

**TASKS OF STUDYING AND TEACHING RUSSIAN LANGUAGE AND LITERATURE
IN UNIVERSITIES**

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Abstract: The chronicle of educational practice clearly shows the transformation of learning objectives, adapting to socio-cultural requirements and worldview. During the feudal period, the main task of education was the acquisition of mainly scholastic knowledge. The tasks of studying and teaching the Russian language and literature in universities with Uzbek as the language of instruction are diverse, but the main goal of teaching is developmental and educational.

Key words: chronicle, socio-cultural requirements, diversity, priority area, country's power, prospect, communication, information.

As the President of our country Sh.M. Mirziyoyev rightly noted, “It is clear to all of us that science, education, upbringing are the cornerstone of development, the force that increases the power of the country and the people. Tomorrow, the future of the Motherland are inextricably linked with the education system and upbringing that our children receive today ¹.” He also clearly emphasizes that “The great Russian culture has always been and will be an integral part of the spiritual life of Uzbek society ².”

The President of the Republic of Uzbekistan has identified education as a priority area for significant change and development. The introduction of new teaching methods, the development of distance and inclusive education have opened up new prospects in education and provided teachers with greater freedom in choosing teaching methods and programs. Russian is one of the most complex world languages, both in its grammar and in the richness of its vocabulary. It is also widely spoken and used by many people not only as a native language, but also as a second or foreign language.

In terms of the number of speakers, Russian is the fifth language in the world, which indicates its considerable popularity and importance. This opens up many opportunities for learning and teaching Russian as a foreign language, as well as for exchanging cultural experiences through the language environment. Learning Russian can not only be an exciting and educational process, but also help broaden horizons, enrich cultural experience and establish international connections.

¹Mirziyoyev Sh.M. Speech by the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the ceremonial meeting dedicated to the Day of Teachers and Mentors. 01.10.2020. <https://president.uz/ru/>

²Mirziyoyev Sh.M. <https://mytashkent.uz/2019/05/01/russkij-yazyk-nam-ne-chuzhoj/>

Finding modern methods of teaching Russian is an important task for ensuring the quality of education.

The chronicle of educational practice clearly shows the transformation of learning objectives, adapting to socio-cultural requirements and worldviews. During the feudal period, the main task of education was the acquisition of mainly scholastic knowledge. With the advent of bourgeois society, practically applicable knowledge was introduced into the curriculum, requiring not only acquisition, but also practical application in everyday life. In our time, a new mission has been added - to stimulate the development of independence and creative abilities of students. Teaching methods (from the ancient Greek μέθοδος - path) are a method of interaction between a teacher and students , which results in the transfer and acquisition of knowledge , skills and abilities provided by the content of teaching something.

Other sources indicate that teaching methods are ways of teaching the teacher the educational material for the purpose of successful acquisition of the basics of science by students [3] . Teaching methods naturally evolved in accordance with changes in educational goals. When the main goal was the acquisition and practical use of acquired knowledge, the methods included the transfer of information and demonstration from the teacher, as well as practical exercises for students. With the development of society and the change in school priorities, new methods appeared, aimed at the active involvement of students in the educational process, promoting the development of their independence and creative thinking. Teaching methods are an important social category that is closely related to socio-cultural conditions, educational goals and strategies for achieving them.

They play a key role in achieving educational goals and successful implementation of educational material, ensuring that the educational process is filled with cognitive activity. The essence of the method, as the main element of the educational process, lies in organized activity on the part of both the teacher and the students, aimed at achieving the set educational objectives.

Teaching methods not only provide a structured approach to learning but also promote active interaction between students and the teacher, creating a favorable learning environment. Each method has its own characteristics and advantages that can be effectively used depending on the learning context and the needs of the students. The use of a variety of teaching methods contributes to a deeper assimilation of the material, the development of critical thinking and the formation of independent work skills. This statement about teaching methods that promote active interaction between students and the teacher, creating a favorable learning environment, is often associated with the works of educators and psychologists such as Lev Vygotsky ³, Jean Piaget, John Dewey and others. These scientists and educators emphasized the importance of interaction and social environment for successful learning and development of students. The central idea of Piaget's theory of learning and thinking processes is the active participation of the student. Knowledge is not simply transmitted orally, but must be independently constructed by the student. According to Piaget, in order to know the world, it is necessary to act on objects, and it

³"...L. S. Vygotsky. Educational psychology. M.: Pedagogika. 1991, pp. 358-372...." [Source: [https://psychlib.ru/mgppu/hre/hre-2532.htm#\\$p253](https://psychlib.ru/mgppu/hre/hre-2532.htm#$p253)]

is this action that provides knowledge. The student must be an active participant in the learning process, not a passive recipient of information. Piaget's approach to learning is known as the "readiness approach," which emphasizes that children cannot learn new knowledge until their mental development creates the necessary prerequisites for this. The ability to learn any cognitive structure is always associated with the stage of the child's intellectual development, and children at a certain stage of development cannot master concepts from higher stages.

The chronicle of school educational practice clearly shows the transformation of learning objectives, adapting to socio-cultural requirements and worldviews. During the feudal period, the main task of schools was the acquisition of mainly scholastic knowledge. With the advent of bourgeois society, practically applicable knowledge was introduced into the curricula, requiring not only acquisition, but also practical application in everyday life. In our time, a new mission has been added - to stimulate the development of independence and creativity of students. Teaching methods have naturally evolved in accordance with changes in educational goals. When the main goal was the acquisition and practical use of acquired knowledge, the methods included the transfer of information and demonstration from the teacher, as well as practical exercises for students. With the development of society and the change in school priorities, new methods have emerged, aimed at the active involvement of students in the educational process, promoting the development of their independence and creative thinking. Teaching methods are an important social category that is closely related to socio-cultural conditions, educational goals and strategies for achieving them. They play a key role in achieving educational goals and successfully implementing educational material, ensuring that the educational process is filled with cognitive activity. The essence of the method, as the main element of the educational process, lies in the organized activity of both the teacher and the students, aimed at achieving the set educational objectives.

Teaching methods not only provide a structured approach to learning but also promote active interaction between students and the teacher, creating a favorable learning environment. Each method has its own characteristics and advantages that can be effectively used depending on the learning context and the needs of the students. The use of a variety of teaching methods contributes to a deeper assimilation of the material, the development of critical thinking and the formation of independent work skills. This statement about teaching methods that promote active interaction between students and the teacher, creating a favorable learning environment, is often associated with the works of educators and psychologists such as Lev Vygotsky ⁴, Jean Piaget, John Dewey and others. These scientists and educators emphasized the importance of interaction and social environment for successful learning and development of students. The central idea of Piaget's theory of learning and thinking processes is the active participation of the student. Knowledge is not simply transmitted orally, but must be independently constructed by the student. According to Piaget, in order to know the world, it is necessary to act on objects, and it is this action that provides knowledge. The student must be an active participant in the learning process, not a passive recipient of information. Piaget's approach to learning is known as the "readiness approach," which emphasizes that children cannot learn new knowledge until their

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If we talk about the traditional educational system, then modern teaching methods can be found extremely rarely in the institutions corresponding to it, but as for private schools, training centers and other similar organizations, new methods appear in their activities more and more often. You will learn from this lesson why these methods are credited with greater efficiency than traditional methods. But in addition to the advantages, we will also mention the main disadvantages of innovative methods, which should be given no less attention. It should be noted that modern teaching methods, unlike traditional ones, are characterized by slightly different features, namely:

- modern teaching methods are already being adapted to a special pedagogical concept during the development process. The development is based on the specific methodological and philosophical view of the author. The technological sequence of actions, operations and interactions is based on target settings that represent a clear expected result

The implementation of the methods presupposes the interconnected activities of teachers and students, which have a contractual basis and take into account the principles of differentiation and individualization, as well as the optimal use of human and technical potential. Communication and dialogue must be mandatory components .

Pedagogical methods are planned in stages and implemented consistently. In addition, they must be feasible for any teacher, but guarantee the achievement of the set goal by each student. An essential component of the methods are diagnostic procedures, which contain the tools, indicators and criteria necessary for measuring the results of students' activities.

Modern teaching methods in many cases may not have a psychological and pedagogical basis, which is why it is quite difficult to classify them in any unified way. But this does not prevent them from being used in educational activities, nor does it have any significant impact on the success of this use.

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