



PEDAGOGICAL MEASUREMENTS AS A FACTOR IN IMPROVING THE EDUCATIONAL PROCESS (BASED ON MATERIALS FOR TEACHING THE RUSSIAN LANGUAGE AT A NON-LINGUISTIC UNIVERSITY)

Nishonov Usmonkhon Ibragimovich, senior lecturer

Fergana Polytechnic Institute,
Uzbekistan, Fergana
u.nishonov@ferpi.uz

Article history:	Abstract:
Received 17 th August 2022 Accepted: 17 th September 2022 Published: 23 rd October 2022	In this article, the modern educational system of the Republic of Uzbekistan is aimed at entering the world educational space, which implies the improvement and introduction of fundamental changes in all components of the educational system.

Keywords: adjusting educational goals, changing the methodological foundations of education, improving educational tools, ensuring continuity of educational tools, learning at all stages of the educational system.

INTRODUCTION

The government of the Republic of Uzbekistan considers education as one of the main national priorities and plans to create in the future a stable and stable national system that meets modern international requirements. In recent decades, many documents have been developed that comprehensively solve the problem of qualitative transformation (reform) of the educational system.

It should be understood that without high-quality language education, it will not be possible to solve many problems of the state education system, in particular, the integration into a single educational space in Europe, which includes the mobility of a contingent of students and teachers. Yesterday, a student, a high school graduate, should understand that all the academic disciplines offered by the University are important for his professional training, it is important to teach the language, because the Russian language is a means of obtaining a specialty for him, high-quality knowledge and professional skills can be obtained only when you are fluent in the language of instruction. He must know that the European system of collection and transfer of loans is one of the foundations of the convergence process of higher education in Europe, which ensures the competitiveness of education and professionals in the world market. On the other hand, the student must understand for himself that the most important thing in the credit rating system is knowledge, skills and abilities acquired and systematized independently, and not their official expression - points that most students currently consider to be the main goal of professional training.

Overcoming a formal approach to obtaining knowledge of professional importance is the main goal of using test tests at a university with a credit rating system for organizing teaching today. The credit system of Education makes high demands on both the composition of teachers and the student: the student becomes an active participant in the educational process from the knowledge of the passive perception of the subject of study; the teacher must show special skills and abilities, the ability to work with each student individually.

All of the above indicates the relevance of the topic of the selected article, the development of which clarifies some scientific and methodological provisions of University lingo didactics.

Researchers note that in connection with the introduction of the credit system in the Universities of the Republic of Uzbekistan, state educational standards are being revised, as well as work is underway to change educational programs, new technologies, methods and techniques for teaching various academic disciplines are being developed.

The use of the test in teaching the Russian language at non-linguistic faculties within the framework of the credit-modular system was studied by Uzbek teachers and methodologists. So B. H. The educational aspect of the use of test tasks is studied and described in the dissertation research of Umarova "the pedagogical effectiveness of stimulating the educational activity of students in the conditions of credit technology of teaching" - to stimulate the motivation for teaching in higher education when using test tests. The researcher systematically studied the problem of the formation and consolidation of students' motivation in the process of mastering knowledge and skills in the Russian language in the conditions of credit technology of Education. The author of the study concludes that "the main structural elements of the motivation of educational activities of university students are cognitive motivation and

motivation for success." The researcher pays special attention to determining the pedagogical conditions for increasing the motivation of students' educational activities in the process of studying the Russian language.

However, the problem of increasing the function of teaching texts remains little studied, although in general credit-modular technologies attract many methodologists of higher education. So far, in the content of many studies, there is a propaganda approach to various aspects of the credit technology of education and the identification of trends in the development of the higher education system associated with Bologna reforms.

Our article is one of the aspects of professional training carried out in accordance with the credit rating system of education, namely, on the preparation of the language of students in the Russian language at language faculties that are not the focus of research.

The problems of vocational education are now of a global nature. Some authors, often practitioners, Russian and Uzbek teachers note a significant decrease in the quality of students' knowledge, practical skills and abilities due to the transition to a multi-level system of professional training of students and the introduction of a credit-modular education system. It is especially difficult to formulate and test the language, speech skills of students. In this regard, it should be assumed that, most likely, an increase in the share of students' independent educational activities and their unpreparedness to carry out independent work of such a volume will lead to conflict.

Among the problems associated with improving the methodological and personnel support of the educational system, improving the material and technical base of the educational system, restructuring the system of vocational education and training in accordance with the recommendations of the international standard classification of education and the creation of an integral three-stage model of Education.

The problem of creating a training, assessment system based on the accumulative credit system of training is far from the last quality of education, on the basis of improving the educational, methodological and scientific support of the educational process. The priority direction of work on the institutional restructuring of the system of all levels of education is the introduction of procedures for internal and external assessment of the quality of education, the development of a system of educational achievements of students, educational indicators, the improvement of standardized assessment tools and tools. Determining the level of knowledge of students; creation of infrastructure that evaluates the quality of Education.

Educational organization, licensing, certification, accreditation, testing and direct monitoring studies for centralized external assessment. Internal assessment is presented in the form of self-assessment (self-certification), ongoing monitoring of academic activities, assessment of students' educational achievements carried out in educational institutions to improve the educational process. As a type of work used for external and internal assessment of the work of an educational institution, tests include not only a control function, but also an educational function. If many researchers see the educational and educational role of tests in stimulating systematic classes on this topic, then the focus of our article is the actual learning function of the tests.

During this article, the following contradictions:

- urgent need to improve the quality of university education
the level of practical knowledge of the Russian language is low among applicants and students of linguistic training and non-linguistic universities;
- an increase in the share of independent educational activities of students, which is a fact in the credit-modular organization of training, and the inability to carry out independent work of such a volume and the possibility of its implementation by students;

The need to create and apply new forms and methods of teaching language, speech to students who occupy technical and humanitarian (non-philological) specialties, and the lack of theory and practice of creating tests of a teaching nature. Therefore, the problem of the article is associated with the following.

The above contradictions determined the choice of the topic of the article and can be formulated as follows: the definition of the technology of creating and applying educational tests in order to improve the quality of practical knowledge of the Russian language among non-philological students. professional communication areas.

CONCLUSION

The purpose of this article is to identify methods for creating test and test tasks aimed at strengthening the educational function, developing and experimental verification of this set of test tasks and determining the pedagogical conditions for their use in the educational process.

The process of self-improvement of grammatical skills and abilities in the Russian language contributes to the formation of communicative skills and abilities among students of non-linguistic faculties studying under a credit-modular system of control organization.

REFERENCES:

1. Аванесов В.С. Знание как предмет педагогического измерения // Педагогические измерения. - №3. - 2005. - С. 3-31.
2. Аванесов В.С. Композиция тестовых заданий. - М.: Центр тестирования, 2002. - 217 с.
3. Акишина А.А., Каган О.Е. Учимся учить. Для преподавателя русского языка как иностранного. - 9-ое изд., стереотип. - М.: Русский язык. Курсы, 2014.-256 с.

4. Амтаниус М. Психолого-педагогические основы контроля в учебном процессе. Автореф. дисс. ... канд. пед. наук. - М.: Из-во МГУ, 1978. — 18 с.
5. Sultonali Hoshimjon O'G'Li Fozilov, Abduqaxxor Isaqovich Mamatov, Ne'Matillo Ubaydullo O'G'Li Karimov Gaz bilan ishlaydigan avtomobillarning ta'minlash tizimi // Science and Education. 2021. №7.
6. Numonjonov S. D. Innovative methods of professional training //ISJ Theoretical & Applied Science. – 2020. – Т. 1. – №. 81. – С. 747-750.
7. Ugli N. S. D. Types of transformer overload protection //ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH. – 2021. – Т. 10. – №. 4. – С. 552-556.
8. Nabievna K. B. The study of quantitatively in linguistics //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 3. – С. 1848-1854.
9. Nabievna K. B. Manifestation Of Quantitatively At The Lexical Level //European Journal of Research Development and Sustainability. – 2022. – Т. 3. – №. 1. – С. 110-112.
10. Атаджанова Б. Т. Развитие профессиональной компетентности у студентов как важнейшая задача высшей школы //Достижения науки и образования. – 2018. – №. 17 (39). – С. 46-47.
11. Атаджанова Б. Т. Проблемы изучения лексики русского языка в национальных группах //Достижения науки и образования. – 2018. – Т. 1. – №. 8 (30). – С. 59-60.
12. Kuzibaevna, Obidova Gulmira. "Technologies of developing the ecological culture of students in the process of learning a foreign languages in higher educational institutions." *Solid State Technology* 63.1s (2020): 1816-1825.
13. Kuzibaevna, Obidova Gulmira. "Analysis of Effective Ways to Develop Students' Environmental Culture in Foreign Language Teaching." *CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE* 2.12 (2021): 37-43.
14. Обидова, Гулмира. "Развитие экологической культуры в образовательных моделях развитых стран мира." *Общество и инновации* 2.10/S (2021): 251-256.
15. Обидова, Гулмира Кузибаевна, and Мадина Фуркатовна Гайбуллаева. "Хорижий тилларни ўқитишда экологик таълимнинг педагогик психологик имкониятлари." *Scientific progress* 2.7 (2021): 312-321.
16. Обидова, Г. К. "Закономерности и принципы становления и развития экологической культуры будущих учителей в системе педагогического образования." *Актуальные проблемы гуманитарных и естественных наук* 3-5 (2016): 82-85.
17. Обидова, Г. К. "Гуманизация и интеграция в экологизации образовательного процесса." *ХАБАРШЫСЫ*: 55.
18. Jalolova, Munira Ali Qizi, and Gulmira Kuzibaevna Obidova. "Ingliz tilida yuklamalarni tasniflashda zamonaviy yondashuvlar." *Science and Education* 3.6 (2022): 1471-1475.
19. Obidova, Gulmira Kuzibaevna. "INGLIZ TILINI O 'RGANISHDA EKOLOGIK MADANIYATNI RIVOJLANISHINI TA'MINLOVCHI OMILLAR." *Oriental renaissance: Innovative, educational, natural and social sciences* 2.Special Issue 20 (2022): 124-129.
20. Кочкаров Г., Файзуллаев К. КИЧИК БИЗНЕС ВА ХУСУСИЙ ТАДБИРКОРЛИК КОРХОНАЛАРИДА ИШЧИЛАР МЕҲНАТИНИ МОТИВЛАШ ВА РАФАТЛАНТИРИШ ТИЗИМИНИНГ ТАҲЛИЛИ //Экономика и образование. – 2021. – №. 3. – С. 113-118.
21. Кочкорова Г. Д. ВЫСШЕЕ ОБРАЗОВАНИЕ В УЗБЕКИСТАНЕ В РАМКАХ КОНЦЕПЦИИ «УНИВЕРСИТЕТ 3.0» УЗБЕКИСТОНДА «УНИВЕРСИТЕТ 3.0» КОНЦЕПСИЯСИ ДОИРАСИДА ОЛИЙ ТАЛИМ. HIGHER EDUCATION IN UZBEKISTAN WITHIN THE CONCEPT //Таълим тизимида ижтимоий-гуманитар фанлар. – 2021. – С. 16.
22. Мамадалиев Н., Кочкорова Г. ИСТОРИЧЕСКИЙ ПЕРИОД ИСЛАМСКОГО РЕНЕССАНСА //Интернаука. – 2021. – Т. 10. – №. 186 часть 2. – С. 24.
23. Атаджанова Б. Т. Формирование профессионально-коммуникативной компетенции будущего специалиста //Вестник науки и образования. – 2019. – №. 19-2 (73). – С. 47-49.
24. Tulkinovna A. B. The main formation of professional competence of the students of technical universities in the Russian lessons //Web of Scientist: International Scientific Research Journal. – 2021. – Т. 2. – №. 05. – С. 637-648.
25. Нишонов У. И. Билингвизм и его использование в обучении //Достижения науки и образования. – 2018. – №. 15 (37).
26. Парпиева М. М., Нишонов У. И. Интеграция интерактивных методов в процессе образования //Вестник науки и образования. – 2019. – №. 19-2 (73).
27. Нишонов У. И., Парпиева М. М. Лингвистические проблемы перевода: текст как объект переводческой деятельности //Проблемы современной науки и образования. – 2019. – №. 11-2 (144).
28. Парпиева М. М. Самостоятельные задания поискового и творческого характера как способ активизации деятельности на уроках русского языка //Достижения науки и образования. – 2018. – №. 16 (38).
29. Парпиева М. М. Информационно-коммуникационные технологии в процессе обучения русскому языку как неродному //Вопросы науки и образования. – 2018. – №. 7 (19).
30. Парпиева М. М. УПРАВЛЕНИЕ ОБРАЗОВАНИЕМ КАК ОТРАСЛЬ НАУЧНОГО ЗНАНИЯ И ПРАКТИКИ //Качество высшего и профессионального образования в постиндустриальную эпоху: сущность, обеспечение, проблемы. – 2016. – С. 224-228.
31. Нишонов У. И. Методы обучения как компонент учебного процесса в национальных группах //Вопросы науки и образования. – 2018. – №. 7 (19).