

## **INNOVATIVE METHODS OF TEACHING THE RUSSIAN LANGUAGE**

**D.S. Mirzaliyeva, X.G. Ochildiyeva**, Lecturers of Kukon State Pedagogical Institute  
&

**Sh. T.Maxkamova**, Lecturer at Tashkent Financial Institute

### **ABSTRACT**

This article discusses some types of modern innovative technologies. Innovative technology develops day after day and poses great challenges that can be solved during the training of students. Modern technology opens up new prospects for learning the language and reveals the potentials of students.

**Keywords:** Innovation, information technology, multimedia, electronic portfolio.

### **INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

Russian is one of two and a half thousand languages of the world. The Russian language as a subject is extremely important in the humanitarian preparation for the life of the younger generation: it lays the foundations of linguistic education, i.e., the totality of knowledge about the main means of communicating a language, its structure and functioning in speech. Knowledge of him has two functions: they provide the competence of students in using the language, and also serve as the basis for the formation of linguistic and speech skills.

The competence of students in knowledge of the language and speech is ensured by studying all aspects of the language (its phonetics, vocabulary, word production, morphology and syntax) and speech (its textual basis, style varieties and types of organization of the utterance), its both forms - oral and written, literary language standards. All this, assimilated quite firmly, provides students with conscious use of the language in their own speech, a basis for self-control when using the language as a means of communication. Linguistic knowledge serves as the basis for the formation of language and speech skills in schoolchildren. No skill can be formed without reliance on knowledge. With familiarization with them, the development of skills begins, so linguistic concepts should be included in the school curriculum in the Russian language.

The reforms in the field of education that are taking place in our country, along with the development of new educational standards, the introduction of new academic disciplines, new textbooks and teaching aids, have also necessitated a change in teaching methods. In modern pedagogical practice, several dozen new strategies, methods and teaching methods, including interactive ones, have been developed and applied. A modern teacher, regardless of the taught subject or academic discipline, must possess the necessary "arsenal" of interactive teaching methods and be able to use them in the educational process. Developmental and traditional learning are alternative systems. This means that wondering which of these systems is better is pointless. Of course, you can compare some results obtained with one or another training system, but the conclusions are about the same value. Students who come to school with the idea that many questions can be answered differently will soon lose this confidence. In a traditional school, children actually lead to the idea that the main thing in the lesson is the correct answer, nothing else has value in comparison with the correct answer, and their main source is teachers or textbooks. Developed memory is not yet education, accurate information

is not yet knowledge. Certainly, mechanical memorization, memorization are the enemies of living thought, they kill creativity and negate the originality of thinking.

In pedagogical practice, the term "active methods and forms of learning" has long been used. It unites a group of pedagogical technologies that achieve a high level of student learning activity. Recently, another term has become widespread - "interactive learning." Modern science of education has come close to the moment when there was a need to create pedagogical technologies that provide the most important thing in the educational process - the development of the personality of each student, his activity.

Modern textbooks, manuals for teachers allow, with proper preparation, to build a lesson so as to develop students' thinking, attention and other types of cognitive activity. A productive lesson should not only form deep and strong knowledge, but also the ability to use it in various situations, independently acquire knowledge, and form experience in solving problems. In this regard, there is an acute question of focused work on the development of students - intellectual, physical, emotional-volitional, cognitive skills. The best results in solving this problem can be obtained only if there is an active position of students in the educational process.

The current stage of development of society poses a whole series of fundamentally new problems for the education system, caused by political, socio-economic, ideological and other factors, among which the need to improve the quality and accessibility of education should be highlighted. Increasing academic mobility, integration into the global scientific and educational space, creating economically optimal educational systems, increasing the level of university corporatism and strengthening ties between different levels of education. The concept of "innovation" means innovation, novelty, change; innovation as a means and process involves the introduction of something new. In relation to the pedagogical process, innovation means the introduction of a new goal, content, methods and forms of training and education, the organization of joint activities of a teacher and a student [1.78]. In understanding the essence of innovative processes in education, there are two major problems of pedagogy - the problem of studying, generalizing and disseminating advanced pedagogical experience and the problem of introducing the achievements of psychological and pedagogical science into practice. All this emphasizes the importance of managerial activities in the creation, development and use of pedagogical innovations. One of the most promising and popular information technologies in the study of the Russian language is multimedia (multimedia from English multi - many, media - medium), which allow you to create entire collections of images, texts and data, accompanied by sound, video, animation and other visual effects (Simulation); include an interactive interface and other control mechanisms [2,83]. Currently, there are many different ways to provide information using multimedia tools. The most common today is a set of equipment - a multimedia projector and a computer. The electronic educational-methodical complex (EUMK) is a comprehensive training program system that ensures the continuity and completeness of the didactic cycle of the learning process. It provides theoretical material, provides training, educational and information retrieval activity [3.76]. The teacher's electronic portfolio is designed to organize a productive interaction between the teacher and students in the learning process. The electronic portfolio includes materials for conducting classes (presentations, supporting notes, etc.); materials for organizing students' independent work (descriptions of practical and laboratory work, task cards, handouts, topics of abstracts, etc.); materials for monitoring learning outcomes (tests, control practical tasks, means of rating assessment of knowledge); articles for magazines, reports at educational and methodological conferences; materials representing the experience of colleagues. The main unit of the educational work of teachers and students here is not the next piece of information, but the

situation in its subject and social certainty, the students' activities acquire features in which the features of future professional activity are manifested [4.64].

The purpose of innovative activity is a qualitative change in the personality of the student in comparison with the traditional system. This becomes possible due to the introduction of didactic and educational programs not known to practice in professional activity, which involves the removal of the pedagogical crisis. The development of the ability to motivate actions, to navigate independently in the information received, the formation of creative unconventional thinking, the development of children through the maximum disclosure of their natural abilities, using the latest achievements of science and practice, are the main goals of innovative activity.

## REFERENCES

1. Alekseeva, L. N. Innovative technologies as a resource of experiment / L. N. Alekseeva // *Teacher*. - 2004. - No. 3. - p. 78.
2. Bychkov, A. V. Innovation Culture / A. V. Bychkov // *Profile School*. - 2005. - No. 6. - p. 83.
3. Klimenko TK Innovative education as a factor in the formation of the future teacher. Abstract. Dis. Khabarovsk, 2000 .-- 289 p.
4. Slastenin V.A., Podymova L.S. Pedagogy: innovative activity M.: IChP "Publishing House Magister", 1997. - 456s.