CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 04 Pages: 4-10
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

Journal Website: https://masterjournals.com/index.php/crjp

Research Article

THE EFFECTIVENESS OF THE USE OF INNOVATIVE TECHNOLOGIES IN RUSSIAN LANGUAGE LESSONS

Submission Date: March 25, 2022, **Accepted Date:** April 02, 2022,
Published Date: April 12, 2022
Crossref doi: https://doi.org/10.37547/pedagogics-crjp-03-04-02

Sevinch R. Khazipova
Student Faculty of Philology Gulistan State University, Uzbekistan

ABSTRACT

This article discusses effectiveness of the use of innovative technologies in Russian language lessons. The study of each topic begins with a clear definition of the required learning outcomes - the knowledge and skills that the student must acquire. Open compulsory learning outcomes provide an opportunity for self-control of students and help from their parents. In addition, at the very first lesson on the topic, students are given texts of training tests. For this purpose, special collections can be used. In the absence of generalization, this makes it difficult to form in the minds of students a holistic, systematic idea of one or another spelling pattern.

KEYWORDS

Effectiveness, innovative technologies, Russian language, lessons, topic, clear definition, learning outcomes, knowledge, skills.

INTRODUCTION

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, personality is brought up, with the help of the language the

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 04 Pages: 4-10
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

intellectual development of the child takes place, the assimilation of all other academic disciplines. The humanity of society, expressed through language learning, consists in the desire to expand the scope of knowledge, to raise the bar for the intellectual development of the student.

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. Therefore, one of the most serious problems of today's school - a sharp drop in students' interest in Russian language lessons and, as a result, a decrease in literacy, the inability to correctly, logically express thought. As rightly noted by M.M. Razumovskaya, "the problem of decreasing literacy is also that there are a lot of rules and it is not so easy to keep them all in memory".

THE MAIN FINDINGS AND RESULTS

The next problem is the problem of generalization and systematization of educational material. It is of particular importance when studying program material on spelling and punctuation at school due to the fact that in existing textbooks the material of one spelling and punctuation topic is studied in fractions, sometimes it turns out to be spaced apart in textbooks of different classes. In the absence of generalization, this makes it difficult to form in the minds of students a holistic, systematic idea of one or another spelling pattern.

Incorrect, inconsistent presentation of orthographic material is one of the reasons for its formal study, leading to an insufficient culture of generalization. Therefore, the effectiveness of work on teaching spelling is largely determined by the methods of forming in the minds of students an idea of the logical structure of the material being studied. In this regard, the choice of effective technologies that contribute to the development of students' linguistic activity in Russian language lessons is relevant.

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 actively acquire knowledge in the system,
- The principle of the relationship between the rational and the emotional.
- Private methodological principle of communicative sufficiency, functioning in the selection and evaluation of textual material introduced into the lessons;

2. Methods of innovative teaching of the Russian language:

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

3. Methods of work in the lessons of the Russian language:
- Associative,
- Dumb question

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 04 Pages: 4-10
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

- The method of compiling a thematic grid of the finished text and the method of its calculation when creating the text.
- The method of drawing up a scheme for the deployment of micro-themes of the future text and the method of isolating it from the finished text, etc.

Relying on the science of innovation made it possible to develop a methodology for teaching the Russian language at the level of innovative technology, which ensures the functioning of the search-technological model at the same time at the organizational, material didactic and structural levels.

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 (at the lesson of didactic game),
- In the method of innovative development of speech (at the lesson-research).

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

The material and didactic side of the innovative technology is associated with a new function of linguistic clarity, which provides 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: support scheme, drawing (picture) - support, sketch, compact, educational video clip, innovative reference notes; thematic grid of text, etc. With such an organization, an 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 of 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 purpose of training 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 (learning) 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 - to simultaneously solve the tasks of the organization in the lesson of educational cognitive activity that causes interest of students, and the tasks of creating sustainable positive motivation through non-traditional class involvement in creative learning.

A distinctive feature of educational and cognitive activity in innovative learning is the type of knowledge

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 04 Pages: 4-10
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

acquisition, in which conditions are created for the inclusion of students not just in activities, but in creative activities. This is achieved 1) by using 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, or accompany the teacher's explanation), 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, 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.

The formation of learning motivation within the framework of the study was carried out at the lesson-research and the lesson of the didactic game.

Lesson-research - a means of organizing the cognitive productive creative activity of students, was introduced with the aim of developing speech and is based on the use of texts with a "transparent" associative range and innovative learning techniques.

In a sense, research is also a didactic game - a form of a lesson built around and using innovative visualization tools.

The peculiarity of these tools is associated with the rules of their construction, as a result of which students do not receive ready-made knowledge, but go to them together with the teacher, moreover, the process of cognition is distinguished by the unity of mastering knowledge and skills.

A didactic game is a means of organizing the cognitive productive creative activity of students, aimed at involving each student as a subject of activity in a creative communicative cognitive process in which his intellectual and emotional development and the realization of individual abilities and abilities take place.

In the implementation of innovative learning, the general didactic principle of visibility plays a special role, influencing the development of teaching aids. The purpose of the new visualization function is connected with the problem of consistency and consists in involving the subject of activity in creative work by creating a positive emotional background, in transforming the source of knowledge acquisition into a means of organizing educational activities at a qualitatively new level, which allows assimilating knowledge simultaneously with skills, assimilating voluntarily, enthusiastically, quite independently.

For different sections and stages of training, an innovative visualization (a kind of objectification of the language system) has been developed, which is

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 04 Pages: 4-10
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

transformed as needed from a support scheme or a support of an educational picture into a cut, reduced to a compact, transforming into a training clip or taking the form of a reference note.

So, a support scheme is a model of the language material being studied, an image of its "structure", main features, the relationship of parts; used in the primary lesson.

We consider it acceptable to call a reference abstract a verbal-figurative, secondary, individualized short author's record by the student of the main content of the topic studied using the support scheme or support drawing developed by the teacher.

Such a baseline is

1) Transfer of the linguistic content of the topic to new "visual" conditions, addition or partial change of the given conditions,
2) Attention to spelling difficulties overcome with the help of knowledge of the studied theory and fixed on a support,
3) A story about it. Both the abstract-support and the training clip are a kind of individualized information, the basis for the creative development of knowledge simultaneously with skills, a product of cognitive motivation and intellectual emotions, the result of imagination and productive thinking.

When developing innovative didactic tools that provide a path from sensory perception to logical perception, the "law of strong relationships", "the phenomenon of contrast", "the phenomenon of novelty of the stimulus" were taken into account, which ensured using the terminology of K.S. Stanislavsky, "through action", "isolation of lumpy tasks", creation of "circles of attention". Such facilities allow everyone to learn at the maximum level of success, as conditions are created to take into account the uneven development of educational opportunities and the difficulties of adolescence.

Student-centered learning is a kind of learning where the personality of the child, its originality, self-worth is put at the forefront, the subjective experience of each is first revealed and then coordinated with the content of education. Subjective experience presents both objective and spiritual meanings that are important for the development of the personality. Their combination in teaching is not a simple task, yet, in our opinion, not solved within the framework of a subject-didactic model. Development of student abilities - the main task of student-centered pedagogy, and the "vector" of development is built not from teaching to learning, but, on the contrary, from the student to the definition of pedagogical influences that contribute to its development. This should be the focus of the entire educational process.

The technologization of a student-centered educational process involves the special construction of an educational text, didactic material, methodological recommendations for its use, types of educational dialogue, forms of control over the student's personal development in the course of mastering knowledge. Only in the presence of didactic support that implements the principle of the subjectivity of education, we can talk about building a student-centered process.

Let us briefly formulate the main requirements for the development of didactic support for a student-centered process:

- Educational material (the nature of its presentation) should ensure the identification of

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 04 Pages: 4-10
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

the content of the student's subjective experience, including the experience of his previous learning;

- The presentation of knowledge in the textbook (by the teacher) should be aimed not only at expanding their volume, structuring, integrating, generalizing the subject content, but also at transforming the actual experience of each student;
- In the course of training, it is necessary to constantly harmonize the student's experience with the scientific content of the knowledge being given;
- Active stimulation of the student to self-valuable educational activity should provide him with the opportunity for self-education, self-development, self-expression in the course of mastering knowledge;
- Educational material should be organized in such a way that the student has the opportunity to choose when performing tasks, solving problems;
- It is necessary to encourage students to independently choose and use the most significant ways for them to study educational material;
- When introducing knowledge about the methods of performing educational actions, it is necessary allocate general logical and specific subject methods of educational work, taking into account their functions in personal development;
- It is necessary to ensure control and evaluation of not only the result, but mainly the learning process, i.e. those transformations that the student carries out, assimilating the educational material;
- The educational process should ensure the construction, implementation, reflection, evaluation of learning as a subjective activity. This requires the allocation of units of teaching, their description, use by the teacher in the classroom, in individual work (various forms of correction, tutoring).

At the beginning of the school year, an approximate schedule for the delivery of thematic tests is brought to the attention of students and parents, which is placed in the office in a conspicuous place. The study of each topic begins with a clear definition of the required learning outcomes - the knowledge and skills that the student must acquire. Open compulsory learning outcomes provide an opportunity for self-control of students and help from their parents. In addition, at the very first lesson on the topic, students are given texts of training tests. For this purpose, special collections can be used.

Tasks of the training test are usually used in the current control or on special lesson. This allows you to determine the level of assimilation of the material by each by the student and by the teacher, by the child himself and his parents. They know where he is strong, successful, where there are gaps, what needs to be done, what to work on to eliminate them. Children learn to work independently with a book, navigate in it, plan and organize their learning activities.

CONCLUSION

In conclusion, ongoing research makes it possible to have a clear picture of the successes and difficulties of individual students, make it possible to pay special attention in the lessons to those spellings for which the greatest number of errors were made, and plan differentiated tasks. This work helped to reduce the number of spelling and punctuation errors at the end of the year. Of course, it cannot be said that absolutely all technology students have such results. However, research suggests that almost ninety percent of students experience a reduction in errors.

CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 03 ISSUE 04 Pages: 4-10
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013)
OCLC – 1242041055 METADATA IF – 8.145
Publisher: Master Journals

REFERENCES

1. Badalova, B. (2020). Modern Methods of Teaching Russian and Uzbek as a Foreign Language to Students. Science and Education, 1(Special Issue 2), 47-50.
2. Abdurakhmanova, G., & Rustamov, D. (2020). THEORETICAL PRINCIPLES OF ATTRACTING FOREIGN INVESTMENT TO THE COUNTRY'S ECONOMY. (24).
3. Evgenievna, Z. I. (2019). Modern aspects of the application of information and communication technologies in the management of the statistical industry of the Republic of Uzbekistan. International Journal on Integrated Education, 2(4), 70-77.
4. Khashimova, D., Niyazova, N., Nasirova, U., Israilova, D., Khikmatov, N., & Fayziev, S. (2021). The role of electronic literature in the formation of speech skills and abilities of learners and students in teaching Russian language with the Uzbek language of learning (on the example of electronic multimedia textbook in Russian language). Journal of Language and Linguistic Studies, 17(1), 445-461.
5. Omonov, Q., & Karimov, N. (2020). Importance Of Ancestoral Heritage. The American Journal of Social Science and Education Innovations, 2(09), 196-202.
6. Karimov, N. R. (2020). A True Successor of Great Central Asian Scholars. Journal «Bulletin Social-Economic and Humanitarian Research,(7), 62-69.
7. Ziyamuhamedov, J. T. (2021). Reflection of real life through the bizarre and supernatural in the classic prose of the far east. ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL, 11(1), 1268-1273.
8. Saydazimova, U. T., & Hidoyatova, A. (2022). The Phenomenon Of "Diary" In The Stories Of Yan Kwi Ja. Journal of Positive School Psychology, 6(3), 1672-1677.
9. Saydazimova, U., & Murodova, D. (2021). In Lee Bom Son's Story "Stray Bullet", the Issue of the Negative Consequences of the Civil War is Highlighted. Psychology and Education Journal, 58(1), 1138-1144.
10. Nurmukhamedova, D., Akramova, L., Buriev, I., Abdullaev, A., & Khonimkulova, F. (2021). SMART-TECHNOLOGIES IN THE PROCESS OF TEACHING THE RUSSIAN. 48(8).