

THE LATEST METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Annotation. In modern methodology, just as many years ago, the problem of finding and choosing the most effective and rational methods of teaching foreign languages that meet modern learning conditions and meet the requirements of modern education standards remains relevant and unresolved. The purpose of the article is to analyze the main modern methods of teaching foreign languages and determine their methodological value in terms of their effectiveness. Furthermore, to study the historical evolution of methods of teaching foreign languages over recent years and determine the main goals, objectives, principles, techniques and teaching aids for each methodological system.

Keywords: cognitive orientation, ignorance, logical method, knowledge, skills, abilities, systematization, linguistic phenomena, learning process.

Teaching methods are one of the most important components of the educational process. Without the use of appropriate methods, it is impossible to achieve the set goal, implement the intended content, and fill learning with cognitive activity [1].

Along with the change in methods, the very concept of “teaching method” developed both in domestic science and in foreign theories of teaching and learning languages. Currently, this concept does not have an unambiguous designation in the scientific literature.

The term “method” in modern foreign literature can correspond not only to the term “method” (English), but also “approach” (English), meaning “approach”; In some teacher reference books, the term “method” is not used at all, only the “methodology” of teaching is considered [2].

In Russian foreign language teaching, the term “method,” in addition to denoting the entire system or the entire direction of teaching, can denote individual elements of the system (method of teaching phonetics or grammar, etc.), which often corresponds to the term “techniques” in the literature of other countries. [5]

Method (from the Greek *tethodos* - “research”) a way to achieve a goal, a certain ordered activity; technique, method or course of action; a set of techniques or operations for the practical or theoretical mastery of reality, subordinated to solving a specific problem. There are many definitions of the concept “method”. The teaching method is “a system of purposeful actions of the teacher that organizes the cognitive and practical activities of the student, ensuring that he masters the content of education and thereby achieves learning goals.”

Teaching methods are “ways of interaction between teachers and students, aimed at solving a set of educational tasks” [1].

In didactic manuals of the early 19th century, the method was given the following definition: “Method is the art of the teacher to direct the thoughts of students in the right direction and organize work according to the planned plan.” Many scientists (I.P. Podlasy, V.I. Zagvyazinsky, N.V. Basova, etc.) believe that the method the main tool of pedagogical activity. It is with its help that the learning product is produced and the interaction between the teacher and students is carried out.

In other words, the teaching method organically includes the teaching work of the teacher (teaching) and the organization of educational and cognitive activities of students (teaching) in their interrelation, as well as the specifics of their work to achieve educational, developmental and educational learning goals. The essential thing in these definitions is that, firstly, this is an activity whose purpose is? training an individual and solving educational problems, and secondly, this is always a joint activity of the teacher and the student. It follows that the basis of the concept of “teaching method” is the activity of the subjects of the educational process [1].

From the point of view of the leadership role of the teacher, teaching methods can be assessed as ways of organizing the educational and cognitive activities of students and managing these activities. Emphasizing the cognitive orientation of existing methods, they can be defined as the ways in which students, under the guidance of a teacher, go from ignorance to knowledge, from incomplete and inaccurate knowledge to more complete and more accurate knowledge. From the logical and content side, teaching methods can be assessed as the applied logical method by which students consciously acquire knowledge, skills and abilities. Wanting to emphasize the content-methodological essence of teaching methods, they can be defined as a form of movement of teaching content [2].

The emergence of numerous methods and various names of methods in the world theory and practice of teaching foreign languages leads to the need to distinguish them according to the most important components and characteristics. In general, they functioned in the 20th century and nowadays methods may differ or be the same: according to general pedagogical and specific methodological goals and principles of teaching; on the relationship between native and foreign languages and the role of grammar in learning; on the organization of language and speech material of a foreign language; on the organization of activities and the role of teachers and students in the educational process; on the use of different mental states of students and the degree of intensity of foreign language learning; on the use of TSO and other characteristics [3].

The following can be included:

- the presence or absence of a native language when teaching a foreign language; typical names of methods in this group: direct, transfer, mixed;



- the relationship between foreign language speech practice and language theory: typical names of methods: practical, consciously practical, consciously comparative (where the study of grammar and theory in general plays a big role);
- use or non-use of special mental states of students mastering a foreign language (state of sleep, relaxation, influence of auto-training, etc.); typical names of methods: alternative (or intensive, suggestive, etc.) and traditional (ordinary) [5].

In addition to the indicated characteristics of the system (methods) of teaching a foreign language, they differ in the general ways of organizing the entire educational process, which can be dominated either by the control activity of the teacher (guided learning - other-directed learning), or, accordingly, by the activity of the students themselves (self-directed learning of a foreign language - self-directed learning) [4].

Based on the listed characteristics, the following methods are distinguished in works on the history of the technique:

- 1) translation methods (grammatical-translation and lexical-translation);
- 2) direct and natural methods and their modifications;
- 3) mixed methods;
- 4) conscious-comparative and conscious-practical methods;
- 5) the modern teaching method is defined as a communicative system-activity method of teaching foreign languages [2].

Having characterized the use of the term “teaching method” and highlighting the main features of the classification of methods of teaching foreign languages, we will consider the historical evolution of methodological systems, including the main goals, principles and means of teaching foreign languages; We will also point out the theoretical foundations on which methodological systems were built in different countries and conditions of the educational process [7].

It is necessary to formulate the basic provisions that today unite most methodological areas both in our country and abroad. The main point that unites different directions in methodology and different traditions in teaching is the idea of teaching a foreign language as a means of communication, as well as the idea of communication as a means of teaching language. However, language learning should not turn into unconscious training in the communicative use of language. Increasingly, in modern concepts of language teaching, the communicative approach is organically combined with the conscious systematization of linguistic phenomena in the learning process.

Modern teaching methods strive to form in students a value-based attitude towards language, to reveal it as a reflection of sociocultural reality, as a cultural phenomenon national and universal. This is one of the main ways to create (through language learning) an effective basis for international understanding [6].



For most existing concepts of language learning, the need to rely on students' independent activity skills, which in turn ensure the formation of the student's creative activity, is also undeniable.

Summarizing the above, it should be noted that, according to didactics, there are no such universal methods and means of teaching that would always give success. And none of the teaching methods, when used on their own, provides the desired results. The use of any teaching methods should not be carried out on its own, but in the context of the pedagogical system, taking into account its elements and characteristics, the student population, the goals of training and education, the content of training, etc. The use of a particular method must be methodologically ensured, without which its teaching capabilities will not be realized.

Therefore, we can say with confidence that a foreign language teacher needs to know: the age and individual characteristics of his students, their level of development, current interests and plans for the future; its own subject, which presupposes not only knowledge of the language itself, but also knowledge of the psychological and physiological mechanisms underlying the acquisition of linguistic means, operations and actions with them, ensuring verbal communication, as well as the features of modern teaching methods. In order to justify the choice of methods, it is necessary, first of all, to know the capabilities and limitations of all methods of teaching a foreign language, to understand what tasks and under what conditions can be successfully solved using certain methods, and for what tasks they are useless or ineffective.

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