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MODERN METHODS OF TEACHING RUSSIAN

Abstract: this article is devoted to the use of modern innovative methods of forming speech skills of schoolchildren in terms of their effectiveness.

Key words: methodology, teaching, Russian language, innovation, speech, linguistics, teaching.

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Introduction

In a constantly changing social world and the world of science the school cannot remain unchanged. In accordance with the requirements in modern society, the main task of the school is to train a person of high humanitarian culture. The global reform of the education system in the Republic of Uzbekistan, the key idea of which was the idea of development, determines the change in the concept of education. The problem of transition from "knowledge-dogma" to "knowledge-thinking" is brought to the fore. The problem of forming a student's communicative competence is acute. Analysis of the state of teaching Russian language and literature shows that the school does not develop enough skills of oral communication and writing, too. There is no theoretical information about the Russian language and literature they are used to the full extent for the formation of practical speech activity. This means that the problem of the ratio of knowledge about the language and how it works cannot be solved. The practical level of language proficiency has not yet been determined.

Formation of communicative competence in the learning process Russian language and literature is one of the ways to solve this problem. Improving the quality of education, in particular the quality of school education, is one of the most pressing problems of pedagogy and methodology due to the fact that, unfortunately, the shortcomings in the educational level of schoolchildren, including their level of proficiency in Russian, are becoming more and more obvious. [1, 187-188]

The changes taking place both in the country and in education pose new challenges for the school in determining the content, developing author programs, forms and methods of working with students. In the last decade, active searches for rational teaching of the Russian language have been conducted.

The formation of key competencies is becoming the main task today the purpose of training, as it gives the student the opportunity to improve their educational skills it solves the issues of reducing the lack of communication in society. Since the components of any competence are: knowledge, content of competence, manifestation of competence in various fields situations related to the content of the competence and the object of its application, then the communicative competence can be considered from the position of three components: subject-information, activity-communicative, personal-orientation, where all components make up a complete system of personal properties of students. Therefore communicative competence should be considered as readiness the student's ability to independently solve problems based on knowledge, skills, personality traits.

The formation of communicative competence is based on the following principles: activity approach, since it provides independent creative activity of each student. This approach is based on the position that in the independent creative activity of each student it is necessary to move from external practical material actions to internal, theoretical, ideal actions. In other words, training it involves joint educational and

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cognitive activity at the first stage, activity under the guidance of a teacher, and then-independent. We are talking about the "zone of nearest development", which should be taken into account when developing the project. formation of communicative competence. [2,c.130-131]

This approach is not opposed to the traditional one, but it is not identical with it, since it fixes and establishes subordination knowledge, skills, focusing on the practical side of the issue, expanding the content is actually personal components. Communicative competence is defined as the creative ability of a student to use an inventory of language tools, which consists of knowledge and readiness for their adequate use. The authors of the modern theory of communicative competence (Ladyzhenskaya T. A., Mickle, N. A. Kogtev N. N., Murashov A. A.) offer the technology of problem-based learning that allows you to change the lesson explanation of the new material the lesson open knowledge: students themselves formulate lesson objectives, define the problem and together with the teacher seek ways to solve problems. A special approach to the development of coherent oral and written speech in this program is that the authors proceed from the fact that you can not "develop speech at all", but should focus in each class on certain types of oral and written speech. [3]

The main objectives of the formation of communicative competence are: formation of functional literacy of students, formation of productive skills and abilities in various types of oral and writing, the formation of students' "General linguistic competence", which is necessary for successful mastering of others objects. The main principle of formation of communicative competence is personal targeting of education. Therefore, the theme of "speech Development" is implemented primarily in the ability to introduce students to the content of this topic in various ways, depending on the personal, psychological and physiological characteristics of sixth graders. Ways of realization of communicative competence of students is that the forms, methods and working methods aimed to the content of educational material was the source for a standalone solution.[4] The research approach to the themes of literary works helps to consider the life of a literary hero as a study. A discussion on the results of essays gives you the opportunity to Express your point of view, listen to others, and argue. Scientists believe that when a child is 10-11 years old, the child's interest in the world around us. And if the child's interest is not satisfied, then he will fade away. Traditional reading materials also help to maintain these interest conferences where students introduce their classmates to the most interesting read books, reviews of which are recorded in the readers' diaries. In the classroom, students really like role-playing games, where they learn the culture of communication. The formation of

communicative competence involves a process-based approach, since the effectiveness of the work can only be judged by the result. Any result implies an assessment.

Concept of the content of teaching Russian at school it provides for the formation of not only linguistic (language), but also communicative (speech) competence of schoolchildren related to mastering all types of speech activity, as well as the culture of oral and written speech, the rules and methods of using the language in different areas of communication. Modernization of education in the Republic of Uzbekistan involves the education of a person who strives for the maximum realization of their capabilities, is open to the perception of new experiences, and is able to make informed and responsible choices in various situations in life. It is necessary, first of all, to teach the student to solve certain communicative tasks using language means in different spheres and situations of communication, that is, to form their communicative competence. Today, we are searching for a learning paradigm that meets the new conditions in a changing world. This is about innovation. The reform of school education is gradually abandoning traditional forms of education, and there is a problem-to arouse interest in the study of educational material.

Today, practice teachers feel that the state of teaching Russian at school is unsatisfactory. The reasons for this are seen in the predominant attention to language at the expense of speech, the weak connection of training sessions with the real speech situation, the speech experience of schoolchildren, the predominance of tasks for identifying language facts and their analysis over the tasks of generating texts and language observations. Modern training programs (Ladyzhenskaya T. A., Mikhailichenko N. A., Kokhtev N. N., Murashov A. A.) strive to overcome these shortcomings, to mitigate their ruinous effect on the language consciousness of students. The newly created programs are based on the following General principles:

- the principle of priority of speech, communicative orientation means inclusion in the work of all types of speech activity: listening, speaking, reading, writing, and not just analyzing extracted from speech or artificial examples; in this case, attention is paid to the everyday speech of students and their environment, and not just the artistic works of word masters that in the construction of the program is shown in the presence of four end-to-end speech-language topics for all five years of study - "Oral colloquial speech", "Spheres of speech", "Genres of speech", "rules of speech", consistently correlated with all lexical and grammatical material to study; priority speech leads to the rejection of orthographocentrism, leads to understanding spelling as a discipline, which is necessary when creating a written text; without compromising the literacy of

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students problems of mastering spelling are solved while working on tasks generating texts and experimenting with them;

- the principle of integral approach to linguistic facts (as opposed the principle level studying language units, the position of the basis all school courses); linguistic facts are integrated on the basis of semantic unity, solution of homogeneous semantic task; wherein program the first two years built "from" (name), and the three subsequent

- "category" (objectivity in the 7th, the qualitative in the 8th and eventfulness in 9th grade), the integral approach determines the composition of the program, the material is grouped into four categories: "Semantics", "Grammar", "Speech", "Orthology";

- the principle of search and experiment as organizing the beginning of the student's work in contrast to the principle of assimilation of ready-made knowledge (rules and schemes parsing), while the student is offered the role of the language user and its the researcher is gradually involved in the work and his language skills are trained and speech reflection;

- the principle of unity of teaching literature, which assumes the maximum convergence of the conceptual apparatus in the field of language and literature (genre, characteristics material world, plot as a chain of events, chronotope). [5] What is understood in the existing methodology as the main content speech development lessons: vocabulary accumulation, ability to structure speech (build your statement according to the plan, etc.) - modern methods are not denied or excluded, but are included in most types of work. You should not teach children to make a text plan until they themselves understand why it is necessary and what advantages it gives in real communication situations. The accumulation of vocabulary can be carried out by the same means (maintaining dictionaries) that are usually used, but you can start using them only when children themselves want to know as many words as possible and themselves strive to write them down - at this point, the teacher should teach children to keep dictionaries; but a situation where students keep dictionaries only because it is the teacher advised them to do it, it is not allowed. Thus, the undoubted advantage of such programs in the communicative orientation, in the intensity and consistency of language use modern semantics of such notions as subject, object and other participants of the event, authorization, evaluation and the like that are accessible to students and helps them in working on analysis and creation of texts.[5]

The possibilities are promising: with the planning of thematic material through a set of innovative techniques and design of model lessons with the involvement of the semantic space of interest to students, using exemplary texts of classical authors, through their comprehensive analysis, the system

works-miniatures, oral statements, statement with the creative task, i.e. the generation and analysis of speech to the formation of stable skill of speech creative work on a variety of topics - linguistic, moral to the philosophical and universal. In modern articles on the methodology of speech development, it is said that for successful speech development of children is not enough just to perform exercises in the selection of synonyms, in the preparation of sentences, in telling and retelling - such a system of training does not equip students with an understanding of existing speech patterns, knowledge of a set of actions and ways to perform them when thinking about statements, knowledge of evaluation criteria for created texts. In other words, such a system does not allow students to teach a conscious attitude to speech. To change the situation, it is necessary to equip students with certain knowledge about speech, for example, that when talking about something, you can narrate, reason, describe and evaluate something, that there must always be a "core" (theme and main idea) in the utterance, on which, as in a child's pyramid, sentences are "strung" in a certain system, and so on. This knowledge, of course, is not an end in itself. They are needed only to help each child learn to consciously relate to speech, to direct their efforts to improve it. The question of what knowledge should become mandatory, what is the technology of their presentation to students, how to link theoretical work organically with speech practice, how to make it more natural in the classroom - all these are problems that have not yet been fully resolved. Ramzaeva T. G. Russian Russian language education system development is based on the fact that the main goal, which determines the direction of the entire process of teaching Russian language, is the development of oral and written speech of students in unity with the development of their thinking, and the acquisition of grammatical tasks and the formation of spelling skills as their final results are the development of students' ability to grammatically correctly, stylistically accurately, meaningfully, intonationally Express their thoughts in oral and written form. correctly pass them on the email. The most important advantage of modern stage of teaching Russian language is increasing attention to speech the preparation of the students. [6] Despite the fact that modern Russian language textbooks include materials about how the language is organized, what are its basic laws, it also provides for the practical assimilation of the main orthoepic, lexical and grammatical norms of the modern Russian language; however, given the current language situation, we would like to see this aspect language learning has been expanded. Therefore, it appears completely - introduction to the content of sample programs developed to improve the structure and content of General education, concepts of language norms and speech culture, elements of language history, revealing the dynamics, changes in

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the norm. Thus, the development of students' speech is the practical side of language learning, the formation of those skills that contribute to the enrichment of an active vocabulary, the free use of all grammatical means - word-formation models, forms of parts of speech, phrases, sentences of various types, as well as the formation of figurative and emotional side of speech to Express their thoughts, knowledge, feelings, intentions. Naturally, the modern method of teaching the Russian language it is aimed at middle school students. Russian language training should be more in-depth and more intensive. And in modern schools, certain steps are being taken in this direction:

- non-traditional tasks are used that require logical solutions and problem analysis;

- integrated academic disciplines (Russian language and literature).

- new technical training tools are being introduced and new ones are being created learning technologies (for example, distance education technologies);

- theoretical and pragmatic sections are integrated Russian Russian language (Russian language, speech culture, style.[7]

Modular training and its elements are actively used in the practice of teaching Russian. Modular training is based on activity-based approach to learning: only the educational content it is realized and firmly assimilated by the student, which becomes the subject of his active action. Modular training is based on the theory of developmental learning, the foundations of which were laid by L. S. Vygotsky. The implementation of this theory of learning requires that the student is constantly in the zone of his closest development. In modular training, this is achieved by differentiating the content and dose of assistance to the student, organizing educational activities in different forms: individual, pair, group, in pairs of shifts.[8]

lot of modular training uses programming training. This is, first, planning the actions of each student in a certain logic, secondly, the reliance on activity and independence third, taking into account the individualized pace of learning and, in-fourth, constant reinforcement, which is carried out by comparison (reconciliation) of the progress and results of activities, self-monitoring and mutual control. As a basis, the training module is allocated, which includes a complete block of information, a target program actions and tips from the teacher for its successful implementation. The training material is divided into thematic blocks, each thematic block fits into a strict time frame of a two-hour lesson. For better assimilation of the content of the thematic block, the teacher follows the stages of a rigid structure of the module class: repetition, perception of new things, understanding, consolidation of the studied, control. Each stage begins with the target installation and specifying the action system; each stage of the lesson

ends with a control that allows you to set success of training. Using modules, the teacher manages the learning process. At the very training session, the teacher's role is to form a positive motivation of the student, to organize, coordinate, consult, control.

2. project Technology, or project method, by virtue of its didactic essence allows to solve the problems of formation and development of intellectual skills of critical and creative thinking. Work on a training project is usually carried out throughout the entire year. academic year and includes several stages: pre-selection a graduate of the subject, taking into account the recommendations of the teacher; drawing up a plan, the student's study of literature on this topic and collection of material, creating your own text containing literature analysis and own conclusions on the topic, a defense that involves oral speech of the graduate containing a brief description of the work, answers to questions about the topic of the work. To some extent this brings us closer a training project with a traditional form-an abstract. However, it is becoming more and more generally accepted that the educational process the project is an independent research activity of a student, which has not only educational, but also scientific and practical significance, which is well understood by both the teacher-project Manager and its performer. This is a solution to a problem that requires integrated knowledge, research search for its solution. Therefore, the presentation the results of the project can be different: a scientific report with a statement problems and scientific conclusions on the trends observed in the development of the problem; the creation of a dictionary of current vocabulary, the project "Museum of Russian words" development of computer programs on the Russian language under the title "Linguistic puzzles" etc. The project method is currently being actively approved in the school, in including when teaching Russian. This method assumes organization of joint or individual work of students on a particular problem with the mandatory presentation of the results of their work activities. What intellectual skills can be developed in educational activities organized according to the project method? First, analytical thinking in the process of information analysis, selection necessary facts, comparisons, comparisons of facts, phenomena. Second, associative thinking in the process of establishing associations with previously studied, familiar facts, phenomena, establishing associations with new qualities of the subject, phenomenon, etc. Third, logical thinking, when the ability to build the logic of proof of the decision being made, the internal logic of the problem being solved, the logic of the sequence of actions taken to solve the problem is formed. In addition, the student develops the ability to consider the problem in the integrity of relationships and characteristics, as well as establish cause - and-effect relationships, search for new solutions, transfer

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knowledge from different areas to solve the problem. This technology actualizes the most important speech skills, including students in all types of speech activities (speaking, listening, reading, writing), improves the ability to work with texts of different styles and types of speech at the level of information and semantic processing in the first place.

3. "Language portfolio of student achievements" is one of the new, recently developed technologies for teaching Russian. In the "Language portfolio" form-a new type of workbook-folder, fixing the self-assessment of speech and communication skills of students on the throughout the school language course. The purpose of the language portfolio is in the description done by the student work on improving speech skills over the years of schooling (give as a teacher, so ucenik);

in a quality fixing the teacher-student level of mastery the main types of speech activity (listening, speaking, reading and writing) depending on the stage of training (primary, secondary and senior);

in the presentation (at the student's choice) of the most successful written works of various genres (essays of different genres, answers to questions, dictation, statements, etc.);

in determining the personal position of the student in relation to the subject on at a certain stage of training;

in predicting a student's professional aptitude at the stage of pre-professional and specialized training. [10]

4. Technology of modular training

Thus, the creation of speech works of certain genres is one of the sides of the formation of students' speech competence. It is realized at lessons of Russian language with the use of technology of modular training, but the lessons of the literature using information and communication technologies. Block learning technology allows you to create conditions for the implementation of system thinking, activation of attention.

Conclusion

Modernization and renewal of education in the Republic of Uzbekistan they create the need to

educate a person who strives to realize their capabilities, able to make informed and responsible choices. In addition to lessons in speech development, work on the creation of speech works students should be conducted systematically. Innovative methods combine the types of work that form communicative competence (the requirement of analysis, comparison of phenomena, justification, argumentation, generalization). The technologies used in the course of the lesson to achieve knowledge and competence results are designed to activate the learning process the activities of the student. Speech is the most complex human activity, and creative activity, including the ability to observe, think, fantasize, and listen and hear; first of all, the one who has something to say learns to speak, so it is necessary to teach children not technical design of statements, but speech thinking, speech creativity, and adequate perception of other people's speech. Innovative techniques make the lessons of the Russian language more interesting, brighter. Independent search for solutions and active thinking contribute to improving the effectiveness of the educational process. Proper organization of lessons using innovative technologies requires that each child is engaged in solving a task that is feasible for him, since this condition can support his interest in learning. Therefore, the teacher has a task: to see in the lesson not only the educational problem, but also to determine ways to solve this problem in relation to each child. A differentiated approach is necessary at all stages of learning knowledge and skills. Using new technologies in the Russian language lesson, the lesson of speech development allows you to activate the cognitive interests of students, monitor the activities of each, significantly increase the pace of work, solve several tasks at once: to study new material, to consolidate, performing practical work, including different types of exercises, to deepen knowledge, to conduct control. It is very important that students work with passion at any stage of the lesson, and this maintains interest in the subject as a whole.

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