



## **CREATIVE APPROACH TO TEACHING STUDENTS THE RUSSIAN LANGUAGE**

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### **Annotation**

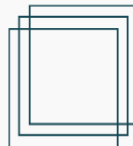
This article provides information about the methods used in teaching the Russian language and the methods of teaching the Russian language.

**Keywords:** Russian language, teaching methods, education, educational process, methods, interview method.

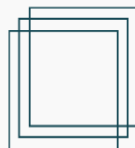
The method of teaching the Russian language is a special science of pedagogy that determines the content, principles, methods and techniques of teaching, the patterns of mastering a certain subject. The word method is derived from the Greek word "methodos", meaning a way, a way. A teaching method is a method that is regularly used by a teacher with students to help students develop their mental abilities and interests, acquire knowledge and skills, use them in practice, is a working method that can be used. This is a set of regulated methods for organizing joint activities of a teacher and students in order to achieve a given educational goal. The interview method is the ideal spiritual and moral formation of the student's personality. The live speech of the teacher. is one of the most effective methods. When choosing a topic for an interview, it is important that it is appropriate and relevant to the students in that class. The conversation can be organized around the following topics.

1. Ethical topics (social, spiritual, moral, rules of conduct in society).
2. Aesthetic themes (the beauty of nature, the beauty of man, interpersonal relationships).
3. Political topics (domestic and foreign policy, world events, international relations).
4. The organization of a conversation on topics related to education and knowledge (the universe and the animal world, etc.) gives a creative result. In this regard, the discussion is also very important.

A storytelling method in which students are generally interested in and enjoy listening to stories enriched with various examples. They can be told about the past of the people, about the life of fairy-tale heroes, about their courage. Also, readers will not be indifferent to information in the media, newspapers, magazines, radio and television. The choice by students of the topic of a conversation or story ensures their meaningful and interesting passage. As a result, students will not remain indifferent to the topic being promoted. He can freely express his thoughts. This leads to the development of thought. The material for observations in textbooks usually consists of two parts: 1) language material; 2) questions for analysis.



After observation, a rule is set, a definition, that is, the discovered laws of the language are generalized. In textbooks, the material offered for analysis can be a ready-made text (words, phrases, sentences or a coherent text) or tasks that help students independently choose a text for analysis as a unit, focus on mastering students, as well as enhancing students' cognitive activity, the desire to develop their observation, the ability to draw conclusions, led to the widespread use of the language. The method of linguistic observation, especially at the first stage of studying the systematic course of the Russian language. The modeling method is directly related to the method of linguistic analysis and observation of linguistic phenomena. Educational language models are given to the student in finished form and become an instrument of knowledge for him. A schematic representation of the studied linguistic phenomena has long been used in school education, as it allows you to eliminate the abstraction of educational material and present it in a visual-graphic form. Such models are used in the educational process, knowledge, skills and allow you to widely use graphic text dictations to test qualifications. The adoption of a graphic record helps the teacher to check quickly and thoroughly. In addition, young and middle-aged students repeat patterns of words and sentences with great interest, build sentences according to patterns. All this stimulates the child's mental activity, develops children's abstract thinking: sentences and words become models, and models become concrete sentences. The modeling process itself is a creative process. The method of constructing and selecting examples on a topic given by students, as well as constructing one's own statements, belong to that part of the Russian language, which is usually called speech. development and includes the enrichment of students' vocabulary. teaching the grammatical structure of one's speech and the literary language on the material of various functional-stylistic types of sentences. The experimental method is not used at all stages of its preparation. Nevertheless, observations show the obvious expediency of its use. Consider an example. To develop visual perception of all elements of pictorial writing and understanding the role of punctuation marks in written speech, the teacher wrote two small texts on the board: one with punctuation marks at the end of the sentence (he covered this text with paper), the other without punctuation marks. A text without punctuation marks implies different reading (The bunny hid under a bush by a tree. The fox hid at the edge). As a result of the teacher's questions and reading the marked text, the students independently came to the conclusion that there are no discrepancies in the passage with punctuation marks. It is clear to them: the fox is not hiding at the edge, but near the tree. And a wolf appeared on the edge. This means that the experimental method activated the mental activity of schoolchildren, and they came to the correct conclusion about the purpose of punctuation: to help the student correctly perceive the meaning. The analogy method is cognition in the educational process. Acts as a method. . Using the analogy method helps students to identify similarities between linguistic phenomena, learn new educational information, understand the material being studied, consolidate, generalize and systematize knowledge.



According to the famous scientist and teacher V.P. Vakhterov, the analogy “as a phenomenon illuminates dark places for the student, the sides of the subject being studied.” It is also rich in methods. For example, students are often asked to find sentences in a literary text by matching them to information containing a particular punctuation mark. Similarity of punctuation marks - "where there is a similarity in the structure of a sentence or the nature of the connection of its parts, that is, similarity in the conditions that determine the use of punctuation marks." ("except for predicative clauses connected by the union "and"), complex sentences with homogeneous clauses, complex conjunctions (with a common sense of the account) can be studied in grade VIII. Analogy with the punctuation of sentences of the same gender. This approach frees up a lot of time that can be used for practical work. Statistical method Until recently, it was used only by the teacher in the educational process. The quantitative calculation of spelling, punctuation, grammatical and speech errors helped the teacher to control the quality of assimilation, identify gaps in knowledge, control the success of students in mastering the program material, and organize work to prevent common mistakes. Here are just the most important methods of teaching the Russian language.

### **Conclusion:**

We remind you that there are no universal methods that are equally effective at all stages of training. Each of the above methods can be most effective in some conditions, and in others - ineffective or completely unacceptable. Only a combination of methods and methodological techniques can give a positive result in teaching the Russian language.

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