Modern Pedagogical Technologies Of Teaching The Russian Language At The University

Tuychibaeva Sh.Sh.
Senior Lecturer of the Department of Uzbek Language and Literature, Tashkent State University of Oriental Studies, Uzbekistan

ABSTRACT

The entry of the Republic of Uzbekistan into the world market, the expansion of international relations necessitates the formation of the language culture of students in foreign languages, especially world languages, which include the Russian language.

The purpose of this work is to show the possibilities of using modern pedagogical technologies and techniques in teaching Russian to students of national groups. The objectives of the study are determined by the following: presentation of innovative learning models, description of the methods used and methods of organizing the learning process based on the experience of teaching the Russian language. comparative and descriptive methods were used. The article reveals the possibilities of using innovative teaching methods in the practical course of the Russian language. The concept of "innovative learning" is defined, which includes a personal approach, fundamental education, creativity, professionalism, use of the latest technologies. The tasks of innovative teaching are indicated, including: optimization of the teaching and educational process, creation of an environment for cooperation between a teacher and a student, development of long-term positive motivation for learning, selection of material and methods of its presentation. Describes the variety of technologies and techniques that have become widespread in pedagogical practice and used in the practical course of the Russian language. Their choice is determined by the goals, objectives, stages of the lesson, the level of students' knowledge. Particular attention is paid to methods and technologies of innovative teaching. The author dwells separately on such techniques as: "fish skeleton", "chain", "matching", "scissors", "T-diagram", "Venn diagram", "5-minute essay". The effectiveness of the use of multimedia presentations in the learning process is substantiated.

KEYWORDS

Innovation, goals and objectives of learning, level of knowledge, stage, method, technology, technique, skills and abilities.

INTRODUCTION

The variety of modern pedagogical technologies, methods and techniques developed on their basis, the expansion of the possibilities of using visualization provide the teacher with a wide choice of their application in accordance with the goals and objectives of education. In order to reveal the possibilities of using modern pedagogical technologies and techniques in teaching Russian to students of national groups, comparative and descriptive methods are widely used .

The purpose of teaching the Russian language at the university is to form professional competence among future specialists, the content of which includes linguistic, intercultural, communicative knowledge, skills and abilities. To achieve the set tasks, new approaches to the organization of the educational process are needed, based on innovative teaching methods.

Innovative learning (from the English "innovation") is a new approach to learning, which includes a personal approach, fundamental education, creativity, professionalism, use of the latest technologies.

The tasks of innovative teaching include: optimization of the educational process; creating an environment of cooperation between a teacher and a student; development of long-term positive motivation for learning; careful selection of material and methods of its presentation. Innovative learning is based on the following technologies: developmental learning, problem-based learning, the development of critical thinking, a differentiated approach to

learning, creating a situation of success in the classroom, information technology.

In the process of teaching the Russian language, depending on the goals, objectives, stages of the lesson, the level of knowledge of students, we use a variety of technologies and techniques that have become widespread in pedagogical practice. Namely, "round table" (discussion, debate), "brainstorming", "aquarium technique" , "snowball", role-playing games, "case-study", "cluster", cooperative learning, project method, "synkwine", "matching", "scissors", "Venn diagram", "boomerang", "Ranking", "mill", "5-minute essay", "verbal associations", "POPS-formula", associative series, reference notes, , linguistic maps and tasks, presentations etc.

Let's take a closer look at some of them.

"Fish skeleton" When consolidating the studied topic, for example: "Expression of target relationships", students are invited to write down in the necessary sequence all the actions that are necessary to achieve the goal (learn Russian, get a visa, write an article etc.). On the basis of this technique, students learn to correctly formulate goals and determine a sequence of actions that contribute to their implementation, think logically, and also express and substantiate their point of view.

"Chain" The options for using this technique are different. You can give the following tasks: compose a story on this topic, continue the description, name subordinate unions, ask questions about the material studied, etc. For example: Ask each other questions using interrogative pronouns (each student answers one question and asks his next).

"5 Minute Essay". Essays are a genre of criticism and journalism, a free interpretation of any literary, philosophical, aesthetic, moral and social problem. It is advisable to use it as a small written assignment, usually at the stage of reflection. Everyone can express their opinion on the studied (discussed) issue. The main rule of free writing is not to stop, not re-read, not correct. A "5-minute essay" is usually used at the end of a class to help students summarize their knowledge of the topic being studied. For example:

What new have I learned from this topic?

How can I determine the gender of nouns?

What will help me study this topic?

"T-Chart" is a versatile graphic organizer for recording dual options (yes / no, pros / cons) or comparing two aspects of the same concept. The material for drawing up this scheme can be topics related to the norms of behavior, culture of communication, attitude to study (work, friends, relatives, current events), personality character, duty and responsibilities, choice of priorities and values, etc.

"Venn diagram" It is used to compare (contrast, contrast) several aspects. Drawing up this diagram develops systems thinking, comparison, analysis and synthesis skills. We use it in the final part of the lesson, at the stage of assessing the knowledge of students and as an independent work in the study of parts of speech, members of a sentence, complex sentences, styles of speech, creativity of writers, etc.

"Scissors" Search for matches. On the basis of this technique, students select appropriate pairs from disparate parts. The use of this technique develops linguistic competence, logical thinking, group and individual work skills, allows for self-examination and mutual assessment. We use it when studying Russian proverbs and sayings, parts of speech, complex sentences, etc. For example:

1. Official	a) holiday
2. Close	b) dish
3. Explanatory	c) book
4. Chinese	d) writer
5. Cold	e) relatives
6. Green	e) visit
7. Interesting	g) day
8. The famous	h) tea
9.Each	i) Dictionary
10. Favorite	k) weather

1. You will find out the price	a) you will get into it yourself
2. In cramped conditions	b) my enemy
3. Do not dig a hole for another	c) you will continue
4. Purity	d) but two are better
5. Quiet drive	e) is gold
6. One head is good	f) they see off the mind
7. Silence	g) when you lose
8. It's good to be away	h) but not offended
9. My tongue	i) a guarantee of health
10. On clothes they meet	k) but at home it is better

Multimedia presentation It is a convenient and effective way of presenting information using computer programs. The presentation can combine dynamics, sound and image, i.e. those factors that hold the student's attention the longest. Moreover, it enables the teacher to compose the teaching material based on the objectives of the lesson, the level of knowledge of the group, etc. We use the presentation when explaining a new topic, to consolidate the studied material, generalize and systematize the knowledge gained in a separate section. It can be successfully used for conducting tests, quizzes in order to control knowledge, and also as independent creative work of students.

In the Russian language classes, we use various techniques for the development of critical thinking: "brainstorming", "cluster", "Bloom's cube", "insert", "thick and thin questions", "Bloom's chamomile", "cinquain", "telegram"," snowball ", etc.

We also use various technologies that involve students working together in small groups: "boomerang", "blitz poll", "3x4", "stairs", etc.

CONCLUSION

The successful implementation of the set goals and objectives of training involves the use of innovative pedagogical technologies. Their use increases the interest and thus the activity of students; develop their creativity, independent work skills; improve the quality of the knowledge gained; develop research skills; develop analytical skills and practical skills.

Pedagogical skills, qualifications, striving to improve the quality of the lesson allow the teacher to choose optimal and effective teaching methods and apply them in such a way that the lesson will achieve the goals, and the students have the necessary knowledge, skills and increased interest in learning Russian.

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