

## METHODS AND MEANS OF TEACHING USING IMMERSIVE PROGRAMS IN CLASSROOM AND EXTRACURRICULAR ACTIVITIES IN THE RUSSIAN LANGUAGE

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### Abstract

The work is devoted to the problem of intensification of teaching Russian as a foreign language in the process of formation and development of the lexical competence of students. The role of educational dictionaries of various types is emphasized

**Keywords:** integrated education, axiological approach, active approach, complex

The creation of an effective technology for foreign language teaching has always been the most urgent task for foreign language teachers around the world, who offer new methods to educational service market in response to the dissatisfaction of the mass consumer with the low efficiency of learning technologies. Effective technology in the broad sense is the rapid assimilation of basic lexical and grammatical material, which ensures the success of foreign language communication. In the late 1970s, functional and communicative approaches became relevant in the teaching methodology, which also affected EFL teaching. There is a need to teach the vocabulary as the basic strategy to meet the needs of certain groups of students. According to O. L. Svirina "a foreign language as a subject requires both a significant number of study hours and independent practice to develop foreign language skills and abilities, which postpones obtaining the desired result for a long time". In practice, the foreign language is taught about 12 ECTS per 8 semesters (120 hours for in-class studying and 240 hours for individual learning or self-study) in non-linguistic universities. 14 hours a semester (7 periods) is not enough to master the foreign language and prepare for general Master student exam at the level of humanitarian students. Lately, the lexical approach developed by Michael Lewis gained popularity with foreign language learners. The researcher states that "language consists of grammaticalized lexis, not lexicalized grammar". The

compatibility of words should become the organizing principle of building courses for teaching a second language; training focuses on the task and process rather than the workout and the product, the method rejects the former leading paradigm "introduction - training - reproduction", instead of which a different. The change in the paradigm of education in the context of the processes of globalization and integration of social systems around the world, which is currently taking place, can be defined as communicative and intercultural. Its key pedagogical positions are ideas: • replacing authoritarian communications with parity ones, involving cooperation in achieving learning goals (pedagogy based on respect for the personality of the learners, their partnership with the teacher.

• creation of a unified educational space that promotes training and education of a new type of specialist [14, 17, 18, 4, 21]. Modern society makes special demands on the level of cultural and communicative competence of a specialist, his ability to overcome communication barriers. The quality of education today is largely determined by the stable internal motivation of the student, his ability to quickly adapt, the constant renewal of meaningful dialogue with the surrounding society, the development of interpersonal relations in an intercultural environment, the effective achievement of the set goals [13, 15, 23]. According to scientists Grenfell, Hargie and Dickson, Macaro, Gallo and Kuprin [8, 10, 17, 7] and others, these provisions of the modern paradigm of education are relevant in the process of teaching Russian as a foreign language (RFL). At the forums of the International Association of Teachers of Russian Language and Literature (MAPRYAL) in 2017-2020, the following problems of multicultural education were named as significant: 1) nationally and professionally oriented teaching of RFL; 2) the use of scientific and information technologies in teaching RFL; 3) the all-round promotion of education in Russian, including higher professional, to countries that have not yet entered the circle of those states with which there are already contacts, time-tested (countries in sub-Saharan Africa; countries of Southeast Asia: Laos, Myanmar, Cambodia, etc.). 2 Statement of the problem Experience shows that the stage of pre-university training requires special attention, since the importance of this stage in the process of adaptation of foreigners is high. It is "from mastering the Russian language that the process of obtaining Russian education begins" for

every foreign student, and “the success of the future educational activities of the future specialist depends on how favorable the passage of this stage will be” [22]. Russian universities independently determine the content of preparatory programs for RFL, depending on the goals and needs. The main task is the implementation of language training, which would contribute to the development of students in the disciplines of their future specialty. The needs are due to the need to educate students from countries that differ significantly in language, mentality, political and social structure. Teachers-Russianists necessarily take into account the peculiarities of the national composition of the students in the group and gain experience in working with them.

When studying foreign languages, an important role is played by the process of formation and development of lexical competence, which includes knowledge of the vocabulary of the language and the ability to use it in the process of communication. To achieve this goal, a variety of means are used: dictionaries, an explanation of the teacher or students who speak Russian, context, illustrative material. The dictionary is one of the main tools that provide objective information about the lexical meanings of a word, its lexical compatibility/ In the science of language, there is still no generally accepted typology of dictionaries, although attempts to create one have been undertaken by many linguists, in particular L.V. Shcherba, P.N. Denisov, and others. f vocabulary that can ensure their participation in various spheres of communication: from everyday life to educational and professional. RFL teachers at a military university should take into account that the circle of communication in Russian for a foreign military specialist is much more limited than that of foreigners studying in civilian universities, and the social and everyday aspects of the life of military people have a number of peculiarities (clear social hierarchy, one-man command, rigid daily routine, field trips to practical classes, military uniform with all the attributes, a medical unit and a hospital (not a clinic and a hospital), etc. Therefore, already in the first year of training, students should work with bilingual or multilingual dictionaries covering a large volume vocabulary of the Russian language. At the first practical lessons in Russian as a foreign language, it is very important to support the formation of pronunciation skills, reading technique of students, especially during the hours of independent training [3, 16]. At the same time, the teacher acquaints cadets with a

presentation containing an illustration demonstrating the meaning of the lexical unit being introduced, spelling with an emphasis, as well as an audio file. For selfpreparation, students can use the presentation materials. Such work takes place in the linguaphone-computer class especially effectively.

The work of preparing to teach a lesson or unit is at the core of professional planning and preparation. Though teachers may ultimately deliver instruction alone, their planning and preparation is always enhanced by collaboration with colleagues. Furthermore, thorough preparation considers students' academic, social, and emotional needs and development, as well as their contexts, and it is grounded in a strong, culturally responsive curriculum. Even the best materials require more than following a script or carrying out other people's instructional designs. Teachers must themselves intellectually engage with the curriculum, demonstrating qualities of critical judgment and discernment, to understand its features and design and make thoughtful adjustments for the students in front of them – who change from year to year and period to period.

Teachers who excel in Domain 1: Planning & Preparation organize instruction that reflects an understanding of the disciplines they teach—the important concepts and principles within that content, and how the different elements relate to one another and to those in other disciplines. They understand their students—what they know and are able to do within the discipline, as well as their race, culture, ethnicity, background, and interests. They prepare for instruction that sets high expectations for every student, includes sound assessment methods, and expertly structures lessons to support all students' engagement with content. Importantly, they also consider the why of their disciplines, helping students grapple with big questions and relate their learning to their own purpose in life.

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