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Methods of teaching the Russian language

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Abstract---This research paper provides a methodology for the formation of future teachers' understanding of the theory of language teaching as a scientific field from the standpoint of the basic methodology for the discipline of pedagogy and to consider the pattern of constructing the process of teaching oral and written communication in Russian to bilingual students; introduce approaches, methods, teaching aids for the effective and creative application of this knowledge in practice.

Keywords---Russian language, linguistic methodology, teaching methods, techniques.

Introduction

Teaching method is one of the basic categories of methodology. In the general didactic sense, the concept of a method includes methods of interrelated activities of a teacher and students aimed at achieving the goals of education, upbringing and development of students. In this understanding, the methods can be universal, applicable to the teaching of different disciplines, although they have their own specific implementation in each discipline. For a language teacher, methods are important as sources of knowledge acquisition, skills and abilities formation. These methods include: working with a text, a book, a teacher's story, a conversation, an excursion, exercises, the use of visualization in teaching. Depending on the independence of the educational actions performed by students, active and passive methods are distinguished; by the nature of the work of students - oral and written, individual and collective, classroom (class) and home.

Methods of Research

The communicative-activity approach to teaching Russian as a non-native language directs the teacher to use a system of methods based on the activity type of learning. These are 1) methods that ensure mastery of the Russian language (practical, reproductive, problematic, search, verbal, visual, deductive, inductive); 2) methods that stimulate and motivate learning activities (cognitive games, problem situations, etc.); 3) methods of control and self-control (survey, written work, test, etc.). The method receives the status of a direction in language teaching if:

- 1) it is based on the dominant, leading idea that determines the ways and means of achieving the learning goal, the general learning strategy: for example, conscious methods (consciously-comparative, consciously-practical) are characterized by principles providing for: a) students' awareness of the meanings of linguistic phenomena and ways of their application in speech activity, and also b) reliance on their native language; c) a foreign language speech practice is recognized as a decisive factor in learning;
- 2) the orientation of the method towards achieving a certain goal is obvious (for example, the direct method of teaching a non-native language is aimed at mastering the language in the oral form of communication, and the translation-grammar method is aimed at mastering a new language, mainly in writing);
- 3) the possibility of using it as a theoretical basis for a didactic, psychological, linguistic concept (for example, the domestic conscious-practical method is based on the psychological theory of activity and the theory of the gradual formation of mental actions; the linguistic justification of the method is associated with modern areas of communicative linguistics);
- 4) the independence of the method as a strategy from the conditions and other characteristics of training is traced; its implementation in the classroom reflects the nature of the educational activities of the teacher and students.

Methodists - scientists and practitioners - unanimously express the opinion that there is no optimal and universal method effective for all learning conditions, and come to the conclusion that it is necessary to combine different approaches, elements of different methods, since what is acceptable in one conditions, may give opposite results in others.

Based on the direct, conscious and communicative-activity approaches to learning, A.N. Schukin and E.G. Asimov proposed the division of methods into to direct (natural, direct, audiovisual, audiolingual), so named because the representatives of direct teaching methods sought to create direct (direct) associations between lexical units, grammatical forms of the language and their corresponding concepts in the classroom, ignoring (bypassing) the native language of students;

- conscious (translation-grammatical, conscious-practical, conscious-comparative, programmed) involve students' awareness of linguistic facts and ways of their application in speech activity, i.e. the way to mastering the language lies through the acquisition of knowledge and the formation on their basis through the abundant practice of speech skills and abilities;

- combined (communicative, active, reproductive-creative) combine the features inherent in both direct and conscious teaching methods: speech orientation of learning, intuitiveness combined with conscious language acquisition, parallel assimilation of all types of speech activity, oral advance;
- intensive (suggestopedic, activation method, emotional-semantic, rhythmopedia, hypnopedia) are mainly aimed at mastering oral foreign speech in a short time and with a significant daily concentration of teaching hours, use the psychological reserves of the student's personality, collective forms of work, suggestive means of influence in teaching (authority and infantilization, two-dimensional behavior, concert pseudo-passivity, etc.). most appropriate for short-term training.

Consider the advantages and disadvantages of the methods.

The direct method of teaching (method of "governess", home teacher) was developed as a counterbalance to the grammar-translation method. His representatives are M. Berlitz, F. Gouin and O. Jespersen. In the domestic methodology, it is customary to consider a group of direct methods: direct and natural. This group also includes methods that have appeared in connection with the use of technical means in the educational process.

The direct method is based on the idea that teaching a foreign language should imitate the acquisition of a native language and proceed naturally, without specially organized training. The name of the direct method follows from the assumption that the meaning of a foreign word, phrase and other units of language should be transmitted directly to students by creating associations between language forms and their corresponding concepts, which are demonstrated using facial expressions, gestures, actions, objects, situations of communication and etc.

The main provisions of the direct method:

- 1) training should be carried out only in a foreign language, the native language of the trainees, as well as translation from the native and non-native languages, are completely excluded;
- 2) the purpose of training is the formation of oral speech skills. Of all types of speech activity, preference is given to listening and speaking, however, a reasonable use of reading and writing is allowed, which contribute to the consolidation of new material;
- 3) teaching vocabulary is carried out in accordance with the principle of its use in oral speech. The unit of learning is the offer. The introduction and training of lexical units is carried out on an oral basis with the help of paraphrase, visualization, demonstration of actions and objects. When introducing words denoting abstract concepts, such techniques as interpretation, synonymous pairs, oppositions, etc. are used;
- 4) teaching grammar is carried out inductively: the use of grammatical rules is not allowed. Attention is drawn to the grammatical correctness of speech, errors are corrected as students make them;
- 5) the formation of phonetic skills is considered as one of the objectives of training;
- 6) the language material is graded according to the degree of difficulty, and mastering it is carried out in accordance with the developed program;

- 7) imitative teaching methods are widely used, when students repeat phrases and sentences after the teacher in order to achieve phonetic and grammatical correctness of speech.

In the domestic methodology, textual-imitative and structural-imitative directions of the direct method are distinguished. The first is based on working with the text: the teacher reads it or tells it, accompanying the process with gestures, facial expressions, interpretation and demonstration of various visual aids. Translation of the text is not expected. Then students receive tasks of an imitative-reproductive nature for mastering lexical and grammatical material. The structural-imitative direction uses the sentence-structure as a unit of learning. Work on the structures is carried out with the help of language exercises that involve repeated repetition to create stereotypes for the use of these structures in oral speech.

The direct method is still successfully used in many European countries, in private language schools operating on the Berlitz system. The positive aspects of this method lie in the fact that much attention is paid to the phonetic side of speech, grammatical correctness, and infallibility. However, the direct method is not widely used in the practice of teaching a foreign language in secondary school, mainly due to the complete exclusion of the native language, which makes it difficult to semantize many linguistic phenomena. The method is not economical, as it is designed for a large number of training hours. In accordance with the principles of the method, teaching should be carried out by native speakers, which is also not always possible.

The natural method of teaching foreign languages is a kind of direct method, it was widely used in the 19th century. The terms direct method and natural method are often used interchangeably. The natural method has the following characteristics:

- 1) training is built on the same principle as the child's mastery of his native language, that is, in a natural (natural) way;
- 2) the main goal of training is the formation of oral and speech skills; the importance of writing is underestimated;
- 3) the learning process is aimed at intensive training of grammatical structures and lexical units; external visualization is used for semantization and vocabulary training.

The natural method, being a variation of the direct method, has the same disadvantages. Krashen's natural approach is a teaching method developed in the early 1980s by S. Krashen and T. Terrell based on direct and natural methods. The authors reviewed, clarified and substantiated the theoretical provisions of these methods, and as a result developed an approach to learning, which to a large extent influenced the methodology of teaching foreign languages in Uzbekistan.

Krashen described the provisions related to the theory of mastering a foreign language, and Terrell - the issues of organization of education. A characteristic feature of this method is the reliance on the process of natural acquisition of a foreign language. Unlike the natural and direct methods, which rely on speech

accuracy, repeating structures after the teacher and remembering them, Krashen's natural approach places more emphasis on immersion in the language environment through extensive listening in a non-native language before students begin to speak it. S. Krashen puts forward five theoretical propositions-hypotheses on which the acquisition of a foreign language is based. These provisions formed the basis of the natural approach:

- 1) the theory of "mastery - study". By mastery, Krashen understands an unconscious process when a student uses a lexical or grammatical phenomenon, only vaguely aware of its structure. Learning is understood as the conscious mastery of a language based on rules.
- 2) the natural sequence of mastering the phenomena of a non-native language. There is a certain (natural) sequence of mastering grammatical structures, which often does not coincide with the sequence laid down by the authors of textbooks, manuals and curricula. The artificial order of studying grammatical structures contradicts the natural one and interferes with the assimilation of the material. The unconscious imitative mastery of some structures turns out to be much easier and more effective than the assimilation of the rules for their formation;
- 3) the "editor" theory. The process of mastering a language is different from the process of learning it. When learning a language, an "editor" is involved, which, in the form of a set of rules, formal explanations and training, controls the learning process. According to the degree of dependence on "Editors" of students can be divided into three groups: 1) students who are less dependent on the rules; 2) students who exaggerate the role of rules and cannot do without constant reference to the form of the phenomenon being studied; 3) students who use the rules optimally, within reasonable limits;
- 4) communication (input) of information available for assimilation (information is understood as both its content and linguistic form). According to this provision, a certain oral period is necessary when students only perceive the information provided by the teacher, according to the formula $i + 1$, where i is information known to students, 1 is a portion of unfamiliar information, accessible to conjecture. Thus, the language level of the reported information is always somewhat higher than the level of the student's competence, which promotes constant movement forward;
- 5) the theory of "emotional filter", according to which each student has individual barriers that hinder language acquisition. To reduce the impact "emotional filter", that is, in order to overcome existing barriers, it is necessary to communicate information that is understandable to the student and does not contain a large number of difficulties, as well as create an appropriate emotional mood, comfortable conditions for learning the language.

Krashen's natural approach has the following advantages:

- language teaching is focused on the fastest achievement of communicative goals, on the formation of communicative competence, and not on the study of grammatical forms and the consistent introduction of one rule after another. most of the time is devoted to the implementation of communicative tasks, and the study and training of language forms is carried out by students at home with the help of specially designed exercises-instructions and explanations;
- the teacher provides students with the opportunity to master the language in a natural way, and not purposefully study it; students may make mistakes that

do not need to be corrected, as this affects the general mood, reduces motivation and does not contribute to natural communication;

- the main attention is paid to expanding the vocabulary of students, since with the help of vocabulary you can understand and convey any content, even if the level of grammatical skills is very low;
- factors of emotional impact are leading, while cognitive processes are practically not taken into account.

Positive in the natural approach is the recognition of the need to form communicative competence, reliance on a humanistic approach and taking into account the personal characteristics of the student. Krashen's natural approach has a number of disadvantages:

- it is believed that mastering a non-native language should be based on the same principles as mastering a native language;
 - the role of cognitive processes is excluded, which negatively affects the assimilation of the material;
 - the need to work on the language form of the utterance is denied; putting forward the formation of communicative competence as the main goal of training, the authors do not take into account that linguistic competence is its integral part;
 - learning based on oral advance and a long oral period do not contribute to the development of all types of speech activity, hinder the creation of sustainable
- The audiolingual method of teaching non-native languages is based on the behavioral approach to learning and the structural direction in linguistics. The essence of the method is that the language is treated as a "behavior" that should be taught. In accordance with this method, the language should be presented in the form of small units and graduated in difficulty, structures that students master by repetition, substitution, transformation, etc. The role of the teacher is to ensure that the units being studied are consolidated in the classroom and at home. The teacher must correct all errors in order to eliminate them in the future and ensure the correctness of speech.

Teaching a foreign language in accordance with the audiolingual method is based on the following principles:

- 1) the formation of skills in the formation and use of various language structures by mechanical repetition and memorization of the "correct behavior". students memorize samples, dialogues, texts, etc., and then transfer them to other speech conditions;
- 2) preference is given to oral speech over written; the principle of oral advance is used, when students first study linguistic phenomena in oral speech, and then train in their use in written speech. oral speech is considered as the basis on the basis of which the mastery of written speech takes place. The following order of mastering the types of speech activity is proposed: listening, speaking, reading, writing;
- 3) the basis of learning is not the analysis of the phenomena of the language, its system, but speech practice - the performance of actions by analogy. Grammar is taught in an inductive way, on the material of strictly selected structures - sample sentences; the rules are not explained, drill, transformational and substitution exercises of a linguistic nature are widely used. They are performed according to the model, based on a model or table, often after the

teacher or announcer (when using a tape recording), which is reflected in the name of the method;

- 4) vocabulary is not introduced in isolation, but in context, the meaning of the lexical unit is explained on the basis of the situation, in connection with which much attention is paid to the cultural aspect of language teaching, the study of the system of cultural values of native speakers;
- 5) visibility is widely used.

The audiolingual method has a number of disadvantages, the main of which are: the passivity of the students, the lack of initiative on the part of the teacher, the training of the language form without relying on the meaning of the phenomenon being studied, the underestimation of the cognitive learning processes and the role of written speech.

The following characteristics are positive in this method: the presence of a strict selection and a clear organization of the material depending on the difficulties of mastering it, the use of various types of exercises and a large amount of visual material. The audiovisual (structural-global) method of teaching non-native languages is based on the principles of structural linguistics and the behavioral approach, and is a kind of direct method. The audiovisual method was developed in France in the 1950s at the Higher Pedagogical School in Saint-Cloud. The name of the method reflects its characteristic features: 1) the widespread use of audiovisual teaching aids (filmstrips, transparencies, films) and technical means (tape recorder, radio, television); 2) global presentation of the material: tape recordings of texts and film fragments are not divided into episodes, grammatical structures are also introduced and trained as a whole.

The audiovisual method, like the audiolingual method, is based on the position of behaviorism that mastering a unit of language is possible only as a result of repeated repetition and memorization. Unlike the audiolingual method, which involves mastering language structures, the audiovisual method is not limited to structures, but pays great attention to their use in situations, which makes this method more communicatively oriented.

The main provisions of the audiovisual method are as follows:

- 1) the formation of oral speech skills is the goal of training, the main attention is paid to listening and speaking. The sequence of mastering the types of speech activity is as follows: listening, speaking, reading, writing. A verbal advance period of up to one and a half months is used;
- 2) the oral-speech orientation of the learning process is reflected in the careful selection of language material. The selection is carried out as a result of the analysis of oral speech samples recorded on a tape recorder, and the principle of functionality serves as the main selection principle. Vocabulary is selected, which is characteristic of the oral-speech form of utterance.
- 3) the native language is completely excluded from the educational process; vocabulary is introduced in a non-translatable, mostly contextual way: translation exercises are not used to train it;
- 4) teaching grammar is carried out on the material of structures that are introduced, reproduced and trained globally, without dividing the constituent elements; drill is widely used;

- 5) a situational approach to learning is implemented within the framework of the selection of film and television fragments that reflect the main situations of communication. These situations are subsequently reproduced by the trainees, supplemented with new elements;
- 6) the wide use of various technical teaching aids, authentic materials and visualization is expected, which helps to increase the motivation for learning and introduces students to the country of the language being studied.

When working on this method, the lesson consists of four stages: a) presentation (global perception of the material, mainly intuitive explanation; b) stage-by-stage study of the visual-auditory series with a focus on the complete assimilation of its content and visual-auditory synthesis; c) consolidation (formation of speech automatisms); d) development (formation of speech skills based on the acquired knowledge and skills and free speech within the topic of the lesson and practiced situations of communication) [Glukhov, Shchukin 1993: 30].

The popularity of this method is explained by the fact that authentic materials imitate the conditions of the real language environment of native speakers, contribute to the development of students' motivation and interest. At the same time, the audiovisual method ignores the need to teach written speech, underestimates the role of the native language of students, completely excludes translation, much attention is paid to mechanical repetition and memorization, and the creative nature of the learning process is not taken into account.

The method of relying on physical actions was developed by psychologist J. Asher and is based on the provisions of structural linguistics, behaviorism, the humanistic direction in learning, as well as on the position of psychology on the coordination of speech and physical actions that accompany it. The ideas of the natural method are being developed, the essence of which is that when teaching, it is necessary to imitate the process of mastering the native language by children, which is acquired in parallel with the performance of the corresponding physical actions.

In the process of mastering their native language, children first learn to understand complex and long structures by ear, then reproduce them in speech. The understanding of structures is facilitated if they are accompanied by physical actions performed by others or by the children themselves. It is assumed that, like babies who listen and understand their parents, but do not say anything, adults should have a period of perception of speech in a non-native language, when they only listen, understand, perform physical actions.

The method is based on the following provisions:

- 1) the main goal of training is the formation of oral-speech skills for beginners to learn a language. Perception and understanding are considered as necessary means to achieve the goal of learning, that is, listening is a means of mastering speaking. Speaking is the execution of phrases-commands. Dialogic speech is considered difficult to learn and is offered only after 120 hours of training. Reading and writing can be used in later stages as teaching aids for grammar and vocabulary;

- 2) listening is the leading type of speech activity, the training of which is based on the perception, understanding and implementation of the corresponding commands of the teacher, and then group mates;
- 3) the unit of learning is a sentence, which is a grammatical structure. The main part of the structures are commands in the imperative mood, which students must perform by performing appropriate physical actions;
- 4) training is built on the basis of a strictly developed program of a structural type; its main elements are grammatical structures and lexical units that students must master;
- 5) teaching grammar is carried out inductively. The main grammatical form is the imperative mood, which serves as an incentive for students to perform physical actions. Vocabulary is a means of filling the selected structures. When selecting lexical and grammatical units, it is not the frequency and usage that is taken into account, but the possibility of using the selected vocabulary in specific learning situations. In addition, the degree of accessibility of the structure to students is taken into account. If mastering is difficult, then the language unit is excluded from the program and returned to its study at a later stage;
- 6) this method is characterized by a tolerant attitude towards errors: at the initial stage, they are not corrected. The teacher should be as patient with the mistakes of beginners as parents are with the mistakes of toddlers. At later stages, you can interrupt students and correct errors;
- 7) the main method of training is drill. At later stages, elements of a role-playing game are offered using slides, after which the students perform the teacher's commands or act out scenes in accordance with the material they have watched, and also give commands to each other;
- 8) students practically do not influence the learning process, since it is strictly controlled by the teacher. They play the role of listeners and performers of actions. Despite this, the creators of this method refer it to the humanistic, believing that it relieves stress associated with the acquisition of a language form, enables the student to behave freely, in accordance with the bioprogram, which is characteristic of a person when mastering his native language;
- 9) the teacher has a leading role in the learning process. He selects the material and draws up a program, chooses teaching methods. It is assumed that the teacher not only teaches, but demonstrates the use of language material, stimulates the mental activity of students, and contributes to the development of learning skills.

The grammar-translation method of teaching is based on the understanding of the language as a system and relies on a cognitive approach to learning. This method was widely used in Europe when teaching Greek and Latin, and in the 19th century it began to be used in the methodology of teaching modern languages: French, German, English. Known in the USA as the Prussian method. The main provisions of the grammar-translation method:

- 1) the purpose of education is reading literature, since a non-native language is considered as a general educational subject and its role is to develop intelligence and logical thinking;
- 2) the basic unit of learning is a sentence;

- 3) vocabulary is taught using words selected from texts for reading, widely used: a bilingual dictionary, lists of words with their translation into the native language, memorization, exercises in translation from native and native;
- 4) grammar is studied on the basis of a deductive and systematic approach, rules, translation exercises, comparison of the studied grammatical phenomenon with the corresponding phenomena in the native language are used;
- 5) translation is the goal and means of learning, the main method of semantization, therefore, much attention is paid to the exercises being translated, examination tasks mainly consist of written translation;
- 6) the principle of relying on the native language is the leading one, which makes it possible to explain new linguistic phenomena and compare the phenomenon under study with its equivalent in the native language.

The grammar-translation method has positive and negative sides. It can be considered positive that students get acquainted with works in the original language, grammar is studied in context, the native language serves as a means of semantization, analysis, elements of comparison and comparison are used. The negative features of this method can be considered: teaching a language at the level of its grammatical structure, the predominance of passive forms of work, great attention to translation.

The conscious-practical method is the leading method of teaching a non-native language in the conditions of school and university training. The name of the method was proposed by the famous psychologist and methodologist B.V. Belyaev, who substantiated the method from the standpoint of psychological science. This method is conscious, since in the learning process, students are supposed to realize the meaning of lexical units and language forms used in the process of communication, and at the same time practical, since foreign language speech practice is recognized as a decisive factor in learning. In this regard, according to the recommendations of B.V. Belyaev, it is recommended to devote a minimum of study time to reporting information about the language being studied (no more than 15%), and at least 85% for foreign language speech activity, which should be untranslated.

The linguistic concept of the method is based on the ideas of L.V. Shcherby and communicative linguistics: three learning objects are distinguished (language, speech, speech activity), three main learning objectives (practical, general education, educational), the focus of classes on mastering the means and activities of communication is supported, the priority of the principles of consciousness and communication, the importance of taking into account the native language in the process of mastering the foreign. Subsequently, the concept of the method received a sociocultural orientation, and language learning began to be combined with teaching the rules and norms of communication, which ensures the formation of a secondary linguistic personality in the process of intercultural communication.

Great importance for the development of the linguistic concept of the method were the judgments of L.V. Shcherba about active and passive grammar, about the importance of comparative study of languages for deeper penetration not only into

the target language, but also into the native language, about the general educational significance of a non-native language. Characteristics of the method: the features of the native language of students are taken into account, which contributes to overcoming the negative impact (interference) of the native language and the use of positive transfer from the native language to the studied one.

Conclusion

The learning path recognized as optimal for practicing this method is the “way from above” (i.e., conscious assimilation of language units and the rules for their use, followed by automation of the learned units and their transfer to communication situations). The theory of stage-by-stage formation of mental actions had a significant impact on the psychological substantiation of the method.

The activation method is based on the following principles:

- two-dimensionality;
- phased-concentric organization of classes;
- the global use of all means of influencing the psyche of students;
- verbal advance;
- the use of individual training through group;
- interaction of role and personal elements in education.

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