



## Modern Technologies in Teaching Russian Language

*Atayeva Khusniya Kurashevna*

*Teacher of Samarkand State Architectural and Civil Engineering University*

**Annotation:** This article discusses the conditions, methods, forms of development of professional competence and creative potential of the personality of a bachelor of pedagogical education in the implementation of technologies for teaching the Russian language in the conditions of National educational Standards.

The article reveals a number of issues included in the concept of "modern educational technology. Experience in using modern technologies application of critical thinking technology in teaching the Russian language students gives reason to assert the positive impact of the use of this method on the results of the educational process in bilingual education.

**Keywords:** Learning, technology, content, methods, experience, culture, education, quality, factor, formation.

The concept of "learning technology" today is not generally accepted in traditional pedagogy. Technology is considered as a systematic method of creating, applying and defining the entire process of teaching and learning, taking into account technical and human resources and their interaction, which aims to optimize the forms of education. On the one hand, learning technology is a set of methods and means of processing, presenting, changing and presenting educational information, on the other hand, it is the science of how a teacher influences students in the learning process using the necessary technical or information means. In teaching technology, the content, methods and means of teaching are interconnected and interdependent. The pedagogical skill of the teacher is to select the right content, apply the best methods and means of teaching in accordance with the program and the tasks set. Teaching technology is a system category, the structural components of which are: learning goals, learning content, means of pedagogical interaction, organization of the educational process, the "student-teacher" system.

Scientists distinguish various components of pedagogical technology, which are the criteria for the development of students' aesthetic culture:

- 1) setting goals for training, education (a component of goal setting);
- 2) structuring in accordance with the goals of the content to be mastered (content component);
- 3) complex application of forms, methods and means of training and education;
- 4) strengthening the diagnostic functions of education and upbringing (the diagnostic component of motor skills);
- 5) high level of quality of education (designed component) [1. P. 7].

Pedagogical technology is a system of designing and practical application of pedagogical laws, goals, principles, content, forms, methods and means of training and education adequately to this technology, guaranteeing a sufficiently high level of their effectiveness, including during subsequent reproduction and replication.



Learning with the help of traditional technologies does not allow developing key, basic competencies in a particular academic discipline, so a decisive restructuring of the educational process is needed.

Intensive interactive learning technologies: games, trainings, cases, game design, creative techniques develop basic competencies and meta-competencies of students.

The choice of technologies is associated with another pedagogical category - the content of education.

Education is an individual culture of a person, which in the process of assimilation of social experience, he masters the system of knowledge, skills and abilities. We can call an educated person someone who owns general ideas, principles, methods, knows how to think critically, has a certain worldview, creative abilities, knows how to evaluate everything that happens around from moral, aesthetic positions.

Education involves the assimilation of experience, the development of behavioral qualities, physical, moral, aesthetic development. In general terms, the content of education should be understood as the system of scientific knowledge, practical and moral and aesthetic ideas that students need to master in the learning process. However, it is impossible to transfer all social experience, all culture into the content of education. Definition of content education is an important issue. The history of pedagogy shows that many mistakes have been and are made in its solution that have a negative impact on the quality of education. Either the content of education lagged behind the current state of science, or it turned out to be overloaded, or it distorted the nature of education as a factor in the development and formation of personality. That is why in pedagogy a large place was occupied and is occupied by the development of those theoretical ideas that should determine the content of education [8].

We list the most important factors influencing the development of the content of education:

- 1) objective: the social needs of society as educated people; methodological position of scientists.
- 2) features of the region;
- 3) changes in the development of science and technology;

It should be noted that the content of social experience is subject to pedagogical processing, taking into account specific historical, regional, psychological and individual personal requirements [1. P. 8].

Among these factors, the needs of a person and society stand out (the content of education is built in such a way that it becomes personally significant, attractive and at the same time socially significant; taking into account age and individual capabilities). The content of education should contribute to the development of humane qualities of the individual.

Currently, the student is actively involved in the development of his own individual learning route. Therefore, the student and the teacher jointly form the learning objectives in the context of a particular training course.

In the concept of long-term socio-economic development of Russia for the period up to 2020, the development and improvement of the education system is considered one of the priority strategic directions. The development factor is the system of training a competitive personality in the modern labor market.

The informatization of society requires the modernization of technologies, forms, methods, methods of presenting educational material to students. At the same time, Internet resources are considered



as one of the most important means of aesthetic development of students today, which allows you to optimize the training of students in modern educational institutions, in particular, allows you to achieve the goal of aesthetic development of students, in general, improves educational training in educational institutions.

The web quest technology in education is used to organize project activities, often in a role-playing game, using Internet resources [2. P.64].

When introducing intensive technologies, it is important to determine the progress made by the participants of the gaming session by the end of the training and correlate the progress with the course objectives.

Today, computer presentations are shown more and more often in the learning process. Open learning is widely used (software, distance learning, Internet training packages, interactive video materials): texts or multimedia packages (audio, video, CD-ROM, CD-1, Internet).

The experience of using the technology of collective learning methods is interesting. Collective teaching methods appeared in our country in 1918. The teacher A. G. Rivin (1877–1944) conducted an unusual pedagogical experiment on the Kornin farm near Kiev. During the year, he alone taught 40 children aged 10 to 16 years. Working individually and in pairs, the students did everything: they solved problems, outlined and summarized textbooks, learned poems, made presentations, reported on knowledge to the teacher and to each other. There was no traditional class schedule at this school.

Each student during this time has mastered the training course of 3-4 years of study. The development of the students was impressive. Undeveloped rural teenagers a year later learned to think logically, prove, argue, debate, analyze complex texts, and even often showed quite good pedagogical abilities.

Three pedagogical discoveries were made in Kornin: for the first time in domestic and world practice, intensive learning activities took place during the year in rotating pairs and microgroups; new methods of educational work were developed and tested; A multi-age self-educational educational team was created, which taught itself, controlled, self-developed with the direct participation of the teacher. Unfortunately, collective methods of learning have not been widely used.

The relevance of the technology of collective learning methods is determined by the fact that it offers a way to resolve many urgent problems and contradictions of modern education. Among these contradictions, the following is noted: the contradiction between the motivation and stimulation of schoolchildren's learning. Teachers complain that children do not want to learn, and students complain about boredom, monotony and overwhelming learning. Collective learning forms and develops the motivation of students in cooperation; between passive-contemplative and active-transformative activities. Collective learning includes each student in active work for the entire lesson, in rotating pairs and microgroups; between psychological comfort and discomfort: collective learning methods create conditions for lively, easy communication; between education and training: in the lessons of collective learning, you can correct, evaluate each other.

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