cultivate their desire to practise speaking a foreign language, which is essential for learning, it becomes a genuine accomplishment when they successfully master the subject;
3. The overall affects the student's personality, engaging her feelings, emotions, and feelings study the process;
4. Activate the student primarily character in the educational process;
5. Establish circumstances in which the teacher is not the main character; the learner should understand that learning a foreign language depends more on his interests and personality than on the teacher's texts; Different types of work are offered, including solo, group, and collaborative tasks that fully reward pupils' individuality and inventiveness.

The "Find synonyms" activity. The assignment given to the students is to find synonyms between the terms the teacher gives. The task is challenging since each pair of words must contain one unfamiliar word. You can increase your vocabulary and learn how to recognise antonyms thanks to the training.

колючий прохладный

успех пушистый

тусклый позор

яркий яркий

правильный одиночка

компанейский ошибочный

"Spontaneous storytelling" is an exercise. The pupils' assignment is to use the words posted on the board to create a sentence or short story in the least amount of time feasible. For instance: "Ночь. Фонарь. Человек. Одиноко. Собака. Друг". Here's what might happen:

«Это была самая обыкновенная ночь. Улицу тускло освещал фонарь. Не видя дороги перед собой, шел человек. Ему было очень одиноко. Навстречу ему брела собака, такая же одинокая, как и он. «А ведь она может стать мне другом, и нам двоим уже больше никогда не будет одиноко», подумал человек и подозвал к себе пса». The exercise strengthens the skill of monologue speech, checks the ability to build a sentence.

Exercise "What is in my name to you...". Students are advised by the teacher to write their Russian names vertically. Additionally, learn adjectives and participles that describe the individual and start with each letter of his name as soon as feasible. For example,

Сильный, смелый, стильный;

Талантливый, тихий, терпеливый;

Естественный, единственный;

Пунктуальный, позитивный, принципиальный:

Активный, артистичный;

Нежный, начитанный, неординарный

In conclusion, more effective learning and adaptability to contemporary reality are the goals of contemporary methods of teaching Russian as a foreign language. They try to make studying more engaging and approachable while also taking into consideration students' communication demands and technology advancements. These methods assist students in becoming more proficient in the Russian language and using it effectively in everyday contexts.

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