

## The Effectiveness Of Methods Of Teaching Word Formation In The Aspect Of Teaching Russian As A Foreign Language

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### ABSTRACT

The relevance of the study lies in the fact that recently experts have increasingly realized the need for effective methods of teaching word formation in Russian as a foreign language, which will allow for better assimilation of the material as a whole and help optimize the educational process. The purpose of the article is to identify methods and techniques that optimize the process of mastering knowledge in the field of word formation for foreign students, techniques that will more effectively influence the reading mastery of foreign students in the aspect of teaching Russian as a foreign language and developing a collection of texts for home and classroom reading.

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The most important task of pedagogy is to improve the planning of the learning process as a whole and increase the efficiency of managing the cognitive activity of students. The search for optimal ways to manage learning resulted in the creation of a new system of educational work, one of the components of which is methodology. This prompted us to study the problem of the possibility of using new methods when studying the rules of morphemics in the lessons of Russian as a foreign language [1].

The process of word formation is one of the significant components of the methodology of teaching Russian as a foreign language. As a goal, reading forms, develops and improves the ability to extract information from text. This is the performance of various exercises, that is, through reading text and completing tasks, the skills of thoughtful and conscious reading are formed.

The concept of "methodology" translated from Greek (metodos) initially had the meaning as a set of ways to expediently carry out any work. In our case, methodology is a branch of pedagogical science that studies the patterns of teaching Russian as a foreign language and sets out the ways and methods of teaching this subject [3].

According to what was formulated by Kryuchkova L.S. term, methods of teaching reading? these are components of teaching Russian as a foreign language, which contain ways and methods of teaching reading [2].

The methodology includes a description of the principles, goals, objectives, methods, means, forms of training, stages, levels and profiles of training. The methodology formulates competencies that need to be formed in the student's mind, determines the content of training, and answers the question of how to teach basic language aspects:

- phonetic;

- word formation;
- lexical;
- grammatical.

The problem of teaching speech communication activities is also included in the scope of the methodology. Here we consider the study of the following types of speech activity:

- listening;
- speaking;
- reading;
- writing and written speech.

The methodology regulates the basics of organizing support for the educational process:

- lesson planning;
- types of lessons;
- forms of extracurricular work;
- types of control [6].

The characteristics of the above forms, levels and stages of training indicate that mastery of all aspects of foreign language teaching methods gives the teacher everything necessary to build an effective pedagogical process. Method? This is a system of interrelated actions of the teacher (methods and techniques of teaching) and students, which is aimed at achieving learning goals. There are many methods; currently Russian and a significant part of foreign teachers use a conscious and practical method, substantiated by the famous psychologist and methodologist B.V. Belyaev [5]. The starting point in learning a language using this method is the task of mastering knowledge of the Russian language system and the conditions for its functioning in various situations and styles. It is recommended to convey language knowledge using sentence patterns and speech samples.

The main task of teaching Russian as a foreign language is to teach a foreigner to communicate in Russian. It is recommended to devote at least 85% of class time to conversational practice, and it should be untranslated [4]. In turn, a sufficient amount of time devoted to speech practice will increase the effectiveness of mastering non-translation reading skills.

Previously, in the practice of language teaching, a conscious-comparative method was used, based on the principles of consciousness and reliance on the students' native language. But its full use was impossible because RFL teachers, as a rule, did not speak the students' language: often these were the languages of the peoples of Africa and Southeast Asia [8]. We believe that this method could be used now with students from the Central Asia, since at present there is a lot of methodological material that covers in detail the comparison of the languages of these countries with the Russian language and develops recommendations necessary for the teacher in the learning process [15].

In the 1970s and 1980s, intensive teaching methods developed widely, especially the method of suggestive pedagogy, developed by the Bulgarian scientist G. Lozanov, and the method of activating reserve abilities of the individual, created by G.A. Kitaygorodskaya.

Intensive learning differs from traditional learning, primarily in how classes are organized and conducted: increased attention to various forms of pedagogical communication, social and psychological climate in the group, creating adequate learning motivation, eliminating psychological barriers to learning material in the context of verbal communication, etc. These types of training can be used in certain conditions, for example, to achieve results in a short time [7].

Thus, it can be noted that each technique undoubtedly has its own advantages and deserves attention. Its choice depends on the conditions and goals of the educational process. Let us consider the principles of the conscious-practical method in the methodology of teaching Russian as a foreign language. M.P. Chesnokova notes that there are two main principles: the principle of communication (constant practical use of language as a means of communication) and consciousness (conscious systematization in teaching a foreign language). There are also the following principles that are subject to the main ones [12]:

The principle of global learning goals. Its essence lies in ensuring the simultaneous achievement of three main goals of language teaching: practical, educational and educational.

The principle of interconnected teaching of types of speech activity. In real communication, types of speech activity are not in isolated form.

The principle of stages in training and concentricity in the presentation of educational material. The stages of training vary according to our intermediate goals: initial continued (I–III courses), advanced, Higher (IV–V courses). Each stage has its own purpose, content and methodology [11].

The principle of complex and situational-thematic organization of linguistic material. Natural speech occurs in a certain structure - a communication situation. In the classroom, it is necessary to organize typical communicative situations that imitate real communication.

The principle of functionality in the selection of language material. Language material is offered not according to aspects of the language in their sequence (phonetics, vocabulary, morphology, syntax), but according to their importance in speech. There must be a path - from content to form of expression [10].

Principles of studying vocabulary and morphology on a syntactic basis. The ability to construct sentences and use them as a minimum unit of communication.

The principle of relying on statements and text as the main unit of learning. A person expresses his thoughts not in separate statements, but in holistic, meaningful texts.

The principle of taking into account the native language. A way to overcome the negative influence of the native language on the language being studied (transfer from the native language of phonetic pronunciation norms, accent; incorrect choice of vocabulary - the result of direct translation from the native language; grammar - incorrect constructions) [13]. This effect of native speech skills is called interference. It forces the creation of manuals aimed at the target language. The native language can help when learning a foreign language; here one should use knowledge of the native language (transfer of knowledge, skills, and abilities of the native language to the target language) [9]. The teacher should keep the language of the students “in mind” and use it as much as possible when studying the Russian language. The following phenomena exist: coinciding with the Russian language (transferred completely); partially matching (automated); not matching (the most difficult to understand).

The principle of materialization. This is the principle of visibility. There are different methods and means of materialization: drawings, tables, diagrams, conditional drawings, etc. They can be included in the textbook or used independently [8].

The teacher himself chooses one of these methods depending on the learning objectives. Methods can be combined and supplemented.

Examples of exercises for teaching vocabulary:

- 1) Read the words. Determine the lexical and grammatical meaning of words.
- 2) Determine which of the indicated words are single-valued and which are polysemantic.
- 3) Determine in which phrases the words are used in a literal sense, and in which - in a figurative sense.
- 4) Read the paronymous words (homonym words). Explain their meanings.
- 5) Select antonyms for the indicated words and create phrases with them [14].

We looked at the main language aspects of teaching: phonetic, grammatical, lexical. This analysis showed that separately teaching grammar, vocabulary, word formation, phonetics, etc. It is more suitable for intermediate and advanced levels of training, although at the initial stage, under certain circumstances, it is also advisable to use it (for example, an introductory phonetic course at the initial stage of training). In any case, the task of the teacher is to consider these aspects in terms of the difficulties that students may encounter, and to teach all these individual lessons with an integrated approach to learning.

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