

Use of New Pedagogical Technologies in Russian Language Classes

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Abstract. *This scientific article discusses the advantages of using modern pedagogical and innovative technologies in teaching Russian language classes. The article examines the opinions of a number of scientists on this issue and tries to clarify the optimal methodology for increasing the effectiveness of the lesson.*

Key words: *Russian language, method, teaching, pedagogical technology, lesson, student, innovation.*

INTRODUCTION

New educational technologies today are a necessary condition for the intellectual, creative and moral development of students. "Development" is becoming a key word in the pedagogical process, an essential, deep concept of learning. The main goal of modern education is the development of socially significant qualities of students in the process of upbringing and training:

- a) development of intellectual and creative abilities of students, moral values so that the graduate is capable of self-realization, independent thinking, making important decisions for themselves;
- b) education of the student's responsibility for the success of educational activities;
- c) formation of the ability for objective self-assessment - reflection.

MATERIALS AND METHODS

The main, initial position that guides the design and application of pedagogical technologies in the educational process is the pedagogical principle [1]. Let us consider the principles that are most important from the standpoint of humanistic psychology and democratization.

1. The principle of novelty of the pedagogical system.

The principle of novelty is universal for any pedagogical research and design of a pedagogical system. Creation of new paradigms of the process of teaching Russian as a foreign language, transition from group teaching to collective and individual (using computers, the Internet, zoom platforms), involving students in independent work, refusal from a large number of homework assignments.

2. The principle of reproducibility of planned results.

This principle is the most important feature of the technological nature of new pedagogical systems. A teacher who follows the instructions of the designer of a specific pedagogical system (the author of the scenario) is able to achieve a given goal. Technology is materialized consciousness, pedagogical technology is the organization of pedagogical systems [2]. The technological nature of teaching Russian to Uzbek students depends on the level of organization of the educational process in non-linguistic universities.

3. The principle of conceptuality of the new pedagogical technology.

The principle of conceptuality assumes the presence of a new presentation of educational material, the rejection of the traditional system of practical classes, where the main role in teaching Russian to Uzbek students is given to the board, chalk and the teacher. It is necessary for students to move to independent work.

4. The principle of compliance of the model of the new pedagogical system with the social order.

Modern requirements for the teacher and the process of teaching Russian in non-linguistic universities are reflected in numerous official documents, scientific research, which emphasize the great importance of computerization of the educational process and the preparation of students for the use of information and pedagogical technologies in professional activities [5].

5. The principle of diagnostic goal setting.

The name of the principle reflects the sequence: first diagnosis, then goal setting. It assumes, after motivation, a systemic analysis of the educational process, i.e. accounting and assessment of all components of teaching Russian in a non-linguistic university: goals of teaching and upbringing, the state of organization of students' educational work, the content of the discipline

"Russian language", didactic processes, professional training and organization of work of a teacher-Russianist.

6. The principle of generalization. This principle involves improving the content of the subject "Russian language", and not the methods. Bringing curricula and plans into line with modern requirements, creating new teaching aids, developing new teaching aids and adapting modern technical means to the needs of universities (distance learning, e-mail, zoom platform, online library, etc.) [5].

7. The principle of a systems approach to the process of designing new pedagogical technologies. This principle of a systems approach involves considering the educational process as a complex structure with system-forming connections.

8. The principle of competitiveness of the proposed pedagogical technology.

RESULTS AND DISCUSSION

The criterion of this principle is the comparison of costs and results, i.e. whether the goal has been achieved, whether the results are predictable, whether all interested teachers are allowed to "enter" the new teaching technology, what is the rating of the new pedagogical technology, whether an examination of the theoretical and practical significance of the pedagogical technology has been conducted, and the forecast of the usefulness of the pedagogical technology in the future.

The signs of the effectiveness of the new pedagogical technology are the presence of a multiplying effect of technological methods, the interchangeability of technologies, teaching aids and methods, the dissemination of new pedagogical technologies in educational institutions.

The traditional Russian language lesson in a non-linguistic university is "filled" with verbal texts. The transition to multimedia learning involves immersion in the subject by showing how to solve the proposed problems using computers. The competition between paper and paperless technology has clearly lost in the modern audience in favor of multimedia learning, which involves the presentation of information along the line: text, color, sound, graphics, dynamics. The main requirements for multimedia teaching technology in modern higher education [6]:

- transition from the culture of words to the culture of images;
- reproducibility of results;
- competitiveness of the obtained products;
- changes in the level of students' attention;
- assessment of the significance of the content;

- presentation of documentary facts;
- coverage of key points of the stated rules and recommendations;
- offering a scientific glossary and commentary for each topic;
- creation of game situations;
- "reflections" of the speaker;
- availability of a video library and various dictionaries.

"Video teaching involves the formation of Russian language and speech skills and abilities, as well as professional training of students with the help of information and pedagogical teaching technologies" [7]. Traditional functions of teaching reading, writing and arithmetic are supplemented in the 21st century by the fourth literacy – computer literacy: formation of the foundations of information culture, development of figurative and logical thinking, preparation of a literate user, etc. The main criterion for designing information and pedagogical technologies for teaching the Russian language is achieving the set goal, namely, to teach students to use Russian in the professional and social spheres of communication.

Achieving these goals is facilitated by building an educational process focused on the personality of the student, taking into account his individual characteristics and abilities. At the center of the educational process is the student, his cognitive and creative activity. A modern lesson of the Russian language and literature should be educational, educative, developing and interesting. Therefore, the use of modern educational technologies in lessons is a need of today. Today, the introduction of computer technologies in the educational process is an integral part of school education [8]. A modern schoolchild already at the initial stage of education has basic skills of a personal computer user, therefore, in the main link, the teacher needs to actively use modern interactive technologies, developing in the child the ability to work with the information systems necessary in everyday life. It is generally recognized that the use of computer technologies in education is inevitable, since the effectiveness of training and the quality of the knowledge and skills formed significantly increase. The use of computer software in Russian language and literature lessons allows the teacher not only to diversify traditional forms of teaching, but also to solve a variety of problems: to increase the visibility of learning, ensure its differentiation, facilitate knowledge control, and increase interest in the subject. One of the essential factors of necessity of using information technologies is also the shortage of sources of educational material, the possibility of presenting unique information materials (pictures, manuscripts, video fragments, sound recordings, etc.). Along with this, with the help of computer technologies, we solve not only the professional task of building an educational process aimed at achieving educational goals, but also have the opportunity to create and use an educational environment, design and implement professional self-education, which is relevant for our republic. The tasks facing a teacher - a philologist when using information technologies involve working with text, with artistic words, with a book. The teacher of the Russian language needs to form strong spelling and punctuation skills and abilities, enrich the vocabulary of students, teach them to master the norms of the literary language, give children knowledge of linguistic and literary terms. ICT is an indisputable assistant in solving these problems. Computer technologies involve teaching a child to communicate with a computer, but at the same time, and the teacher's correction of the learning process. The optimal combination of individual and group work contributes to the increased efficiency of the educational process. The dominant feature of the introduction of computers into education is the sharp expansion of the sector of independent study work, and this applies, of course, to all subjects. The fundamental innovation brought by the computer into the educational process is interactivity, which allows developing active-activity forms of learning. It is this new quality that allows us to hope for a real opportunity to expand the functionality of independent study work - useful from the point of view of educational goals and effective in terms of time costs. Computer activity in the Russian language lesson is aimed at supporting the traditional course of study, and in this case it not only does not distract the student from the subject, but also serves to develop the child's increased interest in it. The construction of diagrams and tables in the presentation allows you to save time and present the material more aesthetically. Thus, teaching Russian at school is exactly the area where

computerization can fundamentally change both the methods of work and, most importantly, its results.

A teacher using educational computer programs in Russian language classes should know that any educational technology should meet the following methodological requirements: conceptuality: a scientific concept that includes psychological and socio-pedagogical justification for achieving educational goals:

- consistency: the presence of all the features of a system (logic of construction, process of interconnection of all its parts, integrity);
- efficiency: guarantee of results that meet educational standards;
- flexibility: the ability to vary the content to ensure comfort and freedom of interaction between the teacher and students, taking into account the specific conditions of pedagogical activity;
- dynamism: the ability to develop or transform the technology used;
- reproducibility: possible use of the technology by other teachers in this educational institution or in others.

CONCLUSION

The forms of work using Microsoft Power Point presentations in Russian language lessons include: - learning vocabulary; - learning dialogic and monologue speech; - practicing grammatical phenomena. Microsoft Power Point presentations have many advantages over traditional teaching methods. They allow: training different types of speech activity and combining them in different combinations, - helping to understand language phenomena, - developing language abilities, - creating communicative situations, - automating language and speech actions, - providing the ability to take into account the leading representative system, introducing an individual approach and intensifying the student's independent work. Thus, modern times place ever higher demands on the study and practical proficiency in the Russian language in everyday communication and professional life. The use of information technology reveals the enormous potential of the computer as a teaching tool.

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