
**FORM, METHOD, TOOLS OF USING INFORMATION AND COMMUNICATION
TECHNOLOGIES IN TEACHING RUSSIAN IN PRIMARY SCHOOL PUPILS**

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Abstract: This article states that the importance of changes in the educational system, which today is considered the basis of the social sphere, in which all spheres of life of the New Uzbekistan have become a field of deep reform, at present, the promising direction for the development of the methodology of teaching Russian and foreign languages is the use of information and communication technologies, innovative technologies. In addition, the form, method, means of using information and communication technologies in the teaching of the Russian language in primary school students are explained.

Key words: elementary class, training, teaching Russian, information and communication technologies, the “SMART-correct goals” approach, science, linking theory with practice, availability, systemality and consistency, visualization, awareness and activity, the principle of consistency of academic results.

Annotatsiya: Ushbu maqolada Yangi O'zbekiston hayotining barcha sohalarida chuqur islohotlar maydoniga aylangan bugungi kunda ijtimoiy sohaning asosi hisoblangan ta'lim tizimidagi o'zgarishlarning ahamiyati juda katta ekanligi, hozirgi vaqtda rus va chet tillarini o'qitish metodikasini rivojlantirishning istiqbolli yo'nalishi axborot-kommunikatsiya texnologiyalaridan foydalanish, innovatsion texnologiyalar va shaxsga yo'naltirilgan yondashuv prinsipini joriy etishdan iborat ekanligi bayon etilgan. Bundan tashqari, boshlang'ich sinf o'quvchilarida rus tilini o'qitishda axborot-kommunikatsiya texnologiyalaridan foydalanishning shakl, metod, vositalari izohlangan.

Kalit so'zlar: boshlang'ich sinf, mashg'ulot, rus tilini o'qitish, axborot-kommunikatsiya texnologiyalari, “SMART – to'g'ri maqsadlar” yondashuvi, ilmiylik, nazariyani amaliyot bilan bog'lash, mavjudlik, tizimlilik va izchillik, vizualizatsiya, ongillik va faollik, o'quv natijalarining mustahkamligi tamoyili.

Introduction. In recent years, the Russian language has been considered one of the foreign languages studied in schools, professional educational institutions and universities, taking into account the fact that it is to some extent widespread in our country. Officially, the Russian language is allocated to the Russian language for 2 hours a week, starting from the 2nd grade, as a compulsory subject for study in schools taught in Uzbek and other sister languages. Russian language classes are organized by individual teachers, with the students of the class divided into 2 groups.

After the independence of the Republic of Uzbekistan – at the end of the 20th and beginning of the 21st century, the teaching of the Russian language, although somewhat weakened, continues to strengthen its importance today. In our country, textbooks on the Russian language for national schools are published, in which the methodology for teaching Russian as a foreign language is used.

Today, all spheres of the life of the New Uzbekistan have become a field of deep reform. In this process, the importance of changes in the educational system, which is considered the basis of the



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social sphere, is very great. In our country, in recent years, practical work on the organization of all stages of the educational system on the basis of modern requirements has entered the decisive stage. As our president noted: "The more educated our children come out of school, the faster the sectors of high-tech economy develop, the more social problems are possible to solve. So if I say that the threshold of a new Uzbekistan begins with school, I think that our whole people will support this idea." Consequently, at the present stage of the development of society, the main task of school education is to educate a person who seeks to realize his capabilities to the maximum, is open to the perception of a new experience, is able to make a conscious and responsible choice in various life situations. To become such a person, students must master communicative, linguistic and sociolinguistic competencies consisting of speech. Brought up in this context, the reader eventually becomes a person who has reached the level of language.

Society needs such thinkers, developed thinking, creative and innovators. Therefore, one of the central places in elementary school is given to the study of the Russian language, since this subject of study opens up the student's ability to master other subjects. The main purpose of the lessons of the Russian language is to arouse interest in knowledge, science, books, teachings, in which the material under study will be more convenient for them, and their ability to work will increase significantly.

Main part. One of the most urgent tasks in the field of continuing education is the widespread use of modern educational technologies in teaching, their application to the educational process, the training of competitive specialist personnel. As our President Sh.M. Mirziyoyev noted: "Our people should understand well: we have a long and difficult path ahead of us. If we all go forward together, gain modern knowledge, work honestly and fruitfully, our life, our entire society will certainly change for the better". In improving the quality and efficiency of education, there is a huge role of personnel who meet the requirements of the time, are mature in all respects, can compete with contemporaries in every field, strive for the prosperity of the motherland, are aware of modern pedagogical technologies. To become a skilled educator, a mature specialist of his profession, it is required that the teacher work more on himself, get acquainted with educational innovations, acquire a culture of speech, engage in communication with students during classes, interest children in science, make good use of interactive methods, ICT, multimedia, strive for foreign advanced experiments, organize integrative classes.

In the context of general informatization, the use of computer technology in a modern school is an important and integral part of the educational process. The various interests of schoolchildren can no longer be satisfied only by traditional textbook materials and the words of the teacher. Internet resources provide a wide range of materials both for the study of Science and as a source of accumulation of scientific knowledge (a kind of Encyclopedia) and as a means of implementing the comprehensive development of the reader (literary projects, e-books, sites).

In the process of such education, the teacher does not spend too much effort, knowledge, labor in the course of the lesson. Learners have increased activity, work independently, creatively, think freely. In the lesson, they get used to working with the modern method. They acquire literacy in ICT, learn to organize the lesson using technical means. The worldview of learners grows, activity and interests increase even more.

The organizational and methodological concept of any science is a system. A system is a unit of naturally located and interconnected parts that make up a whole. This is considered by Methodist scientists as a set of parts that make up the process of teaching Russian as a system in the elementary grades and the methodological system of teaching the Russian language. Its components are:



educational goals; educational content; principles and methods of teaching the Russian language; teaching tools; organizational forms of Education.

The purpose of training is decisive in the methodological system. The content of education, on the other hand, depends primarily on the goal, that is, in the educational process, tasks are selected based on language and speech materials, knowledge, skills and skills that should be mastered by schoolchildren. Each teacher should correctly determine the purpose of the lesson. The main goal of education as a factor determining the result and a tool connecting the teacher and the student covers the practical assimilation of the Russian language for use in the most important areas of communication: everyday, educational, socio-political, socio-cultural. And the communicative goal is to improve the skills and skills of listening and speaking, reading and writing in Russian, to develop logical thinking, to expand the range of knowledge about the achievements of World Science and culture.

In teaching Russian as a foreign language, a new approach to “SMART – correct goals” is important in order to correctly choose the purpose of the lesson. "SMART-correct goals" approach

SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME BOUND

Конкретная Измеримая Достижимая Значимая ОграниченаВоВремени

What exactly can be the result? How is the result measured? How to know if the goal has been achieved? Is it possible to achieve the goal? Does the goal meet the requirements? How long can the goal be achieved?

Therefore, the purpose, tasks, action and result of the lesson should coincide and be inextricably linked. The goal of the lesson should be 45 minutes long, be clear, vital, and be measured at the end of the lesson whether the actions performed correspond to the result associated with the goal or not. Only then will the lesson be at a high level of quality efficiency. The methodological system for teaching the Russian language in primary classes is aimed at achieving the following goals:

- development of speech, thinking, imagination of schoolchildren;
- mastering the initial knowledge of the dictionary, phonetics, grammar of the Russian language;
- mastering the skills of correct writing and reading, participation in communication;
- a sense of belonging to the upbringing of a positive attitude of feeling and value towards the native language, maintaining its originality and purity, a desire to improve speech.

Principles are the main methodological ideas that determine the basics of choosing material, method, Medium, etc., which are guided in any activity.

The program for teaching Russian as a foreign language in classes with Uzbek and other educational languages is developed based on didactic (basic), linguistic, methodological principles, in accordance with the level approach to the study of Russian as a foreign language. The didactic principles of the program contain the following components:

- the principle of interdependence of teaching, general development and educational tasks;
- the principle of science-implies compliance of the science of the Russian language with reliable linguistic data on the features of its functioning in various speech situations;
- the principle of linking theory with practice involves the choice of educational material that is close to life reality;
- the principle of existence, systematicity and consistency – requires a transition from simple to complex, from easy to difficult, from known to unknown, from clear to abstract, from facts to generalizations in the presentation of educational material and the organization of educational activities;



the principle of visualization, which allows you to ensure the effectiveness of teaching Russian as a foreign language – various views can be used in classes: visual (pictures, photos); sound learning (QR-code-type of Matrix bar codes, multimedia programs); voice (audio recordings); graphic (tables, support schemes, graphic organizers), verbal (events, facts, figurative oral descriptions of actions);

the principle of student awareness and activism – one of the basic principles of the modern didactic system, according to which teaching is effective when students are subjects of activity rather than objects when they exhibit cognitive activity. Activity and awareness in teaching Russian as a foreign language in Uzbek and sister-language classes can be achieved through the interaction of students in the educational process, relying on the interests of students, using didactic games, discussions, encouraging group work forms, organizing dialogues and using interactive methods;

the principle of consistency of educational results – this is achieved through a bright, figurative presentation of information, intensive training in the use of words and grammatical structures immediately after acquaintance with them, and then independent creative application of the material. Methods are known ways to implement principles in the educational system. It is a system of views and ideas on how the learning process should be organized and serves as a source of knowledge for the language teacher on the formation of skills and competencies. These techniques include: working with text, working with a textbook, a teacher's story, conversation, excursion, exercises, the use of the visual method in teaching, etc.

Depending on the independence of educational actions, active and passive methods are distinguished: by the form of activity of students – oral and written, individual and collective.

Organizational forms are a lesson and its various types. The most important features of the modern lesson are the interconnection of such elements as remembering, synthesizing, repeating and strengthening, controlling previously studied information, while mastering the new educational material and its practical application.

Although foreign languages, especially at the current stage of the development of the Russian language teaching methodology, have developed lessons that differ in structure, content and form, despite this variety, each lesson should reflect completeness in organizational, logical and psychological relationships. When choosing any type of lesson, it is necessary to pay attention to the flexibility of the goals of the lesson with the methods of teaching and the forms of their implementation. Accordingly, the following forms of classes are distinguished:

1. On the study of a new topic (according to the form: lecture lesson, conversation lesson, research-lesson, mixed lesson type, game lesson, lesson using educational cinema, etc.);
2. On the formation of skills and competencies in accordance with the topic under study (in form: seminar lessons, independent work lesson, practical classes, independent written work lesson of generalizing content, etc.);
3. Generalization and systematization of knowledge, skills and competencies;
4. On strengthening and repeating the acquired knowledge, skills and qualifications (lesson of repetition of the previous topic; lesson of repetition by section; lesson of final repetition)
5. Control-testing (all types of control work)
6. Mixed (combinatorial lesson) (a combined combination of the functions of classes of different types according to their form).

Conclusion. So, the lesson is conducted in a variety of ways, depending on the content of the material under study, as part of the educational system, of course, completed knowledge is given and organized so that it forms the basis for mastering the next knowledge. Each type of lesson has a



certain structure and characteristics that will help the teacher correctly and effectively explain the teaching material, firmly remember, repeat and control its appropriation.

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