



NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING RUSSIAN TO THE STUDENTS

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ANNOTATION

At present, the quality of education of the younger generation to foreign languages, radical improvement of the system of training specialists in foreign languages, training of qualified specialists meeting international educational standards through mastering foreign languages is carried out in our country. Identifying the opportunities for learning and developing the language skills of the teacher, the creativity of the students, their love for the subject, and the building of partnerships with the student require a modern requirement. The resolution provides for further development of foreign language teaching, implementation of measures to improve the level and quality of training of highly qualified foreign language teachers for secondary schools, professional colleges and academic lyceums and higher educational institutions in accordance with international standards should be adopted to provide. At the same time, each language studied has its own rules, principles and principles. In order to become a highly qualified person who meets international standards, the learner needs to be aware of the most delicate layers of the language.

Keywords: *pedagogical technology, artificial intelligence, open databases, the ethics of using data.*

INTRODUCTION

In today's fast-paced world, the vast majority of people speak two or more languages. Of course, the first of these languages is their native language, and many linguists believe that special conditions should be created not only for learning foreign languages but also for learning their mother tongue. It is worth noting that as a result of reforms in learning foreign languages, a growing generation of children, from preschool to higher education, will simultaneously compare their native language and foreign language. It is much easier to study linguistics by comparing genetically related and inter-genetically related language families with a high level of international and interethnic communication. Textbooks, syllabuses and textbooks designed to integrate the education system in our country into foreign languages are a practical proof of these goals. Therefore, only a student who has a good knowledge of his / her language and culture can learn to love other languages. Mastering a foreign language requires special training. The question then arises - What is the need for a second language? The First President of the country, with the goal of creating a solid foundation for the future of our country, has issued a number of decrees aimed at the study of the most important foreign languages to ensure Uzbekistan's rapid integration into the world community. In particular, the decision of the Government of the Republic of Uzbekistan No. 1875 of December 10, 2012, "On Measures to Further Improve the System of Foreign Language Learning" The interconnected language is to ensure that the younger generation can express their thoughts in another language. In particular, the following reforms were replaced by the decision:

- The study of foreign languages, mainly Russian, is conducted throughout the country in the form of games and oral lessons from the first grades of secondary schools, and from the second grade to the learning of alphabet, reading and grammar.
- accepted by highly qualified foreign specialties, useful and technical specialties;
- Providing students and teachers of secondary, specialized secondary and professional educational institutions with textbooks and teaching-methodical complexes on foreign languages, re-training them in accordance with the established deadlines. Publication is free of charge at the expense of working capital of the Republican Target Book Fund under the Ministry of Finance of the Republic of Uzbekistan.

This decision made a radical change in the education system of Uzbekistan. New textbooks have been created for the younger generation, and Russian has been taught since preschool. In higher education some subjects are taught in a foreign language.

By learning a foreign language, you will be able to experience the intellectual potential of young people in the world, exchange ideas with them, analyze the process and compare our successes and weaknesses with them. Everybody should try to know foreign languages. People who know language are a legacy of our forefathers. As our Great grandfather Farabi, who knows many languages, and has extensive experience in comparative learning of multiple languages will be the future of our country.

Our great ancestors are known and recognized throughout the world because of their scientific knowledge and the ability to convey their invaluable works in their own language. Central Asian science, culture and education are preferred. At the core of all of this is language proficiency, as we have repeatedly said.

The requirement for today's youth is also to learn foreign languages: to communicate directly with countries around the world, to freely and openly express their ideas to the public, and to learn more about Uzbekistan in the international community. It is also important to learn international languages to help maintain and strengthen the Russian language.

Providing and strengthening a special place in Uzbekistan means that we are aware of and analyze the latest developments in the cultural, educational, socio-economic, and medical and sports world of the global world. It is necessary to show the people of the world the rich history and rich culture, as well as the great achievements of modern youth. And of course, language serves as a bridge.

However, not only are the benefits of language learning good, it is also important to note that concepts like state language, national language, and native language have always been a priority for all of us. necessary.

As each independent country has its own language, Uzbek language is the symbol of the independence of Uzbekistan. Learning another language should not lead you to conclude that your own language is restricted. Language is the state symbol, the mirror of the nation. It is the human duty of every nation to further enrich its language, to polish it, to expand its use, in short, to deliver it to the next generation.

MATERIALS AND METHODS

Learning the foreign languages and utilizing each one to serve the development of the national language will help to balance the language in today's society.

The use of additional resources in teaching foreign languages, to enhance students' interest and interest in learning foreign languages, to teach each lesson in interactive, interactive methods, and to supplement them after the lessons. It requires teaching and extensive use of traditional techniques.

In the course of lessons organized using innovative technologies, students increase their interest in foreign language and improve their independent creative skills.

The term "innovation technology", as stated in the scientific literature of the etymology, means "innovation" (English innovation - innovation, invention, science, technology, innovation), while technology "as a linguistic concept. , a set of rational methods for organizing the scientific effort to ensure the achievement of the educational objectives, efforts, and resources. "

The use of Cinquain, Brainstorming, Case, Zigzag, Cluster, Project, Method, Mind Mapping as specific methods of innovative technology in traditional pedagogy has yielded great results.

Before going to talk about new pedagogic technologies we should know the types of pedagogic technologies and its branches.

Below the table shows the types of pedagogy, aims, essence and its main branches.

Table 1

Types of pedagogical technology

Type of pedagogical technology	Aims	Essence	Mechanism
Problem-based learning	Enhancing students' cognitive activity and creative independence	Provide students with a series of questions that help them become more active in their learning	Research methods, problem-solving
Integrated education	Creating a structure of the educational process that is as close as possible to the emotional characteristics of the individual	Achieving in-depth knowledge of the subject by attaching the lessons to the blocks	Teaching methods that take into account the dynamics of students' ability to work
Module education	The content of education depends on the individual needs of the individual and his / her basic training	Independent work of students on the basis of individual curricula	An individual aspect of implementing a problem-based approach
Developmental education	Develop the person and his abilities	Focusing the learning process on the individual's inner potential and their realization	Focus student activities on a variety of areas

Differentiated education	Create an environment conducive to identifying students' abilities, interests, and skills	Mastering the program material in the amount not less than the mandatory standard for different levels of mastery	Individualteachingmethods
Active teaching (integrated education)	Creating student engagement	Modeling the subject and social content of future professional activities	Active teaching methods
Game technologies	Ensuring that the acquisition of knowledge, skills and competencies is reflected in the description of personal activities	Independent learning activities aimed at processing and mastering educational information	Game methods to engage students in creative activities

RESULT AND DISCUSSION

As you see Problem-Based learning is one type of pedagogical technologies. WildahRomaitoNapitupulu, Edi Syahputra, BornokSinaga did experiments and stated in their article "Development Of Learning Devices Based On problem-Based Learning Assisted Adobeflash Cs 11 To Improve Combinatoric Ability Students" The results of the analysis of the data obtained indicate that learning device based on PBL-AAF met the criteria of practice from the implementation of the learning device can be said good, effectiveness and can improve combinatoric ability. Based on the results of the study, it was suggested that device developed trial is better than trial I and can make an effort mathematics learning using learning device based PBL-AAF.

Below we talk about emerging new pedagogies.

Artificial intelligence in education. The term Artificial Intelligence (SA) is used to describe computer systems. The systems of artificial intelligence are rapidly penetrating schools, colleges and universities.

Although many people think of artificial intelligence as robot instructors, it does have some benefits. Student-based applications include a smart learning system, a dialogue-based learning system, a research-based learning environment, automatic writing assessment, and chat agents.

Teachers' programs, although underdeveloped, are also a supportive program for teachers to improve their knowledge. It should be noted that the abilities of students and teachers such as critical thinking, creativity, communication and collaboration must be taken into account.

It would be a great light if teachers, researchers and other interested parties were involved in developing both applications of artificial intelligence and methods of teaching and learning.

2) Learning through open data. More than 250 national, local and city governments and global organizations share, create, and use information with each other.

These organizations seek to access data used by the public, and many advanced services provide resources for open data research. Subsequent initiatives have led them to innovative education.

So, the question arises - what does open data offer as a material? What is its role in learning and teaching? The main factor is authenticity. Shared data is the result of real processes occurring within large organizations. Often used in professional work, the information has a real impact on our lives and the world around us.

UmiSetijowati, Tri JokoRaharjo, AriefYulianto, SuwitoEkoPramono wrote in their article

“Coaching Through The Scientific Approach To Improve Teacher Performance”: The data analysis technique uses descriptive statistics. The results of the study can be used as an alternative solution to the problem of weak teacher competencies/teacher performance. The research findings show that generally the coaches still use a top-down instruction, coaching focuses more on administrative aspects and the lack of face to face meeting between supervisors and teachers. This study is expected to benefit the user community and can improve the quality of education.

The second factor is the importance of education in the capacity building of students. It can have a very strong psychological effect. Students will be able to compare what is happening in their town, village, or classroom with what is happening near and far.

Maybe in the process, they can also identify problems and draw attention to the problem, either local or the entire community. In one example, high school students were rewarded for construction projects in Italy while learning about public funding.

As it turns out, open data connects readers, and as a result of data literacy, transparency, and evidence-based actions, there has been social action for greater motivation.

3) Dealing with the use of information. In the growing education, the use of digital technology is accompanied by a constant increase in ethical questions. The moral issue here is how much information, for example, who owns it, how to interpret it, how to protect the privacy of students and faculty?

There were also cases of criticism of people they did not know. Maybe it's just a matter of time. To avoid such problems, develop a policy on data behavior in educational institutions, obtain students' consent to use data, analyze any information in their interactions, and learn about their views on education management systems. Ensure an effective training system, including student and staff support.

There is no official training. In order to do this, teachers should provide students with opportunities. In today's digital world, the exchange of information between institutions and universities further enhances their effectiveness.

Lessons should be student-centered. I admit that I do enjoy being the "sage on the stage" in my classroom, but I realize that this does little to engage my students in deep thinking. I wish my students to be at the center of their learning. First, when we read a book or short story, I'd ask questions to the whole class. Inevitably, the same five or six students would answer the questions, and I'd assume everyone understood. Now, I create small groups of three or four students, and they answer the questions in those small groups first, ensuring all students have an opportunity to participate. I've seen an increase in comprehension, speaking and listening skills, and test scores. Implementing student-centered discussions is fairly easy to do—just create thought-provoking questions that dive deep into the content.

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