

**MODERN PEDAGOGICAL METHODS OF TEACHING RUSSIAN GRAMMAR*****Dadabayeva Farogat Zarifovna****Instructor at Uzbekistan**State Institute of Arts and Culture*

**Annotation:** This article is devoted to how to design a second language curriculum an educational program describing what is to be taught to, and what should be learn by, a particular group of learners, or a second language syllabus a collection of tasks or activities aimed to assist the teacher in organizing classroom activity.

**Key words:** Structure, approach, communication, solving, grammar

**Annotasiya:** Ushbu maqola ikkinchi til sifatida unda ma'lum bir o'rganuvchi guruhiga zamonaviy metodlar yordamida nima o'rgatish kerakligi va nimani o'rganish kerakligi tasvirlangan. Guruh faoliyatini tashkil qilishda yordam berishga qaratilgan vazifalar loyihalashtirishni o'rgatish usullarini namoyon qilishga bag'ishlanadi.

**Kalit so'zlar:** Struktura, yondashuv, muloqot, yechish, grammatika

Grammatical structure can also be presented within the context of story of some sort of text. The teacher can read or tell the story with or without the actual text in the student's hands. Natural language should be used. Resist to the temptation to have the structure appear so frequently in the passage that it does so at the expense of authentic it.

For those grammatical structures which are not particularly conducive to presentation, it is certainly possible for the teacher to present the rule as long as it is supplementary by plenty of examples and practice. The teacher could follow inductive approach with any of the above means or simply give a series of examples to the students and lead them induce the rule for themselves.

Another possibility is for the teacher to follow inductive approach but rather than simply stating the examples or writing them on the blackboard, to accompany or dramatize them with reality, picture or pantomime.

An obvious example which comes to mind is for the teacher to demonstrate the regular past tense by saying while acting: I am walking across the room stop turn to the class and say: I am walked across the room.

Paulson mentions that the structure has been presented keeping in mind our intention to give our students initial practice in manipulating the new item, our next procedure should involve some sort of drill. The teacher can indicate the type of drill through words and gestures. Once the pattern has been established, a minimum amount of direction will be necessary by the teacher.

In my opinion, I regarded it and considered powerful knowledge of grammar. These studies provided

the researcher inside clearly to her research. The researcher gained the knowledge, method and techniques which will assess her in doing the research. According to the theoretical aspect and the previous studies relevant to it, the researcher thinks that this research would serious share in developing teaching Russian grammar. It will be reference to decision-makers in (syllabus design curriculum) the ministry of education in order to students' needs.

The collection of word games is a valuable resource for the teacher of young through adult learners of Russian as a second or foreign language. Focusing primarily on language development through the use of high frequency vocabulary and structures, they reinforce classroom lessons and provide additional spelling, conversation, listening and speaking practice.

Grammar is perhaps so serious and central in learning another language that all ways should be searched for which will focus student energy on the task of mastering and internalizing it. One way of focusing this energy is through the release offered by games. Teenagers are delighted to be asked to do something that feels like an out-class activity and in which they control what is going on in the classroom they become the subjects, while for a lot of the 15,000 hours they spend in schools they are the objects of teaching. The point is that fun generates energy for the achievement of the serious goal.

A game should be planned into the day's lesson right along with exercises, dialogues and reading practice. It should not be an afterthought.

Games are a lively way of maintaining students' interest in the language, they are fun but also part of the learning process, and students should be encouraged to take them seriously. They should also know how much time they have to play a game. It's not useful to start a game five minutes before the end of the lesson. Students are usually given a 'five-minute warning' before the time is over so they can work towards the end.

The older the students are, the more selective a teacher should be in choosing a game activity. Little kids love movements, while older ones get excited with puddles, crosswords, word wheels, poster competitions whatever.

Modern language teaching requires a lot of work to make a lesson interesting for modern students who are on familiar terms with computers, Internet and electronic entertainment of any kind. Sympathetic relations must exist not only among students but between students and a teacher. It's of special importance for junior students because very often they consider their teachers to be the subject itself, i.e. interesting and attractive or terrible and disgusting, necessary to know or useless and thus better to avoid.

A teacher should bear in mind that it is the content, not the form, which is of interest to the child. A toddler does not learn to say, "Cookie, please", in her native language because she is practicing the request form. "Cookie, please" is learned because the child wants a cookie.

So children learn with their whole beings. Whole-child involvement means that one should arrange for the child's participation in the lesson with as many senses as possible. Seeing pictures of children performing actions and repeating, "The boy is running", "The girl is hopping" is not at all as effective

as when students do the actions themselves in response to commands and demonstrations from the teacher.

All said above is fairly true to adult learners not only children, because of our common human nature to possess habits through experience. We all learned to understand and speak our first language by hearing and using it in natural situations, with people who cared for and about us. This is the most effective and interesting way to learn a second language as well. The experts now advise language teachers to spend most of the classroom time on activities that foster natural acquisition, rather than on formal vocabulary and structure explanations and drills. They insist that “once you have become accustomed to the rewards and pleasures gained from teaching through activities, you will wonder how second-language teaching ever got to be anything else. Your own ideas for activities and their management will flow, and your students’ learning rates will soar!” “Activities’ mean action games, finger and hand-clapping games, jump rope and ball-bouncing games, seat and card games, speaking and guessing games and even handicraft activities. Judging the results we have nothing but believe them.

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