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**Иновациялар дарси-ўқув** фани соҳасидаги ёки мактаб ҳаётига тегишли янгиликларни жорий қилиш, шунингдек, ўқувчиларнинг ижодий фаолиятлари натижаларини амалда қўллаш бўйича таклиф ва лойиҳалар билан таништириш дарси бўлиб, ўқувчиларнинг билимларини ошириш, ижодий қобилиятларини ривожлантиришга хизмат қилади.

Хулоса ўрнида айтиш мумкинки, ўқитувчи томонидан амалга оширилган ноананавий дарслар таълим сифатини оширишга хизмат қилади, ўқитувчи компетентлигини оширади. Ўқувчилар қизиқишини уйғотади, янгича фикрлашни шакллантиради. Дарслар жуда қизиқарли бўлади, қутилган натижаларни кафолатлайди.

Шунингдек илғор педагогик технологияни қўллаётган чет тили фани ўқитувчиларнинг ишини оммалаштириш масаласига алоҳида эътибор қаратиб, уларнинг тажрибаларини матбуотда ёритиб, телеведенида эшиттиришлар олиб борилса, брошюра тарикасида оммалаштирилса яхши самара беради.

Хулоса, таълим жараёнида аниқроғи чет тили фанларни ўқитишда педагогик технология элементларини киритиш таълим самарадорлигини оширишда ўз ҳиссаларини қўшадилар.

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#### **SPECIFICITY OF LEARNING RUSSIAN AS A FOREIGN LANGUAGE**

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**Annotation:** This article examines the problems of learning Russian as a foreign language. The characteristic features of the meaning of the Russian language are analyzed. The effectiveness of studying the Russian language and the

*need to use various methods in the process of interpretation are identified and justified.*

**Keywords:** *professional personality of a teacher, presentation of information, implementation prospects, professional positions.*

Examining the Russian dialect in higher instructive educate proceeds to be a need for fruitful acting of proficient abilities within the chosen claim to fame. Hence, the most assignment of preparing is to create and solidify abilities in Russian as a implies of communication and, what is particularly vital in our conditions, as a means of learning.

The objective of advanced instruction is not as it were to transmit data, but moreover to create inventiveness and procure information based on genuine life conditions. It is the educator who takes on the part of an intermediary between the teacher and the society. And our society may be a member and witness of greatly troublesome and exceptional cataclysms (financial emergency, natural changes, political clashes). To all this, a data "blast" is included, which on a very basic level changes the circumstance in all circles of open life. That is why the teacher's academic skills are showed within the capacity to link all strategies and procedures with the subject of the lesson, to uncover the goals and targets of the lesson with its offer assistance, and to extend the inspiration of the learning prepare. Hence, a consistent association with other structures and components of the lesson is set up, and the judgment of the cognitive handle is guaranteed.

The abilities that are shaped within the course of work have their own characteristics. Communication within the target dialect is the extreme objective of learning. Russian dialect capability is caught on as the capacity of the understudy to communicate in different regions of communication in understanding with their errands and standards of discourse behavior, the ability to perceive and transmit total discourse works-texts. There may be a certain classification of dialect capability levels. The level of capability is caught on as the nearness of the understudies ' etymological and communicative capacity, adequate for the execution of coherent discourse. The level of proprietorship is characterized by volume and quality. Teaching Russian is an imperative portion of the by and large errand of preparing masters within the Republic of Uzbekistan. The errands of expanding the action, awareness, freedom and imagination of understudies within the prepare of instructing Russian as a outside dialect are of specific significance. Do not care how learners secure dialect: do by repetition learning, straightforward information exchange from educator to understudy in wrapped up shape, i.e. absorbing various person actualities of the dialect, or are usual from the primary days of classes to generalizations, their possess conclusions based on

understanding the laws of dialect working and its usage in discourse, i.e., to autonomously consider of a remote dialect.

In later a long time, the Russian dialect has come as near as conceivable to the status of a remote dialect. In this respect, the organization of instructive exercises within the arrangement of discourse capacities of understudies showed up a few features. The taking after components of instructive exercises can be recognized:

1. Introduction in a few circumstances of ordinary communication, using discourse shapes (what to say, why, what to inquire, who to turn to) and their use.

2. Performing dynamic activities with the dialect apparatuses essential for tackling a communicative assignment based on the circumstance investigation (shaping discourse operations).

In arrange for understudies to create instructive communicative objectives, a framework of speech circumstances made misleadingly within the in the within the classroom was created, exchanges are composed and ad libbed. Analyzing the discourse circumstance, understudies shape them in their local dialect. At that point, autonomously survey the information or obliviousness, capacity or failure to illuminate this issue by implies of the examined dialect.

In this respect, understudies are confronted with the got to procure unused information and aptitudes, and the communicative task is changed into a learning one. In other words: to create instructive objectives, to extend inspiration to acclimatize the Russian dialect, to advance a cognizant and self-assertive determination of dialect implies in agreement with the aiming communicative errand and to instruct the learners to generalize etymological designs, the learning of the Russian dialect is organized as the method of tackling communicative assignments that are issue circumstances, utilizing certain discourse shapes and tests.

It is important that the analysis of situations and setting of communicative (educational) tasks create a motivational basis for mastering language tools, the need for mastering which is determined by the students themselves.

But for students to acquire the ability to arbitrarily subordinate the choice of language tools to the conditions and goals of communication in Russian, it is not enough to teach them to navigate the situation and speech action. In the process of learning to speak, there is also a need to form speech operations. Since each speech action necessarily includes lexical, grammatical, and phonetic design of the utterance, the grammatical material is given in parallel with the lexical material in the classroom.

3. Another important point of teaching Russian is the use of educational opportunities of the language. Educational, developmental and educational tasks of

learning are solved in the process of practical language acquisition. Observations of the educational process, analysis of speech utterances of students in oral and written forms, which are often very weak in form and content, allow us to determine the main reasons for the low level (often lack of it) of knowledge.

1. Inadequately consideration to the proper organization of inner communication thought processes that give personal-meaningful and personal-oriented training.

2. The nonappearance of a created framework for shaping the individual demeanor of understudies to information. Let's see at these reasons in more detail.

1. The organization of thought processes for remote dialect communication plays an awfully vital role, because without a thought process there's no activity, no act. How can I provide a persuaded character to the method of foreign dialect communication within the classroom, i.e. in falsely set conditions? Usually not simple to do. The commonsense application of outside dialect in life isn't genuine sufficient for two primary reasons. The primary is the low level of capability in outside dialect aptitudes and capacities, and the moment is the restriction of the circumstances of applying information in a outside dialect. Hence, the teacher ought to pay consideration to strengthening the inspiration of discourse communication, recognizing consistent and cause-and-effect relationships. The substance of data is an basic thought process for shaping a individual state of mind to the method of getting information. This can be why writings containing extraordinary and proficient lexicon are utilized in classes.

Such texts arouse a great interest of students, a desire to acquire knowledge, which provides a sufficient level of assimilation of this material, the inclusion of vocabulary on these topics in the active vocabulary. The formation of personal attitudes of students to knowledge in the process of speech communication in a foreign language is an objective phenomenon, justified by the very essence of this process. Proper organization of work on the formation of personal relationships implies the unity of training, education and development.

The teacher's educational aptitudes are showed within the capacity to interface all methods and procedures with the subject of the lesson, to uncover the objectives and objectives of the lesson with its offer assistance, and to extend the inspiration of the learning prepare. In this way, a consistent association with other structures and components of the lesson is set up, and the keenness of the cognitive prepare is guaranteed. Indeed when clarifying a modern subject, the fabric must be straightforward sufficient, acclimate to known hypothetical concepts, and be affirmed in hone. Understudies ' information is shaped primarily at the level of representations: from visual pictures to their verbal definitions communicated utilizing uncommon terms. A huge sum of real data ought to incorporate

examination, generalization, systematization, and foundation of cause-and-effect connections. The educator plays an imperative part in all this.

Teacher:

- \* directs the students ' efforts in a certain direction;
- \* confronts different judgments;
- \* creates conditions that encourage independent decision-making;
- \* gives trainees the opportunity to draw their own conclusions;
- \* prepares new cognitive situations within existing ones.

The educator must carefully and altogether plan for the lessons to form the foremost of each diminutive. Comprehensive planning for classes permits you to coordinate the endeavors of the educator to create students ' free considering, action, insights, and resourcefulness. Each address within the course of the teacher's discussion ought to be well thought out, consistent, and precise. In the event that vital, you ought to remind them of the subject you have got secured. The instructor should use strategies at each lesson that offer assistance to resuscitate the discussion, increment the enactment of considering in them. This makes a difference them learn the subject more rapidly and immovably.

In the course of conducting classes, especially during the explanation of a new topic, the teacher should distribute his attention to all listeners. This not only increases their activity, but also increases their interest in this topic and subject. It is necessary to activate each of the trainees at each lesson. This will seem at first like a compulsion, then gradually become necessary, desirable. They will gain confidence in their knowledge and strength. This commitment will lead to active participation in all classes. Accounting for activity and knowledge has a positive effect even on their morale. As a result, the activity of thinking increases in the classroom.

To activate the trainees especially with texts you can perform the following types of work:

1. Working with new content, looking for hard-to-extract data and making sense of it;
2. Nitty gritty, in-depth understanding of writings, highlighting data that's straightforwardly related to the task;
3. Basic assessment of data, arrangement of theories based on specialized data, presumption of ideas that negate the foremost common and plausible ones. Hence, information of the Russian dialect makes it conceivable to Specific the foremost unpretentious shades of thought, to induce data from fiction, logical and specialized writing. It contains a wealthy lexicon and wording in all branches of science and innovation, expressive brevity and clarity of lexical and linguistic

implies, a created framework of utilitarian styles, and the capacity to reflect the differing qualities of the encompassing world.

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### **ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ, СТИМУЛИРУЮЩИЕ СТУДЕНТОВ К ПОИСКУ ПРИ ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ И ЛИТЕРАТУРЕ**

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*Аннотация.* В данной статье речь идет об инновационных технологиях при обучении русского языка и литературы, которые стимулируют студентов к поиску новых знаний, приводятся этапы и правила проведения данных технологий.

*Ключевые слова:* инновация, технология, метод дебатов, брейнсторминг, поисковая деятельность, исследовательская деятельность, дистанционная форма обучения.

Страна шагнула в третье тысячелетие, которое выдвигает принципиально новые требования к подготовке специалистов. Процессы глобализации, интенсивное развитие коммуникаций, интернета, дистанционных форм обучения ставят основным требованием к современным работникам знание языков. Немалый успех работы зависит от методов обучения.

Цель любого исследования-получение нового знания в результате самостоятельной работы мысли. В связи с этим задача преподавателя – стимулировать студентов к поиску, помочь им овладеть технологией творчества, познакомить с техникой эксперимента. Решению данной задачи способствуют современные инновационные технологии:

1) *технология дебатов* позволяет решить целый ряд педагогических установок и как нельзя лучше стимулирует учащихся к повторению пройденного материала, к чтению дополнительной литературы, к поиску путей решения поставленной задачи. Темой урока-дебатов может быть любая научная или нравственная проблема, по которой существуют неоднозначные,

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