

# WAYS TO IMPROVE TEACHING METHODS AND TECHNIQUES LANGUAGES IN HIGHER EDUCATION INSTITUTIONS

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**Annotation.** This paper examines the problems of studying the Russian language in universities. The characteristic features of the use of various methods and techniques in the process of educational and cognitive activity are analyzed.

**Keywords:** techniques, forms, learning principles, skills, problem situations, optimization, cognitive process.

**Аннотация.** Ушбу мақолада олий ўқув юртларида рус тилини ўрганиш муаммолари ёритилган. Шунингдек, таълим бериш жараёнида турли усул ва усуллардан фойдаланишнинг характерли хусусиятлари таҳлил қилинган.

**Калит сўзлар:** ўқитиш техникаси, шакллари, тамойиллари, кўникмалар, муаммоли вазиятлар, оптималлаштириш, билим жараёни.

The methodology of academic disciplines, which has been used for decades, has been called explanatory and illustrative in the scientific literature. It is characterized by the fact that the teacher thoroughly explains the essence of phenomena and concepts, grammatical categories and linguistic terms, then confirms the conclusions with life facts, concrete examples, the use of various types of visualization, the implementation of practical tasks, etc.

Doubtlessly, using the above methodology, teachers achieved a solid assimilation of knowledge, skills and abilities. Under "assimilation" it is necessary to understand the educational and cognitive activity aimed at conscious and solid mastery of concepts, principles, laws, theories and other forms of knowledge, ways of performing actions and turning them into the personal property of each student.

However, the explanatory and illustrative method is not without certain drawbacks. The main one "is the dominance of verbal learning, in which the main role

in learning is given to memory-memorization, memorization, reproduction and consolidation of knowledge " 1.

These shortcomings have become particularly acute in modern conditions, when new complex and multifaceted tasks have to be solved.

In this regard, pedagogical science is making efforts to find ways to further improve the methods and techniques of teaching in higher educational institutions. The main directions of ways to improve the methods and techniques of training, in our opinion, are as follows:

1. Increasing the cognitive independence and creative activity of students in the classroom.

In recent years, many studies of didactics, psychologists and methodologists have been devoted to this issue. The most interesting ideas in this direction are related to the use of methods and techniques of problem-based learning in the classroom and the creation of problem situations as a means of increasing the cognitive activity of students.

The problem of increasing students ' independence is solved primarily in the process of independent work with textbooks and scientific literature, dictionaries, reference books, the Internet, tables, presentations, etc. This kind of work contributes to improving the quality of knowledge and developing the necessary skills and abilities to work with literature.

2. Formation of students ' motives and motivation for learning activities. Here, the focus of methodologists is on the problem of forming students ' cognitive interest.

3. Optimization of the educational process. The term "optimal" means " best for the given conditions in terms of certain criteria". The role of criteria, according to Academician Yu. K. Babansky, can be the effectiveness and solutions to the tasks set. In this case, the optimization of the educational process is understood as a purposeful choice by teachers of the best option for building this process, which provides the maximum possible efficiency of solving the problems of training and education in the

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1. Onisnuk V.A. A lesson in a modern school. Manual for teachers. - M.: Education, 1981.

allotted time.

Thus, optimization covers a wide range of problems – everything that affects the course and results of the educational process: organizational forms, methods, principles of training and education. One of the central problems is the optimization of the educational process, the choice of optimal options for combining various methods, techniques, and means of teaching, leading to the shortest path to achieving the goals of the training session in higher educational institutions.

4. Intensification of the educational process. Under intensification, it is necessary to understand the strengthening, increase in tension, productivity, and the reality of labor. The more educational and cognitive actions and operations performed during the training session, the more the intensity of the training work increases. The use of modern technical training tools, in particular computers, projectors, interactive whiteboards, document cameras, laptops, tablets, smartphones, presentations, and didactic materials for independent work, contributes to the intensification of training for the lesson. Independent work also needs to be managed. That is why the degree of intensification of educational work depends on the skill, i.e. the degree of readiness of the teacher and the level of training of students. At the same time, we should not forget about the main trend of the educational process – it is from simple to complex; from smaller volumes of materials – to large ones.

5. Implementation of organizational clarity of each training session from the first to the last minute.

The best way, in our opinion, to organize educational work is to energetically engage in active mental activity from the first minute of the training session. It is not necessary to test the knowledge of the material passed by conducting a frontal or individual survey. You can give an interesting creative task, which can be aimed at reproducing the basic knowledge, skills and abilities for learning new material. Such

tasks, as experiments show, interest the audience, create a psychological mood for intense academic work. Special attention should be paid to the issue of organizational and methodological improvement of the quality control of students' knowledge. The tendency to improve this type of work is as follows: to check the tasks for self-preparation and the quality of knowledge assimilation, if possible, systematically, more often use various methods of frontal accelerated verification - test written works, individual survey work, task cards, etc.

Organizational clarity should be maintained throughout the class. So, when explaining new material, the teacher should choose the best options for methods and techniques that contribute to a positive solution of the tasks assigned to them. If the chosen method is the teacher's word, then it is rational to use an explanation of the material (grammatical or lexical) with elements of conversation. This activates the students and helps them to formulate a particular spelling independently, i.e. independently and more deeply comprehend the new material.

#### 6. Implementation of inter-subject and intra-subject relations.

At the beginning of the training session, when moving to a new material, the teacher usually puts questions or tasks in front of the audience to reproduce (update) and then correct the knowledge and practical skills that support the assimilation of the new material. Actualization is not limited only to the reproduction of relevant knowledge. Ideas and concepts can only become a solid foundation for learning new things, if they are consciously and firmly assimilated by students before and are well preserved in their memory. If students are poorly trained, it is necessary to improve the reproduction of basic knowledge: to supplement incomplete knowledge, to deepen superficial knowledge, to expand narrow knowledge, to correct erroneous knowledge. This is a very important feature of the educational process.

Intra-subject and inter-subject relationships are also carried out in order to achieve generalization and systematization of a wide range of knowledge. Thus, when determining the lexical meaning of the word Decembrist, Decembrist uprising, revolutionary rise, reaction, etc., it is necessary to know the history of the Russian state.

Accordingly, interdisciplinary connections contribute to the assimilation of a system of knowledge about certain concepts that are studied by separate elements in various academic disciplines.

So, the problem of improving the methods and techniques of teaching in universities remains relevant and requires further follow - up and description.

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