

## THE USE OF INNOVATIVE TECHNOLOGIES IN TEACHING RUSSIAN LANGUAGE

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### **Abstract:**

In this paper innovative methods in teaching Russian language and distance learning have been widely introduced into the educational process in connection with the development of modern educational technologies, audio and video recordings, computer programs.

### **Key words:**

Information technologies, teaching Russian language, the Internet, non-traditional lessons, computer programs.

Information technologies enrich the educational process in many areas of knowledge, in a wide variety of learning environments and at all levels. This fully applies to teaching foreign languages, especially abroad, where direct contact with the target language is limited.

The Internet can be viewed as a "means of production", including in the educational process. It is used both as an inexhaustible source of information and as a new communicative environment in which educational work can be organized in a new way.

The Internet allows you to organize a real, mobile information environment, in which you can not only draw information, but also solve many other communication tasks. Its use helps to increase the motivation of students, since in the case of using the Internet during the classroom and individual lessons, modern students get the opportunity to immerse themselves in their familiar information environment. On the Internet, resources of various scales are used for educational purposes - from web pages with interesting educational materials (often test materials) to voluminous projects for full-fledged, from the point of view of compilers, distance learning.

- The teacher, using the Internet, can update the material of his own textbooks;
- find additional information;
- self-control;
- materials;
- post educational information;
- develop interactive training to apply various forms of control and provide feedback;
- make contacts between different members of the group; work with hypertext, audio and video files and blogs.

It is especially good to use Internet communication with students of universities of foreign countries when studying the classics of Russian literature, which arouses great interest among foreign youth. This allows students to consider the meaning of the work from different angles.

The Internet allows you to implement various techniques, provide methodological developments, diversify the educational process, make it more attractive, take into account the needs and interests of the subject of training, the level of his training, promptly and purposefully control the work of students, and effectively manage it.

Speaking about the disadvantages of working with the Internet, the researchers mention as the main closure of educational materials on themselves (the inability to go online). This deficiency can be overcome by directing students to specific segments of the Internet associated with the topics being studied.

Even Alexander Adamsky argued that: "Only a naive or deluded person can believe that innovative pedagogy is a universal replacement for traditional teaching methods."

This problem can be solved in the following way. It is necessary that traditional and innovative teaching methods be in constant interconnection and complement each other. These two concepts must exist at the same level.

An innovative approach to teaching allows you to organize the educational process in such a way that the lesson is both fun and beneficial for the child, without turning into just fun or a game. And, perhaps, precisely in such a lesson, as Cicero said, "the eyes of the hearer will light up against the eyes of the speaker."

What is "innovative learning" and what are its features?

The definition of "innovation" as a pedagogical criterion is encountered often and is reduced, as a rule, to the concept of "innovation", "novelty". Meanwhile, innovation, accurately translated from Latin, does not mean "new", but "into the new." It was 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 for self-improvement, independent search for solutions, for joint activities in a new situation.

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

Discussion is one of the most difficult forms of speech, for mastering which requires preliminary preparation with speech stamps that help children 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 stage of challenge and at the stage of reflection. Moreover, in the first case, its task is to exchange primary information, identify contradictions, and in the second, it is the possibility of rethinking the information received, comparing one's own vision of the problem with other views and positions. The form of group discussion contributes to the development of dialogical communication, the formation of independent thinking.

I also find it effective in some lessons to read with stops and Bloom's questions (a conventional name for a methodological technique for organizing reading using different types of questions).

The development of critical thinking is also facilitated by non-traditional lessons, which can increase the student's interest both in the subject and in learning in general. I see creativity in such lessons not in entertainment, but in the selection of such tasks, such didactic material, which with its novelty, unusual presentation (travel, meeting, competition, game, etc.), causing surprise, activates the attention, thinking of the student. Getting into an unusual situation, the child is involved in activities, cooperation with the teacher, thus creating a positive emotional background, the intellectual and volitional spheres begin to function actively, knowledge is more easily assimilated, skills and abilities are formed faster. This is facilitated by the creation of conditions in non-standard lessons for mobilizing the 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 effort and time from both the teacher and the student. In my practice, I most successfully use several non-traditional forms of the lesson: workshop, quiz, research, travel, dialogue based on a problem situation, business game, 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 seminar lesson is of a repetitive and general nature.

It contributes to the formation of a scientific style of speech, self-assessment of their own statements, it turns out to be an effective form of control and self-control, children learn to work independently, to use scientific literature. The theory is the basis of the content of the lesson-seminar. The leading goal is the formation of theoretical thinking, which will allow students to independently select, study information and apply the knowledge gained in practice.

In accordance with the tasks of repeating the 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 this kind require careful preparation by 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, to build their performances in accordance with the proposed plan, and this prepares students for studying at a university.

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

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

In such a lesson, the teacher faces a 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 introduce you to the work in the literature lesson so that they have an idea of the work as a whole. With all the variety and effectiveness of non-traditional lessons, they often cannot be used for a number of reasons. But you really want each 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 composing riddles in the lesson, and a commented letter or warning dictations with a "carriage driver", and a task of the "find excess" type that instills the ability to synthesize and comprehend information. The main thing is that children in the lesson had no time to get bored, so that they would like to work, study, and for this, the situation of success, which, as a rule, is created by non-standard lessons or elements of lessons, and the independence to which children are accustomed to in such lessons are important, and a creative attitude towards the Russian language, which is brought up only in creative lessons.

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