

ПЕРСПЕКТИВНАЯ ПЛАТФОРМА К КАЧЕСТВЕННОМУ ПОДХОДУ ИЗУЧЕНИЯ РУССКОГО ЯЗЫКА НА СОВРЕМЕННОМ ЭТАПЕ РАЗВИТИЯ СИСТЕМЫ ОБРАЗОВАНИЯ.

Авезджанова Раиса Мулладжановна

*Профессор, к.п.н., доцент кафедры «Русского языка и литературы»
Ургенчского государственного университета
Республики Узбекистан.*

Сафронов Эльбек Олегович

*Преподаватель, соискатель учёной степени доктора философии (PhD) по
филологическим наукам. Кафедра русского языка и литературы
Ургенчский государственный университет Республика Узбекистан
elbek.safronov@yandex.ru*

Якубов Абдурасул Соатович

*Преподаватель, Денауский институт предпринимательства и педагогики
Республика Узбекистан.*

Аннотация. *В данной статье рассматривается вопрос общей стратегии развития процесса обучения русскому языку. В частности перспективная платформа к качественному подходу изучения русского языка в свете повышения интереса к другим иностранным языкам.*

Ключевые слова: *Перспективная платформа; инновационная система; офлайн-обучение; онлайн-обучение; аспектное обучение; инструментарий; многопрофильный.*

A PROMISING PLATFORM FOR A QUALITATIVE APPROACH TO LEARNING THE RUSSIAN LANGUAGE AT THE PRESENT STAGE OF THE DEVELOPMENT OF THE EDUCATION SYSTEM.

Annotation. *This article discusses the issue of the general strategy for the development of the Russian language learning process. In particular, a promising platform for a qualitative approach to learning Russian in the light of increasing interest in other foreign languages.*

Keywords: *Promising platform; innovative system; offline learning; online learning; aspect learning; tools; multidisciplinary.*

In recent years, extensive work has been carried out to modernize the higher education system, develop innovative science, and introduce modern forms and technologies of education. Currently, there is an acute shortage of methodological directions in the methodology of teaching Russian as a foreign language, taking into account the new socio-humanitarian situation in the world.

The focus on improving the quality of education leads to an active search for new methods, strategies, technologies for the accumulation and implementation of knowledge, the

formation of competencies and competence of students. Modern strategies for learning and teaching the Russian language require the establishment of an optimal balance between tradition and innovation in learning. The Federal State Educational Standard has set the teacher the task of improving educational strategies, taking into account the need to form a linguistic personality.

Russian Language and Literature Teaching Concept in the Russian Federation states that "the long-standing traditions of systematic study of the Russian language and literature in educational institutions (methodological approaches, educational complexes, scientific and pedagogical schools and educational practices) represent the most important potential of the Russian general education system."

According to the Concept of teaching Russian language and literature in the educational system, the subject should provide for:

- mastering the necessary knowledge about language as a sign system and social phenomenon, its structure, functioning and development;
- mastery of all types of speech activity (listening, reading, speaking, writing), the ability to correctly use speech skills in all areas of communication;
- formation of normative literacy of oral and written speech;
- formation of interdisciplinary connections of the Russian language with other academic subjects (foreign languages, literature, etc.);
- use of texts of different functional types (artistic, non-artistic);
- the composition of the texts used should be formed taking into account the age, gender and ethnocultural characteristics of students' perception;
- use of information and communication tools and resources (including printed and electronic dictionaries, translators, spelling control programs, search engines, , text recognition and oral input systems).

The Concept emphasizes that at the present stage it is necessary to develop methods of teaching the Russian language and other academic subjects in a multilingual environment based on the achievements of modern

The strategy of teaching the Russian language is a fundamental methodological theory, according to which learning is organized, oriented towards its final result.

The strategy of language education at the present stage is "a course for the development of students, for cognitive activity, for the formation of personality, and the enrichment of the spiritual world. The strategy of teaching language and philological disciplines is the humanitarization of education, communicative orientation, culture of speech and communication."

The linguocentric methodological strategy is teaching the language system, which is formed by its phonetic, lexical and grammatical tiers.

Students form the concept of language units (phoneme, lexeme, morpheme, word form, phrase, sentence and text): their structure, meaning and functioning in speech (remember that the phoneme does not matter).

The anthropocentric methodological strategy is the development of speech and thinking abilities of a linguistic personality, interrelated training in various types of speech activity (speaking and writing, reading and listening).

The system-forming foundation of modern Russian language teaching methods is the strategy of personality-oriented learning, the ultimate goal of which is the formation of a linguistic personality capable of effective communication in order to achieve communicative intentions in various areas of language functioning.

The implementation of a personality-oriented learning strategy has become a reality as a result of the fact that the theoretical basis of modern methods of teaching the Russian language was the achievements of the basic sciences for it - pedagogy, pedagogical and cognitive psychology, psycholinguistics, etc.

Relying on the achievements of psychologists allows the wordsmith, when organizing the educational process, to take into account the peculiarities of the student's psyche, his personal properties (type of memory, peculiarities of thinking and attention, the nature of preferences in the perception and assimilation of information, belonging to a certain affective type, the dominant hemisphere of the brain during learning, etc.).

Pedagogical psychology enriches the methodology of teaching the Russian language with information about the patterns of student development in the learning environment. Representatives of cognitive psychology explore ways of forming knowledge, the role of verbal and emotional means in teaching, which helps teachers select methods, techniques, logical operations for better assimilation of educational material by students.

An invaluable contribution to the methodology of teaching the Russian language is made by psycholinguistics, which studies the processes of forecasting, formation and generation of one's own speech, perception and understanding of the speech of others.

Russian language teaching Strategic (methodological) guidelines are implemented in the methodological system of teaching the Russian language, which is formed by an ordered set of interrelated components: goals, content, principles, means, forms of organization, methods and techniques of teaching the Russian language, education and development of students by means of the subject "Russian language".

Let's consider the actions of a teacher implementing a system-functional approach to learning:

- provides comprehension, understanding and assimilation of the program material presented by the teacher and (or) presented in the textbook: definition of a concept with a system of signs of a language unit, current norms in its formation and rules of functioning in speech;
- organizes the observation of linguistic units of various tiers of the language system, presented in contexts sufficient to identify their differential features, to establish the features of their functioning in speech;
- creates conditions for students to apply their knowledge when performing a system of language exercises;

- controls the level of consciousness of students' assimilation of knowledge and the formation of language skills, involving standard didactic tasks, the performance of which requires solving a specific didactic task (to recognize a phenomenon, explain it, perform one or another type of language analysis, apply a spelling rule, etc.).

The didactic processing of the teaching content consists in the analysis of the facts of the studied level of the language system to illustrate their differential features. During the implementation of the system-functional approach, cognitive methods such as explanatory-illustrative and heuristic prevail. The leading didactic teaching tool is the textbook of the Russian language as a source of program material, traditional visual-auditory means of visualization and technical means of teaching.

A conscious and communicative approach.

This approach is based on the fact that teaching vocabulary, word formation, grammar and spelling is carried out in the process of developing students' speech, which ensures the formation of students' speech competence.

Let's consider the actions of a teacher who implements a conscious and communicative approach to learning:

- provides comprehension, understanding and assimilation of program information by attracting the attention of schoolchildren to the structural and logical organization of the audibly and (or) visually perceived educational and scientific text;

- provides comprehension, understanding and assimilation of program information by attracting the attention of schoolchildren to the structural and logical organization of the audibly and (or) visually perceived educational and scientific text;

- organizes the observation of the studied facts of the language, presented in coherent statements of various types and genres of speech;

- creates conditions for students to apply knowledge about the studied language tools in their own statements of various types of speech;

- controls the level of consciousness of students' assimilation of knowledge and the formation of speech skills, involving non-standard didactic tasks, the solution of which requires the creation of texts by students (or their structural parts) of various genre and stylistic affiliation.

The didactic processing of the teaching content consists in a careful selection of texts of various genre-stylistic and typological affiliations, the lexico-grammatical or stylistic dominant of which are the studied language categories and means.

In the process of implementing a conscious-communicative approach, the teacher uses a wide arsenal of cognitive methods, the implementation of which is carried out in the process of perception, analysis, transformation, transformation and reproduction of an educational and scientific text. These can be explanatory and illustrative, heuristic, research, reproductive, transformative methods. The leading didactic teaching tool is the text as a source of educational information, as the "territory" of the functioning of lexical units, morphological

forms and syntactic constructions, as an incentive for students to create their own coherent monological utterances.

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