

METHODS OF TEACHING THE RUSSIAN LANGUAGE IN SPECIALIZED SCHOOLS

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Annotation: The Russian language has great cultural, political and economic importance on a global scale. Therefore, it is very important to use effective teaching methods that help in successful language acquisition. This article explores the methodologies and approaches to teaching Russian language lessons in specialized schools. Given the significance of the Russian language as a cultural and educational medium, it plays a crucial role in developing students' linguistic competencies. The article analyzes contemporary methods and techniques used in teaching, providing recommendations for enhancing the effectiveness of instruction. The research aims to improve the quality of Russian language education in specialized institutions.

Keywords: Specialized schools, Russian language, teaching methodology, linguistic skills, pedagogical approaches.

Аннотация: Русский язык имеет огромное культурное, политическое и экономическое значение в мировом масштабе. Поэтому очень важно использовать эффективные методы обучения, способствующие успешному освоению языка. В статье рассматриваются методики и подходы к преподаванию русского языка в специализированных школах. Учитывая значимость русского языка как культурно-образовательного носителя, он играет важнейшую роль в формировании языковых компетенций учащихся. В статье анализируются современные методы и приемы, используемые в обучении, даются рекомендации по повышению эффективности обучения. Целью исследования является повышение качества обучения русскому языку в специализированных учреждениях.

Ключевые слова: Специализированные школы, русский язык, методика обучения, языковые навыки, педагогические подходы.

Introduction

In the Republic of Uzbekistan, schools under the system of the Agency for Specialized Educational Institutions are implementing a number of activities to educate individuals with modern knowledge, free-thinking minds, and the ability to compete with their peers in the world in the exact and natural sciences, information technologies, robotics, and other areas, to develop the talents and abilities of students, and to further support their aspirations to master science [1].

Specialized schools serve as unique educational institutions that offer in-depth study of specific subjects or fields of knowledge. Teaching the Russian language in such schools has distinctive features, as it aims not only at developing linguistic skills but also at integrating

cultural aspects of the language into the educational process. In an era of globalization and multilingualism, it is essential to focus on the quality of Russian language instruction, which necessitates the application of modern and effective methodological approaches.

Based on the Resolution of the President of the Republic of Uzbekistan dated February 20, 2019 No. PQ-4199 "On measures to establish presidential schools", the first Presidential School was established on September 5, 2019 in Tashkent, on December 2, in Namangan, on December 9, in Khiva, and on December 11 in Nukus, Republic of Karakalpakstan [2].

The initial limited establishment of Presidential Schools was due to the need to test a completely new model for managing these institutions. Later, in 2020-2021, Presidential Schools began operating in 14 regions of Uzbekistan.

Methodology

In addition to being one of the six official languages of the UN, Russian is currently spoken as an official language in Russia, Belarus, Kazakhstan, Kyrgyzstan, and Tajikistan. In several nations, including Israel, Germany, the United States, and Canada, Russian is also spoken as a second language. One of the languages that is spoken the most frequently worldwide is Russian. It is the second most spoken foreign language (after English) and the sixth most spoken language worldwide.

Russian is used as an official language in five CIS countries: Russia, Belarus, Kazakhstan, Kyrgyzstan and Tajikistan. It is also one of the official languages of the UN, the Eurasian Economic Union and the Shanghai Cooperation Organization. In general, Russian continues to be an important and sought-after language in the world, and its prevalence is only increasing over time.

Russian is one of the most widely spoken languages in the world and is the official language in Russia, Belarus, Kazakhstan, Kyrgyzstan and Tajikistan. In total, more than 250 million people speak Russian.

The content of teaching Russian as a foreign language is the educational material that needs to be mastered or that needs to be mastered in order to achieve learning goals. The basis of the content of teaching Russian as a foreign language is speech skills and abilities.

The methodology of teaching the Russian language as a science has been around for a little over 150 years, if we consider the publication of F.I. Buslaev's work "On the teaching of the national language" in 1844 as its inception. In this work, the Russian language's prior extensive experience was first summarised, along with the firsthand knowledge of a distinguished methodologist and the concepts and principles that, in Buslaev's opinion, should have served as the foundation for teaching the Russian language. The two sections of F. I. Buslaev's work are devoted to the domestic and foreign didactics, the second to the theory and history of the Russian language and stylistics respectively.

The following elements of language instruction content are typically distinguished: 1) instructional resources (speaking, language), 2) information, 3) aptitudes and competencies, 4) subjects, 5) dialogue scenarios, and 6) texts. Assimilation of a specific quantity of language

material (phonetic, lexical, and grammatical) is necessary for practical language competence. The instructional content presents speech material through texts, communication topics and circumstances, and speech samples (standard phrases). Understanding the principles governing speech material's creation and application in communication is essential for working with it. Knowledge is provided in textbooks as rules and instructions that are based on the learning objective and are mostly dictated by their practical necessity. The ultimate goal of language acquisition is the formation of speech skills and abilities based on acquired knowledge. Speech skill is an automated component of consciously performed activity.

The primary function of grammar, according to P. Hagboldt, is to detect a particular pattern in the vast array of language forms that appear to be "a chaos of confused linguistic phenomena" without a thorough understanding of grammar. According to P. Hagboldt, a method is a collection of strategies intended to accomplish a particular objective over a predetermined amount of time using specific teaching aids, taking into consideration the age and overall development of students as well as the institution and society.

The scientific premise is that the academic topic "Russian as a Foreign Language" relates to trustworthy linguistic data regarding the Russian language and its quirks in terms of how it functions in various verbal communication contexts. Traditional didactics entails teaching and mastering knowledge in a specific order and necessitates a logical framework of both the material and the learning process in order to guarantee accessibility, systematicity, and consistency. Going from simple to complex, from easy to difficult, from known to unknown, from concrete to abstract, from facts to generalisations, etc., is advised when presenting instructional materials and planning educational activities. For audiences studying Russian from other countries, this is pertinent. The idea of visibility is one of the most crucial tenets that underpins the structure of any learning process. Clarity is the "golden rule" of didactics, according to Ya.A. Komensky. It is feasible to guarantee the efficacy of teaching Russian to foreigners through the use of visualisation. Visual aids include paintings, pictures, and drawings; sound visual arts, such as films, videos, and television shows; sound (audio recordings); graphic aids, such as tables and diagrams; and verbal aids, such as figurative verbal descriptions of events, facts, and actions. One of the fundamental tenets of the contemporary pedagogic system is the idea of students' consciousness and activity, which holds that learning occurs most effectively when students exhibit cognitive activity and are the objects of activity. Activity and consciousness in teaching Russian as a foreign language can be achieved if you rely on the interests of students, use teaching methods such as didactic games, discussions, stimulate collective forms of work, interaction of foreign speakers in the learning process, for example, through the organization of dialogues.

Results and discussion

Although oral advance during the introduction stage and during the main consolidation and activation of the material is not excluded, the interplay of oral and written communications during courses is advised in the current technique of teaching Russian as a foreign language. It makes the most sense to teach speech activities in the following order: from oral to written, from passive (reading, listening) to active (speaking, writing) forms of language ability. Teaching language while simultaneously creating four different speech activity kinds is part of the interrelated teaching of speech activity principle: listening, speaking, reading, writing.

The ideas of teaching method and technique are strongly related. Training is a certain set of steps. In the context of teaching a non-native language, these activities carried out by the instructor and pupils are referred to as teaching strategies. Teaching techniques are the acts taken by the instructor with the intention of completing a particular methodological task.

For instance, pupils need to learn the definition of an unfamiliar Russian word from their teacher. He can employ a number of strategies to address this issue, such as translating the word into his mother tongue, illustrating the thing it represents, using its synonym or antonym, etc. Groups of teaching strategies include presenting new material, arranging for subject mastery, and tracking learning outcomes. Teaching tactics, also known as learning techniques, are the actions taken by the learner with the intention of accomplishing a certain learning task.

Understanding new content (identifying linguistic guesses), mastering new material, participating in training, practicing speaking, and exercising self-control are some of the instructional strategies that stand out. Strategies pertaining to the planning of speech practice exercises and the organisation of training students in speech operations hold a specific position in the teaching of Russian as a foreign language. Exercise is a specifically planned performance of one or more consecutive actions, procedures, or any other activity to better and master them in a learning environment. Exercises can be classified in a number of ways, but they are typically separated into communicative (speaking) and non-communicative (language) categories.

Teaching aids are supplemental teaching tools that help you learn any part of the language or speech activity more efficiently. Manuals are available for teaching functional styles, speech activity kinds, and language-related topics. A teaching manual is a book written specifically for teachers that outlines how the educational process is organised and offers methodological advice on how to employ particular teaching strategies.

Grammar translation method

Accurately teaching grammar rules and dictionary translation is the goal of the grammar translation method, which has historically been widely used in Russian language instruction. This approach may overlook speaking development in favour of reading and writing skills. The audio-lingual approach places a strong emphasis on speaking and listening skills development through repeated exercises and dialogues. Despite its widespread use in the past, this approach might restrict pupils' capacity to speak Russian in authentic contexts.

Active and passive techniques are differentiated by the nature of the students' work—oral and written, individual and group, classroom and home—and by the degree of independence of the educational actions that the students do. According to the methodological interpretation, a technique is a set of beliefs and concepts regarding the ideal structure for the learning process. Grammatical-translation, direct, conscious-comparative, audiolingual, audiovisual, conscious-practical, cognitive, communicative, suggestopedic, and others are some of the systems of approaches. These approaches are categorised as conscious and intuitive, traditional and alternative, translated and non-translated (direct).

Direct method

The premise behind direct techniques is that learning a second language should mimic mastering the native tongue and develop organically without the need for specialised, structured instruction. Only foreign languages should be used for instruction; pupils' native tongues and translations between native and non-native languages should be totally avoided. Natural, direct, audiovisual, and audiolingual are examples of direct approaches. The direct technique of teaching oral communication simulates the circumstances of the natural method of learning a foreign language, which is the process of learning a language while conversing with native speakers. This approach is comparable to how a toddler learns his mother tongue. Learning a foreign language involves copying pre-made models, repeating what has been heard, and reproducing new information by comparing it to previously learnt content. The natural method advocates believe that oral speech instruction should be conducted in the same manner as a kid learns his native tongue in the wild. Oral speech development is the aim of training.

The primary mode of work is conversation. According to proponents of the audiolingual approach, a language's grammatical and phraseological structures can be automatically used by repeatedly repeating them in specifically created teaching dialogues. To ensure that there are no mistakes in the future, the instructor must fix all of them, the correctness of speech. Advantage is given to oral speech over written language.

The following order of mastering types of speech activity is proposed: listening, speaking, reading, writing. The audiovisual (structural-global) method involves the widespread use of audiovisual teaching aids (strip films, slides, films) and technical means (tape recorder, radio, television); global presentation of material: tape recordings of texts and film fragments are not divided into episodes; grammatical structures are also introduced and trained in their entirety.

Combined methods

Combined methods combine features inherent in both direct and conscious teaching methods: speech-oriented learning, intuitiveness combined with conscious language acquisition, parallel mastery of all types of speech activity, oral advance; This group includes communicative, active, reproductive and creative methods.

Audio lingual method

This method focuses on listening and speaking skills through repetition exercises, dialogues and pattern exercises. It aims to develop automaticity and accuracy in language production,

Reading-Based Approach

This approach emphasizes reading comprehension, expanding vocabulary, and developing reading strategies. This often involves extensive reading of authentic texts and graded students.

Communicative Language Teaching

A communicative language teaching approach emphasizes meaningful communication and real life language use. It promotes interactive activities, role plays and authentic materials to

improve students' speaking and listening skills. CLT encourages students to use Russian for practical purposes rather than focusing solely on grammatical accuracy. Task-based learning involves performing meaningful tasks that reflect real-life situations, encouraging students to use Russian in real contexts. TBL enhances students' communicative competence, critical thinking and problem solving skills.

Communicative Approach

The communicative approach emphasizes the development of speaking and writing skills through interaction. Students are engaged in real communication situations, allowing them to apply the language practically. The use of dialogues, role-playing games, and discussions helps build confidence in using the language. This approach encourages students to express their thoughts and opinions, facilitating a more natural acquisition of language skills.

The communicative method ranks first among the most commonly used methods of teaching foreign languages. The essence of this method is that basic language skills are developed simultaneously (speaking and writing, grammar, reading and listening) in the process of live communication. Intensive methods are aimed mainly at mastering oral foreign language speech in a short time and with a significant daily concentration of study hours; they use the psychological reserves of the student's personality, collective forms of work, etc. in teaching.

Game-Based Learning

Game-based learning serves as an effective tool for enhancing student motivation. Games create a relaxed atmosphere where students can freely experiment with the language. For instance, language games can be utilized for vocabulary acquisition or grammar practice. Incorporating competitive elements or teamwork can further increase engagement and enjoyment in learning.

Information and Communication Technologies

Integrating ICT into the teaching process allows for a diversification of instructional methods and makes learning more interactive. The use of multimedia resources, online platforms, and language learning applications facilitates deeper material comprehension and increases student interest. ICT tools can provide personalized learning experiences and immediate feedback, which are essential for language acquisition.

To enhance the effectiveness of teaching the Russian language in specialized schools, it is recommended that educators:

1. Personalize Learning. Consider the interests and needs of each student to create a tailored approach to instruction.
2. Conduct Regular Assessments. Implement periodic evaluations of students' knowledge to identify their strengths and weaknesses.
3. Foster a Supportive Environment. Create a classroom atmosphere where students feel comfortable expressing their thoughts and asking questions without fear of judgment.

Incorporating cultural content into language lessons enriches the learning experience and provides context for language use. This can include studying Russian literature, history, music, and traditions. By connecting language learning with cultural understanding, students gain a more holistic view of the language's significance.

Encouraging collaborative learning activities fosters teamwork and communication among students. Group projects, peer reviews, and collaborative writing tasks can enhance language skills while promoting social interaction and cooperation.

Conclusion

In conclusion, the methodology for teaching Russian language lessons in specialized schools requires the implementation of diverse approaches that address students' unique needs. The communicative approach, game-based learning, and the integration of ICT can significantly enhance the quality of instruction. Additionally, personalizing learning experiences and fostering a supportive classroom environment are crucial for student success. Continued exploration of new methods and strategies will further improve the teaching process, preparing students to use the Russian language effectively in various aspects of life. By prioritizing these methodologies, educators can contribute to a more enriching and effective learning experience for their students.

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