



METHODOLOGY OF RUSSIAN LANGUAGE TEACHING IN PUBLIC EDUCATIONAL INSTITUTIONS

Qudratova Matluba Sodiq qizi

Intern Teacher at the Institute of Irrigation and Agrotechnologies of the National
Research University of the Republic of Uzbekistan TIQXMMI

E-mail: qudratovamatluba467@gmail.com

Abstract

The method of teaching Russian language begins to teach language to students in primary school. The first method of teaching Russian language is practicing technique. Psychological and pedagogical laws of the learning process are like the needs of the society. At the beginning of these needs are communication tools. The communication tools define the ways of teaching Russian to students according to their language characteristics. The method of teaching Russian language consists of the literary parts of the language skills of students, the concepts of grammar, the change of language system over time (assimilation) and other parts of language science. Methodology; pedagogy, psychology and philosophy at the intersection of disciplines.

Keywords: Teaching, Learning, Language Methodology, Russian language, teaching Russian language.

Uzbekistan is closely related to each other by common history and cultural heritage. I myself graduated from a Russian-language school, so I am very pleased to support such a long-term and strategic initiative of the Government of Uzbekistan and the Ministry of Education of the Russian Federation to teach the Russian language in my homeland. I am convinced that this is not only about supporting education, but also about supporting our common traditions and talents. This initiative will be successful and will be well received by the entire population of Uzbekistan. Development of school education in our country has become a national goal, a national movement. Investing in human capital, reforming education, improving school infrastructure, raising the status of the teaching profession and the quality of education, and raising our children as mature, intellectually capable people who can be the support and support of our tomorrow is a priority. being directed. This is reflected in the fact that modern pedagogical technologies, the experience of developed countries are widely used in the field, the educational process is conducted on the basis of innovative approaches, information and communication technologies, multimedia tools are used





wisely, and the process of education and experience exchange is consistent at the international level. It can be clearly seen in the promising steps as it is developing. The stability of the country's economy, the ability to compete with developed countries in all fields depends on the potential of personnel in the labor market. Such personnel are formed, first of all, at school. A well-established education system builds quality personnel, and quality personnel builds a developed society. Let's start our conversation with the changes that are taking place in the education system today, the attention paid to increasing the status and reputation of the teacher in society.

— At the time when our country has entered a new period of its development, investing in human capital and reforming education have become one of the priority tasks. On the basis of the idea that "New Uzbekistan begins at the school threshold", great attention was paid to the fundamental reform of the national education system. In this regard, a number of decisions and decrees of the President of the Republic of Uzbekistan were announced.

Presidential schools, creative and specialized educational institutions were established in all regions of our republic, and the most qualified specialists were attracted to them. Also, the material and technical base of existing schools is being strengthened, modern educational facilities are being built in all regions.

An unprecedented amount of funds are allocated for the construction of new schools. In 2021 alone, about 876 schools were constructed and repaired. In particular, 520 schools were renovated on the basis of the Investment program, 340 schools were renovated on the basis of the "Prosperous village" program, 9 schools were renovated by sponsors, and 17 were renovated at the expense of the local budget.

In addition, 6177 schools were renovated this year. most gratifyingly, 42 schools were completely rebuilt and modernized. All conditions have been created for students to get quality education.

Much attention is being paid to increasing the position of the teacher and the prestige of the teaching profession in society. In particular, the fact that the monthly salary of pedagogues has increased by 1.5 times in recent years is a proof of this.

It should be noted that respect for the teacher begins with changing the society. Therefore, the biggest task set in the beginning of the reforms in the field of public education was to increase the authority of the teacher in the society. Earlier, when we thought of a teacher, we thought of people who were picking cotton in the fields or engaged in landscaping. There were even cases when a school teacher was involved in transporting local fertilizer or cleaning up the surroundings of unfinished model houses.





When I went on a business trip to some region, they told me an interesting story. Before the arrival of a senior leader, school teachers were appointed to be responsible for the cleanliness of buildings and streets. While a teacher was wiping the window of a shop on the side of the road, the son of the owner of that shop, a boy who was studying under the same teacher, said, "Wipe this place clean, you didn't wipe it well." He did it. The value of the teacher has fallen to such an extent.

A teacher does not choose this profession just to get a salary. Only a person who loves children, is devoted to the field, and loves his work can become a teacher.

That is why many dedicated teachers did not leave the school during the most difficult times. All right, let them pick cotton, let them sweep the street, but we all met teachers who considered teaching as an honor and enjoyed the hard work of their profession.

- What are the effects of reforms in the field of education today? In particular, if you share your comments about how effective they are, while listing the work done in terms of remuneration, material incentives, and social protection of pedagogic employees.

— Reforms began by returning teachers to school, freeing them from all non-professional work, except for education, from excessive red tape. As a result, an opportunity was created for the teacher to work on himself and give additional lessons to the children. The effectiveness of a school is measured by how successful its graduates are in life. The first major criterion for this is the enrollment rate of students in a higher educational institution, and the next is whether they are active in a certain field or engaged in business.

In comparison, 14,000 fewer students applied to higher education institutions this year than last year. But the number of those who received the grant has doubled. That is, although the number of our graduates who applied to the institute has decreased, the number of those admitted to study on the basis of a grant has doubled. 75% of the total grant quota is occupied by school graduates. This is definitely the result of better preparation of students compared to previous years.

Such a result cannot be achieved by itself, of course. It is not necessary to explain how important it is to improve the quality of school education. But improving the worst schools with poor quality of education is one of our pain points.

In 2019, not a single student of 2126 such schools entered higher education institutions. These schools were studied one by one. Of course, we cannot afford to study 10,000 schools. However, during the study of 2126 schools, the level of worthiness and potential of the school leadership was studied. As a result of the measures taken, such schools decreased by three times in 2020. By this year, this





figure has decreased four times. Compared to 2019, the worst-performing school has seen a 12-fold drop.

It is gratifying that today future doctors, journalists, engineers, and teachers are starting to emerge from more than 2,000 schools and neighborhoods where not a single highly educated specialist has graduated over the years. This not only increases the future quality of school children's life, but also creates a foundation for preventing poverty in the area and neighborhoods.

I am happy to say that we have begun to improve the quality of education in all schools to some extent. A 12-fold reduction of the worst schools in two years can be a proof of our opinion. This is not achieved by itself. A targeted approach to each school has paid off. 98 higher education institutions supported 634 schools. As a result, almost 90 percent of the schools that were adopted by fathers have seen a positive change.

In addition, an opportunity was created for teachers to work on themselves. Over the years, the number of high-level teachers has been 4%, but in one year it has increased to 6%. That is, about 10,000 teachers were given an additional higher category. The number of first-class teachers also increased from 13% to 17%, i.e. 4%. This means that more than 30,000 teachers are promoted in one year. The fact that each of these more than 30,000 teachers began to give quality lessons to an average of 30 children is one of the indicators of effectiveness.

Such changes can be seen in all regions of our country. We have attracted potential specialists to 1409 schools with low quality of education, which have not passed certification, and the worst quality of education in remote areas.

According to the decree of the President of the Republic of Uzbekistan dated November 6, 2020 "On measures to develop the fields of education and science in the period of new development of Uzbekistan", 100 percent to those who went to work in such schools from another region, and to others A 50 percent bonus was paid to those who worked from the district.

A targeted focus on schools with the lowest quality of education has paid off.

— Textbooks are a source of teaching a certain subject for teachers, and a source of knowledge for students. In this sense, what changes have occurred in the content of science textbooks, as well as in their preparation from the point of view of printing?

- One of the shortcomings of the public education system over the past years is that a comprehensive program covering school education and clearly expressing its content has not been developed. However, the effectiveness of a unified educational program, which includes the skills and knowledge that the student will acquire before graduation, and the teachers to monitor and support the students' learning, has proven itself in the experience of several countries.





With this in mind, a national curriculum was created before the textbooks. The question of what we teach has been re-examined. This document provides the development of four important aspects that the modern student should acquire. These are critical thinking, creativity, collaboration and communication skills. In the national curriculum, the requirements for the school graduate, educational loads, teaching methodology and evaluation system are determined.

A simple example: when we analyzed mathematics with Japanese experts, we saw that the subjects were prepared to be very difficult and difficult to learn. By the 10th-11th grade, 5 percent of children could be good at mathematics, and the remaining 95 percent of students could get bored of this subject. Therefore, a new program has been developed that is easier to understand, more interesting, and will create a foundation for tomorrow's student to know mathematics well, regardless of the field of activity. Of course, for 5 percent of students who study mathematics strongly, the opportunity to study in specialized schools with additional training was created. In this way, we managed to get even general school graduates to start studying mathematics with interest.

This year, the books of the 1st and 2nd grades are published on the basis of a new program. It is natural to ask how it differs from the previous textbook. For example, the 1st grade mathematics textbook is aimed at teaching the child analytical and critical thinking. Attention was paid to the fact that mathematics does not consist only of numbers, calculations, and formulas, but is a textbook designed to develop a child's logical thinking, generalization, separation, identification of similarities, and worldview.

The next difference is that there was no teacher's book before. There was only one textbook. Currently, in addition to the textbook, a teacher's book and an exercise book, a multimedia application, in general, four materials for each subject have been developed. This complex was created according to the Cambridge system. A ready-made study guide is given to the teacher. At first, it was said that you should write a synopsis for the teacher. He did not have any additional literature or the Internet to write the synopsis.

References

1. Alferova, A.D. (1911). Rodnoy yazık v sredney škole. Opit metodiki
2. Babaytseva, V. (1997). Russkiy yazık. Moskva. [DOI: 10.26655/mjltm.2018.3.15] [Downloaded from mjltm.org on 2023-01-02] MJLTM, 8 (3), 484 -490.
3. Barabanova, M.Y. (2014). Metodika prepodavaniya russkogo yazıka. Moskva: Tula.





4. Dolgova, A, (2000). russkoye obucheniye, Istanbul: Besir Kitap
5. Egorova, N.V. (2008). Pouroçniye razrabotki po -russkomu, yazıku. Moskva:
6. Hill Galay, D.A. (2012). Russkiy Yazık. Praktičeskiy Analiz. Çerneva: Kuybişev.
7. Larin, B.A.(1977). Storiya russkogo yazıka i obsheye yazıkoznaniye. Moskva:
8. LKL Litnevskaya, Y. (2006). Metodika prepodavaniya russkogo yazıkav sredney şkole. Moskva Lvov, M.R. (2007). Lingvisticheskiy analiz, Moskva

