



Methodology of Teaching a Russian Language on the Basis of Mixed Educational Technologies in the Courses of Professional Development of Pedagogical Staff

Tokhta Ametovna Yuldasheva

Senior Lecturer

Chirchik State Pedagogical University

Abstract. The article describes the methodology of teaching Russian on the basis of blended learning technologies in the professional development courses for teaching staff of higher educational institutions. The main components and principles of language teaching are also highlighted. A comparative analysis of the module "Practical foreign language" is given as well.

Keywords. Blended learning technologies, Russian for Specific Purposes (ESP), effectiveness of the educational process, information and communication technologies, professional development courses, linguistic component, psychological component, methodological component, teaching principles, creativity, andragogy.

According to the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, the educational process in higher educational institutions will be gradually transferred to a credit-modular system; on the basis of international experience, the introduction of advanced standards of higher education is being carried out, including a gradual transition from education focused on obtaining theoretical knowledge to an education system focused on the formation of practical skills in educational programs; introduction of methods and technologies aimed at independent education of students, critical and creative thinking, system analysis, the formation of entrepreneurial skills, the consolidation of professional experience in the educational process, the direction of the educational process towards the formation of practical skills, in connection with this, the widespread introduction of advanced pedagogical technologies into the educational process, educational programs and teaching materials based on international educational standards, priority tasks have been set, such as improving the quality of educational services for students through the development of a feedback system (feedback) and peer review (peer review) in all higher educational institutions [1].

This, in turn, involves the teaching of a foreign language focused on profiles in higher education institutions, advanced training centers, modern approaches, the introduction of effective teaching and learning methods, the organization of assessment, the formation of foreign language competencies while changing the methodology of teaching a foreign language focused on common goals. (Russian for General Purposes, LGP) for teaching for special



purposes (Russian for Specific Purposes, ESP).

From the analysis of scientific literature it is known that there are three main components of teaching a foreign language: linguistic, psychological and methodological components.

The linguistic component is an area of linguistics associated with the formation of linguistic, speech materials and the socio-cultural identity of the language, communication, language and culture of communication, phonetic, grammatical, lexical minimums of the language and situational-thematic communicative competencies.

It should be noted that, taking into account the specific features of language learning, the use of mixed educational technologies improves the efficiency of the educational process in the field of language didactics. The reason for this is that information and communication technologies have special didactic properties such as information and communication, the educational process using them helps to solve didactic problems in the most optimal and effective way. S.V. Titova refers to such features: multimedia, interactivity, communication, flexibility, productivity, creativity, the ability to control the activities of students in real time and asynchronously, etc. [8].

In our opinion, the use of information and communication technologies in teaching foreign languages in the process of advanced training has led to the creation of various courses focused on the need and individualization of education. In particular, an analysis of the practical experience of using blended learning in linguistic education shows that it is considered one of the most effective forms of learning and allows:

- to form communication skills, communication culture;
- create a real language environment in order to need to use a foreign language for real communication;
- improve the skills and abilities of operating information;
- organize feedback, etc.

The psychological component includes the role and importance of language as a means of communication, processes associated with the systematic development of speech skills in the learning process.

Zh. Kusharbaev, in his scientific study on improving the innovative culture of the teaching staff of higher educational institutions, revealed that in order to successfully overcome psychological obstacles in preparing for innovation, it is necessary to correctly understand and realize one's personal experience, not to exaggerate failures in innovation, to accept one's image as a subject, the owner of innovation, not to exaggerate the complexity and difficulties of innovation and to adequately assess them, to be able to correctly assess their own capabilities, to be able to actively interact with participants in the educational process and innovation, to acquire self-control skills, and also to realize that the reason for their actions must be sought not in the outside world, not in fate, but in their own thoughts, worldviews and actions and believe in them [3].

Consequently, the psychological component in the process of mastering a foreign language in adult subjects of education in the process of professional development is also expressed in helping to successfully overcome psychological obstacles associated with age and social status.



The methodological component is a direction aimed at the study of didactic and methodological aspects of the development of written and oral speech skills as a means of communication and the introduction of new approaches into practice.

Blended learning is based on the constant interaction of students with each other and with the teacher-tutor, both in the electronic environment and in the classroom. At the same time, self-learned educational material is used in real communicative situations by solving communicative problems, which contributes to the development of communicative competence, which is currently the main goal of teaching a foreign language [5; 10].

Based on the above, the researcher E.I. Passov proposes the following hierarchy of principles for teaching the Russian language:

- general didactic principles;
- general methodological principles;
- private methodological principles of teaching.

Accordingly, these components, in turn, require taking into account the following principles of teaching the Russian language:

- cognitive (cognitive principles);
- emotional and psychological (affective principles);
- linguistic (linguistic principles);
- activity (intellectual, emotional, speech);
- visibility;
- developing education;
- strength;
- taking into account the native language when mastering a foreign language (native language effect);
- accessibility;
- systematicity, etc. [7; 9].

Thus, the definition of priority principles in improving the foreign language skills of students in advanced training courses increases the effectiveness of the pedagogical process aimed at achieving this goal. The study found that systematization, consistency, focus on professional activity, creativity, integration, interactivity, andragogical, socio-cultural impact and reflexivity are principles that take priority in the process aimed at developing the language skills of listeners. In turn, the results of the study of the problem made it possible to determine a set of creative qualities that need to be formed and developed in a person.

Practice shows that in adult education language teaching is not focused on the content of education, the necessary methodological materials are not based on experience, which causes difficulties in the cognitive sphere. From this point of view, the issue of developing the content of educational programs based on modern approaches to teaching foreign languages, especially Russian, is defined as one of the important methodological conditions of pedagogical research [2; 4; 6].

In the course of our study, based on the objectives of the study, the content of the "Practical Foreign Language" module and its software, which are part of the advanced training courses for management and teaching staff of higher educational institutions, were improved.



It is known that the purpose of the training course is to acquire the skills of effective organization and management of educational processes based on the development of professional competencies of managers and teachers working in educational institutions.

At the same time, the 144-hour training program is carried out on the basis of independent on-the-job training methods, 144 hours in the form of direct on-the-job training.

If we analyze the content of educational programs in 2018, then the main content of the "Practical Foreign Language" module is aimed at developing academic language skills, according to the results of research, the content of new educational programs has been improved according to the principle of development based on academic and professional language needs (Table 1).

Table 1. Comparative analysis of the content of the module "Practical foreign language"

Practical training is based on modern teaching methods and innovative technologies. In addition, it is recommended to independently use educational and scientific literature, electronic resources, handouts.

Important for the organization of the teaching of the Russian language in the format of blended learning is the observance of pedagogical conditions such as free access to online materials, the availability of technical support when taking a distance course, the possibility of discussing problems with the content and form of assignments on the forum with the teacher and other participants.

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