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A CREATIVE APPROACH TO TEACHING RUSSIAN IN SECONDARY SCHOOLS

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ABSTRACT

Recently, in connection with the development of market relations and the radical changes taking place in the country in socio-political life, there has been a general tendency towards a decrease in interest in learning the Russian language at school. This grave mistake is bearing fruit in school education. So that our article is devoted to the problems of learning the Russian language today and their solutions; there are also ideas about the role of innovative technologies in language learning and their using. Less and less often, Russian is heard at breaks and on the sports ground, at class meetings, during conversations at the morning ruler and, to be honest, sometimes at lessons. This phenomenon is harmful for schools in Uzbekistan, where more than a hundred ethnic groups live together and where one of the languages that bind them together is Russian.

KEYWORDS: *Education, Foreign language teaching, internal motivation, foreign language teaching methods, innovative technologies.*

INTRODUCTION

Less and less often, Russian is heard at breaks and on the sports ground, at class meetings, during conversations at the morning ruler and, to be honest, sometimes at lessons. This phenomenon is harmful for schools in Uzbekistan, where more than a hundred ethnic groups live together and where one of the languages that bind them together is Russian.

A dangerous tendency is outlined: our students, especially in rural areas, have begun not to study Russian in a qualified manner, and, therefore, to speak and read in Russian. This is, of course, due to the lack of qualified personnel. During the visit of President Shavkat Mirziyoyev to the

Kashkadarya region, the President stressed the need to cover the need for teaching staff in educational institutions of the region in the coming years, using internal resources. To eliminate these shortcomings in our region, the Shakhrisabz branch of the Tashkent State Pedagogical University named after Nizami was created, where the department of the Russian language functions. The branch promotes the training of highly qualified teachers for the Kashkadarya region and adjacent regions. It should be noted here that loving your people and your language does not mean striving for isolation and isolation, indulging in thoughts about your exclusivity. The task of each nation is to expand and deepen economic, cultural and political ties with other nations in every possible way. In this regard, the Russian language provides invaluable assistance to us, which serves as a rallying, consolidating, uniting factor in relations between the peoples of the CIS. Unlike other languages that could claim the role of a language of interethnic communication (for example, Arabic, Turkic, etc.), Russian today provides the need for communication not only between representatives of different nationalities in Uzbekistan, but also in the CIS.

Years of experience in teaching Russian at school tells us: the problem of fluency in Russian will not be solved without the practical orientation of teaching younger schoolchildren and until pupils in primary school acquire strong skills of conscious, correct, fluent and expressive reading.

Russian language lessons at school should ensure the unity of lexical and grammatical work, connecting all types of speech activity in the lesson, as well as Russian language and reading lessons.

The practical orientation of teaching children the Russian language is expressed in the following.

1. This is, first of all, the implementation in the educational process of the relationship between vocabulary, grammar, phonetics and spelling, graphics and spelling. The relationship between pronunciation and spelling is especially obvious at the initial stage. Competent and correct writing is impossible without the ability to hear and pronounce the sounds in a word correctly.

2. Another problem that a teacher of the Russian language and literature in a national school constantly has to work on is the development of coherent speech in a non-native language. Very important in the development of students' speech is the formation of the skills of a coherent presentation of thoughts in oral and written form. Sometimes a student who speaks fluent Russian finds it difficult or shy to offer him to convey his statements in writing - in the form of a small piece of reasoning or a letter to a friend. How can this be explained?

First of all, the fact that teachers of many schools do not follow the teaching principle: "To teach not just a language, but to communicate in a non-native (Russian) language."

Phonetics and orthoepy are closely related to grammar and vocabulary and play an important role in the entire system of the Russian language. Therefore, in the process of mastering the language, great attention should be paid to correct pronunciation. "It is necessary to engage in the setting of the correct pronunciation during the entire period of teaching the Russian language, since incorrect pronunciation not only complicates the oral speech of students, but also affects their spelling" [1, p. 66]. Good speech is the most important condition for the full-fledged development of a person. The richer the speech, the easier it is to express one's thoughts, the wider the possibility in cognition of the surrounding reality [2, p.9].

3. A special place in the work on the development of speech is occupied by lexico-phraseological work.

It is no secret that in Russian language lessons, many teachers lack purposeful and systematic work with vocabulary and phraseology. Insufficient work on the vocabulary minimum, despite the fact that most students have very poor speech, poor vocabulary [3, p. 35]

Successful vocabulary work is possible when performing a system of special exercises. In school lessons, as you know, various methods of interpreting new vocabulary are used: 1) translation into the native language; 2) explanation of the word using synonyms or antonyms; 3) using derivational analysis; 4) based on context; 5) a description of the meaning of the word using a dictionary. It is important for the teacher to determine when and how (which method to choose) to explain the new word.

We follow a reasonable rule: if the interpretation of new words and expressions is the first stage of working on vocabulary, the next step is to consolidate it in the oral and written speech of students. Correctly organized work on mistakes is a good way to improve speech spelling and punctuation literacy. First of all, mistakes in student work are classified very inaccurately. Usually, when correcting the written work of their students, teachers highlight spelling, punctuation and stylistic errors using the well-known markings in the margins: "ticks", "sticks" and a wavy line. It is these three types of errors that are taken into account when assessing the literacy of work, as stated in the "Norms for assessing the knowledge, skills and abilities of students in national schools in the Russian language."

4. A serious drawback inherent in the work of many language teachers is the lack of creative methods that stimulate the work of students. Teachers are accustomed to building a lesson according to a well-known scheme (questioning, explaining, reinforcing the material), neglecting the active involvement of students in the educational process in the classroom. We are talking about role-playing and business games, lessons-disputes and lessons-discussions. If the lessons-disputes are suitable for literature lessons, then business and role-playing games are acceptable for Russian lessons. The purpose of the latter is the development and formation of speech skills, which are necessary in various situations of communication [4, p.25].

It should be noted that the normal functioning of education, science, economics, in general, communication between people of different nationalities in the republic is virtually impossible without fluency in Russian. If this is so, then it is necessary with renewed energy and as soon as possible to take up the improvement of the educational process when teaching the Russian language in the Uzbek national school. Every teacher of the Russian language must realize this high mission. Weeks of the Russian language, school competitions, quizzes, contests, subject evenings and matinees, which are held in Russian, should also become traditional at school. They should have one goal: to teach schoolchildren practical knowledge of the Russian language, so that, after graduating from a secondary national school, they can fluently speak Russian in its oral and written forms. The Russian language in Uzbekistan retains its informational value and communicative comfort even in the new conditions, when the modern language policy in Uzbekistan highlights the Uzbek language as the state language, but Russian continues to remain the language of interethnic communication.

In our state, work is underway to improve the scientific level and effectiveness of teaching the Russian language to Uzbeks, programs, textbooks and methodological studies are being created, which highlight the urgent problems of teaching Russian in an Uzbek school. However, despite a rather serious solution to many issues of teaching the Russian language, a number of aspects of this problem have not yet been sufficiently developed, which affects the results of teaching Russian to students in Uzbek schools. Therefore, among the measures aimed at raising the level of teaching the Russian language in accordance with modern requirements, is the need for a broad development of urgent problems of teaching the Russian language in secondary educational institutions of the Republic of Uzbekistan.

The President of our state Sh.M. Mirziyoyev noted: "The great Russian culture has always been and will be an integral part of the spiritual life of the Uzbek society." He also said that a 100-volume collection "Masterpieces of Russian Classics" in Uzbek will be published in Uzbekistan. Our country's plans also include intensive study and promotion of Russian-language books. We have agreed with the Russian side to encourage in every possible way scientific, educational, humanitarian programs and exchanges with the maximum use of the Russian language in the interests of the political, spiritual and economic consolidation of Uzbekistan and Russia.

In conclusion, modern language teaching is aimed at forming a more cultured individual who has the skills to self-analyze and systematize new knowledge. Innovative methods are an integral part of modernizing the entire system. With this in mind, teachers can become acquainted with the most advanced approaches and then combine them and use them in their work to achieve significant growth in the education system. Many organizations are moving to a new level, using multimedia capabilities to send and receive information. The use of computers and other devices determines the success of the whole educational process.

Adequate attention should be paid to the formation of speech skills and the development of social resilience in educational training. In addition, the success of any lesson in education depends in many ways on the proper organization of the lesson. The lesson should be based on the creative collaboration of teacher and student. Only then will students be able to think independently and develop their will.

It can be added that learning a new language is not an obligation, but a hobby or a hobby, making it easier to learn. How much you adapt to the process or create an interesting environment is often up to the learner. Discipline, responsibility and patience are the basis of any success. In conclusion, I recommend reading the book "Rus tilini o'rganishning eng samarali usullari (The most effective ways to learn Russian language)" by Alisher Absalomov for language learners. Quick and effective learning, methods and exercises for managing one's self, emotional state, and mistakes made in language learning.

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