

METHODS OF TEACHING THE RUSSIAN LANGUAGE AND ITS CONNECTION WITH OTHER SCIENCES

Nuridinova Manzura Jurayevna

Teacher, department of russian language and literature faculty of languages

Bukhara state pedagogical institute

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Annotation:

At present, the technique is a special subject, an independent science. Based on this, Soviet and advanced scientists of foreign countries formulate specific concepts of the methodology of teaching a foreign language, its categories, laws, terms, tasks. The methodology of teaching Russian as a foreign language took shape an independent educational discipline. There is a fairly extensive literature on the teaching of Russian as a foreign language.

Key words:

methods of teaching a foreign language, its categories, laws, terms, tasks.

The methodology of teaching Russian to foreigners, like any other pedagogical method, relies on the findings and principles of several scientific disciplines, primarily linguistics, didactics, and psychology. The conclusions drawn from linguistics, psychology, and didactics form the scientific foundation for the methodology of teaching Russian to foreigners.

Teaching methodology depends on various goals and conditions of learning, i.e., on non linguistic factors.

The subject of the methodology—teaching Russian as a means of communication—defines the ultimate goal: "to master the language."

Teaching Russian as a foreign language (and indeed any subject) is a joint activity between the teacher and the students.

For students to master the language, the teacher must carry out specific instructional actions: explain new material, give an assignment, ask a question, check the correctness of an answer, etc. Students must also be active and perform a series of actions during the learning process: read the text, learn words, do exercises, answer the teacher's questions, etc.

In traditional (in-person) forms of learning, students' actions are always determined and guided by the teacher. It is the teacher who decides what the students need to do, when, in what sequence, and for what purpose. And, of course, the teacher also determines what to do and how to do it during the lesson (and even outside of it).

It is necessary to explain to him what methods, techniques, and approaches he should use, how to combine them, and how to conduct himself in the classroom to achieve the desired goal.

In other words, he must be taught to consciously manage the learning process, which includes consciously organizing his own teaching activities so that the learning process yields the best results.

The subject of the methodology for teaching Russian as a foreign language is the system of managing the learning process, i.e., a system aimed at students' most effective mastery of the Russian language.

Teaching the Russian language even in the absence of a linguistic environment is understood as teaching speech, communication, and the expression of thought in the Russian language. Thus,

methodology has its own research subject, which is not repeated in any of the sciences – teaching another language as a means of communication. This category determines the content of the entire educational process, the types of speech activity to be mastered, and the levels of language proficiency to be achieved in each of these types.

The basic science for the methodology is linguistics. Teaching practice shows that not every method of describing the Russian language is equally effective when it is necessary to teach foreigners. Without the participation of linguistics, teaching cannot be effective.

In the educational process, pedagogical factors should also be taken into account. Among them, there are phenomena and patterns that are studied by general pedagogy. For example, the connection between teaching and upbringing.

This is especially important when teaching the Russian language in a country where more than 120 nationalities live.

Didactics is a branch of pedagogy that outlines general teaching methods. Didactic – edifying, instructive.

Learning is a collaborative activity between teachers and students. Now it is necessary to clarify what was said: learning is a joint active cognitive activity organized, motivated, and controlled by the teacher. Let us examine this definition and formulate the most important didactic principles at the same time.

1. What is "joint" activity? As noted, the teacher and the students strive for a common goal. To achieve this, both the teacher and the students must perform certain actions. And the teacher is obliged to ensure that the students do everything necessary and in the right sequence, with the right effect. Therefore, one of the primary didactic principles is the principle of collectivity.

2. The second is the principle of activity. For learning to be effective, it is the students who must show initiative, be able to approach the subject independently and creatively, and be able to work independently in and outside of the lesson. Ensuring and organizing student activity is the most important task of a teacher.

3. Didactics suggests how to ensure this activity. Students must be presented with a problem that requires the knowledge, skills, and abilities included in the curriculum. All learning must turn into the resolution of a series of problems that must constantly become more complex. This is required by the didactic principle of problematization.

When teaching the Russian language to foreigners, communicative problems arise first and foremost: how to communicate in a particular situation, on a particular topic, etc. When a student feels the need to solve such a problem, they will easily utilize the words and grammatical constructions we introduced them to in class.

4. What does "feel the need" mean? This means that the problem posed to the student does not yet ensure their activity. There must be a need to solve this problem, i.e., a corresponding motivation must be created. The motivational function of the teacher is the most important. The principle of motivation or the principle of motivation is a special didactic principle. A person learns a foreign language not only to use it for communication. The activities of students in mastering language from a psychological perspective are typical cognitive activities: as a result, students enrich themselves—their consciousness, their personality, and their activities.

5. One of the important didactic principles is the principle of developmental learning. When teaching a foreign language, it signifies that we must set increasingly complex communicative and cognitive tasks for students in a specific sequence. It should be noted that not every problem is didactically valuable and evokes a motivated attitude toward it in the student.

All the aforementioned principles of any learning should be implemented in the methodology of a specific subject, in our case, in the methodology of teaching Russian as a foreign language. All the listed principles are interconnected and provide us with a completely definite model of the educational process.

Communication is a type of activity. Activity can be not only communicative: there are labor activities, cognitive (educational), and play activities. But it always has a fundamentally unified psychological structure; consequently, the patterns of its formation are also uniform. It follows from

this that both communication and training in such communication must be subject to general psychological patterns.

When a person begins any activity, they have a conscious goal (they know what they want to achieve), a motive (i.e., a need to achieve this goal). For example, you want to master the Russian language - this is the goal. And the motives here can be very different: business (high salary, position in a firm), socio-cultural (interest in Russian literature, Russian history, etc.), cognitive (reading literature in Russian according to one's specialty), etc. The act of activity begins with the appearance of a goal and the desire to achieve it (motivation), and ends when this motive is satisfied, i.e., the goal is achieved.

Orientation is important in communication. When a teacher enters an auditorium for the first time, they must gather as much information as possible about the students. After orientation, the second phase of activity begins - planning, followed by the implementation of the plan - actual action. And finally, the final phase is monitoring the effectiveness of activities.

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