

**SOPHISTICATED METHODS OF TEACHING RUSSIAN LANGUAGE  
THROUGH EMOTIONAL AND EXPRESSIVE LEARNING IN ORDER TO ACHIEVE  
THE EXPECTED RESULT.**

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**Abstract:** *This article is devoted to the ratification of the treaty on the creation of the International Russian Language Organization. Which in the future will be a significant step towards strengthening cultural and educational ties in the region. Supporting quality education in Russian and training teachers contributes not only to the development of the language, but also to the enrichment of cultural exchange. As well as cooperation, which opens up new opportunities for students and teachers, which will certainly improve the level of education. Uzbekistan demonstrates its commitment to multilingualism and cultural diversity, which deserves nothing but praise. Which should become the basis for further successful initiatives in the field of education and culture in the world.*

**Key words:** *Ratification; initiative; personnel reserve; thesaurus; subjective modality; intensify.*

In a rapidly changing world, the way information is obtained and the effectiveness of its assimilation become particularly relevant. The Internet provides immense opportunities for learning and self-development, while specialized software allows for real-time exchange of opinions and receiving advice, even when physically distant from the interlocutor. All of this defines a new vector of educational development – its informatization, achieved through the implementation of innovative multimedia learning technologies. New technologies are designed to intensify the educational process and improve the quality of education. The traditional "teacher-student" learning model is being replaced by the "learner-computer" model, which has its own peculiarities and achieves positive learning outcomes through different operational mechanisms.

The President of Uzbekistan, Shavkat Mirziyoyev, has ratified the agreement on the establishment of the International Organization of the Russian Language under the auspices of the CIS. The agreement on the establishment of the International

Organization of the Russian Language under the auspices of the CIS was signed at the summit of the Heads of State of the Commonwealth in Bishkek on October 13, 2023. "To ratify the agreement on the establishment of the International Organization of the Russian Language," the document states.

One of the organization's main tasks will be to support quality education in the Russian language, facilitate the training of pedagogical and scientific personnel in the fields of "Russian Language and Literature" and "Russian as a Foreign Language," and also to form a talent pool of specialists in this area.

The President of Uzbekistan, Shavkat Mirziyoyev, ratified the Agreement on the Establishment of the International Organization of the Russian Language, which is an important step towards strengthening cultural and educational ties between CIS countries. This decision contributes to the development of the Russian language in the region and also allows for the expansion of cooperation in the fields of science, education, and culture. The support for the Russian language will contribute to preserving the diversity and distinctiveness of our countries' cultures.

Globalization, which has become one of the main processes of modern society, is impossible without interethnic communication. This is precisely why the demand for learning foreign languages, including Russian, is growing worldwide. Students strive to master the maximum amount of information in the shortest possible time and learn to communicate in a foreign language.

In this regard, an intensive approach to short-term language learning becomes particularly important.

An approach to learning is the practical implementation of a leading, dominant idea of learning in the form of a specific strategy. In the methodology of foreign language teaching, a unified classification of approaches has not yet been developed.

In domestic methodology, as a rule, three components are identified that determine the approach to learning: linguistic, didactic, and psychological foundations of the educational process, as well as the consideration of an approach in a narrow and broad sense.

In a narrow sense, an approach to learning is reliance in the educational process on one of the key components of the system: linguistic, didactic, or psychological.

An approach to learning in a broad sense means reliance of the strategy and method of teaching on a combination of fundamental sciences for a particular methodology.

In the methodology of teaching Russian as a foreign language, three fundamental approaches are distinguished: the structural (linguistic), lexical, and sociocultural approaches.

The structural approach involves the phased mastery of grammatical models, presented in phrases and sentences, taking into account their increasing complexity for assimilation.

The effectiveness of this approach is achieved through the application of a set of practice exercises aimed at reinforcing the introduced patterns:

- Auditory perception of speech patterns containing target grammatical structures.
- Vocalization (chorus and individual) of assimilated patterns under the guidance of the teacher or a speaker.
- Practice in constructing question-answer patterns in interaction with the teacher and in pair work.
- Formation of learning dialogues that integrate several assimilated structures.

The lexical approach, which prioritizes vocabulary in foreign language learning, was first formulated by the British linguist Michael Lewis. In 1980, based on the "English Language Bank" linguistic database within the COBUILD project at the University of Birmingham, the first corpus dictionary was developed.

For students' material acquisition, T. Jones conducted the first experiments within "database-driven learning" [Jones, 1991, p. 13] using the linguistic visualization of the corpus, which significantly influenced the formation of "computer-assisted learning" and the emergence of the "lexical approach" [Lewis, 1999, p. 97] in foreign language teaching.

The main focus is on mastering vocabulary in all its diversity and collocations, and developing speech skills in word usage.

This approach is aimed at studying phrases and fixed expressions, and the most frequently performed exercises involve matching them with corresponding pictures, essentially practicing speaking skills.

Grammar receives little attention, which leads to disruptions in the communication process due to a large number of errors in speech formulation.

"The lexical approach, more broadly, represents a 'deconstruction of language,' the implementation of which requires attention to the psychological characteristics of the learner" [Vostrilova, electronic resource].

The sociocultural approach to language learning is based on the idea that the teacher should emphasize how language units reflect the culture and mindset of native speakers, encouraging students to extract this information independently.

P. Sorokin, a recognized founder of the sociocultural approach in philosophy and sociology, explored the interrelationship between society and culture in his monumental work "Social and Cultural Dynamics." He argued that fundamental changes in human history are linked to the transformation of cultural foundations, which holds deeper significance than changes in state structures.

From the perspective of this approach, language acquisition means mastering the system of contextual components of communicative competence.

The development of this direction will allow for a more precise definition of Russian language teaching objectives, based on the pragmatic needs of specific

students and learning conditions, as well as the development of detailed methodological recommendations for various learner groups.

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