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LINGUOCOGNITIVE METHODS OF TEACHING RUSSIAN IN HIGHER EDUCATION

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ABSTRACT

This article describes a number of innovative ways to ensure the effectiveness and quality of the use of innovative methods in higher education.

KEYWORDS

Qualified teacher, innovative methods, motivation, interactive methods.

INTRODUCTION

It is known that every qualified teacher uses innovative methods in the educational process, among which the most important and central issue of pedagogical activity is the effective and high-quality organization of the educational process. should be given great attention.

Lessons based on pedagogical technologies should be adapted to the needs of the student in terms of methodology and teaching methods, since the lessons are important for students. Interest, desire and desire to study educational material is important for the

internal rapprochement of the teacher and the student, the development of the student himself.

MATERIALS AND METHODS

As in the case of other disciplines, methodology has at its disposal specific research methods that ensure the validity of conclusions and the validity of references. These methods are based on dialectics, which characterizes the methodology (methodology is the study of methods for obtaining knowledge and transforming reality). The main difficulty in conducting research in the field of methods and

teaching of the Russian language is that, as a rule, the discipline under study cannot be separated from its multifaceted connections and influences for study in its pure form. The influence of additional factors often greatly distorts the results of the study (Farisenkova, 2002).

1. Synthesis of best practices involves studying the professional achievements of a number of creative teachers and highlighting the common and most important points, the further implementation of which leads to a significant increase in learning efficiency (Farisenkova, 2003). The synthesis of experience is a more advanced stage of acquiring knowledge than a simple description of the experience of specific teachers, since the task of any methodological study is to identify learning trends, which allows you to build an effective learning system. In turn, these general trends can only be revealed by observing and analyzing multiple cases of the dependence of learning outcomes on the technical means used. It is important that these trends should be traced in the work of different teachers and under different conditions.

2. Studying the history of methodology. The study of any phenomenon must be carried out taking into account its historical development: it is impossible to understand what the phenomenon under study is today and what are its development prospects without understanding how it arose. and developed.

3. The method of analytical description (when studying and analyzing specialized literature on a given topic, in linguistics, in the methodology of teaching Russian and foreign languages and in mastering a computer language).

4. Sociological teaching methods: (a) interviews with students of preparatory courses, undergraduates

and doctoral students, aimed at identifying their communication needs when studying Russian as a foreign language; (b) surveys conducted among foreign students in order to identify their reasons for and needs to study Russian as a foreign language. Questioning meets the clear objectives of the study, corresponds to the age characteristics and capabilities of the students surveyed; some questions are multiple-choice questions and some invite the respondent to provide his or her own answer; each proposed answer gives a different number of points, which facilitates the statistical and mathematical processing of data. One of the advantages of surveying is that the data obtained during the application of this method can be easily quantitatively processed and have a high scientific value.

5. Combination of empirical and theoretical research methods: this means the study of the language activities of foreign students taking RFL courses, based on academic resources (academic articles, textbooks and professional training manuals).

CONCLUSION

A dedicated teacher is passionate about his or her work, which is why pedagogical innovations are introduced into the educational process, pedagogical technologies are widely used in teaching, various innovative methods and techniques are used, and lesson effectiveness is increasing. Education has become a demand of today. The skills that form the knowledge of the educator to the requirements, the correct interpretation of educational technologies in the educational process, the search for new methods and techniques of teaching, new teaching methods and techniques. The application shapes the creative pedagogical experience.

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