
Interactive Methods of Teaching Russian Language in a Non Language University

Khakimova Nasiba Turgunovna

Senior teacher, Al - Bukhar University

Abstract: Interactive methods are used in teaching foreign languages. In this process, the suggestive method has become particularly effective. The use of optimal means during the classroom work creates opportunities for intensive mastering of speech in communicative communication, motivates the language learning process.

Keywords: Russian language, native language, suggestive method, teaching methods, geopolitical conditions, methodology of teaching Russian.

The most important task of teaching the Russian language in the national groups of the university is the development of coherent speech of students, which is due to the principle of communicative orientation of education. The solution of communicative tasks should lead to the fact that future specialists have language skills and abilities.

The traditional method of teaching a second language does not lead to success. It is necessary to improve teaching methods and training programs. When developing a methodology and teaching, it is necessary to take into account the fundamental differences between the Russian and Uzbek languages, and, at the same time, it is necessary to study the Russian language based on the native language. So, when learning a second language, the communicative environment is important. In the Uzbek village, where there is not a single Russian, the difficulty is the lack of a language environment and the need for young people to speak Russian. Our students perfectly understand the Russian language that they encounter every day while watching TV, listening to the radio, reading books, but it is difficult for them to speak Russian spontaneously. Russian language lessons are clearly not enough to acquire speech skills, because in universities the rest of the subjects are taught in the Uzbek language. At present, when there are fundamental changes in teaching, when the content and teaching methods are being radically revised, it is advisable to return to the history of the methodology of teaching Russian as a foreign language and the main trends in its development.

The methodology for teaching Russian as a non-native language in the new geopolitical conditions is only being formed, based on the developments in the theory of teaching (and educating) Russian as a foreign language, Russian in national groups. Experience should show in the near future the continuity and complementarity of these theories and methods. It is clear that the basic principle of teaching Russian as a non-native language remains: taking into account the peculiarities of the native language and native culture in the educational process is necessary in the same way as maintaining the basic mental historical connections of the individual with the origins of his nation through the national (native) language and culture.

The modern method of teaching Russian as a foreign language is characterized by acceleration, i.e. acceleration of the pace of learning, striving for great optimization,

intensification of the educational process. For a more perfect practical mastery of a foreign language, it is necessary, within certain limits, to understand oral and written speech in this language and be able to express one's opinions in it. A simple conclusion follows from this that in a typical case, the subject of training should not be the Russian language in general, but speech in Russian, the processes of speech generation. The difference between language and speech is most obvious precisely during language teaching, in the process of which, on the one hand, language is learned, i.e. there is a mastery of the theory of language, on the other hand, learning of speech, i.e. learning to speak, listen, read and write. As a result of learning a language, knowledge is acquired, as a result of practice, skills and abilities are acquired.

Intensive learning is perceived as a specific learning system. Within its framework, new principles for the selection and organization of speech and language material have been developed, of which the leading ones are activity, personality-role, situational-thematic. A new dynamic model of training and management of students' communicative and educational activities has been created. The ability to communicate in a foreign language is their modeling in speech practice of the processes of generation, semantic perception and communicative interaction of speech utterances and the formation of appropriate mechanisms. Of particular importance is the mastery of the psychotechnics of speech communication by the trainees and the achievement of a number of pedagogical goals in teaching.

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Intensive teaching of a foreign language, based on activity and communicative-personal approaches, considers the practitioner of foreign language communication from socio-psychological positions. This is a specially organized educational communication, during which there is an accelerated cognitive enrichment and active creative development of the individual with the help of a system of controlled group interactions.

Interactive learning methods are understood as the optimal implementation of some progressive trends in general pedagogy and psychology, in particular in the context of the problems of the educational role of learning processes. Here, the main goal of training is the mastery of foreign language speech by students.

As Doctor of Pedagogical Sciences, Professor G.A. Kitaygorodskaya states, the goal of intensive teaching of Russian as a foreign language is to acquire the skills of foreign language communication in the shortest possible time. She believes that the content of intensive learning is the acquisition of a set of skills and abilities that are sufficient and necessary for effective activity in a particular area, as well as mastering the language material that ensures the formation, development and use of these skills and abilities. Intensive training acts in its educational function.

G.A. Kitaygorodskaya is based on the theory of the doctor of medical sciences, the Bulgarian

scientist G. Lozanov, who defines the meaning of the concept of "suggestology" as "the science of liberating the hidden possibilities of a person."

The effectiveness of the suggestopedic method lies in the assimilation of a large number of speech units; in developing the ability of students to actively use the "language reserve"; in communication in a foreign language; in understanding foreign speech; in the ability to flexibly vary such communication, transfer learned speech units to other situations; in creating an extremely powerful motivation for learning; in the removal of psychological barriers (shyness, fear, constraint).

Proceeding from this, we believe that the implementation of the setting for the disclosure of the reserves of the student's personality is provided by such conditions as:

- the authority of the teacher and his creative role;
- creation of trusting relationships in the group and the teacher with the group;
- high emotional tone of the audience and emotional involvement in the educational process;
- highly motivated learning activities aimed at maintaining learning;
- An active approach to the assimilation of Russian as a foreign language.

In conditions of intensity, interactive learning takes place, in which trainees can use their potential for real communication. It is primarily about discovering and developing the abilities, skills, attitudes and attitudes that are necessary to achieve the intended goal.

Students are offered such forms of activity that make them use the Russian language and thus learn it. Students become the authors of their statements, they are more likely to learn this language, because they themselves determine what they want to express. Students learn to listen to themselves as they speak. They not only express their thoughts, but develop them further and understand better when they are spoken. In the process of speaking, they discover thoughts that they did not originally imagine in themselves.

Interactive learning takes into account the psychology of human relationships. Here, the central figure is a group of students who are jointly looking for a solution to a common problem, actively influence each other and with the teacher, and have the opportunity to share their experiences.

In the rapid mastery of foreign speech, an important place is occupied by the staging of the dialogues and artificial texts proposed by the author of the textbook. The situations played out in the classroom are repeated and played out live outside the classroom, thus, there is a natural consolidation of the acquired speech patterns.

The initial stage in teaching Russian as a foreign language has its own specifics, which is determined by the nature of the minimization of language material, its volume, ready for perception, reproduction and free production by students, methods and techniques for its introduction and consolidation. Therefore, the textbook in interactive learning belongs to one of the main places. For the initial stage, they should linguistically represent the model of the Russian language in the simplest, but strictly normative form, which is the core of the Russian speech system. Such a model should teach foreigners the mechanism of generating speech in Russian for the needs of elementary communication. The very concept of communicative significance cannot be defined without creating an appropriate dictionary of elementary topics and communication situations in which these units are predominantly used.

The idea of a modern textbook includes, on the one hand, the modeling of the main points of

the educational process, on the other hand, the modeling of speech activity carried out within the micro language offered by the textbook. The specific orientation of the textbook involves, first of all, the allocation of those types of speech activity that are subject to assimilation, and a certain level of language proficiency that must be achieved for each of these types.

Modeling of speech activity can be specified as modeling of speech activity according to its main types (listening, speaking, reading, and writing) in the proportion necessary for the implementation of specific goals.

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