
Ways to Implement Innovative Technologies in Secondary School with Uzbek Language of Instruction

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Abstract:	Keywords:
In this article, new ways of implementing innovative technologies in secondary school have been developed. New methodological foundations of education, improved means of teaching, ensuring continuity of education at all stages of the educational system are shown	education system, educational space, cognitive activity, integrated learning, individual task, competence

Currently, the educational system of the Republic of Uzbekistan is focused on entering the world educational space, which implies the improvement of the educational system: adjusting the goals of training, changing the methodological foundations of education, improving the means of teaching, ensuring the continuity of education at all stages of the educational system. The problem of updating the educational system of the republic, its reform is due to the need to educate a highly developed personality, whose moral qualities and level of professional training would satisfy the needs of modern Uzbek society.

The "Concept for the development of the public education system of the Republic of Uzbekistan until 2030" notes that the strategic guideline for the reform of education in our republic is the idea of forming a new generation of people with an innovative, creative type of thinking, with a developed worldview culture. Due to the fact that at the present stage of social development, education is turning into one of the most extensive and important spheres of human activity, which is closely related to all other aspects of human life, in which the need for a new type of teacher arises and is realized. ¹

The modern approach to the training of teachers is a social order of modern society, the proof of which is a document of strategic importance, such as the "Strategy for the Development of New Uzbekistan for 2022-2026", which provides for the improvement of education as a whole, including secondary schools.

In this article, we have developed the introduction of innovative technologies in teaching, at the present stage distinguishing two groups of innovative learning technologies - 1) technology based on the use of e-learning tools, and 2) technology that does not rely on e-learning tools. These technologies are necessary to determine the main conditions for the application of innovative methods and techniques in Russian language lessons in secondary schools with the Uzbek language of instruction. But it is important to note that when using innovative learning technologies, differentiated learning is necessary. "This is an urgent problem of the modern school. The work is carried out according to one program, but at

¹ Concept Development System Folk Education Republic Uzbekistan before 2030 Year. National base Data Legislation, 29.04.2019, No 06/19/5712/3034; 24.07.2021, No 06/21/6268/0700; 11.05.2022, No 06/22/134/0407)

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different levels of complexity within the framework of the classroom system. The class can be divided into three subgroups: students with high – medium – low learning opportunities. Students with high learning opportunities have a high level of cognitive activity, they are independent, active. Working with strong students requires the teacher to select tasks of high complexity. Students with secondary educational opportunities have an average level of cognitive activity. When working with them, the main attention is paid to the development of their activity, independence, self-confidence. " In fact, students with low learning opportunities lag behind their classmates in intellectual and speech development. They can not single out the main thing in educational information, can not hold attention for a long time, they have low working capacity. A differentiated approach allows to realize the creative capabilities of all students in the conditions of the classroom system. Work with strong students should go through a variety of tasks, and not along the path of increasing the volume of exercises. Here we offer: 1. Compilation of dictionary dictations; 2. Work with additional material; 3. Search purpose; 4. Checking the tasks of students (3 groups), etc. The problem of overcoming academic failure is also a psychological problem. A student who has learning difficulties should have a gentle regimen. Therefore, it is constantly necessary to compare phenomena, find similarities and differences, generalize, highlight the main thing, using tables, cards, algorithms, patterns of reasoning in your work. The²abota with such students makes us take a different look at some of the traditional explanations of the rules of spelling.

These groups are subordinated to the implementation of one leading learning goal in the Russian language lesson - the formation of communicative competence of schoolchildren. The main thing for the teacher himself is the desire to bring something interesting and new to the lesson for students, to expand their knowledge of the world by means of the language being studied; to show or demonstrate something that will arouse keen interest and the need to use the means of the language being studied in order to clarify knowledge about a new subject of speech, express your point of view about it, talk with friends about the problem presented by the teacher. The subject of speech activity in the classroom can be presented to the attention of students by different means: in the form of text, and in the form of a multimedia display, and in a combined format (both text and visual materials accompanying the text, including sound). The second condition is the teacher's knowledge of the modern pedagogical foundations of the methodology of teaching the Russian language and the peculiarities of teaching Russian in the Uzbek group, i.e. the specifics of integrated teaching the Russian language, a clear idea of the teacher about what the main goal of teaching Russian as a foreign language is. "The teacher should remember that the text is the basic unit of teaching a non-native language, that it is the practical knowledge of Russian speech that is the most important result of his work, and by all means to achieve this. Of course, the teacher needs knowledge about what methods and techniques for

² T. A. Dvoryaninova. Introduction in training process Innovative Educational Technologies

activating educational cognitive and educational speech activity are available in the arsenal of modern methods. " This should confirm the idea of variability in the conduct of lessons, the idea of the need for a creative approach to the organization of training, in which each student will be able to realize his abilities, interests and cognitive capabilities.³

To organize work in primary school, where children cannot yet use personal computers in the lesson, high-quality visualization is necessary: picture dictionaries, subject pictures, plot pictures and a series of plot pictures accompanying textbooks. Computers here can be used to demonstrate visual materials through a projector for the whole class to perceive at the same time. This will discipline younger schoolchildren well, the success of the formation of general educational skills will increase (the key competence is "the ability to learn"). In middle and high school, when children will study computer science in accordance with the curriculum, it will be possible to conduct integrated lessons of the Russian language and computer science or Russian language lessons in a computer class. Here, the teacher can develop both collective forms of work with the text, and a system of individual tasks on texts of various genres and styles. It is important, however, to remember the need to ensure the thematic integrity of the lesson, its informativeness, because language is a means of transmitting information. If there are no computer tools, you need to make competence tasks. They are compiled as educational actions aimed, on the one hand, at the formation of grammatical skills and abilities necessary for correct speech, and on the other hand, at the formation of communicative competence in all types of speech activity. Russian language lessons in secondary school should truly become lessons of preparation for learning at the next stage of the educational system - in higher education. Here, such work with educational, popular science, cognitive, literary and artistic texts should prevail, which would allow to form the skills of free presentation of the content of source texts, their compression and creation of their own texts. At this stage of school education, as well as at the previous ones, it is not the language theory that is important, but speech practice, corrected by language theory. When the teaching of the Russian language at all levels of school education is subordinated to the idea of a practical orientation and the age characteristics of children are taken into account in its content, students will master the Russian language in the process of their mental activity to process the content of the source text. The most difficult to fulfill is the first condition, which depends on the so-called "human factor" - the purely personal characteristics of teachers of the Russian language. However, a teacher working in the education system must follow the recommendations to improve their learning activities. To conduct experimental testing of the materials of our study, several Lessons of the Russian language were developed, the

³ Ibragimova Herod Asa-Ahunovna Pedagogical Measurement how factor Improve Training Process (on Material Teaching Russian Language in non-linguistic University) 2015 year, candidate Sciences

materials of which were transferred to teachers in schools. The use of these materials at different stages of the lesson will help to make it effective, efficient, and the process of obtaining knowledge for students - interesting and productive.

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