



## Types of Speech Errors of Students in Russian Lessons

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**Abstract:** This article reveals new directions in the methodology of teaching the Russian language. Student Russian studied various pedagogical methods that develop language skills.

**Keywords:** non-standard, Russian language, control lessons, didactic goal, non-traditional, integrated lessons, traditional school lessons.

Over the past two decades, many changes have taken place in the field of education. Today “How to make the lesson interesting and bright?”, “How to create a state of success in the lesson for each student?”, “In what situation does the student perform creative work of his own free will; Do I need to know the maximum item for each level of success? There is no teacher who does not think about such questions. And this is no coincidence. Today, a new approach to life is presented, including new requirements for the education system. Today, the main goal of education is not only the accumulation of a certain amount of knowledge, skills and abilities of the student, but also the preparation of the student as an independent subject of educational activity.

The activity of the teacher is at the center of modern education. The Russian alphabet occupies a central place in the primary education system. As a means of knowing the truth, the Russian language provides not only linguistic knowledge, but also the intellectual development of the child, forms a conceptual and categorical apparatus, develops abstract thinking, memory and imagination. In recent years, unfortunately, there has been a sharp decline in students' interest in Russian language classes, there is no desire to expand the language skills of children, improve literacy and speech culture. At present, the most important problem that interests all teachers is to increase the effectiveness of the Russian language lesson as the main form of teaching and educating students.

Lessons held in the same form tire the student. The monotony of lessons for the student and teacher reduces the effectiveness of educational activities. Not to force to teach, but to arouse interest, the duty of the teacher to create in the student the desire for constant learning. The younger student has specific age-related features: unstable attention, the predominance of visual-figurative thinking, increased motor activity, the desire for play activities, and the diversity of knowledge. All this complicates the work of the teacher. To keep the attention of children in the lesson, it is necessary to organize an active and interesting mental activity. Since traditional teaching methods cannot always ensure the assimilation of the material by all students, it is necessary to skillfully organize learning activities in the classroom. In order to create conditions for the formation of this activity, it is necessary to form cognitive motivation.

The creativity of teachers in preparing and delivering lessons can have a positive impact on children. In order to activate students, develop interest, encourage them to acquire knowledge, the teacher should put into practice labor and other forms of lessons - their interesting varieties, and as a result create author-non-traditional lessons. The teacher of the Russian language cannot be guided only by the official requirements for the lesson. To improve his methodological activity, the teacher must know the traditional and non-traditional forms of Russian language lessons, their typology, and the specifics of lessons in the education system.

The form of organization of training in order to assimilate the material being studied (knowledge, skills, worldview and moral and aesthetic ideas). According to the main didactic purpose, such lessons are divided as follows:

- a lesson to get acquainted with new materials;
- a lesson to consolidate what has been learned;
- a lesson in the application of knowledge and skills;
- lesson of generalization and systematization of knowledge;
- a lesson to test and correct knowledge and skills;
- Combined (mixed) occupation.

According to the main method of conducting classes: a conversation, a lecture, independent work of students, laboratory and practical work, combining different forms of classes.

The main stages of the educational process are divided as follows:

- introductory classes;
- Lessons of initial acquaintance with materials;
- Concepts, laws, rules for studying lessons;
- Lessons of practical application of knowledge;
- Mixed or combined lessons.

**Control classes** serve to form the educational process and its results, the level of assimilation of the knowledge system (in the subject, department, the entire course), the skills of students' educational activities. Control can be carried out orally and in writing. Any lesson, traditional or complex, interesting or boring, has its own structure. The stages of the lesson include the concepts of goals and didactic tasks aimed at the implementation of the educational, educational and developmental functions of the lesson.

There are different approaches to the choice of the main structural elements of the lesson. At the same time, the general didactic structure of the lesson is distinguished by three main (generalized) structural elements:

- update previous knowledge and methods of action;
- The formation of new knowledge and methods of action;
- Application of knowledge and formation of skills and abilities.

As you know, traditional school lessons include learning new materials, consolidating knowledge, skills and abilities, testing and reviewing the knowledge gained, reviewing tests, summarizing and systematizing what has been learned, repeating a topic or section. Recently, along with these forms of education, non-traditional or non-standard ones are also widely used. These are: competitions, trips, integrated lessons, fairy tales, thematic game classes, theatrical performances, "Fun and Smart" competitions, excursions, schoolchildren learn program materials faster and better.

A *non-standard lesson* is an educational lesson with a non-traditional (indefinite) structure, which, first of all, contributes to the development of students' interest, their creative potential, their optimal development and education. Non-traditional forms of lessons include unlimited opportunities to eliminate overload of students with homework through the use of various methods of learning new materials in the lesson.

Examples of non-traditional classes include:

Types of lessons, forms of lessons:

- lessons in the formation of new knowledge,

- lessons on teaching skills and competencies,
- lessons of repetition and generalization of knowledge,
- consolidation of skills, testing of knowledge and accounting for lessons-expeditions (travel)
- Integral lessons-creative seminars, practical exercises, role-playing games: KVN. "What? Where? When?", "Field of Miracles", "Happy Coincidence" integrated theatrical lessons-lessons-competitions: tests, competitions

Children love such activities as a discussion lesson, a concert lesson, a skit lesson, a tour lesson, a trip lesson, a game lesson.

*Integrated lesson.* Integration, on the one hand, allows students to show the “whole world”, and on the other hand, it allows using the allocated study time to implement profile differentiation, especially in a secondary school. The methodological basis of an integrated approach to learning is the formation of knowledge about the world around us and all its patterns, as well as the establishment of interdisciplinary connections in mastering the basics of science. The effectiveness of the educational process mainly depends on the ability of the teacher to properly organize the lesson and choose the right form of the lesson.

Non-traditional forms of conducting lessons allow not only to increase students' interest in the topic being studied, but also to develop their creative independence, teach them to work with different sources of knowledge.

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