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## APPLICATION OF INNOVATIVE TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE AND LITERATURE

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### ABSTRACT

This article discusses application of innovative technologies in teaching the Russian language and literature. The principle of application is simple: in the center of the sheet or board, a keyword is indicated that reflects the main topic of the text material, words and phrases are placed around, expressing ideas, key points suitable for this topic, which are connected by lines with the main concept, thus establishing new logical connections. Thus, a structure is obtained that graphically reflects our thoughts, determines the information field of this topic. So, one of the advantages of using innovative learning technologies is that they are easily adapted and transferred to various educational conditions.

### KEYWORDS

Knowledge, understanding, application, analysis, synthesis, evaluation, innovative technologies, Russian language, Russian literature, board, keyword, main topic, text material, words, phrases, expressing ideas, key points, main concept.

### INTRODUCTION

In the rapidly changing language policy of the state, one of the most important places in the educational space is the need to use innovative approach to teaching foreign languages.

In connection with the annually increasing flow of foreign students in all universities, it seems relevant and promising to develop innovative technologies and their active use in teaching Russian as a foreign language. The very concept of “innovation” first

appeared in scientific research in the 19th century, but it received a detailed understanding at the beginning of the 20th century in scientific research. the works of the Austrian and American economist Schumpeter J. as a result of the analysis of “innovative combinations”, changes in the development of economic systems. Since this term was first introduced into scientific use in economics, “innovation” did not mean any innovation or innovation, but only one that seriously increases the efficiency of the current system. An innovative approach to learning is, of course, a multidimensional phenomenon, which was studied at different times by scientists who made a significant contribution to the development of pedagogical innovation: Klarin M.V., Zagvyazinsky V.I., Polyakov S.D., Polonsky V.M., Yusufbekova N.R.

### THE MAIN FINDINGS AND RESULTS

Innovative technologies make it possible to realize one of the main goals of teaching Russian as a foreign language - to give an opportunity to move from studying the practical course of the Russian language as a system-structural education to studying it as means of communication and thinking, and transfer educational and cognitive activity to productive and creative level. In this regard, the use of pedagogical innovations is aimed at developing the student's abilities for self-improvement, for independent orientation in the information received and the search for solutions to problematic issues, for independent language activity in new situations. Significant emphasis is placed on activation of independent work of students, which is manifested both in the planning of the modern educational process and in the preparation of relevant documentation, such as Curricula, Basic Educational Programs and Work Programs of disciplines. Thus, currently independent

work students (SIW) is considered as an equal form of educational activity, along with practical exercises and lectures, capable of providing high-quality training of a specialist.

At the same time, the question of finding effective ways to organize IWS for teaching Russian as a foreign language, which requires the inclusion of modern innovative technologies in the educational process, is acute. Given the signs innovations, which are always: novelty, demand, feasibility, the presence of a sustainable beneficial effect; we will analyze the methods and technologies of innovative learning, as well as specific techniques used in the RFL classes.

At the current stage of the research, different methods of innovative learning are distinguished, for example, such as: modular learning, electronic-interactive learning, problem-based learning, distance learning, exploratory information learning, project method, etc. Russian as a foreign language teachers use these teaching methods to varying degrees, sometimes not separating one from the other, but rather varying them among themselves and successfully integrating them into the thematic context. So, one of the advantages of using innovative learning technologies is that they are easily adapted and transferred to various educational conditions.

Consider the essence of the most popular methods of innovative learning in teaching foreign languages and Russian language:

Modular training is based on the independent achievement of the goals of cognitive activity, on the independent selection and use of the necessary information in the process of working on a module that combines learning goals, educational material indicating tasks, recommendations for completing

these tasks. The module is considered as a functional unit that combines educational content and methods of learning activities to master this content. The construction of the module is based on the theory phased formation of mental action and the main thing is the correct structuring of students' activities: perception, understanding, comprehension, memorization, application, generalization, systematization. When conducting a modular lesson, it is necessary that each student understands the purpose of the lesson, what needs to be studied and what to focus on. The role of the teacher in modular learning comes down to managing the work of students: to motivate, organize, advise and supervise. With such an organization of work, the teacher has the opportunity to communicate with almost every student, using a differentiated and student-oriented approach. This method of teaching allows you to determine the level of assimilation of new material and quickly identify gaps in students' knowledge.

Problem-based learning is a system of teaching methods and tools based on the modeling of a real educational process by creating a problem situation and managing the search for a solution to the problem. The purpose of such training

- mastering not only the results of scientific knowledge and the system of knowledge, but also the very way of obtaining these results, the formation of cognitive independence and development creative abilities. The organization of problem-based learning is based on the principle of search educational and cognitive activity of the student. In problem-based learning, the activity of the teacher is to systematically create problem situations, provide students with information and organize their educational and cognitive activities in such a way that, based on the analysis of the material, students independently draw

conclusions, generalizations and conclusions. The use of elements of problem-based learning has a number of special advantages: it stimulates mental abilities and prepares competent specialists for life in a constantly changing world.

Electronic-interactive training involves the use of modern information network technologies. The essence of this method of learning is rather in a special form of organization of the educational process, in which almost all students are involved in the educational process, they have the opportunity to discuss and verify the reliability of what they learn and what they think. Interactive activity in RFL classes involves the organization and development of dialogue communication, which leads to interaction, mutual understanding, to the joint solution of common, but significant tasks for each participant. During this training, students learn critically think, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, communicate with other people. Thus, the process of cross-communication takes place.

— active involvement in communication of each student. To do this, individual, pair and group work is organized in the lessons, research projects, role-playing games, work with documents and various sources of information, creative work, etc. To ensure the implementation of electronic interactive learning, multimedia, interactive, mobile, wireless classrooms are equipped. One of the advantages of this type of training is the acquisition and application of the skills of mastering modern technical means and technologies for searching and processing educational information. Among the means and tools of e-learning, as a rule, all interactive resources and

materials are distinguished, such as: electronic libraries and ELS, electronic educational resources of disciplines (EER), training courses, chats and video chats, e-mail, video conferences, online seminars and webinars, sharing software applications, interactive posters, etc. The use of electronic programs and Internet services in teaching Russian as a foreign language has a number of advantages: firstly, the possibility of distance learning for foreign students who are outside the country of study, and in addition, training visual memory, consolidating pronunciation and spelling, and the use of productive skills. In the context of the global digitalization of educational standards, this method of innovative learning is becoming an integral part of the modern education process. It should be noted that the implementation of the listed methods of innovative learning meets the principles of accessibility, flexibility and variability of use in classes with a foreign-language audience. Innovative learning is based on the technology of developing critical thinking, that is, the formation of creative unconventional thinking, using the latest achievements of scientific theory and teaching practice.

The technology for developing critical thinking through reading and writing was developed by the International Association and the Consortium of the Humanist pedagogy, in the last 15 years it has become widespread in the systems of general and vocational education in 29 countries of the world. The methodology for the development of critical thinking includes three stages: the first is a challenge; the second is comprehension; the third is reflection.

Consistent passage of all stages allows you to develop the ability not only to master the information, but also to critically evaluate, comprehend, and apply it. When using innovative technologies in teaching Russian as a

foreign language, the following techniques are successfully applied at different stages of the critical thinking development methodology:

- associative series;
- reference abstract;
- Insert (interactive writing system for effective reading and reflection);
- brain attack;
- group discussion;
- reading with stops and compiling clusters;
- Bloom's questions;
- cinquain;
- interactive lecture;
- nano-essay;
- key terms;
- confused logical chains;
- didactic game;
- linguistic maps and cards;
- linguistic allusion;
- text research;
- work with tests;
- creative and innovative forms of homework.

Let us consider in more detail the techniques that in practice arouse the greatest interest of the foreign-speaking public studying the Russian language: the



compilation of clusters, nano-essays, cinquain, insert and the formulation of answers to Bloom's questions.

When organizing work with a new text in RFL classes, it seems quite effective to draw up a cluster, which means a method of graphic organization of the material, which makes it possible to visualize those thought processes that occur when immersed in a particular topic. The cluster is a reflection of a non-linear form of thinking and characterized by hypertextual linking. The principle of application is simple: in the center of the sheet or board, a keyword is indicated that reflects the main topic of the text material, words and phrases are placed around, expressing ideas, key points suitable for this topic, which are connected by lines with the main concept, thus establishing new logical connections. Thus, a structure is obtained that graphically reflects our thoughts, determines the information field of this topic.

In order to help students summarize their knowledge on the topic studied, we use such a type of written task as a nano-essay. For the teacher, this is an opportunity to get feedback, usually students are offered two points that need to be completed in 5 minutes, usually at the end of a thematic lesson or module:

1. write briefly two phrases about what students have learned on a new topic;
2. ask one question that the students never got an answer to.

Thus, through simple actions, the processes of comprehension and reflection are launched in students about the studied material, the barrier of formulating possible difficulties and set up a channel of mutual communication with the teacher. Also, the

technique of compiling a syncwine seems to be innovative, which allows you to effectively develop critical thinking, research abilities of a foreign language audience, and activate its creative activity at the stage of reflection. Cinquain (from French cinquains, English cinquain) is a five-line poetic form that arose in the United States at the beginning of the 20th century under the influence of Japanese poetry. Later it began to be used (recently, since 1997, and in Russia) for didactic purposes, as an effective method for the development of figurative speech, which allows you to quickly get the result. Didactic cinquain is based on the content and syntactic structure of each line. The principle of creation is quite simple and accessible to students who begin to learn Russian as a foreign language.

The first line - the theme of syncwine, contains one word (usually a noun or pronoun), which denotes the object or subject that will be discussed.

The second line is two words (most often adjectives or participles), they describe the features and properties of the object or object selected in the syncwine.

The third line is formed by three verbs or gerunds, describing the actions of the object.

The fourth line is a four-word phrase expressing the personal attitude of the author of the syncwine to the described subject or object, it can be either a quote or a proverb on the topic.

The fifth line is one summary word that characterizes the essence of the subject or object.

This technique allows you to synthesize information, enrich vocabulary, formulate the main idea of what you have read and prepare a brief retelling of the text fragment.

As a result, the designations are counted and entered into a table, after which there is a discussion and analysis of what is already clear and what needs to be repeated or clarified. This technique involves an independent analysis of information, interactive discussion and comparison of the material.

In the final work with the text, it is advisable to introduce the method of Bloom's questions, which is based on the method created by the famous American psychologist and educator Benjamin Bloom taxonomy of learning objectives by levels of cognitive activity: knowledge, understanding, application, analysis, synthesis and evaluation. The experience of using this technique in practice shows that students, starting from the first language level, understand the meaning of all types of questions, that is, they can give their own examples and formulate answers. This technique can be implemented in different forms, both Bloom's cube and Bloom's chamomile are used in this way. There is only one principle - the formulation of questions with six settings: name why, explain, suggest, invent, share. Practice shows that the reception motivates students to work actively, helps develop critical thinking skills and, in an entertaining way, control the level of formation of communicative competencies.

A variety of innovative methods and techniques shows that these tools can be used at all stages of the educational process, allow students to offer dozens of types of learning activities, and help organize students' independent work in a new way. Of course, innovative teaching of Russian as a foreign language does not exclude the use of classical traditional technologies, but, according to the true interpretation of the initial definition of "innovation", is designed to effectively complement them by increase the

motivation of students and significantly intensify the process of mastering the Russian language.

Thus, the productivity of the developed approach is manifested in the ongoing interest in the subject and the ability to satisfy it in the conditions of learning according to the search-technological model, and the effectiveness of the methodology, supported by stable positive results of language, speech, spelling development, has been proven not only by the improvement of educational indicators by all students of the EC, but and the growth of their creative position (development of a sense of the new, sensitivity to linguistic problems, sensitivity to contradictions, connection of the seemingly unconnected, the need for creativity, etc.).

## CONCLUSION

The analysis of the results obtained, reflecting the implementation of the project of innovative study of the Russian language as a condition for the formation of educational motivation and the assimilation of knowledge simultaneously with general educational, general language, speech, spelling and innovative skills, allows us to conclude that such an organization of the educational and cognitive process changes not only the style of communication, the type of thinking and teaching methodology; the attitude of adolescents to the subject "Russian language" and the Russian language is changing, and they themselves are changing: positive motivation is growing, independence in speech and thinking activity, cognitive interests are strengthening, which is manifested in the desire and ability to learn and has a positive effect on important personality traits - observation, self-esteem, self-regulation.

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