

Main Characteristics of Modern Pedagogical Technologies Used in Teaching the Russian Language

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Received: 29 March 2025; **Accepted:** 25 April 2025; **Published:** 27 May 2025

Abstract: The article analyzes modern pedagogical technologies used in teaching the Russian language, such as learner-centered education technologies and technologies aimed at activating and intensifying student activity. It concludes that to help students systematize all the knowledge acquired in the subject and to improve or develop speech skills, teachers need to apply various pedagogical technologies.

Keywords: Pedagogical technologies, Russian language, student, teacher, critical and creative thinking, knowledge, skills, and abilities.

Introduction: The development of forms of educational organization occurred alongside the development of human society. Apparently, the most ancient form of organizing the educational process was individual instruction. The next stage was the individual-group method. By the beginning of the 17th century, these forms no longer met the needs of society. The first rudiments of group education appeared, which later became the basis for the class-lesson system.

The use of pedagogical technologies involves modeling real-life situations and solving problems collaboratively. It excludes the dominance of any participant or idea in the educational process, promoting a humane and democratic approach to educational modeling.

The methods of pedagogical technologies also ensure the achievement of the goals at the first three levels of learning more effectively than traditional teaching methods. A strong confirmation of this is the so-called "learning pyramid."

One of the main goals in teaching Russian is not only to transfer knowledge but also to awaken personal motivation, develop interest in the subject, and stimulate a desire for speech self-improvement. To

achieve this, teachers must seek effective methods and forms of instruction. Pedagogical technologies address this need, as their use allows for the attainment of educational outcomes and encourages interaction between students and teachers. The introduction of pedagogical technologies into the educational process helps create conditions for the development of students' personalities through educational activities and engages each learner in active cognitive work. It also makes it possible to create problem-based learning situations where students are encouraged to seek solutions and plan collaborative efforts.

Effective use of pedagogical technologies increases participants' motivation in addressing discussed problems, provides an emotional impulse for further exploratory activity, and encourages concrete actions. It is impressive that in interactive learning, every student succeeds, contributes to the group result, and the learning process becomes more meaningful and engaging.

Moreover, pedagogical technologies develop the ability to think unconventionally, to perceive problems from different perspectives, to justify one's opinions and values, and to foster skills such as listening to others, collaborating, engaging in respectful

dialogue, showing tolerance, tact, and goodwill toward others during joint problem-solving and truth-seeking.

Modern education is based on a learner-centered approach, focusing on the development of students' intellectual and speech abilities, moral development, and the formation of critical and creative thinking. The pedagogical technologies currently used in education take into account students' age and individual psychological characteristics, contributing to productive and effective collaboration between teacher and student—especially important during preparation for the main state exam.

The content of this exam relates to practical skills and knowledge demanded in life and aims to assess both subject-specific results and general learning competencies. The exam evaluates students' language and speech proficiency, their ability to work with linguistic material, adherence to language norms, and mastery of productive and receptive speech skills.

Thus, the teacher's mastery of problem-based and exploratory teaching methods is the most effective way to organize students' creative and research activities and, therefore, supports interactive learning.

To develop students' creative abilities, it is crucial for teachers to transition from reproductive to productive teaching methods—where students are not just demonstrating understanding, but solving problems by identifying cause-effect relationships, and linking classroom material to real-life contexts.

To foster maximum independent creative activity among students, the teacher should serve as a guide, based on the belief that every learner strives for success and, as the renowned psychologist Célestin Freinet once said, "never tires of work that meets their functional life needs."

To create a success-oriented environment in the classroom, the following principles should be observed:

- All students are capable of mastering the material and acquiring skills.
- Students must know that the teacher believes in them.
- The teacher should encourage intellectual activity, focus on understanding rather than rote memorization, and avoid providing ready-made answers. Instead, they should apply problem-based and inquiry-based approaches, for example: prompting students to continue a thought, draw analogies, or use associative thinking—in short, to create situations of success that promote intellectual, creative, and practical development, ultimately contributing to personal growth.
- The psychological atmosphere in the classroom

is important, as is the teacher's ability to surprise and introduce elements of novelty.

Regular Russian language lessons using pedagogical technologies show that the goal of developing students' creative abilities is successfully achieved. One of the main accomplishments in pedagogical activity is creating a situation of success in the classroom, which enhances the development of creative abilities, encourages their expression, and improves educational outcomes for future professionals.

The use of modern pedagogical technologies is one of the key tools for effective mastery of the knowledge described above.

A significant number of academic works are dedicated to the study of pedagogical technologies in education. Notable contributions have been made by G.K. Selevko, I.L. Volkov, V.M. Monakhov, V.P. Bepalko, E.S. Polat, I.S. Yakimanskaya, O.B. Epishova, V.F. Shatalov, M.V. Klarin, A.K. Kolechenko, and others.

At this stage in the development of education, several classes of pedagogical technologies are distinguished in teaching Russian, based on the goals, nature of teacher-student interaction, and methods of organization.

In the age of informatization, when no individual can process the full stream of information, the ability to work in a team becomes vital. Pedagogical technologies foster this ability by teaching students to distribute responsibilities, set goals, make sound decisions, analyze situations, and experience the joy of creative thinking, as well as a sense of satisfaction from their work.

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