



THE ROLE OF DIDACTIC MATERIALS IN TEACHING RUSSIAN LANGUAGE

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Abstract

This article examines didactic material as a means of teaching Russian. Russian language at school is determined by two factors: the subject of study and the objectives of study. The ability to master subjects is not the same. Methodological literature pays attention to the topic related to the use of didactic material as a special type of teaching aids (maps, tables, sets of cards with text, etc.). Didactic material is a necessary teaching tool and an assistant for conducting lessons in accordance with the logic proposed by the textbook.

Keywords: Didactics, didactic block, dramatization, presentation, learning process, Russian language.

Introduction

The content of the Russian language course at a university is determined by two factors: the subject of study and the objectives of study. Students have different abilities to master different subjects: some easily remember the theory, but make many spelling and punctuation mistakes; others cannot explain the correct spelling of letters. In the methodological literature, the author pays special attention to topics related to teaching methods using didactic material to form cognitive universal learning activities [1; 5]. Creative tasks, a variety of didactic material, and practical work help to overcome difficulties in learning the language. This determines the relevance of this article.

Didactic material plays a huge role in the process of teaching the Russian language, preventing and correcting errors. Therefore, the use of didactic material throughout the study of the Russian language is very important.

Didactics (from the Greek *didaktikós* - instructive, related to learning), a part of pedagogy that develops the theory of education and training, upbringing in the



learning process. The term “didactics” was used in pedagogical works as early as the XVII century. J. A. Komensky in “Great Didactics” developed the most important issues of didactics: the content of education, didactic principles and rules of clarity, consistency, naturalness, etc., the organization of the class-lesson system [4]. Didactic material is a special type of teaching aids, mainly visual: maps, tables, sets of cards with text, numbers or pictures, reagents, plants, animals, etc., including providing a mental representation of the actual element of reality, but it is with the help of the senses that we first of all approach reality. Thus, the most complete learning occurs through contact with reality. These resources bring reality closer and also help to solve the problems of lack of discipline and attention in the classroom. The simplest didactic resources for learning are real objects that can be used in several ways: you can write their names on them, use them as a source of vocabulary - improving pronunciation and spelling, integrating them into certain structures, such as locative prepositions, comparisons, etc. You can also practice definitions with their help and operate with them: "general physical reaction" [3], which is a fundamental aid for easy acquisition of vocabulary.

Another common resource is the blackboard, which can be used as a television guide by writing the date and current topic on it. It is important to plan what you plan to write before doing it. Attracting the attention of the learners is one of the most important tasks and for this purpose the teacher should learn to make simple drawings, notes on the board. Writing on it for a long time should be avoided; it is advisable to use colored chalk to highlight any element that needs to be focused on, such as prepositions in a sentence. An overhead projector has the same advantages as a blackboard and some others, such as the presentation of already prepared slides, drawings, diagrams. Flash cards can be extremely useful if used correctly; word cards containing a single word can be arranged to construct sentences and transform from affirmative to negative and interrogative.

Group work can be done through activities such as a competition to write the longest sentence. On the other hand, with picture cards, we recommend practicing exercises. If the cards represent well-known characters, we can practice physical descriptions or play guessing games. They can also be used to form a story or to arrange them according to it. Similarly, wall charts are a useful visual input. One of the most popular resources is video, as it is a motivating force because it provides a closer approach to reality and keeps students active. Introducing the projection



with the previous activity will connect the visualization with previous experiences, and some exercises for active and comprehensive observation can be offered, such as a tag question.

Other controlled linguistic practices can be repetition of exercises, trying to predict what will happen in the projection, dramatizing or dubbing dialogues, or ways of using indirect speech, summarizing the plot, or practicing vocabulary or certain linguistic elements. These methods can also be applied when watching a drama production, although they are usually quite difficult to find. Dramas directly involve students, increase their self-esteem and make them feel positive about learning the subject. They are especially useful for developing oral communication and practicing the four skills. Computers are becoming increasingly popular due to their exceptional advantages: they allow interaction with the program, and the learning process is individualized according to the student's abilities. Since this involves active work, it improves the assimilation of the content and creates autonomous learning - students work independently; in addition, the combination of visual, sound and movement provides a very attractive presentation.

As O.K. Maksimova notes, working with a computer can be similar to working with a textbook, but the teacher can present an exercise with a specific task and a test at the beginning and end to check previous knowledge and assimilation [5]. Games (role-playing, business) are an important element of training, since they represent real communicative situations, not just a simulation, and have certain advantages: they encourage teamwork and practice of all skills, creative use of language, they develop communicative competence and stimulate learning of the Russian language. Some interesting games are word games, action games, board games and logical problems.

Another common resource is, of course, the blackboard, which can be used as a TV program, writing the date and current topic on it. It is important to plan what we are going to write before doing it. Attracting the attention of students is one of the most important tasks, and for this purpose the teacher should learn to make simple drawings on the board. Writing on it for a long time should be avoided; we can ask the students to participate by repeating what has been written and it is very important not to talk "to the board" but to turn to the students to do this.

We should also use an eraser instead of writing with small spaces - for greater clarity. Another tip is to use coloured chalk to underline any element we want to



focus on, such as prepositions in a sentence. Writing the answers to the tasks is useful as it encourages the use of our visual memory - and then it can also be read more times and finally the students can be asked to use it by introducing some distinctions. An overhead projector has the same advantages as a blackboard and some others, such as presenting already prepared drawings or diagrams without wasting time on it in class. It is also useful to be able to reproduce parts of books or notes and to use paper to maintain focus or hide answers.

Flash cards can be extremely useful if used correctly; word cards containing a single word can be arranged to build sentences and transform from affirmative to negative and interrogative. Group work can also be promoted through activities such as a competition to write the longest sentence. On the other hand, with picture cards we can practice exercises. If the cards represent famous characters, we can practice physical descriptions or play guess who the card represents. They can also be used to form a story or to arrange them according to it. Likewise, wall charts are a useful visual input [1].

Slides, although not as popular, are also good devices for easy changing and storage. They are especially useful for demonstrating exercises or even for showing drawings that can be written about. One of the most popular resources is video, as it is a good motivator because it provides a closer approach to reality and keeps the students active. Introducing the projection with the previous activity will link the visualization to previous experiences, and some exercises for active and comprehensive observation can be offered, such as a tag question [5]. Other controlled linguistic practices may be repetition of exercises, trying to predict what will happen in the projection, dramatization or dubbing of dialogues, or ways of using indirect speech, plot summaries, or practicing vocabulary or specific linguistic elements. These methods can also be applied when watching a drama production, although they are usually quite difficult to find. Dramatizations directly involve students, increase their self-esteem and make them feel positive about learning the subject. They are especially useful for developing oral communication and practicing the four skills. Computers are becoming increasingly popular due to their exceptional advantages: they allow interaction with the program, and the learning process is individualized according to the student's abilities. Since this involves active work, it improves the acquisition of content and creates autonomous learning - students learn to learn on their own; in addition, the

combination of visual, sound and movement provides a very attractive presentation.

In a student-centered approach to education, classroom activities are focused on the needs of students, not on the needs of other participants in the educational process. The teacher acts as a mediator and guide, not as the main source of information. In addition to promoting peer interaction, collaboration, and active learning, student-centeredness also aims to develop students into independent learners by creating and developing self-motivation and self-regulation skills. The student-centered approach to teaching and learning, often referred to as the constructivist approach, argues that knowledge, rather than being objective and fixed, is to some extent personal, social, and cultural. Therefore, students should be provided with learning skills during the didactic process so that they can develop their own learning style.





Thus, didactic material as a teaching tool is a competent assistant in thinking through the main stages of a lesson and working methods in accordance with the logic proposed by the textbook in presenting the material, as well as in searching for effective pedagogical conditions for activation.

All of the above allows us to conclude:

- 1) didactic material as a teaching tool is a competent assistant in thinking through the main stages of the lesson and working methods in accordance with the logic proposed by the textbook in the presentation of the material, as well as in the search for effective pedagogical conditions for activation;
- 2) visual illustrative means are used in lessons as a means of promoting knowledge of the surrounding reality, which, according to methodologists, is a more effective form of teaching, since it is based on direct observation and study of objects, phenomena or events;
- 3) the principle of visual teaching is based on the peculiarities of students' thinking, the process of formation and development of which proceeds from the concrete to the abstract;
- 4) the use of illustrative material in lessons contributes to the development of motivation in schoolchildren to study this or that educational material and is believed to facilitate its assimilation.

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