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About Traditional and Non-Traditional Methods of Teaching the Russian Language

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ANNOTATION: This article discusses the issues of teaching Russian by traditional and non-traditional methods, an isolated and integrated approach to conducting classes, and the pros and cons of these methods. As a result, tips for learning the language.

KEYWORDS: Traditional, non-traditional, method, methodology, teacher, study, teaching, integrated and isolated approach

What do we mean by the words "traditional" and "non-traditional" methods of learning the Russian language?

The methodology of teaching Russian, currently used in Uzbekistan, can be divided into traditional and non-traditional. Traditional — this is "as taught in school": sounds, letters, grammar, assembling phrases from samples of individual words, reading, translation.

The distinctive features of the traditional methodology are extensiveness and thoroughness, such courses last at least 1 year. Here, unlike in intensive courses, the student does not try to "dive in" and start thinking in the language being studied, with a cold grammatical calculation translates each phrase from Russian to Uzbek and vice versa. The traditional method is used by those who need language not as a means, but as an end. That is, philologists-linguists who are doomed to delve into the structures of the language, and those who want to master it perfectly-to write, read, translate, and communicate freely in it.

The traditional way of learning Russian is usually understood as grammar-a translation method of studying grammar, phonetics(pronunciation), the formation of reading and translation skills. Students make phrases and sentences from words, applying their grammatical knowledge. They compose dialogues, memorize them, learn words by topic, retell the text, perform written grammar exercises, etc.

The so-called non-traditional methods of learning foreign languages began to mature in our country in the Soviet era, but they did not reach the broad masses, since the grammatical and translation method prevailed. Speaking about non-traditional ways of learning a language, there are two main points that characterize them.

First, some non-traditional methods are based on the principles of suggestology. Suggestology is the science of freeing up a person's hidden capabilities. On the basis of suggestology, methods of learning foreign languages have been developed that use the effect of over-memorization, when a person perceives and amplifies information without critical comprehension. In simple terms, these learning methods are based on the work of the subconscious mind, learning languages in a dream.

It is worth mentioning one unconventional method of teaching Russian, which undoubtedly bears fruit. This is the so-called "immersion" method. How does it work ? A person who finds himself completely unfamiliar with the language environment is simply forced to overcome the language barrier and start communicating. Thus, the accumulation of vocabulary and the assimilation of grammar norms occurs by ear.

However, it is unlikely that such an extreme, although very effective method will suit most of us. Therefore, pay attention to the more familiar ways of learning for us.

Russian is a popular language for learning, so you can buy audio CDs and watch videos in Russian. And finally, you can take the Russian-Uzbek dictionary. Learning Russian in this case is not required, only minimal knowledge is required, such as: correct pronunciation of sounds and correct sentence construction.

Secondly, non-traditional methods involve rapid and intensive language learning, when the study of theoretical points is minimized or absent at all, and the main focus is on live communication, i.e. oral speech. What are the pros and cons of traditional methods?

Knowledge of a non-native language involves different types of speech activity: speaking, understanding foreign language speech by ear (listening), writing, reading and reading comprehension. Each of them offers their own methods of working on them. Therefore, the method that is used for teaching, for example, speaking, is unlikely to be suitable for teaching writing. Therefore, from the point of view of different tasks, each method has its own weaknesses and strengths.

A feature of the traditional method is that in the process of work, students must master all types of speech activity in a given volume. Naturally, this involves a thorough study of all aspects of the language: grammar, phonetics, vocabulary.

I would single out two main approaches in the traditional methodology. Let's call them complex and isolated approaches.

An isolated approach is when the teacher teaches first phonetics, then reading, then grammar, etc. That is, all aspects of the language are studied separately and in one or another sequence. It is assumed that then it will be possible to "assemble" a living real language into a single system as a model from a children's constructor. This is the surest way to never learn a language. Usually taught in places where no one is seriously interested in learning a language and, therefore, language training is only a formality.

An integrated approach is when all aspects of a language are studied in a relationship. For example, texts for reading and listening, monologues, dialogues, and grammar exercises contain specially selected words and grammar according to the tasks. Students practice them in all types of speech activity, combining them with each other, using different types of memory. The work is organized in such a way that the same words, grammatical phenomena, repeatedly occur in the text and in exercises, are played out in situations. Thanks to this, the most effective assimilation of the language material takes place.

In general, the skill of the teacher working according to the traditional method is determined by the ability to "link" all aspects and components into a single effective working complex, where the principle of synergy is implemented, if you want, when the visible end result is greater than the simple sum of the initial elements.

Or, more simply, when quantity turns into quality.

Traditional methodology involves systematic training for quite a long time. Although the time frame may vary depending on the existing tasks. If a course designed for a year contains 80-90 academic hours, then it hardly makes sense to take on all types of speech activity (speaking, writing, reading, listening). In this case, you need to focus on one or two, paying a minimum of attention.

WHAT ARE THE PROS AND CONS OF NON-TRADITIONAL METHODS ? The main idea of the method of intensive language learning is to learn through communication. Students are engaged in groups of 10-12 people under the guidance of a teacher who must have good organizational and acting skills. In such classes, role-playing games are held, there is a lot of movement, there is visibility.

The main goal of the classes is to learn how to communicate in a language, to get rid of the language barrier.

A method based on emotional and semantic language acquisition, in order to learn a language by "constructing" sentences based on samples, which is one of the elements of the grammar-translation method, which is what we do in our classes.

The method of "immersion" was at one time very popular in our country. It involves the student's refusal to communicate in their native language, in addition, they choose a different name, associating themselves with a completely different person – a native speaker. It is believed that such a technique has a special effect on a person, liberates him.



The student watches special videos for 10-15 minutes, during the day he listens to audio materials and songs. It is assumed that this method allows you to memorize a fairly large amount of vocabulary in a relatively short time. That is, it is rather not a method of learning a language, but a technology of memorization.

All non-traditional ways of learning a language are focused primarily on teaching oral speech in a relatively short period. They are methods of intensive training, which implies a fairly high density of classes, which we do not have. At least 25-30 training hours with a teacher should be conducted per week.

As a rule, intensive language learning places very high demands on the level of teaching, the academic schedule of classes. Because, if you decide to opt for any of these methods, then remember that high-quality courses are not so easy to find.

The most important problem of non-traditional methods is how not to lose the intensively acquired practical skills, without being able to regularly apply them in real life.

The most important problem of the traditional method is how to make sure that the extensive knowledge gained is brought to the level of practical skills.

Both problems require, and ultimately, the solution of the same problem-to find opportunities for regular practical application of the acquired knowledge.

Which of the teachers is better than "Uzbek" or "native(Russian)"?

Professionalism does not depend on nationality. The only advantage of a "native Russian" is that the language you are being taught is their native language. He is unlikely to understand your difficulties in the learning process. But most likely because he feels his language as if "from the inside". It will be very difficult for him to explain to you certain realities of the language that are perfect for him, and for you - a dense forest. In a word, an Uzbek will understand the Uzbek well.

However, it is very good to use a «native speaker» as a «simulator» of spoken language. In this sense, the best option is when the teacher explains grammar to you, and with the «native speaker» you practice speaking.

In conclusion, I want to say that by studying the spoken language with a teacher, students will master the features of oral speech of this particular teacher. Their ears get used to his pronunciation, speech rate, intonation. In addition, it is not at all necessary that the people who speak to them will use the exact vocabulary that they know.

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