



Dependence of Russian Language Science on Innovative Technologies

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ABSTRACT:

Currently, conditions have arisen where the demand for specialists in labor market, its competitiveness largely depends on the availability competent speech (oral and written), the ability to communicate effectively, knowledge of techniques speech influence, persuasion.

Introduction

According to K.D Ushinsky, “the child enters the spiritual the life of the people around him solely through the medium of the native language...” Russian language is an academic subject whose cognitive value is extremely high: in such lessons, thinking is formed, a feeling of love for one’s family is instilled language, through language universal human values are comprehended, personality is educated, with the help of language, the child’s intellectual development occurs, assimilation of all other educational disciplines. The humanity of society, expressed through language teaching, is desire to expand the scope of knowledge, raise the bar of intellectual development student.

Language is associated with many spheres of human life, which is objective determines the high need for it and its high value. However, subjective the need for language can be greatly reduced due to the limited social sphere its use and due to a lack of interest in it. Therefore, one of the most serious problems of today's school - a sharp drop in students' interest in Russian lessons language and, as a consequence, a decrease in literacy, inability to correctly, logically express thought. As M.M. rightly noted. Razumovskaya, “the problem of declining literacy Another thing is that there are a lot of rules and it’s not so easy to remember them all.

The main goal of using innovative technologies teaching the Russian language – improving the quality of students’ knowledge, developing their intellectual and speech abilities.

The conceptual basis 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 discovering creative abilities to acquire through active means

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 text material introduced into lessons;

2. Methods of innovative teaching of the Russian language:

- method of problematic visualization,

- method of linguistic allusion,

- method of activating associative connections;

3. Techniques for working in Russian language lessons:

- associative,

- "silent" question,

- method of compiling a thematic grid of the finished text and method of calculating it

when creating text.

- a technique for drawing up a scheme for deploying microthemes of a future text and accepting it

extracts from the finished text, etc.

The material and didactic side of innovative technology is associated with new function of linguistic clarity, providing management of cognitive activity of the student through the apparatus of emotions, and based on specially organized working with word associations. At the same



time, the material and didactic side innovative technology includes the main concept - innovation support (linguistic metaphor-image and text with a “transparent” associative series) – and the results of its transformation: diagram-support, drawing (picture)-support, crochet, compact, educational video clip, innovative supporting notes; thematic text grid, etc.

With such an organization, innovative support, “provoking” the student to study action to “decipher” the system-structural model in a productive mode creativity, acts as an indicative basis for mental action.

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

The method of innovative teaching can be called synthetic (or multidimensional), since at the same time it acts as a way of organizing educational cognitive activity and the way of organizing linguistic content. This and a method of practical comprehension of the structure of activity while simultaneously formation of positive learning motivation, and the method of transferring performance activities to the level of productive creativity; this is also a way of systemic assimilation knowledge (using a system of innovative means and a system of arrangement of these means in the learning process).

Behind the concept of “innovative methodology” we see a new method of using innovative way of organizing educational material and innovative didactic tools, allowing us to offer educational and pedagogical technology, aimed at recreating in the conditions of innovative organization of the educational process genesis and development of creative abilities of the individual.

The formation of educational motivation within the framework of the completed research proceeded in a research lesson and a didactic game lesson.

Lesson-research is a means of organizing 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 series and innovative techniques training.

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

The peculiarity of these means is associated with the rules of their design, as a result compliance with which students do not receive ready-made knowledge, but go to it along

with teacher, and the process of cognition is distinguished by the unity of assimilation of knowledge and skills.

Didactic game - a means of organizing cognitive productive creative activities of students, aimed at involving each student as subject of activity into a creative communicative-cognitive process, in which his intellectual and emotional development and the implementation of individual opportunities and abilities.

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