



USING INNOVATIVE TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE

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ANNOTATION

Currently, Uzbekistan is undergoing changes in all spheres of society, including in the field of education, programs are being developed aimed at improving and modernizing schooling. The relevance of using electronic textbooks in the education process is a small part of the modernization of the educational process.

The purpose of using innovative technologies in teaching the Russian language is the possibility and variability of teaching in mastering Russian as a non-native language. In order to organize the work of the school in an innovative mode, it is necessary to master certain management skills, which is certainly an important component for the implementation of this task in practice.

Key words: innovative process, organizing activities, the learning goals, innovative technologies.

INTRODUCTION

For a clearer understanding of innovation processes in education, it is necessary to first consider the concept of "innovation" in education. "Innovation" translated from Latin means "renewal, innovation or change", that is, we can say that the concept of "new" is directly related to innovation.

In relation to the pedagogical process, innovation means the introduction of something new into the goals, content, methods and forms of teaching and upbringing, the organization of joint activities of the teacher and the student. A graduate of a modern school needs not the sum of knowledge and skills, but the ability to acquire them; not diligence.

And initiative and independence. Self-development cannot be taught directly - this ability is not transmitted. But the teacher can create conditions for the "cultivation" of this ability. The ability to create such conditions becomes a professional requirement for a teacher. A professional teacher is no longer a translator of subject knowledge, he becomes an organizer of educational work in solving creative problems.

MAIN PART

The teacher deals with a developing person, his actions are based on knowledge of personality psychology, basic approaches to understanding and explaining character, personality development at certain periods of life.

Innovation in education is of fundamental importance for the educational and pedagogical process and allows you to establish the effectiveness of certain project steps. They help to adjust the processes in educational practice.

Now in many schools, students are introduced to computers already in elementary grades. When working with computers, the clarity used in the lesson comes to life, the "images" move, talk, ask questions, etc. With such lessons, no student will leave disappointed.

The joy of learning is what the use of computers in school gives. And this, in turn, together with the development of thinking, leads to the development of initiative speech. Although work with computers in the lesson is limited in time, in accordance with sanitary standards, it is 10-15 minutes, there is an uplift and interest in the lesson, which persists until the end of the lesson, regardless of whether or not work with the text of the textbook follows.

Electronic textbooks are of great help in achieving the learning goal, as they include the following sections:

1. Themes and texts
2. Tests, tasks and questions
3. Audio and video materials, including animation.
4. Dictionary
5. Glossary.
6. Games, puzzles

The ability to use them will give a good result that these textbooks can be used not only in the classroom, but also in the circle and independent work of students. The main thing should be a message, thanks to which the student will have a desire to work not just as a student, but also as a teacher's employee.

These textbooks are simply necessary not only in mass schools, they are also necessary for children with disabilities. These tutorials will help you learn at home. That is, the volume of the audience is limitless, training can be carried out at different stages of training, regardless of age.

But the main and necessary condition is mastery of the textbook material and the computer of the teacher himself. Since it assumes the variability of the use of the material, both using a computer and transferring options for tasks on paper.

In the modern educational process, there is no problem more important and at the same time more complicated than the organization of independent work of the subjects of the educational process. The importance of this problem is associated with the new role of independent work, which it acquires in connection with the transition to the activity paradigm of education. As a result of this transition, independent work becomes the leading form of organizing the educational process, and at the same time the problem of its activation arises.

Under the activation of independent work is understood not a simple increase in volume, expressed in the amount of time. For example, in the curricula and programs currently in force in Russia, the ratio between lectures and independent work rarely does not exceed 1: 1. In European countries and in the United States, there is a steady trend towards a decrease in the total time spent on lecturing and an increase in the time of independent work of students in an approximate ratio of 1: 3.

It is this, three-fold, excess of time for independent work of students in comparison with the lecture form of classes is considered the most effective for improving the quality of education and training of specialists. The task is to increase the efficiency of independent work in achieving the qualitatively new goals of school and university education.

Practice shows that the simplest way to reduce the number of classroom sessions in favor of independent work does not solve this problem. Those 50% of students' study time, which they spend today on independent work, do not give the expected results for the following reasons: - the content of independent work,

implemented by different teachers as part of the courses taught, is not directly related to new goals - the formation of competencies; - at present, independent work, due to its insufficient purposefulness, weak control, insufficient differentiation and variability, at which the individual capabilities, needs and interests of the subjects are minimally taken into account, cannot ensure the qualitative implementation of the tasks assigned to it.

It is no secret that a significant amount of tasks offered for independent work is not performed at all, is performed formally, or is simply written off from various and available sources. Thus, activating independent work in the educational process means significantly increasing its role in achieving new educational goals, giving it a problematic character, motivating subjects to treat it as a leading means of forming educational and professional competence.

From a psychological point of view, CDS can be defined as purposeful, internally motivated, structured by the subject himself and corrected by the process and the result of the activity [1]. There are five levels of independent work.

The first level is the verbatim and transformative reproduction of information. The second level is independent work according to the model. The third level is reconstructive independent work. The fourth level is heuristic independent work.

The fifth level is creative (research) independent work. For the effective implementation of independent work, it is necessary to master educational strategies - a stable set of actions purposefully organized by the subject to solve various types of educational tasks [2]. Learning strategies determine the content and technology for performing independent work.

Putting a person in front of the need to choose specific actions from a set, they characterize the orientational and performing activity of trainees and consist of habitual skills, which include established methods of information processing, assessment, control and regulation of their own activities.

The process of their formation begins in elementary school and continues throughout the entire period of study: different educational actions and algorithms form interconnections and stable combinations (action complexes), automatically being included in educational activities when performing a particular task. The main components of educational strategies are:

1) long-term goals (plans, programs) that determine the organization of educational activities for the future (achievement of educational goals); 2) technologies (methods, techniques, methods), with the help of which the achievement of educational goals is realized; H) resources that ensure the achievement of learning objectives and management of learning activities.

The educational actions and algorithms included in their composition allow you to accept and understand the educational task, plan the course of its implementation, control and evaluate the result obtained. In accordance with the procedural characteristics of educational activities (receiving and processing information, planning educational work, monitoring and evaluation), students' educational strategies can be divided into two groups [2].

1. Cognitive strategies: educational actions included in them are aimed at processing and assimilating educational information. 2. Metacognitive strategies that organize and manage learning activities. Cognitive learning strategies include: - repetition (memorizing, rewriting, underlining, highlighting, naming, etc.); -

detailing (note-taking, selection of examples, comparison, establishing intersubject connections, using additional literature, paraphrasing, drawing up a conceptual tree, etc.);

Metacognitive learning strategies include the following: - planning (drawing up a plan, the logic of building content, goal setting, goal implementation, etc.); - observation (assessment of what has been achieved, answers to questions for self-control, application of theory in practice, drawing up abstracts on the topic, referring to other scientific sources, etc.); - regulation (self-control, self-esteem, use of additional resources, volitional regulation, a certain sequence of tasks, etc.).

Researchers and practitioners pay attention to the fact that student independence is formed only in the process of active activity. At the same time, it is necessary to direct the activity of schoolchildren so that it is not only imitative, but requires them to search for ways to approach the solution of the problem and new actions.

In all cases, when the teacher wants to especially actively develop the educational independence of students, the ability to rationally study, he prefers the methods of independent work, which will dominate in combination with other teaching methods, highlighting the independent activity of students. A special organization is needed, taking into account the psychology of this phenomenon, not only and not so much by the teacher as by the student himself of his independent work.

In the process of such an organization, the specificity of the academic subject itself must be taken into account: mathematics, history, a foreign language, etc. At the same time, the organization of independent work raises a number of questions that indicate the readiness of the student himself for it as a subject of this form of activity.

The first question is whether the majority of schoolchildren are able to work independently? As the materials of many studies show, the answer to this question is generally negative, even in relation to students, not to mention schoolchildren. It can be stated that the students are not well-formed with the psychological readiness for independent work, ignorance of the general rules of its self-organization, inability to implement the actions it suggests.

If we add to this an insufficiently high level of cognitive interest in a whole range of academic disciplines, then it becomes clear that the answer to the first question is negative. This raises a second question: can this readiness, then the ability to effectively work independently, become a form of activity, and not just a way to do homework?

CONCLUSION

The answer to this question is affirmative, but ambiguous and is determined by the fact that, firstly, the formation of this ability presupposes general personal development in terms of improving goal-setting, self-awareness, reflexivity of thinking, self-discipline, and the development of oneself as a whole as a subject of activity. Secondly, the ambiguity is determined by the fact that this ability is effective and, as it were, spontaneously formed only in students who have positive learning motivation and a positive (interested) attitude to learning.

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