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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**RUSSIAN LANGUAGE IN SCHOOL AND UNIVERSITY: ISSUES
OF STUDY AND TEACHING*****Jur`at Saidov***

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ABOUT ARTICLE

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Abstract: the article discusses the problems of studying and teaching the Russian language in schools and universities. It provides an overview of the latest trends in the course "Methods of Teaching Russian in Higher Education," which is one of the key components of the main educational program for the specialty "Russian Language in Foreign Language Groups." The training of future teachers of Russian language and literature, as well as university lecturers, is guided by the tasks set for higher education at the current stage of educational development, as well as the state requirements for the professional level of university graduates. The article examines the main changes in the educational space of schools, dictated by the requirements of the national standard and the shift in paradigms, where the focus shifts from the teacher's teaching activity to the students' learning activities. The publication characterizes the requirements for the results of mastering the basic educational program, universal educational actions, and the modern typology of school lessons. This allows for a new perspective on the goals and tasks of the course "Methods of Teaching Russian in Schools and Universities," as well as the problems and prospects for its development.

Methodology of Teaching the Russian Language

The methodology of teaching the Russian language is a key component of the core educational program for the specialty "Russian Language in Foreign Language Groups." The structure and content of the course *Methodology of Teaching Russian in Schools and Universities* are guided by the goals and objectives of modern higher education and the state requirements for the minimum content and professional preparation of graduates qualified as "Russian language teachers."

Objectives of the Course:

1. To provide essential theoretical and methodological training in the field of Russian language teaching for schools and universities, which serves as a foundation for future productive pedagogical work.
2. To prepare students for successful teaching practice in schools and universities, an important stage in pedagogical education that consolidates theoretical knowledge and develops professional skills.

Main Tasks of the Discipline:

- To acquaint students with the content of Russian language courses in schools and universities, providing a clear understanding of:
 - a) Modern curricula and educational-methodological sets (textbooks, teaching aids, didactic and visual materials, etc.);
 - b) The main forms of educational activities, effective teaching methods, techniques, and tools used in schools and universities;
 - c) The achievements of leading methodological experts, along with the primary directions and challenges in modern Russian language teaching methodology.

The modernization of school education based on the implementation of new-generation standards requires future teachers to deepen their knowledge of national standards and adapt Russian language lessons to these requirements.

New Educational Paradigms

The renowned educator F. Disterweg stated in his 1835 book *Guidance for the Education of German Teachers*:

"Knowledge should not be given to students but rather they should be guided to discover it themselves. This method of teaching is the best, the most challenging, and the rarest" [2, p. 5].

Modern education has shifted from a "knowledge-centric" paradigm to competency-based and activity-oriented approaches. The goal is not merely to impart knowledge but to equip students to adapt to the conditions of modern life. This shift places emphasis on students'

initiative, responsibility, and independence, moving the focus from the teacher's activities to the students' learning process.

Role of National Standards

National standards promote the development of students' readiness for self-improvement and lifelong learning. They encourage an active and engaging educational process tailored to the individual, age-related, psychological, and physiological characteristics of learners. The standards emphasize three categories of results:

1. **Personal Results:** Readiness for self-development and self-determination, as well as the formation of learning motivation.
2. **Meta-Subject Results:** Mastery of interdisciplinary concepts and universal learning actions applicable in both academic and social contexts.
3. **Subject-Specific Results:** Skills and knowledge specific to the subject area.

Universal Learning Actions (ULAs)

Achieving meta-subject results involves cultivating universal learning actions, including:

- **Personal Actions:** Connecting academic tasks with real-life situations and guiding students in adopting values, ethical norms, and a vision for the future.
- **Regulatory Actions:** Enabling goal setting, planning, control, and self-evaluation of learning activities.
- **Cognitive Actions:** Involving research, information processing, logical reasoning, and problem-solving.
- **Communication Actions:** Enhancing collaborative skills such as active listening, expressing thoughts clearly, and teamwork.

Typology of New Generation Lessons

Under national standards, lessons are categorized into four main types:

1. **"Discovery" Lessons:** Focus on enabling students to acquire new skills and knowledge through exploration.
2. **Reflection Lessons:** Aim to consolidate knowledge and address learning difficulties through analysis and correction.
3. **General Methodological Lessons:** Emphasize systematization and theoretical generalization of content.
4. **Developing Control Lessons:** Encourage self-assessment and mastery of control mechanisms.

Each lesson type is structured with stages like motivation, planning, problem-solving, and reflection to enhance learning outcomes.

Methodology in Higher Education

The methodology of teaching Russian in universities is an independent pedagogical discipline. Mastery of this methodology equips future teachers with:

- Comprehensive knowledge of Russian language teaching principles and their practical application.

- Familiarity with modern teaching aids and strategies.
- Understanding of educational trends and challenges in the field.

Course Structure

The course includes topics such as:

- The methodology of teaching Russian as a science.
- Goals and structure of university-level Russian language courses.
- Effective teaching aids and methods for higher education.
- Assessment techniques in linguistic disciplines.

The learning process involves lectures, seminars, independent research, lesson planning, and writing methodological papers. These activities prepare students for their future roles as Russian language teachers, equipping them with the skills necessary for organizing effective and engaging lessons.

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