ANALYSIS OF THE IMPORTANCE OF LEARNING THE RUSSIAN LANGUAGE TODAY AND THE SKILLS OF USING INTERACTIVE - PEDAGOGICAL METHODS IN TEACHING THE NEW GENERATION

Barno Tajiyevna Badalova
Chirchik State Pedagogical University

Alime Emralievna Asanova
Teacher of the Russian language at the 4th General Education School
in the city of Chirchik

Abstract:

The main functions of language show that language is not a class phenomenon, but a social one. All people, regardless of their class and social or professional groups, should communicate, think and express their opinions.

Keywords: Russian language, international educational centers, world language club, international association of teachers of Russian language and literature, term.

INTRODUCTION

Society cannot survive without the use of language, which is the most important tool of human beings. There is no human activity that does not use language as an expression of their thoughts, feelings and will. Over time, people became interested in its constant companion, language, and created a science about it. This science is now called linguistics or linguistic science. This subject is important for those whose profession involves language teaching or research, as well as for those who must use language as a professional tool (teachers, lawyers, speakers, journalists, writers, etc.). .

"The Russian language is the language of the world," says the famous linguist Vyacheslav Belousov. In the third millennium, it does not lose its cultural or historical significance. It will maintain its position not only in the CIS countries, but also in the whole world."

Functions of the Russian language as a world language First, the Russian language (along with English, Chinese, French, Spanish and Arabic) is the official language of many international organizations - UN, UNESCO and others. This means that the official documents and special magazines of these organizations are published in Russian, their websites are being created and radio broadcasts are being conducted. Russian is one of the languages spoken by almost a third of international non-governmental organizations, including the World Trade Union Federation and the International Committee on Security in Europe.

LITERATURE ANALYSIS

It is also used as a working language at major international conferences and summits to facilitate communication between representatives of different countries.

Secondly, the Russian language is the language of one of the largest international educational centers.

Thirdly, the Russian language provides access not only to the riches of Russian science and culture, but also to other countries, and acts as a mediator between different peoples, especially in the European region. And finally, most of the scientific and artistic literature published in the world is translated into Russian.

Fourthly, Russia plays an important role in the international education market.

Fifth, the desire to get acquainted with the culture, in particular, the literature behind it, which is of universal importance, is still an important reason for the interest in learning the Russian language. UNESCO and the Council of Europe consider dialogues between different cultures to be an urgent task of our time, because such dialogues promote mutual understanding of other people's values and traditions, exchange of experience accumulated over centuries, the past and present of the peoples living in the world. and exchange of views on current issues of the future. [1, 15 b].

Sixth, a certain group of students is attracted by the difficulty of the Russian language. According to American students, Russian is chosen by those who like to overcome obstacles. The Russian language is the language of the world's richest artistic literature. In the last ten years, interest in the Russian language in countries outside the CIS seems to have decreased somewhat. But today, more and more people are turning to it again. On the one hand, they are interested in Russian culture, and on the other hand, this is a purely pragmatic interest, because the Russian language gives them the opportunity to cooperate with Russian businessmen and establish long-term business relations. First of all, we are talking about cooperation within the CIS. The reason is that the Russian language was the language of international communication during the time of the union and remains so to this day.

The Russian language continues to interest the modern world. According to publications in the Russian press, the number of citizens of the USA, France, Spain, Sweden, Finland, Austria and Korea who have recently star**ted to study the Russian language and literature has increased several times.**

RESEARCH METHODOLOGY

Russian is not only the official language of the Russian Federation. It is one of the languages of the world, that is, a language that serves as a means of international communication between the peoples of different countries. Among the more than two and a half thousand languages

known in the world, the World Language Club, which is called the most developed language group in the world, provides international communication. The promotion of a language as the language of the world is determined by the universal significance of the culture created in this language. The status of a language as a world language is legally ensured by its recognition as an official or working language of international organizations or conferences (UN, UNESCO, etc.). For example, Russian is recognized as one of the six official languages of the UN along with English, Arabic, Spanish, Chinese and French; it contains the most important international treaties and agreements. Russian language is studied in most countries of the world. Russian language teachers are united in the International Association of Teachers of Russian Language and Literature (MAPRYaL).

Currently, the Russian language ranks fourth in the world in terms of the number of people who speak it. At the top of the list are English (about 500 million people speak English as a first or second language, and over 1 billion speak English as a foreign language) and Chinese (almost 1,350 million speak it as a native language). In third place is Spanish (spoken by 360 million people, including about 335 million native speakers).

Thus, the great role of the Russian language in the modern world is determined by its cultural value, power and greatness.

Rapid social and age changes that took place in the world in the last decade led to fundamental changes in the social structure of society, which, of course, could not remain without consequences for the development and activity of the Russian language.

The peculiarity of the current state of the linguistic situation in the world is that the majority of linguistic changes are connected with changes in society. [2, 25 b].

The proportion of people who believe that language etiquette can be ignored is increasing more and more. The number of appeals to foreigners has increased significantly, especially in big cities, there is a tendency to form an opinion about the "traditionality" of linguistic etiquette, its uselessness in modern communication. The language culture and the general culture of the press, radio and television workers have declined sharply. Many linguistic errors and gross deviations from the norms of linguistic culture are found on the air. Modern free behavior on the air in relation to language leads to an increase in the voice, speed of speech, increased articulation tension and excessive emotionality of the conversation with the viewer, and often leads to the use of cruelty, dangerous speech epithets and metaphors. The level of linguistic culture has decreased in all social and age groups.

It leads to blunders in computer typing and translation of printed publications, especially newspapers, which creates a strong opinion among the public that translation rules have been abolished today.

Society is paying more and more attention to the speech of writers, their mistakes are noted and ridiculed in the press. This encourages the new generation of creators to take more responsibility for their speech and work on it.

The intensive technical re-equipment of citizens' everyday life can be described as a technical revolution, and this is primarily due to the widespread use of modern household and office equipment, mainly of foreign production, in everyday life. Computers, video cameras, new generation TVs, faxes, photocopiers, household appliances, foreign cars - all this led to the appearance of many new terms and words in the Russian language. At the same time, many instructions for cars imported from abroad, notes on car controls encourage learning a foreign language, mainly English.

High-quality modern communication - mobile phones, computer communication, etc. leads to a decrease in written communication, the share of telephone communication and communication with technical means is increasing. This leads to a decrease in the level of literacy of the population, especially the youth. For the same reason, the volume of reading of foreign literature, especially high level literary literature, is decreasing.

The increase in the share of communication with the mass media (radio, television) leads to the dominance of the modern person to receive information through the ear and the weakening of the ability to understand and interpret the written text.

It is a reasonable task to ensure the norms of speech culture in modern society, which raises the problem of teaching people to pay attention to their speech culture.

ANALYSIS AND RESULTS

The modern paradigm of education is based on concepts such as person-oriented education, individualization and differentiation, educational activities, formation of educational motivation, and scientific and theoretical skills such as self-development of students.

Currently, the conceptual ideas of the use of remote information and communication technologies in the information and educational environment, which ensure the correct organization of the educational process, are successfully implemented in a modern way, being able to skillfully use the Internet and its information. is increasing. One of the most important directions of this process is the preparation of teachers for the use of technologies in the educational process and the formation of information and communication competence (ICT - competence). Distance learning technologies are understood as educational technologies that are mainly implemented by the team of students and teachers using information and telecommunication networks that interact indirectly (e-learning at a distance).

Electronic education is the use of information available in databases and used in the implementation of educational information programs and data processing technologies,

technical tools, as well as information and telecommunication networks, provision of transmission of the specified information through communication lines, organization of interactive educational activities is understood. Teaching in the distance education system is mainly defined in three ways: full-time, part-time and part-time education. As a form of education, there are two types of education, the first - organizations that implement educational activities, and the second - external (in the form of family education and self-education) that implements educational activities. hiss.

One of the features of self-education is an independent work process with active use of Internet resources, which includes a large percentage of distance learning courses. The modern educational process is presented in the form of blended learning in organizations that carry out online distance or full-time educational activities using online distance and full-time educational technologies and electronic resources. [3, 35 b].

"With the help of online distance learning classes, our students had the opportunity to work more independently, engage in scientific creativity, read books, and our pedagogues-teachers participated in online video conferences organized with the participation of foreign scientists and improved their professional skills. They strive to work regularly for development.

Currently, there is an objective basis for qualitatively rapid transition to new technologies of teaching and upbringing, because innovative processes in economic and social life require radical changes in education itself. No teacher-pedagogue can be left out without joining this process sooner or later."

Doctor of Pedagogical Sciences Professor E.S. According to Polat, "...distance learning is a form of education in which the teacher and students interact with each other, and all the components inherent in the distance and educational process are carried out. (goals, content, methods, organizational forms, teaching tools), is carried out by specific Interactivity using Internet technologies or other means of providing »

A special LMS (Learning Management System) for a distance education course is used to develop software such as LMS (shells) for learning management, Moodle - a course management system (e-learning) and others. Distance course - the interaction of its participants in the educational process of a special system for this interactive. It is an educational resource (website) within a specific course and closely related exercise that contains a number of chapter pages required for a remote system. , can be seen as a system that provides a distance course.

This course is a didactic cycle consisting of a number of elements:

- educational and methodological complex (UUM);

- a software website or LMS where educational materials are placed;

- a set of Internet web2.0 services depending on the need during the training process for this course

UMK traditionally includes the following blocks: organizational block: introduction (video, text), meeting place of members study group (forum, social network), instructions for use used in the course software (it can be LMS, services web2.0 and course study guide, course program. setiket etc.), (rules of behavior on the Internet, entry and exit questionnaires).

- Theory.

- educational information can be presented in various forms: text with graphics, video lectures on the subject of the course, webinars, recorded open Internet resources.

- practical training: seminars, assignments, theses, cases and abstracts.

-types of supervision: tests, self-management and mutual supervision, graduation qualification works, portfolio, etc.

  - the process of engaging in pedagogical communication: for example, the presence of a special place for classes in a conference, forum or ZOOM program in virtual communication between teachers and students.

This teaching model of the distance course is descriptively variable, taking into account the selection characteristics, the number of blocks or sections of the course, their sequence, the purpose of the content, the needs of the students, the software may differ .

Organizational forms and means of teaching distance education, each model has its own methods. The main models of distance education that have not lost their relevance and, on the contrary, are leading their importance to a new point of development, include:

- integration of full-time and distance education in the network;

- freedom of the distance learning course;

- information and education delivery environment (virtual school, department, department, university);

- network education, case technologies and video conferences;

The leading component of the content of teaching the Russian language is not the basics of the subject, but methods of activity - teaching various types of speech activity: speaking, listening, reading and writing. The formation of communication skills (communicative competence) and the creation of knowledge about linguistic concepts and the language system, the functioning of the language as a means of communication, are part of the purpose of teaching the Russian language. [4, 15 b].

The difference between the subject "Russian language" and "Native language" is that the amount of speech practice is high (in the family, with friends, acquaintances, etc.) and communication in Russian is limited, as a rule, to the scope of practical seminars in limited weekly hours at the university. for more effective teaching and learning, speaking skills should

be increased in the volume of speaking practice, should be developed in traditional face-to-face training.

Using the possibilities of information and educational environment services from the Internet, independent work, special selection and systematization of educational material, interactivity, modern pedagogical technologies, attracting native speakers of Russian and organizing communication with them. are the main characteristics of the language.

Current information based on reading texts and watching videos from Russian-language Internet resources, for example, the latest events in the world (sports, cultural, political, etc.), texts by native Russian speakers (political figures speeches at conferences, seminars, announcements of presenters), films, videos, electronic materials, libraries and other information allow you to work on enriching the language reserve. Dolzarb forms the information and communication competence of students in the process of receiving information, increases the individual educational trajectory and motivation for learning the Russian language, and requires the development of tasks related to information, project, creative, research activities.

Pedagogical technologies that contribute to more effective learning of the Russian language during the distance course are important to consider the educational material for the lesson content: discussions, role-plays, project activities, etc.

CONCLUSIONS

In the modern information world, it is possible to increase the intensity of speaking in Russian using various types of digital devices that are used by people to communicate (mobile phones, smartphones, iPhones, tablets, computers, etc.). Currently, due to mobile education, which is developing as a concept, institutions are expanding due to the integration of specialized training (elective courses), formal and non-formal education, and the professional development of teachers, trainers, etc.

Thus, it should be noted that the introduction of information and communication technologies in language teaching, the formation of communicative competence in learning the Russian language, student-oriented education, individualization and differentiation of educational activities, self-education and Self-development of students is a motivating factor for distance learning.

Online education specially developed for modern distance courses in the field of pedagogy, education related to the choice of goals and models, methodical development of existing teaching aids, research of new ones, is promising in teaching the Russian language. There are tasks such as choosing technical tools, training content, improving the compatibility of software capabilities and competencies of learning the Russian language in a distance course, network readiness and interaction of all participants of the teaching process.

REFERENCES:

1. Калдыбаева, Д. О., & Саяпина, А. И. (2022). Фольклорная традиция в поэзии С. Есенина. Advancing in research, practice and education, 9, 138.

2. Каландарова, А. В., Калдыбаева, Д. О. (2022). Массовая литература как коммерческое искусство. Advancing in research, practice and education, 9, 142.

3. Каландарова, А. В., Калдыбаева, Д. О. (2022). Развитие и жанровое разнообразие массовой литературы XX-XXI века. Advancing in research, practice and education, 9, 145.

4. Chorshamiyev, N. A. (2021, May). Sports training of massage and its effects on athletes 'body. ONLINE-CONFERENCES PLATFORM, 1(2), 5-6.

5. Чоршамиев, Н. А. (2021). Мунтазам спорт машғулотларининг ёш спортчилар организмига таъсири. Муғаллим илмий методик журнали, 1(1), 45-50.

6. Чоршамиев, Н. А. (2021). Ёш авлодни тарбиялашда миллий халқ ҳаракатли ўйинларининг аҳамияти. Samarqand, 1(1), 58-60.

7. Усманходжаев, С. Т., & Чоршамиев, Н. А. (2021). Народные игры и повышение двигательной активности детей разных возрастных групп. Актуальные проблемы теории и практики физической культуры, 1(1), 311-314.

8. Чоршамиев, Н. А. (2021). Классификация и терминология восточного массажа по Авиценне, и эффективность его использования в борьбе-кураж. Инновационные подходы в современной науке, 1(1), 74-78.

9. Чоршамиев, Н. А. (2021). Ёш курашчиларда мушак кучининг функционал кўрсаткичлари ва ишчанлик қобилиятини ошириш. Fan-Sportga, (5), 58-61.

10. Chorshamiyev, N. A. (2021). Increasing the functional indicators and workability of muscle strength of young wrestlers. Asian journal of multidimensional research, 10(4), 861-865.

11. Khalilova, N. I. (2023). THE INFLUENCE OF INTELLECTUAL ACTIVITY ON THE DEVELOPMENT OF REFLECTIVENESS IN A PERSON. International Journal of Pedagogics, 3(02), 10-13.

12. Халилова, Н. И. (2023). ЗАМОНАВИЙ ПСИХОЛОГИЯДА РЕФЛЕКСИЯ БОРАСИДАГИ НАЗАРИЙ ЁНДАШУВЛАР. Евразийский журнал академических исследований, 3(2 Part 2), 78-83.

13. Khalilova, N. I. (2023). APPEARANCE OF REFLECTION AT DIFFERENT PERIODS OF PERSONAL DEVELOPMENT. Development and innovations in science, 2(2), 41-45.

14. Халилова, Н. (2022). Ўсмирлик даврида рефлексивликни ривожланиш хусусиятлари. Общество и инновации, 3(4/S), 257-262.

15. Халилова, Н. И. (2021). ЗНАЧИМОСТЬ РЕФЛЕКСИВНЫХ ПРОЦЕССОВ В ФОРМИРОВАНИИ НРАВСТВЕННОСТИ ЛИЧНОСТИ, В ВЫСКАЗЫВАНИЯХ ВЕЛИКИХ ВОСТОЧНЫХ МЫСЛИТЕЛЕЙ, С ТОЧКИ ЗРЕНИЯ СОВРЕМЕННОЙ ПСИХОЛОГИЧЕСКОЙ НАУКИ. Рекомендовано к печати Ученым советом Института психологии имени ГС Костюка НАПН Украины (Протокол № 13 от 25 ноября 2021), 176.

16. Халилова, Н. И. (2019). Проблема рефлексии в самореализации и нравственном воспитании личности (на примере анализа рассуждений восточных мыслителей). ПРЕДИСЛОВИЕ НАУЧНЫХ РЕДАКТОРОВ, 60.

17. Халилова, Н. И. (2018). Рефлексив технологияларни таълим жараёнига татбиқ этишнинг психологик жиҳатлари. Современное образование (Узбекистан), (7), 17-21.

18. Халилова, Н. (2018). Особенности формирования рефлексии в подростковом возрасте. Навчання і виховання обдарованої дитини: теорія та практика, (2), 111-120.

19. Халилова, Н. И., & Рахимова, Ё. И. (2015). ЭКСТРЕМАЛЬНАЯ СИТУАЦИЯ КАК КАТАЛИЗАТОР РЕФЛЕКСИВНЫХ ПРОЦЕССОВ ЛИЧНОСТИ. Pedagogy & Psychology. Theory and practice, (2), 76-77.

20. Халилова, Н. И. (2015). К ВОПРОСУ О НАУЧНОМ ПОДХОДЕ К ИЗУЧЕНИЮ РОЛИ СЕМЕЙНОГО ВОСПИТАНИЯ В РАЗВИТИИ РЕФЛЕКСИВНОСТИ. Наука и мир, (7), 179-180.

21. Rajabov, S. B. (2023). The role of backend and frontend information systems infrastructure. Science and Education, 4(3), 212-216.

22. Urinovich, A. K., & Qoyirovna, M. X. (2022). IN THE MODERN ERA DIGITAL ECONOMY IS THE BASIS FOR ECONOMIC DEVELOPMENT. Архив научных исследований, 5(5).

23. Сейтниязов, К. М. (2022). Традиционные географические названия. Экономика и социум, (11-2 (102)), 689-694.

24. Сейитниязов, К. М. (2022). Некоторые вопросы о Антропотопонимах. Международная конференция, 1(4), 4-8.

25. Сейитниязов, КМ. Некоторые вопросы о стандартизации топонимов Каракалпакии. Международная конференция, 1(12), 4-9.

26. Сейтниязов, К. М. (2022). Топонимические методы исследования географических объектов. География: природа и общество, (2).

27. Rasulov, I. M., Madrakhimova, Z. N. (2023). Ecology and environment is the basis of human health. Science and Innovation, 2(4), 59-62.

13th-TECH-FEST-2023
International Multidisciplinary Conference
Hosted from Manchester, England
25th April 2023

https://conferencea.org

28. Altibayeva, M. B., Karshibayeva, L. Q., & Madrakhimova, Z. N. (2022). Geodemographic status of syrdarya region and its role in the territorial location of service networks. Journal of Geography and Natural Resources, 2(03), 34-38.

29. Nurmatovna, M. Z. (2022). Environmental management and sustainable development. European Scholar Journal, 3(5), 50-52.

30. Akhmedov, B. A. (2023). Improvement of the digital economy and its significance in higher education in tashkent region. Uzbek Scholar Journal, 12, 18-21.