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OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2021 Issue: 04 Volume: 96

Published: 15.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



Ishankul Narmuratov
Termez State University
researcher

MODERN PEDAGOGICAL TECHNOLOGIES IN RUSSIAN LANGUAGE AND LITERATURE LESSONS. LESSON CONSTRUCTOR

Abstract: According to the author, the methodology of teaching Russian in the national the school is still closely linked to the methodology of teaching the Russian language like a native. The article substantiates the need to restore the Institute of national schools in its former form as part of the RAO for propaganda and dissemination Russian language and culture in the national regions of the country.

Key words: methods of teaching the Russian language, languages of national republics, national school, Institute of national schools.

Language: English

Citation: Narmuratov, I. (2021). Modern pedagogical technologies in Russian language and literature lessons. Lesson constructor. *ISJ Theoretical & Applied Science*, 04 (96), 150-154.

Soi: <http://s-o-i.org/1.1/TAS-04-96-31> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.31>

Scopus ASCC: 3304.

Introduction

The main task of a modern school is to educate a highly moral, creatively thinking person. The formation and development of such a person takes place in the process of mastering the basic laws of cognitive and practical activity.

One of the famous philosophers once remarked that education is what remains in the mind of the student when the learned is forgotten. The student should have in mind the creative skills necessary for independent cognitive and practical activities, and the belief that any activity should meet moral standards. In the modern world, which is dynamically developing, rich, and active, it is necessary to be able to work independently with a large amount of information, to possess the skills of design, decision-making, and management, and to have a mindset for continuous self-education. Education today is the education of a person with a free, critical, independent, creative and responsible thinking for himself and the world, the education of an intelligent person, open to dialogue, capable of spiritual self-development.

The strategy of modern education is to enable all students, without exception, to show all their talents and creativity. Education should become a process of continuous personal development. The task of a

teacher in a modern school is not to teach their subject, but to develop their personality by its means. Therefore, teachers of the modern school, before teaching a person, must learn to develop it through their subject. And to do this, it is necessary to move away from old dogmas and stereotypes, constantly improve their professional level, engage in self-education: to study new trends in pedagogy, get acquainted with the works of modern teachers-innovators (both domestic and foreign), learn to introduce new pedagogical technologies in their lessons, that is, to improve their professional competence.

Professionally competent is the work of a teacher, in which pedagogical activity, pedagogical communication is carried out at a sufficiently high level, the teacher's personality is realized, good results are achieved in teaching and educating students. The main qualities that a teacher-innovator should possess: y the desire for personal development, creativity; y motivation and willingness to innovate; y understanding of modern educational priorities; y the ability to reflect and the need for it; y understanding that the ultimate goal of education and pedagogy is to help a person become himself, to fully reveal his capabilities. A modern teacher of Russian language and literature should understand that the main thing in

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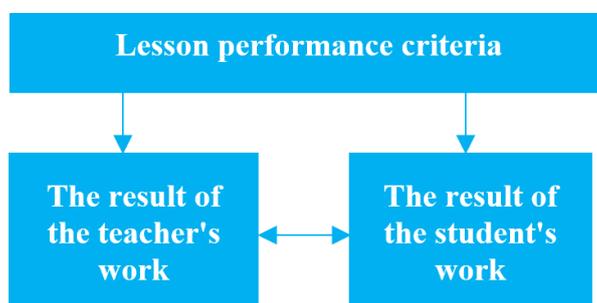
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the lesson is to see and know its basic laws. Knowing the basic laws of the lesson, you can "acquire" new techniques and methods. They, like grains of beauty, take root in this soil and give wonderful fruits. The basic laws of the modern lesson are: 1) the unity of teaching, education and development; 2) the general

function of the lesson — the integral formation of personality; 3) the triune purpose of the lesson (training, education, development), aimed at achieving the educational objectives of the lesson. Based on these laws, it is possible to determine the criteria for the effectiveness of a modern lesson.



Picture 1.

The most important means of implementing the new goals of education are personality-oriented technologies and technologies for the development of critical thinking, which implement research, contextual, dialogic, imitation-game models of learning based on the subject-reflexive position of the student. These technologies are aimed at developing a subjective position, worldview, ability to make independent choices and determine the meaning of activities, responsibility for decisions, creative abilities, reflection on one's behavior and development, and developing the ability to adapt to rapidly changing social, economic and technological conditions. Personal-oriented education is a systematic construction of the relationship between teaching, learning, and development. This is a holistic educational process that is significantly different from the traditional educational process. M. E. Kuznetsov Personality-oriented learning is such training in which the main thing is the identity of the child, his self-worth, the subjectivity of the learning process. The goal of personality-oriented education is to lay in the child the mechanisms of self-realization, self-development, adaptation, self-regulation, self-defense, self-education and others necessary for the formation of an original personal image. The functions of personality-oriented education: humanitarian, cultural, socialization. Principles of building a personality-oriented learning system:

- optimistic approach to the child and his future;

- attitude to the child as a subject of their own educational activity;
- reliance on personal meaning and interests.

The development of the student's abilities is the main task of personality-oriented pedagogy. Methodological foundations of the organization of a personality-oriented lesson: the transition to cooperation, the change in the student's position and the nature of the relationships that develop in the lesson. Consider using the table (see table. 1), what is the activity of the teacher in the lesson and how it changes depending on the type of lesson. The technology of personality-oriented learning involves a special construction of the educational text, didactic and methodological material for its use, types of educational dialogue, forms of control over the personal development of the student.

STRUCTURE OF THE MODERN PERSONALITY-ORIENTED LESSON

- I. Organizational moment.
- II. Actualization of basic knowledge and skills.
- III. Setting a learning task. Motivation of educational activities. (Creating a situation of success.)
- IV. The main part of the lesson. "Discovery" of new knowledge.
- V. Primary consolidation of the studied material.
- VI. Independent work.
- VII. Summing up the lesson. Reflection.
- VIII. Homework.

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Table 1.

	Traditional lesson	Personality-oriented lesson	Personal-oriented lesson
Teacher activity	1. Teaches all students a set amount of knowledge, skills and abilities		1. Promotes the effective accumulation of each student's own experience
	2. Defines the training tasks, the form of work of students and shows them a sample of the correct performance of tasks		2. Offers students a choice of various educational tasks and forms of work, encourages them to independently find ways to solve these tasks
	3. Tries to interest students in the educational material that offers		3. Seeks to identify the real interests of students and coordinate with them the selection and organization of educational material
	4. Conducts individual classes with the laggards or the most prepared students		4. Conducts individual work with each student
	5. Plans and directs the activities of students		5. Helps students plan their own activities
	6. Evaluates the results of students' work, noting and correcting mistakes made		6. Encourages students to independently evaluate the results of their work and correct mistakes made
	7. Defines the rules of behavior in the classroom and monitors their compliance with students		7. Teaches students to independently develop rules of behavior and monitor their compliance
	8. Resolves emerging conflicts between students; encourages the right and punishes the guilty		8. Encourages students to discuss the conflict situations that arise between them and independently look for ways to resolve them

Let's consider in detail each stage of a personality-oriented lesson, techniques and techniques that can be used to achieve the goals.

I. ORGANIZATIONAL MOMENT

The beginning of a personality-oriented lesson should be non-standard and may include the following interactive techniques and exercises.

1. The "Non-standard entrance to the lesson" technique is a universal technique aimed at involving students in active mental activity from the first minutes of the lesson. Russian literature lesson in the 8th grade. Topic. "The Word about Igor's regiment" is a monument of ancient Russian literature. Our ancestors loved their homeland, of course, no less than we do, and the patriotic consciousness of the Middle Ages Russia developed many centuries earlier than the European peoples. Abbot Daniel, coming from near Chernigov to Jerusalem, in 1108, in his notes, remembered his native river six times. And he asked the King of the Crusaders Baldwin to allow him to put a candle from all the Russian land. The soul-piercing patriotism of "The Words about Igor's Regiment" is incomparable! This is the 12th century. In Europe, for the first time, the idea of the motherland as the main value of the people was expressed by Francesco Petrarch only in the middle of the XIV century

- What is the subject of national pride of the writer V. A. Chivilikhin?
- What is patriotism? How can it manifest itself?

- What is the definition of the patriotism of the author of "The Word..."? Why?

2. "Surprise!" Russian language lesson in the 5th grade. Topic. The spelling of the roots-gor -, - Garzhila-was a Grammar in the country of the Russian Language. She was strict and smart. She was served by two pages, Gor and Gar. And she couldn't tell them apart, because they looked so much alike. And then one day the queen gathered a council. There Were Vowels, Accents, Suffixes, Roots, Prefixes. The queen says: "Help me: teach me how to distinguish my pages. Whoever helps will be rewarded." The Accent came first. It jumped up and stopped over A, and stayed there forever. Since the queen sees the Accent above the root, she already knows that it is the page Gar, and without the accent — Gor. - What is the spelling rule set out in this fairy tale? - What regularity does the spelling of the roots-gar-, -gor-obey?

II. UPDATING OF BASIC KNOWLEDGE AND SKILLS

Most often, the teacher updates the knowledge of students at the beginning of the lesson in the form of a survey, a test independent work or in the form of a conversation, encouraging students to remember, think, suggest. However, the most effective ways can be techniques and techniques: y "Yes — no"; y survey-quiz; y "Agree — disagree"; y " Catch a mistake!"; y " Associative bush"; y working with an epigraph. Russian language lesson in the 7th grade. Topic. Repetition of the learned about the verb as a

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part of speech. Preparation for the control work (See the scheme "Morphological warm-up" on p. 5.) Russian literature lesson in the 8th grade. Topic. The Renaissance Era (See the scheme "The Renaissance Era" on page 5.)

III. SETTING THE EDUCATIONAL TASK. MOTIVATION OF LEARNING ACTIVITIES (CREATING A SITUATION OF SUCCESS)

This stage of the lesson is the intrigue of the topic.

1. Unannounced topic Russian literature lesson in the 9th grade. Topic. D. I. Fonvizin "Nedorosl" - Is it possible to immediately, by the title of the work, determine what it will be about?

2. "Surprise!" Russian language lesson in the 5th grade. Topic. The composition of the word Friends! My task is to show you how words are constructed, what their morphemes are, What role they play in words. (P. Chesnokov) Such a poetic text is an illustration of the material being studied and creates a positive motivation.

3. Game intrigue Foreign literature lesson in the 7th grade. Topic. Creativity of A. Conan Doyle Form of conducting: lesson-interview.

Imagine that you are in England in the late XIX-early XX centuries. You had the opportunity to talk to the writer. What would you like to learn from A. Conan Doyle? IV. THE MAIN PART OF THE LESSON. The choice of the form of studying new material in the classroom depends on many factors:

the characteristics and level of training of students, the peculiarities of the subject, the features of the topic, the capabilities and technical equipment of the classroom, the skill of the teacher. Many years of experience of experimental teachers have shown that even in the most "hopeless", "uninteresting" cases, you can find a technique that will not just introduce students to a new topic, but also organize their independent activities to study new material. For implementation, you can use the following forms of the lesson:

- 1) lesson-search;
- 2) lesson-memory;
- 3) lesson-presentation;
- 4) lesson-creative laboratory;
- 5) lesson-interview with a writer, historical figure, scientist;
- 6) lesson-panorama;
- 7) lesson-excursion;
- 8) lesson-theatrical performance;
- 9) lesson-game, etc.

In the pedagogy of the XXI century, the student's personality is at the center, the development of which is the goal of education. The modern pedagogical process is focused on an individual approach to each student; the teacher needs to develop his best qualities in the child, taking into account the peculiarities of his personality, forming a positive "I-concept", stimulating "learning with passion", increasing the level of his education.

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