Relevance of the Use Of Pedagogical and Innovative Technologies in Russian Lessons

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Abstract: This article discusses the role of pedagogical and innovative technologies in the organization of Russian language classes in higher educational institutions.

Key words: innovative technology, Russian language, method, efficiency, ICT, foreign language, education.

Introduction

Following the new trends in the development of science and education, linguists and methodologists were tasked with improving methodological recommendations in the field of teaching a foreign language based on the student's cultural background. Thus, it helps the student to properly adapt to a foreign language and its cultural environment, without going beyond the usual learning conditions. In general, teachers of foreign languages in Uzbekistan, especially courses of Russian as a foreign language, face common difficulties, such as lack of exposure, lack of time for classes, practice, and events.

Materials And Methods

To date, a large base of relatively new directions in the development of education, linguistics, and methods of teaching Russian as a foreign language has been accumulated. These studies are reflected in the works of Antonova and Merenkov (2018), Akhmed (2016), Tikhonova (2018), Khan (2018), Fulton (2012), Crouch and Mazur (2001), Bergmann and Sams (2012), Auvinen, Hakulinen and Malmi (2015), Asanova (2019), Alsvat (2016), Levy (2010) and others [1-8].

Based on the study of the above works, we tried to consider the problem of using the flipped class methodology along with the ethnomethodological approach inherent in the Uzbek educational system and compare all the positive and negative aspects of using the flipped class methodology in Uzbekistan.

Results And Discussion

There are pros and cons of using innovative technologies in Russian language lessons.

Pros: 1) Students have more control - the freedom to learn in their own way; time to skim material without falling behind; 2) It supports a student-centered learning environment and collaboration - provides opportunities to teach and learn from each other, as well as participate in one's own learning; 3) easier access to lessons and content - video lectures are available at any time; 4) It is easier for parents to track the progress of their child - parents can help their students; 5) It can be more productive - more time for personal affairs and academic practice [6]; 6) Interest in group work in the lesson increases; students help each other, critically evaluate each other's achievements; 7) The individual characteristics of each student are taken into account; more time is devoted to those students who need additional support and help; 8) This technology contributes to a more productive use of time - more time is devoted to academic practice, more free time for personal affairs; 9) There is the possibility of computer diagnostics, checking the quality of students' knowledge.

Cons: 1) It can create or exacerbate the digital divide - access to the Internet and a computer (additional fee); 2) It is based on preparation and trust - there is no guarantee that learners will cooperate with the inverted model; 3) A large amount of work on the frontend - a lot of additional work for the teacher; 4) Not naturally a form of study for exam preparation - flipped learning cannot teach the content of exam preparation; 5) some students with great difficulty get used to the new

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technology of education, to a large initial load [7]; 6) orientation of students to the mandatory completion of homework, which is extremely difficult for some students; 7) Significantly increases the student's time at the computer, which may indirectly affect his health.

After examining all the pros and cons, the flipped learning approach still produces very effective results when compared to traditional ways of learning. The effectiveness of using computer technology for learning a foreign language is beyond doubt.

Modern technologies make it possible to change the entire content of the lesson through multimedia. Learning becomes more exciting and interesting, and therefore more motivating. A regular review of the effectiveness of the flipped classroom model in distance learning is timely as this blended approach has gained popularity among teachers. The review of the papers contained in this study was organized around three questions about the flipped classroom model.

Conclusion

The conclusion of this study demonstrates a growing trend of research using this model in various areas of traditional classroom learning; By the way, only a few studies have been devoted to this method of application in distance learning. This indicates a lack of field experience studies that can be achieved through the introduction of new technologies such as video recordings, home design projects and webcasts of language classes.

Popular educational and documentary films, various video instructions and video lectures, video recordings of classes and trainings, duplicated presentations and other media are actively used as educational materials. It is important that the use of these learning tools to achieve the set goals ensures that the necessary information is obtained in high quality and in a form accessible to all technical means.

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