



CURRENT ISSUES IN TEACHING THE RUSSIAN LANGUAGE

Diyorova Nargiza Omonovna

Tashkent State Economic University Tourism Faculty Uzbek and
Russian Language Department a Senior Teacher

Abstract

This article discusses modern problems encountered in the process of teaching the Russian language. It discusses the problems of students' motivation for the language, the insufficient use of modern pedagogical technologies, the quality of educational resources and the qualification of teachers. It also presents innovative approaches, interactive methods and recommendations for creating a language environment as solutions to the problems.

Keywords: Russian language, teaching problems, modern education, motivation, pedagogical technologies, language environment, interactive methods.

Introduction

Modernization processes in education are associated with the idea of creating conditions for the development of the personality and the disclosure of the student's individuality. Teachers are faced with the task of improving the system of forms and methods of work that contribute to the development of students in their studies in accordance with their individual abilities.

Also, in the current era of globalization, knowledge and study of foreign languages, in particular, Russian, are gaining importance. However, there are a number of problems in learning the Russian language, which negatively affect the quality of education.

Today, the knowledge of foreign languages is becoming an integral part of professional education.

Many students show little interest in learning the Russian language. This is often due to the fact that they do not have a clear goal in mind where they will use this language in the future.



A modern Russian teacher must give students not only solid knowledge, but also the necessary skills, and not only the formation of skills, but also the disclosure of each person and his potential. The educational process should be organized in such a way as to satisfy the need for knowledge. All this requires the teacher to constantly search for effective means of influence, introduce new forms of work, develop new principles of organizing educational activities.

It is worth noting that, in our opinion, in solving this problem, it is necessary to use, first of all, a differentiated approach. A differentiated approach is a principle of a general teaching method, which implies the use of different methods depending on the goals of education, the type of speech activity formed, the stage of training, the mastered language materials, the age of students, etc. Differentiated work is carried out taking into account the volume and content of the work, the level of individuality, the level of mental development of the student, his readiness and psychophysiological characteristics of the individual, taking into account motivation, taking into account the ability to learn.

But in any case, students are set a single cognitive task, the methods of solving which are determined by their knowledge and real capabilities.

In general, teaching methods should guarantee the implementation of the main goals of teaching Russian to schoolchildren - the development of the ability to use the language as a means of communication, cognition, influence, the development of communicative competence, which includes the successful use of all types of speech activity.

The teaching of the Russian language is currently being carried out in conditions of changing its norms. The general and speech culture of the population is declining. The teaching of the Russian language in these conditions is of particular social importance, and the state of the speech culture of society is determined by the formation of foreign language teaching based on ideas about the language itself and its person as a foreign language. It should be noted that students do not pay much attention to learning a foreign language, because knowledge of a foreign language does not have sufficient prestige in society, and society cannot rise to a high level of understanding of a foreign language, because the level of culture of speakers of a foreign language is not high enough. True, it is clear that the situation cannot be changed immediately. Therefore, it is necessary to analyze the state of the Russian language as a subject in schools, that is, to reveal the essence of issues such as the



content, goals, teaching methodology, didactic means of teaching, teaching technology, language knowledge, skills and abilities of students, and the organization of controls in modern schools.

Currently, some schools and colleges still rely on traditional approaches left over from the Soviet era. Modern teaching technologies - interactive methods, multimedia tools, online platforms - are not being used sufficiently.

Modern educational literature, dictionaries, and audiovisual materials necessary for Russian language lessons are not enough in some regions. This negatively affects the quality of education.

The level of knowledge of some teachers teaching Russian does not meet modern requirements. They need to work on themselves and constantly improve their skills. Due to the lack of an environment for communication in Russian, students cannot apply their theoretical knowledge in practice. The “conversational environment” plays an important role in language acquisition.

In addition, the content of the subject “Russian language” consists of knowledge and activity components.

Knowledge of the language is general and systematic information about the language, its structure, activity, units of various levels of the language system, and famous representatives of Russian literature.

Knowledge of speech is information about speech activity, text, styles and types of speech, speech genres, concepts as a product of speech activity. The acquisition of this knowledge is the student's knowledge and communication and is a necessary condition for the formation of culture. Thus, if language learners master only written speech at the level of spelling within the framework of grammar, and do not have an idea of the role of the language in the life of the people and each individual in general, they do not feel responsible for the fate of the language.

A consistent change in educational paradigms is always accompanied by a change in educational technologies or their modernization. Our usual teaching methods began to be replaced by educational technologies.

The teaching method is the transfer of experience from one generation to another and from one person to another, and Pedagogical rules are called the formation of new experience of activity.

In conclusion, the Russian language as a subject has existed for more than a hundred years. The pedagogical problems of that time have not lost their relevance to this day.



They correspond to the modern language situation, the state of linguistic and didactic science. The goals of teaching the Russian language are determined by linguistic, communicative and semantic competence. The ultimate goal is to educate a linguistic person who has these competencies. Creating an environment for communication in the Russian language, organizing language clubs and conversation classes.

References

1. Обучение русскому языку в школе: учеб. пособие для студентов педагогических вузов / Под ред. Е.А. Быстровой. М.: Дрофа, 2004. 240 с.
2. Sharifzoda, S. (2023). System of preparing future teachers for professional activity on the socialization of students on the base of gender approach. *International Bulletin of Applied Science and Technology*, 3(11), 378-387.
3. Концепция модернизации российского образования на период до 2010 года. М., 2001.