

Methodology of Teaching the Russian Language

Mardieva Dilrabo Nuriddinovna

Samarkand state architectural and civil engineering institute

-----***-----

Annotation: Russian language, as already recognized by all, should serve as the main vehicle of education. Here, by education, of course, we mean not the accumulation of all kinds of knowledge in the head, but that spiritual development in which the word becomes deed and both serve as an expression of the deepest moral convictions in a person. Is it possible, however, to somewhat limit the difficult task that is assigned to the teacher of the native language? Could it not be more precise to determine the limits within which he can usefully operate here to express a few of my opinions concerning the very method of teaching: these opinions, of course, are not new in many respects, and could be expressed more fully by teachers who are more experienced than I am; but with our common desire to explain to ourselves as clearly as possible the purpose and scope of each science that serves the development of youth, it is our duty to express those convictions that come from a sincere desire for good.

Key words: general, grammar, connection, teaching, idioms, foundation, coherent repetition, requirements, mother tongue.

Introduction

The explanation of these forms, no doubt, must be continued when reading the monuments of our ancient literature, but so far as it is necessary for a cursory understanding of these monuments, and not for the philology of the language, which is the subject of a completely special study. The syntax of the Russian language can be satisfactorily completed in the 4th year of the course: it serves here as a natural transition to the study of logic. For the following courses, there are still three articles that form the subject of higher grammar: how much it is necessary for a cursory understanding of these monuments, and not for the philology of the language, which is the subject of a completely special study.

1. Foundations of general grammar in connection with the teaching of logic; at the same time, some idioms of the Russian language can also be indicated.
2. An overview of the main properties of the Russian language in comparison with foreign languages that take place in the gymnasium.
3. An overview of the main properties of the Russian language in their historical development, and it is necessary to point out some differences in the language of the from the language of the ancient chronicles, the language of the later, bookish from the folk, Great Russian. This would serve as a coherent repetition of what was previously explained by reading passages, and together would form an indispensable part in the history of Russian literature. Let us return, however, to the exposition of what is most demanded of us. The study of a language certainly develops a fine faculty of analysis in the mind of the learners; but language itself serves only as an instrument of the highest moral power in man: reflecting, like the purest mirror, all the phenomena of our inner life, it also requires the reflection of rays of light for clarity. To awaken from the dormant darkness these living rays, dissatisfied only to polish the mirror or explain its structure to the smallest detail. It is not enough to show only the beauties of language taken separately: one must also assimilate with it the ideas that created them. It must be remembered that language is an active force, and only in its action can it awaken and move other forces. By cultivating the faculty of judgment in the minds of students, the mother tongue teacher can greatly contribute to the overall success of gymnasium education; but, in addition, his duty is to

help in some way to the development of those ideas of goodness and beauty, which are already dormant motionless in a young, receptive soul and can easily be aroused to activity by the power of word and example. To do this, he himself does not need to have either a special mind or eloquence: before him are elegant examples of all ages and peoples, you just have to make a skillful choice from them.

However, is it possible to do without sources of invention? Are they not the very foundation of thought? After all, we all, no matter what we write about, ask ourselves questions: what does it look like? What are the properties of this item? What are the reasons for this action? And so on. Agree; only these questions are nothing more than the forms in which our thought appears, and to exercise them is a matter of logic; but to compose an artificial composition according to them does not mean the same thing as, for example, to depict the charms of friendship for examples on grammatical rules. Can these questions give any outline to the essay? Not at all. Do they help us to understand the subject? I do not think. Show the boy a nightingale, and he himself will later tell something about the color, flight, voice of the bird he saw; and put instead: what? as? - and then the topic: the nightingale - what questions will help him if he has not seen the nightingale! But it happens that the pupil is well acquainted with the subject, and does not know how to start describing it. The law of logic says: determine the genus to which the object belongs, and indicate its specific differences; indicate the relationship of the whole to the parts, the signs are essential and accidental, and so on. But no logic can truly give general rules on how to apply this general law, for example, in the description of a city known to me, because the application of any law can be infinitely varied. A city can be described in terms of its location, buildings, industry, habits of the inhabitants, etc. Let us take only the location. Would you say this: it is necessary to explain whether the city is on a mountain or in a valley? But a city can stand by a river, by a sea; and the river, and the sea, and the mountain, and the valley can together determine its location. What should be depicted and what should I mainly dwell on in the description of the city known to me? It is clear that when exercising in essays, the most important thing is to show the pupil how the theme develops from the essence of the subject itself, to bring him to the point that he himself finds rules for different types of essays, and not be guided by one general rules that lead to one common place and fruitless rhetoric. And in fact, what is most demanded of the writer in our time? For several characteristic features in the image of the subject, we are ready to forgive the imperfection of the form in the essay. But the taste of our time, of course, cannot serve as an indication for the teacher. The perfection of form, which our fathers and grandfathers so boast of, is, without a doubt, one of the first requirements of any good composition. I don't just think so that exercise in some forms could be of significant benefit: the pupil acquires through this, perhaps, the concept of harmony; but a dead skeleton or, worse, a painted doll will not explain to anyone the harmonic lines in the structure of a living body. The form is truly perfect where the character of thought is imprinted on it, where the invisible soul moves and speaks in all its bends - in a word, the form is red in its content. Ordinary coherence and order of thought is taught by all sciences; The task of literature is precisely to show how in the works of the word the form develops from a predetermined content. The more diverse this development is, the more the students should be trained in it, examining exemplary examples with them and forcing them to work out the more or less complex material of their information in the essay. the pupil acquires through this, perhaps, the concept of harmony; but a dead skeleton or, worse, a painted doll will not explain to anyone the harmonic lines in the structure of a living body. The form is truly perfect where the character of thought is imprinted on it, where the invisible soul moves and speaks in all its bends - in a word, the form is red in its content. Ordinary coherence and order of thought is taught by all sciences; The task of literature is precisely to show how in the works of the word the form develops from a predetermined content. The more diverse this development is, the more the students should be trained in it, examining exemplary examples with them and forcing them to work out the more or less complex material of their information in the essay. the pupil acquires through this, perhaps, the concept of harmony; but a dead skeleton or, worse, a painted doll will not explain to anyone the harmonic lines in the structure of a living body. The form is truly perfect where the character of thought is imprinted on it, where the

invisible soul moves and speaks in all its bends - in a word, the form is red in its content. Ordinary coherence and order of thought is taught by all sciences; The task of literature is precisely to show how in the works of the word the form develops from a predetermined content. The more diverse this development is, the more the students should be trained in it, examining exemplary examples with them and forcing them to work out the more or less complex material of their information in the essay. a painted doll will not explain to anyone the harmonic lines in the structure of a living body. The form is truly perfect where the character of thought is imprinted on it, where the invisible soul moves and speaks in all its bends - in a word, the form is red in its content. Ordinary coherence and order of thought is taught by all sciences; The task of literature is precisely to show how in the works of the word the form develops from a predetermined content. The more diverse this development is, the more the students should be trained in it, examining exemplary examples with them and forcing them to work out the more or less complex material of their information in the essay. where in all its curves the invisible soul moves and speaks—in a word, the form is red with its content. Ordinary coherence and order of thought is taught by all sciences; The task of literature is precisely to show how in the works of the word the form develops from a predetermined content. The more diverse this development is, the more the students should be trained in it, examining exemplary examples with them and forcing them to work out the more or less complex material of their information in the essay. At the very least, little was believed in its usefulness, independent of the theory of the syllable and the historical study of language. . The explanation of these forms, no doubt, must be continued when reading the monuments of our ancient literature, but so far as it is necessary for a cursory understanding of these monuments, and not for the philology of the language, which is the subject of a completely special study. The syntax of the Russian language can be satisfactorily completed in the 4th year of the course: it serves here as a natural transition to the study of logic. For the following courses, there are still three articles that form the subject of higher grammar: we will already easily get acquainted with Church Slavonic, in which some old forms are replaced only by new, Russian ones. The explanation of these forms, no doubt, must be continued when reading the monuments of our ancient literature, but so far as it is necessary for a cursory understanding of these monuments, and not for the philology of the language, which is the subject of a completely special study. The syntax of the Russian language can be satisfactorily completed in the 4th year of the course: it serves here as a natural transition to the study of logic. For the following courses, there are still three articles that form the subject of higher grammar: we will already easily get acquainted in which some old forms are replaced only by new, Russian ones. The syntax of the Russian language can be satisfactorily completed in the 4th year of the course: it serves here as a natural transition to the study of logic. For the following courses, there are still three articles that form the subject of higher grammar: how much it is necessary for a cursory understanding of these monuments, and not for the philology of the language, which is the subject of a completely special study. The syntax of the Russian language can be satisfactorily completed in the 4th year of the course: it serves here as a natural transition to the study of logic. For the following courses, there are still three articles that form the subject of higher grammar:

Conclusion

In my previous explanations about making plans, I touched on verbal exercises. Such exercises, it seems to me, could be more widespread: they especially include stories read or heard in class. In the sixth year, it was appointed in a brief historical essay to acquaint the students with the great figures of foreign literature. But do the names of Plato, Sophocles, Shakespeare, Cervantes and so on. should remain in the mind of the pupil only names? Meanwhile, what a powerful means in the hands of a teacher of literature to act directly on the all-round development of young minds! What rich material for the exercise in the story, for comparisons and all sorts of deductions from the theory! How much practical morality in the life of Cervantes alone! Is it possible, however, to demand from a teacher of literature, that he be fully familiar with all the samples of foreign literature? A superficial acquaintance here is very insufficient, because it is necessary to make a skillful choice for a story or reading in a class. It is, of course, impossible to know everything;

References

1. Petrova S. M., Kartawan M. Proprietary methodology of teaching Russian as a foreign language //Opción: Revista de Ciencias Humanas y Sociales. – 2019. – №. 88. – C. 57.
2. Ibragimova Dildora Shamsiddinovna, & Raupov Kahramon Maxmudovich. (2021). Conventions as Metacommentary game engine. Middle European Scientific Bulletin,12.<https://doi.org/10.47494/mesb.2021.12.530>
3. Oktay S., Sadikoglu S., Memedova K. Methodology of teaching Russian language and literature //Modern Journal of Language Teaching Methods (MJLTM). – 2018. – T. 8. – №. 3. – C. 484-490.
4. Kahramonovna, M. D. (2021). Innovative Teaching Methods. International Journal on Orange Technologies, 3(7), 35-37. <https://doi.org/10.31149/ijot.v3i7.2063>
5. Medvedeva M.S. Integrated educational environment - a necessary condition for blended learning // Modern studies of social problems (electronic scientific journal). № 10 (18), 2012.
6. Shamsiddinovna I. D. Borrowings of Turkic words and derivations in English language //Humanities and Social Sciences in Europe: Achievements and Perspectives. – 2014. – C. 251.
7. Kahramonovna, M.D. 2021. Language in Philosoph. International Journal on Integrated Education. 4, 7 (Jul. 2021), 108-111. DOI:<https://doi.org/10.31149/ijie.v4i7.2062>.