

**FEATURES OF THE METHODOLOGY OF TEACHING RUSSIAN AS A FOREIGN
UNIVERSITY**

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ABSTRACT

Methodology of Sciences, addressed only to the teacher, is increasingly becoming a science to students in their awareness of the content of the subject, its structure, methods of presentation; and in awareness of their own cognitive activities in research methods; and the ability to generalize studied to model it; and in the practical application in the field of activity; finally, in self-control and self-esteem.

Keywords: *Methodology, language, education, pedagogy, science.*

The Russian language is the language of culture. International cultural forums are regularly held in the countries of near and far abroad. Mastering new ways of expressing thoughts contributes to the improvement of a person as a multilingual person, and mastering the culture of another nation leads to the formation of tolerance and respect for national identity and cultural diversity.

The Russian language is taught not only in Russia, but also abroad. Teaching Russian as a foreign language abroad has its own specific features. Most universities teach this language as a second or third foreign language, i.e. it is present in the teaching system as an optional language. Typically, humanitarian or technical students study two foreign languages, one of which is usually English and one or two optional. A small number of hours are allocated for the study of optional languages {1.c 23.}.

The modern situation on the labor market requires a specialist to be competitive, in demand for a potential employer, very often the professional success of an engineer, businessman, specialist in the field of management or a politician depends on the proficiency of a competent speech, the ability to communicate effectively, on knowledge of speech techniques, the ability to submit oneself as well as business etiquette.

Methodology as a scientific discipline explores the theoretical foundations of teaching, i.e. principles, goals, content, methods, means, organizational forms of education, as well as methods of teaching and education based on the target language. It develops and improves thanks to the scientific searches of scientists and methodologists, the results of their scientific activities are embodied in scientific publications, in defended dissertations, in the theoretical solution of problems posed by practice. The theoretical foundations of teaching Russian as a foreign language have been laid over many decades {2.c 67}.

The methodology as a practical discipline is designed to provide training for future specialists - teachers of Russian as a foreign language to work in the classroom, to help them acquire professional competence, to comprehend theoretical provisions and apply them in practice. Before entering the classroom or class, you must master the basics of the method. The practical methodology should help to solve this problem. {3. c 3}.

The methodology of teaching the Russian language is among the pedagogical sciences. It can be called applied science, since, based on theory, it is designed to solve the practical problems of education, training and development of students. Like any other science, the methodology of the Russian language has its own subject. The subject of its study is the process of mastering (mastering speech, writing, reading, grammar, phonetics, etc.).

Connection of the methodology with other sciences. With linguistics - in determining the content of the subject, in taking into account the laws of the functioning of the language. With pedagogy - in the development of basic educational and educational tasks, based on the principles and patterns of teaching. With psychology - in reliance on the patterns of thinking and speech, in reliance on the patterns of mental development of students, perception, memory, attention, and other mental processes. From the history of the development of methods of teaching the Russian language. The methodology of teaching the Russian language as a science has a little more than one hundred and fifty years of its existence, if we take as the beginning of its emergence the fact of the publication in 1844 of F.I. Buslaev's work "On teaching the Russian language", in which the previous experience of teaching the Russian language, the personal experience of an outstanding scientific methodologist was summarized for the first time, as well as the ideas and principles on the basis of which, according to F.I. Buslaev, the teaching of the Russian language should have been built. F.I. Buslaev's work consists of two parts: the first is devoted to the issues of domestic and foreign didactics, the second - to the theory and history of the Russian language and stylistics.

The scientist considered explanatory reading, grammatical teaching, writing exercises, the development of students' speech, and a meaningful perception of the laws of the development of the Russian language as the main methods of teaching the language. As the shortcomings of teaching the Russian language, the methodologist calls the dominance of formal-grammatical study, the deductive way of teaching, the absence of Russian language textbooks, the disunity of teachers, the gap between the school and scientific courses of the Russian language, 14 non-reflection of the history of the language. How can these disadvantages be overcome? It is necessary to study the language in all its manifestations (not only grammar and spelling), combine the study of theory with practice, increase the role of induction, observation, link Russian language lessons with the development of the gift of speech, and establish interdisciplinary connections. {3. 147}

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Today, more and more people are talking about the integration of 15 subjects, which would contribute to the formation of a student's own picture of the world. In addition, society is changing, views on education, teaching principles, the child himself is changing, and the teacher must also change (above we talked about the

mobility of the teaching process). Thus, the state of the modern teaching methods of any subject is the search and testing of new means, forms, methods and technologies of teaching.

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