

RESEARCH ARTICLE OPEN ACCESS

# Some Questions About the Functions of a Russian Language Teacher in An Uzbekistan School

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## ABSTRACT

The article discusses the issues of organic inclusion in the system of the educational process of new technologies, to develop and justify the technology of using innovative forms of training for Russian language in the Uzbek school.

**Keywords:** Parenting effectiveness, parenting form, new technologies, predicative, qualification, functionality, pedagogical science, innovation.

## INTRODUCTION

The essence of a truly humanistic attitude to the upbringing of a child is expressed in the thesis of his activity as a full-fledged subject, and not an object of the upbringing process.

The child's own activity is a necessary condition of the upbringing process in Russian language lessons in an Uzbek school, but this activity itself, the forms of its manifestation and, most importantly, the level of implementation, which determines its effectiveness, must be formed, created in the child on the basis of historically established models, however, not their blind reproduction, but creative use.

Therefore, the function of the Russian language teacher in an Uzbek school is the correct construction of the upbringing process. Consequently, it is important to build the pedagogical process so that the teacher directs the child's activity, organizing his active self-education by performing independent and responsible actions.

Upbringing in Russian language lessons in an Uzbek school is not the adaptation of children, teenagers, youth to the existing forms of social existence, not adjustment to a certain standard. As a result of the appropriation of socially

developed forms and methods of activity, further development occurs – the formation of children's orientation to certain values, independence in solving complex moral problems.

The condition for the effectiveness of education is an independent choice or conscious acceptance by children of the content and goals of the activity.

To educate means to direct the development of the subjective world of a person, on the one hand, acting in accordance with the moral model, the ideal that embodies the requirements of society for a growing person, and on the other hand, pursuing the goal of maximum development of the individual characteristics of each child. As L. S. Vygotsky pointed out, a teacher from a scientific point of view is only an organizer of the social educational environment, a regulator and controller of its interaction with each student.

Management of the educational process in Russian language lessons in an Uzbek school, carried out as a purposeful construction and development of a system of a given multi-faceted activity of the child, is implemented by teachers introducing children to the "zone of proximal development". At a certain stage of development, a child

can move forward not independently, but under the guidance of adults and in cooperation with smarter "comrades", and only then completely independently.

The purposeful formation of a person's personality involves its design, but not on the basis of a template common to all people, but in accordance with an individual project for each person, taking into account his specific physiological and psychological characteristics.

The main psychological qualities underlying a developed personality are activity, the desire for self-realization, self-affirmation and conscious acceptance of the ideals of society, turning them into deeply personal values, beliefs, and needs for a given person.

The main role in the upbringing of the younger generation is assigned to the school, where the most important educational function is performed by teachers. For the effective implementation of the educational process, a Russian language teacher in an Uzbek school must have certain skills, knowledge and abilities. The teacher's authority is formed precisely on the basis of the teacher's existing skills. The teacher must be able to establish contact with the class collective. The complexity and variability of the teacher's pedagogical activity requires him to master a wide range of skills, which, moreover, are restructured and creatively used each time during Russian language lessons in an Uzbek school depending on the goals and emerging pedagogical tasks.

This is especially clearly seen in the preparation and implementation of specially organized educational events. The educational activity of the teacher requires from him constant professional readiness for self-improvement.

For these purposes in modern conditions, when the requirements for the activity of the teacher as an educator have increased significantly, systematic diagnostics, self-diagnosis, self-analysis of both the educational activity of the teacher and real changes in the upbringing of students are necessary.

For self-diagnosis and identification of reserve capacities of the quality of educational work in Russian language lessons in the Uzbek school there is a special methodology. In accordance with this methodology, the teacher in Russian language lessons can increase the effectiveness of educational work, find effective management functions, find new forms of work with students.

Also, the necessary skills that a teacher in Russian language lessons in the Uzbek school must have for effective educational work include: working with "difficult", pedagogically neglected children; the ability to organize a class team, form it as a single organism; the ability to stimulate students' initiative and self-government; to understand and deeply know the psychology of children and adolescents; to be able to establish proper contact and interaction with parents and other teachers; the ability to resolve conflicts in a group of children, etc. It is especially important for a teacher in Russian language lessons in an Uzbek school to constantly improve the culture of pedagogical communication, based on the principle of "Do no harm!" and to comply with the following rules: do not publicly ridicule students' mistakes and errors, as this leads to their isolation; do not destroy students' faith in friendship, good deeds and actions; do not reproach a student without special need, as this forms a sense of guilt in him; do not allow students to show feelings of aggression and hostility; do not kill students' faith in their own strengths and abilities; do not allow even the slightest inaccuracy and injustice in relationships with students; do not allow students to be intolerant of other faiths and dissent.

Also, one of the main requirements for a teacher in Russian language lessons in an Uzbek school is his ability to carry out a holistic pedagogical process in interaction with other teachers and parents. In addition, the teacher must, by his effective example, indicate to students the norms of behavior.

The educational process in school sets its main task as the creation of a harmoniously developed personality. One of the positive results of a successfully carried out pedagogical process in Russian language lessons in an Uzbek school is discipline in the classroom. This result, in turn, allows for the effective implementation of the process of further education and upbringing.

That is why the problem of organizing discipline in Russian language lessons in an Uzbek school, as well as holding special events to ensure discipline, are the main task of the teacher and the school staff as a whole.

Discipline is considered to be the observance by all students of certain rules of behavior, the list of which is given in the school charter. Most often, young, inexperienced teachers face the problem of indiscipline in the classroom. This may be due to the fact that the teacher

has not yet had time to earn authority.

At the same time, teachers can spoil their lessons with inappropriate intonations, tactlessness, their oddities, in general, everything that throws the class out of business balance. However, the teacher sometimes does not take into account that even the best order can be spoiled for objective reasons - if the children are tired. In this case, you just need to give the children a rest, change the nature of the work. Or, for example, the children are distracted by some events, for example, school-wide events. This makes students overly emotional. There is also a violation of discipline by individual students. This phenomenon is not as widespread as the above, but it can destroy the working environment in the classroom, i.e. the whole class will suffer as a result.

There can be many reasons for violation of order in the lesson by individual students. If we try to classify them, we will get two large groups.

Reasons related to the general mood of the class. Individual students perceive this mood more acutely than all the others and, accordingly, react more actively, sometimes more painfully.

The reason for the violation is already related to the direct initiative of individual students, the class is in a normal state. In turn, in this group we can distinguish the following types of discipline violations:

violations caused by external influences (the fight against these phenomena will require serious educational work with the students' families):

- 1) violations related to the quality of the lesson (it is boring, uninteresting, you want to have fun);
- 2) violations related to the internal life of the class (they are not difficult to cope with if you know what events exactly excited the students);
- 3) violations arising from abnormal personal relationships between the teacher and the student (the only way to combat this is to change the relationship).
- 4) the cause of the violation of order may be the student's morbid condition (this causes irritability, rudeness, lethargy, apathy, loss of attention).

All rules for maintaining discipline in the lesson must be

based on specific reasons that cause the violation of order. Therefore, in order to successfully maintain discipline in Russian language lessons in an Uzbek school, it is necessary to know all the reasons that can cause its violation.

The active life position of the student as a motive

The main goal of all education as a whole is the creation of a holistic, organically developed personality. From the point of view of education in Russian language lessons in an Uzbek school, this is possible if an active life position, a creatively self-developing personality is brought up in the student.

A person with an active life position will become a full-fledged component of the future society. Therefore, the education of such a person is one of the aspects of the state educational standard.

This is what caused the great interest shown by teachers in Russian language lessons in Uzbek schools in the development of an active, self-developing personality.

Education focused on pedagogical stimulation of all types of "I-concept" (self-knowledge, self-determination, self-government, self-improvement, self-realization), and therefore creative self-development, has deep roots and traditions.

Considering self-development in Russian language lessons in Uzbek schools as a process of self-creation, it should be noted that as a specific type of creativity of subject-subject orientation it has a number of characteristic features:

- 1) the presence of internal contradictions (most often a discrepancy between the needs, knowledge, skills or abilities of the individual) in self-development;
- 2) awareness of the need, personal and social significance, self-assessment of self-development;
- 3) the presence of subjective and objective prerequisites, conditions for self-development, individual uniqueness, originality of the process and result of self-development;
- 4) acquisition of new knowledge, new skills and creative abilities that create the readiness of the individual to solve new, more complex tasks and problems.

From a pedagogical point of view, it is important to

emphasize that the "mechanism" of self-development is launched not for the sake of self-development, but in order to bring the individual to a new, higher level of readiness in solving vital tasks and problems. In education in Russian language lessons in an Uzbek school, especially in teaching self-development and an active life position, it should be borne in mind that self-development and self-realization are processes that require sufficiently strong motivational support. For pedagogical stimulation of the development of an active personality, the initial motivation of the student (their desires, interests, values, attitudes), i.e. the degree of their orientation towards self-development, is of great, and sometimes decisive, importance.

Among the motives of this type of activity, one can highlight:

the desire to enjoy recognition and respect in the group;

the desire to be strong and healthy, intellectually more developed, the desire to achieve success and take a worthy place in society;

the desire to make a career, have a prestigious job, and others. These motives should be relied upon in the process of pedagogical stimulation of self-development of students in Russian language lessons in an Uzbek school.

However, self-development is sufficiently connected with the way in which the teacher creates real freedom for the student to express his individuality and activity.

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