



INNOVATIVE TECHNOLOGIES IN THE METHODOLOGY OF TEACHING RUSSIAN AS A NON-NATIVE LANGUAGE

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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 problem of updating the Republican educational system, its reform is associated with the need to educate a highly developed personality, whose moral qualities and level of professional training satisfy the needs of modern Tajik society.

The implementation of reform and renewal of the educational system has a legislative basis. This is, first of all, the Constitution of the Republic of Uzbekistan, a document reflecting the humanistic idea of equal rights to education for all citizens of the Republic of Uzbekistan; the law "on education", in which the strategic direction of educational reform in our Republic is the idea of forming a new generation with an innovative, creative type of thinking, with a developed

Given the special role of linguistic education in the modern multicultural world, it should be noted that educational reform directly affects the teaching of Russian and English. In accordance with the government decree "on the state program for improving the teaching and learning of the Russian language" in the Republic, Russian and English are taught.

Nevertheless, the functional development of the state (Uzbek) language and the strengthening of the position of the Russian language as a language of interethnic communication are the priorities of the language policy implemented at the highest state level, enshrined in the country's Constitution.

The main task of Education - determines the creation by the state of the necessary conditions for the formation and development of personality on the basis of national and World Culture, on the basis of universal values. All this makes it necessary and mandatory to introduce innovations into the educational process, to use new approaches to the organization of education in both secondary and higher educational institutions. The French word innovation goes back to the Latin meaning of renewal, change. Therefore, innovation is innovation, innovation.

Reform of the educational system implemented in the Republic involves the implementation of a number of measures, including the transition to eleven-year education, the introduction of a competence-based approach to teaching each school subject, and in universities-a credit-rating system, the use of new computer technologies. These innovations should radically change the role of the teacher in the educational process, maximize the practical orientation of teaching and, accordingly, have a positive effect on the quality of teaching the Russian language at school and University.

At the present stage of social development, due to the fact that education is becoming one of the broad and important spheres of human activity, closely related to all other aspects of human life, a need for a new type of teacher arises and is realized in it. A new approach to training teachers is the social order of modern society.

The development and implementation of innovative technologies in education is a necessary condition for the development of the educational system, which cannot be carried out without qualitatively new training of professors and teachers.

Consequently, the problem considered in the article directly concerns two levels of the educational system: secondary and higher (pedagogical) schools. This problem lies in the obvious discrepancy between the real and required level of practical knowledge of the Russian language of high school graduates. The Russian language, in turn, is the result of insufficient knowledge of the Russian language by graduates of philological faculties of

pedagogical universities, since a teacher who does not have practical communication skills cannot teach Russian speech to students both orally and in writing. As a result of the teaching activities of such a teacher, the number of young people who do not speak Russian is increasing.

Therefore, at present it is necessary to introduce radical changes in the education system at the level of secondary and higher education. Consequently, the quality of training of specialists in all other areas of scientific knowledge, as well as in all other areas of social life, will depend on the introduction of innovative technologies in the theory and practice of teaching the Russian language in the Republic of Uzbekistan. This is true, because in the conditions of close Interstate Cooperation and the creation of a single educational space, relations between Russia and Uzbekistan are expanding in all areas of cooperation - humanitarian, technical and economic. The education system should facilitate this process by providing citizens of the state with the practical management of the Russian language necessary for life.

The above determines the relevance of the topic of scientific research, which consists in determining the most optimal methods for introducing innovations into the educational process, describing and popularizing the linguistic and methodological foundations of innovations - the latest pedagogical technologies that allow you to successfully fulfill the most important tasks of teaching the Russian language as a non-native language.

Active research aimed at creating an innovative theory of development in education has been carried out since the 30s of the XX century. I. Schumpeter and G. Mensch introduced the term "innovation" into scientific circulation, which means scientific discovery, new technology or product. From that moment on, the concept of "innovation" and The Associated "innovation process", "innovation potential" and others acquired the status of general scientific categories of high-level generalization and enriched the conceptual systems of many disciplines.

Many articles and monographs are traditionally devoted to describing the methodology for applying many innovative teaching methods in teaching practice, especially now, when the slogan about the need to introduce innovative teaching technologies and approaches, in particular, the competence approach, into the learning process, is widely accepted. However, a philosophical understanding of the introduction of innovations in any process does not mean the rejection of everything previously created, but a logical transition to a new one through understanding and improving the old one. Therefore, "in the modern understanding, the competence approach uses all the best developed in pedagogical practice: a personality-oriented approach, methods of joint study, research and problematic teaching, formative assessment methods, as well as many other interactive methods and techniques". Consequently, any innovation is a creative revision of everything that was previously created in any area of human knowledge and the development of a new concept, representation and movement based on this revision.

At present, although a lot of experience of psychological and pedagogical science has been accumulated in the field of theory, methodology and practice of teaching the native language, this information is not fully accessible to today's students.

Differences in two unrelated language - native and learned language systems in the educational traditions of Uzbekistan and other countries cannot but affect the content of the educational material and the methods and methods of teaching used. Despite the undoubted advantages of the available teaching materials and teaching methods of the Russian language, such qualities of foreign-speaking students as the lexical correctness of Russian speech, grammatical normality, coherence, compatibility, accuracy and expressiveness of words and phrases formed through existing textbooks and practical teaching methods are clearly not enough when studying the Russian language in secondary educational institutions. This is explained by the fact that changes are taking place in social life that directly affect the personal relationships of students, and in accordance with this in each new period, it is required to revise both the content of education and methodological approaches to its organization.

CONCLUSION

Therefore, it is necessary to analyze, concretize and summarize the accumulated experience, to create the latest linguistic and didactic ideas, taking into account the existing pedagogical conditions in the Republic of Uzbekistan. In addition, the innovations and innovative methods of education included in the educational process are obliged not only to stimulate the educational activities of students, but also to be comfortable and economical for the teacher, understandable to him. Only then will the teacher use them.

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