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MODERN METHODS OF TEACHING THE RUSSIAN LANGUAGE IN A NATIONAL AUDIENCE (communicative approach) (The role of self-education in teaching the Russian language)

Abstract: This paper discusses internet resources as an innovative approach to learning Russian language in a national audience in a modern (—informational) society, developing students' creative abilities by forming competence in the field of independent cognitive activity, familiarizing with reading, developing curiosity, broadening one's horizons, critical thinking.

Key words: self-education, modern methods, innovative technologies, development of creative abilities, teaching Russian, modern educators, modern requirements.

Language: English

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Introduction

In accordance with the National Program of Personnel Training of the Republic of Uzbekistan to provide educational institutions with specially trained teaching staff, to create a competitive environment in their work, to provide the educational process with quality textbooks and advanced pedagogical technologies provides for the implementation of issues such as security.

The successful implementation of pedagogical technologies in the educational process requires the special knowledge and skills of each subject teacher, as well as the methodological training required in pedagogical practice. requires

It should be noted that the term pedagogical technology has been defined by each scientist who has conducted research in this field from his own point of view. For example: “Pedagogical technology is a set of psychological and pedagogical teachings, a special set of forms, methods, techniques, teaching methods,

educational tools. At the same time, it is an organizational and methodological factor of the pedagogical process”. [2]

“The use of human potential and technical resources in the process of teaching and learning in order to optimize pedagogical technology-teaching forms is a set of systematic methods that allow to determine their interaction. [3]

Educational technology is a theoretical project of management of educational activities according to the defined purpose of education and the level of knowledge of the student and a set of necessary tools to ensure the practical implementation of the pedagogical system.

The pedagogical technologies currently used in the education system of the developed countries of the world and developed in didactics are reflected in the person-centered approach to the organization and management of students' learning activities. It should be noted that, as required by the times, the traditional

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education, which dominates the education system, is aimed at updating the content and radically changing the organization of the educational process.

As you know, the 21st century is a century of new technologies and information. That is why the flow of information is rapidly entering the social life of the republic. One of the most pressing issues facing the education system is the rapid receipt, analysis, processing and generalization of this information and its delivery to the student. The application of pedagogical technologies in the educational process. serves as a positive solution to the above-mentioned topical problem.

The definition of "innovation" as a pedagogical criterion is common and comes down, as a rule, to the concept of "innovation", "novelty." Meanwhile, innovation in the exact translation from the Latin language does not mean "new", but "into new". It was precisely this semantic load that J. Botkin put into the term "innovative" at the end of the last century. He outlined the main features of the "didactic portrait" of this method, aimed at developing the student's ability to self-improvement, independent search for solutions, to joint activities in a new situation.

Using the technology of critical thinking development in my work, I consider the most acceptable for myself such techniques as discussion (from lat. - research, analysis, discussion of any issue).

Discussion is one of the most difficult forms of speech, for which mastery is required preliminary preparation with speech stamps that help the guys to express their thoughts. This technique is especially effective in literature lessons when discussing and analyzing a work of art. Group discussion can be used both at the challenge stage and at the reflection stage. Moreover, in the first case, its task is to exchange primary information, identify contradictions, and in the second, it is an opportunity to rethink the information received, to compare one's own vision of the problem with other views and positions. The form of group discussion contributes to the development of dialogic communication, the establishment of independent thinking.

I also find effective in some lessons reading with stops and Bloom's questions (the conditional name of the methodological method of organizing reading using different types of questions).

Non-traditional lessons also contribute to the development of critical thinking, which can increase the student's interest in both the subject and learning in general. I see creativity in such lessons not in entertainment, but in the selection of such tasks, such didactic material, which, due to its novelty, unusual presentation (travel, meeting, competition, game, etc.), causes surprise, activates the student's attention, thinking. Getting into an unusual situation, the child joins in activities, cooperation with the teacher, while creating a positive emotional background, the intellectual and volitional spheres begin to function

actively, knowledge is more easily acquired, and skills and abilities are formed more quickly. This is facilitated by the creation of conditions for non-standard lessons to mobilize creative reserves of both the teacher and the student. Preparation for non-traditional lessons is carried out very carefully, and this, as a rule, requires a lot of time and effort both on the part of the teacher and the student. In my practice, I most successfully use several non-traditional forms of the lesson: a workshop, a quiz, research, travel, dialogue based on a problem situation, a business game, a test. The choice depends on several conditions: firstly, I take into account the age characteristics of students, and secondly, the tasks, goals, content of training in connection with the topic being studied.

For example, a lesson-seminar has a repeat-generalizing character.

It contributes to the formation of a scientific style of speech, self-esteem of one's own statements, turns out to be an effective form of control and self-control, the guys learn to work independently, to use scientific literature. The basis of the content of the lesson-workshop is theory. The leading goal is the formation of theoretical thinking, which will allow students to independently select, study information and put their knowledge into practice.

In accordance with the tasks of repeating sections, seminars can be organized on the following topics: "Word composition and word formation", "Morphology. Independent and service parts of speech", "Punctuation of a simple sentence", etc.

Lessons of such a plan require careful preparation of both the student and the teacher. The educational and educational value of the seminars is undeniable. It consists, first of all, in the fact that schoolchildren learn to work independently with scientific literature, build their performances in accordance with the proposed plan, and this prepares students for study at the university.

The Internet allows you to organize a real, mobile information environment in which you can not only draw information, but also solve many other communicative tasks. Its use helps to increase students' motivation, because if the Internet is used during class and individual lessons, modern students get the opportunity to immerse themselves in the familiar information environment. On the Internet, educational resources use a wide range of resources - from web pages with interesting teaching materials (often test ones) to large-scale projects for full-fledged, from the point of view of compilers, distance learning.

The Internet allows you to implement various methods, provide methodological developments, diversify the educational process, make it more attractive, take into account the needs and interests of the subject of training, its level of training, quickly and

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purposefully monitor the work of students, and effectively manage it.

One of the modern requirements for a Russian lesson is working with text. In this regard, I use such a lesson form as research in my work. In the title "lesson - research" the main task is viewed - the study of language material based on texts.

When preparing for such a lesson, special attention should be paid to the choice of text. The text should be highly artistic, and it is necessary to take into account both the age characteristics of the students and the volume of the material studied. It is advisable to use texts of different authors united by a common theme, texts of different styles and types of speech for analysis, in order to subsequently conduct a comparative and comparative analysis.

In such a lesson, the teacher faces the task: to study the language of a literary text / several texts / "under a linguistic microscope" and at the same time not to deprive a work of art of its poetic charm and integrity. As a rule, before such a lesson, I familiarize myself with a work in a literature lesson so that they have an idea of the work as a whole. With all the diversity and effectiveness of non-traditional lessons, they can often not be used for a number of reasons.

But you really want every lesson to be special, with its own "twist". Therefore, I often resort to non-

standard, creative elements of a separate traditional lesson. This is a lexical dictation or dictation - a crossword puzzle, as the guys call it, and making riddles in the lesson, and a commentary letter or warning dictations with a "car driver", and a task of the type "find the superfluous, which instills the ability to synthesize and interpret information. The main thing is that the children had no time to be bored in the lesson, that they would like to work, study, and this is important for the situation of success, which, as a rule, is created by non-standard lessons or elements of lessons, and the independence that children learn from such lessons, and creative attitude to the Russian language, which is brought up only in creative lessons.

Teachers need to take into account the capabilities and needs of students in the teaching and learning process. The process of education and upbringing promoted by the teacher should be person-centered, that is, differentiated, taking into account the different characteristics and qualities of the individual.

Thus, the implementation of modern information technologies in educational institutions creates ample opportunities for the application of modern teaching methods in the educational process and the demonstration of pedagogical skills of teachers.

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