

RUSSIAN LANGUAGE TEACHING METHODS: INNOVATIVE APPROACHES INTEGRATING NATIONAL CULTURE WITH GLOBALISATION TRENDS

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Annotation; This article looks at how contemporary approaches to teaching Russian are applied in light of globalisation and cutting-edge educational trends. Analysis of the relationship between national culture and language acquisition is given consideration, along with the necessity of eschewing traditional object-centrism. The relevance of language for students' personality development is emphasised as it is examined in relation to its role as a tool for communication and cognition. The paper emphasises the value of incorporating cutting-edge methods into the teaching process, talks about how they affect students' intellectual and spiritual growth, and stresses the necessity of an integrated approach to learning in the current stage.

Keywords: creative education, national culture, communicative approach, globalisation, instructional methods, Russian language, and personal development, spiritual education.

The study of the methods of primary teaching of the Russian language is becoming relevant in the light of a number of key factors.

The fundamental role of language as a tool of communication and knowledge makes it critical for the intellectual, social and cultural development of students. Given the dynamically changing educational landscape and progress in the field of information technology, there is a growing need for effective methods of teaching the Russian language at the initial stage, which will lay the foundation for further linguistic development, critical thinking and literacy.

The development of globalization and the formation of a multicultural society put the school education before the challenge of teaching students effective intercultural communication, which requires a deep understanding of the mother tongue. It is also essential to take account of the changing social and cultural contexts in which language functions, which requires continuous adaptation and updating of learning methods.

Modern research in pedagogics and psychology of learning opens up new strategies and approaches that can be integrated into existing methodologies to improve their effectiveness. Taking into account the individual characteristics of students, their cognitive styles and abilities emphasizes the need for an individualized and flexible approach in the educational process. Learners need to be able to interpret common cultural gestures and social features of the environment that surrounds them.(7)

Materials and methods. As part of the scientific study of the methodology of primary teaching of the Russian language, we will conduct a comprehensive review of the literature, covering both theoretical works on pedagogy and teaching methodology, as well as research in the field of psychology of teaching.

The methodology used includes a detailed sample description that covers educational institutions, teachers and students, as well as data collection and analysis techniques, including observations, interviews and analysis of teaching materials, with particular attention to the ethical aspects of research. We will examine in detail the different learning methods – from literacy to speech development, evaluate their effectiveness using certain criteria, such as literacy level, reading and writing skills, as well as development of speech and critical thinking. Based on the analysis and interpretation of the data collected, we will propose practical recommendations for improving teaching methods, as well as identify directions for future research in this field.

Results and discussion. The discipline, known as the methodology of teaching the Russian language, occupies a significant place in the arsenal of pedagogical sciences. This area of knowledge can be classified as applied science, since its main task is the application of theoretical foundations to solve specific practical issues related to the educational, educational and developmental processes of students.

The methodology of the Russian language, like other scientific disciplines, has a clearly defined subject of study. This subject covers the process of learning the mother tongue in an educational environment, including aspects such as development of oral and written speech, reading, grammar, phonetics and others.

The objective of this discipline is to study and understand the patterns underlying the formation of language skills and skills, as well as to acquire scientific concepts related to grammar and other sections of linguistics.

The results of these studies serve as a basis for the development of effective methods of teaching the Russian language, which should provide students with the necessary minimum of knowledge and skills. In addition, these methodologies should take into account the social requirements of the educational process, including promoting communist education, developing critical thinking and ensuring the cost-effectiveness of learning.

The methodology of teaching Russian as an applied scientific discipline operates on three key issues:

"What should I learn?" This question concerns the design and definition of the content of the educational process. In this context, the focus is on the development of Russian language curricula, the creation and continuous improvement of textbooks and various educational materials. An important aspect is the assessment of their availability and effectiveness for quality learning.

"How to teach?" This includes the development of teaching methods and methodologies. It covers everything from exercises to recommendations on the use of certain types of tasks and textbooks. Also considered are sequential systems of practical works, lessons and their cycles aimed at optimizing the learning process.

"Why this and not the other way?" The emphasis here is on the study of the effectiveness of different methods, on the justification of the choice of a specific methodology and on the experimental verification of recommended approaches.

The methodology of the Russian language also includes the analysis of the levels of knowledge, skills and skills of students at different levels of study. It studies the causes of learning successes and failures, examines typical errors (speech, spelling, etc.) and finds ways to correct and prevent them.

The problems of the methods evolve with the increase. In today's environment, special attention is paid to finding methods and techniques that contribute to the maximum cognitive activity and independence of students, the development of thinking and speech, as well as strengthening the strength of learned knowledge and skills.

Russian is taught at various levels of education: in preschool institutions, primary and secondary schools, technical schools and higher educational institutions. Although the objectives of learning at each level vary, the basic requirements of science remain common: the study of the process of language development and the development of effective learning systems based on understanding the objective patterns of language learning. However, each level of education has its own unique features; for example, the methodology of preschool education focuses primarily on the development of children's speech.

The method of primary learning of the Russian language, which is the subject of our interest, is distinguished by its unique characteristics. It includes several key sections, each of which plays an important role in the formation of basic language skills in students. These sections can rarely be based on a pre-established foundation, except for speech development, which defines the specificity of primary learning.

Literacy learning methods: This section covers basic reading and writing skills. The importance of teaching children literacy goes beyond the purely pedagogical sphere, penetrating into social life. The literacy of the population is critical in the context of its struggle for liberation, political awareness and cultural development. Successes in literacy teaching methodology, especially in the context of modern Uzbekistan, are widely recognized.

Reading method: This section is aimed at developing students' skills of fluent, correct, conscious and expressive reading.

The main objective is to prepare students for the transition to secondary education as both readers and readers.

Methodology of grammar and spelling: Here the emphasis is given to the training of elementary writing and calligraphy, the formation of grammatical concepts and the first spelling skills in conditions of lack of a complete grammar basis.

Speech development of students: This section has its own peculiarities in primary school. Students begin to understand language and speech as objects of study, analysis and synthesis. They learn to control their speech, plan it, and also master written speech that differs from oral not only graphical form, but also vocabulary, syntax, morphological forms.

The methodology of primary education is also aimed at enriching the vocabulary of students, developing their syntax skills and the ability to lead connected speech. It is important to note that the methodology of the Russian language, like other pedagogical disciplines, affects the interests of many people.

Awareness of how many emotions and experiences can trigger assessments for a dictionary or work underlines the importance of effective teaching methods in primary school.

Conclusion. The practical purpose of the methodology of teaching Russian language is to ensure full and comprehensive mastery of the richness of the language. Two key aspects must be taken into account:

Language as a means of communication: Language is a fundamental tool of communication between people. It plays a central role in the existence and functioning of modern society. Given the growing role of language as a means of communication, the challenge of school education is to make language the most effective and subtle tool of communication.

Language as a means of knowledge: Language also serves as a tool for rational and logical knowledge. In language units and forms there is a process of generalization, abstraction and association of concepts in judgments and inferences. There is a deep connection between language, speech and thinking, because in the process of formulating the thought, the person simultaneously forms it.

In the context of these aspects, methodological science is tasked with developing such approaches to education in schools that will ensure a high level of speech development of students and promote their understanding of the social importance of comprehensive mastery of the language. Thus, the development of speech is one of the primary tasks of an educational institution, especially in the context of the preparation of citizens for life and work in a socialist society.

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