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METHODOLOGICAL GUIDE AS A COMPLEX TYPE OF METHODOLOGICAL PRODUCTION

Abstract: *This article provides clarifications on the content and structure of printed educational and methodological publications. A brief description of the main types of educational and methodological literature is given. The recommendations provided will help teachers prepare textbooks and teaching aids. The author emphasizes the value of well-structured educational materials, including both textbooks and supplementary teaching aids, which align with the professional needs of students and support their self-study activities. Methodological guides, in particular, are seen as a means to enhance teaching effectiveness by incorporating practical, theoretical, and didactic components to aid both educators and students.*

Keywords: *method, independent work, exercises, specialty, textbook, teaching aids, specialist, educator, student, text.*

Teaching Russian as a foreign language, like any other foreign language, aims to master a set of lexical, grammatical, and syntactic tools of the language within the limits of the set communicative tasks. The foundation for mastering Russian as a foreign language is a methodological system that contains tools, models, and teaching techniques. In modern methods of teaching Russian as a foreign language, the issue of the textbook receives significant attention. The processes of socio-economic transformation in contemporary society have also affected the methodological science. In this context, new approaches to teaching

foreign languages, including Russian as a foreign language, have emerged, which are realized through the creation of new teaching concepts and new textbooks.

In non-linguistic universities, extracurricular reading is a mandatory form of independent work, which involves rational mastering of grammatical and stylistic material. For non-Russian students, studying certain sections of linguistics, particularly phraseology, poses significant difficulties. To successfully address this task, a well-thought-out system of oral and written exercises is necessary, linking classroom and extracurricular activities organically. Considering the specialty is one of the most important criteria in creating textbooks and teaching aids for non-Russian students. This helps in better mastering the language within the professional field and the development of the desired speech skills. One of the most relevant tasks facing educators today is the creation of textbooks and teaching aids, including those that take into account the specifics of the faculty. For example, among the language issues for engineers, the most important are technical terminology.

At present, practically every teacher has accumulated a vast amount of experience they would like to share. However, as a rule, it is impossible to demonstrate it during practical classes. Also, a significant argument for creating a well-developed educational and methodological complex is the ability to assess work in a remote format (via the Internet, correspondence contests (evaluation stages), etc.). I will try to answer the question of how to present a pedagogical discovery so that it is understood by other teachers and accepted by experts (specialists) who evaluate it. Years of observation have suggested the idea of creating teaching aids such as "Folk and applied art of Uzbekistan", "Architectural heritage of Uzbekistan", "Historical and architectural monuments of Russia", and "Studying architecture" to help students with independent work, covering vocabulary, set expressions, and free word combinations specific to technical specialties [1]. These words come from the fields of architecture,

urban planning, and construction disciplines. The experience of working with the materials I have created has demonstrated their high effectiveness. The rational selection of lexical material, the creative approach to choosing methods and techniques, their sequence and systematics, determining the appropriate dosage when studying grammar and vocabulary, and the justified variation of types of assignments and exercises - all of this undoubtedly contributes to the quality of work and increases students' interest in the subject [2]. The content of the teaching aid includes new, more relevant material than a textbook, since the aid is created more quickly; however, the material must be presented within the framework of the fundamental knowledge presented in the textbook. Unlike a textbook, a teaching aid may include controversial issues showing different viewpoints. Teaching aids can be addressed to both students and educators. A teaching aid is considered a supplement to the textbook and may cover not the entire discipline, but only part (several sections) of the syllabus. Unlike a textbook, a teaching aid may include not only tested and generally accepted knowledge but also various opinions on a particular problem. The author of a teaching aid may be either an individual specialist or a group of authors; the scientific editor is a specialist with a doctoral degree; the reviewers (both internal and external) can be specialists who work and/or have a doctoral degree in the field (related to the subject of the teaching aid). The volume of the teaching aid is determined by the number of hours allocated for studying the discipline, taking into account the specifics of the course, its place, and significance in the training of specialists. The annotation specifies the relevance of the work, what new contributions the author makes to the development of the problem, and who the aid is addressed to. The rules for constructing a teaching aid may vary, but there are mandatory elements: table of contents, preface, introduction, main part, and conclusion. A mandatory component of a teaching aid should be didactic material (supporting tables, tasks for independent work, self-study questions, topics for reports, essays, and papers, course and thesis

work, a system of exercises and tasks, exhaustive lists of mandatory and additional literature, etc.). Control questions and tasks should ideally be given at the end of the main structural elements of the text of the teaching aid, which deals with a particular program material. The presence of control questions and tasks distinguishes educational publications from others and helps students not only check their comprehension of the material but also highlight the most important aspects. A methodological guide is a complex type of methodological production that includes specially systematized material, revealing the essence, distinctive features, and methods of a particular educational course, summarizing a significant experience accumulated in the system of additional education for students, and containing recommendations for its use and development. The authors of methodological guides are usually experienced educators and methodologists capable of systematizing practical material from their own work and that of their colleagues, considering and using theoretical developments of modern pedagogy in additional student education. The goal of a methodological guide is to provide practical assistance to educators and methodologists in acquiring and mastering advanced knowledge, both theoretical and practical. The typical structure of a methodological guide includes an introduction, theoretical, practical, and didactic sections, in which didactic materials (diagrams, tables, drawings, etc.) illustrating the practical material are concentrated. A mandatory part of a methodological guide is a bibliography, ideally with brief annotations of the most useful works recommended for educators and methodologists. The purpose of these recommendations is to clarify and specify the genre and type characteristics of educational-methodological publications, their content, and structure. The information should help teachers working on creating educational and methodological literature to navigate the vast array of types of educational-methodological publications and select the appropriate option for themselves.

Recent Recommendations

I have great respect for those who know how to work with PCs, and even more respect for those who are on their way to learning it. For those who still don't know which programs to master for creating and defending their own methodological developments:

- For text formatting and simple tables – Microsoft Word;
- For tables and charts – Microsoft Excel;
- For formatting text into a booklet or brochure – Microsoft Publisher;
- For presentations and demonstrations – PowerPoint, Movie Maker.

In conclusion, I want to say that since the creation of new text, regardless of its type and final result, is primarily a creative process, it is impossible to give advice on solving absolutely all questions. In this article, I tried to share my experience in the process of preparing, writing, and formatting methodological developments.

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