



THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES AS A FACTOR OF INCREASING THE QUALITY OF KNOWLEDGE IN RUSSIAN LESSONS

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Abstract

The article examines various innovative technologies for teaching the Russian language and the feasibility of their use in order to improve the quality of students' knowledge, develop their intellectual and speech abilities.

Keywords: Russian language, innovative technologies, speech, principles of innovative learning, visibility, linguistics.

Introduction

Currently, there are conditions when the demand for a specialist in the labor market, his competitiveness largely depend on the availability of competent speech (oral and written), the ability to communicate effectively, on knowledge of the methods of speech influence, persuasion. According to K.D. Ushinsky, "a child enters the spiritual life of the people around him only through the native language...".

The Russian language is an academic subject, the cognitive value of which is extremely high: in such lessons, thinking is formed, a feeling of love for the native language is instilled, universal human values are comprehended through the language, a personality is brought up, with the help of the language intellectual development occurs, the assimilation of all other academic disciplines. The humanity of society, expressed through language teaching, consists in the desire to expand the scope of knowledge, to raise the bar for the student's intellectual development.

Language is associated with many spheres of human life, which objectively determines the high need for it and its high value. However, the subjective need for language can be greatly reduced due to the limited social scope of its application and due to the lack of interest in it.

The main goal of using innovative technologies for teaching the Russian language is to improve the quality of students' knowledge, the development of their intellectual and speech abilities.

The conceptual base of the innovative methodology of the Russian language is:

1. Principles of innovative teaching of the Russian language:





- The principle of didactic metaphorization of linguistic information;
- The principle of revealing creative abilities to acquire active knowledge in the system;
- The principle of the relationship between rational and emotional;
- A particular methodological principle of communicative sufficiency, which functions in the selection and evaluation of textual material introduced into classes.

2. Methods of innovative teaching of the Russian language:

- Method of problem visualization,
- Method of linguistic allusion,
- Method of activation of associative links;

The organizational side of innovative technology is provided by the implementation of the method of innovative learning, which operates in two of its varieties:

- In the way of metaphorization of linguistic information,
- In the way of innovative development of speech.

Thus, the organizational side of the innovative technology used in the Russian language classes includes the following concepts: the method of innovative learning, didactic game and lesson-research.

The material and didactic side of innovative technology is associated with a new function of linguistic visibility, which ensures the control of the student's cognitive activity through the apparatus of emotions, and based on specially organized work with verbal associations. At the same time, the material and didactic side of innovative technology includes the main concept - innovative support (linguistic metaphor-image and text with a "transparent" associative series) - and the results of its transformation: scheme-support, drawing (picture)-support, sketch, compact, educational video clip, innovative reference abstract; the thematic grid of the text, etc. With such an organization, the innovative support that "provokes" the student to a learning action, to "deciphering" the system-structural model in the mode of productive creativity, acts as an indicative basis for mental action.

Mandatory simultaneous attention to all aspects of innovative technology makes it possible for a third party, a structural one, to form work in a creative learning mode focused on removing the existing contradiction between the goal of learning and the organization of content and the process of its appropriation.

The search-technological model, built according to the laws of innovation, provides the teacher with pedagogical technology, which, in the process of teaching the Russian language, is transformed into the student's educational technology.

Features of pedagogical technology are expressed, firstly, in the style of teaching, which highlights its active (training) forms, involving not only cooperation, but also





co-creation in an unconventionally organized lesson; secondly, in the development and selection of such teaching aids that help the teacher - the organizer of the learning process and the bearer of goals - simultaneously solve the tasks of organizing educational cognitive activity in the classroom that arouses the interest of students, and the task of creating sustainable positive motivation through non-traditional involvement of the group in creative knowledge.

A distinctive feature of educational and cognitive activity at Innovative learning is a type of mastery of knowledge, in which conditions are created for the inclusion of students not just in activities, but in creative activities.

This is achieved:

- 1) The use of various sources of knowledge acquisition (innovative visibility, texts with a "transparent" associative range);
- 2) The type of learning activity (observation and practical actions prevail over listening, explanation of the teacher or accompany it);
- 3) The logic of the cognitive process (induction accompanies deduction);
- 4) Taking into account the psychology of the cognitive process, based on the mechanisms of creative activity (analysis through synthesis, associative and heuristic, the connection between the emotional and the rational).

The method of innovative learning can be called synthetic (or multidimensional), since it simultaneously acts as a way of organizing educational and cognitive activity and a way of organizing linguistic content. This is both a way of practical comprehension of the structure of activity while forming positive educational motivation, and a way of transferring performing activity to the level of productive creativity; it is also a way of systematic assimilation of knowledge (with the help of a system of innovative tools and a system for arranging these tools in the learning process).

The concept of "innovative methodology" is seen as a new method of using an innovative method of organizing educational material and innovative didactic tools, which allows us to offer educational and pedagogical technology aimed at recreating the genesis and development of the creative abilities of the individual under the conditions of innovative organization of the educational process.

A modern teacher must definitely learn to work with new teaching aids, at least in order to ensure one of the most important rights of a student - the right to a quality education. Let the motto of every teacher today be the words of Emile Zola, concerning all spheres of our life: "The only happiness in life is the constant striving forward ..."





Literature

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