THE USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE AND LITERATURE

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ABSTRACT
This article discusses the importance and use of pedagogical technologies in teaching Russian language in primary grades today. Recommendations are made about interactive methods in the educational process and the competence that the teacher should have in its implementation.

Key words: Russian language, pedagogical technologies, educational process, competence, innovation, method, educational content.

It is known that in our country, in the implementation of the Law of the Republic of Uzbekistan "On Education" and the National Program of Personnel Training, a perfect system of teaching the Russian language, that is, the task of educating a modern thinking young generation in all aspects, has been set. In order to create a system aimed at further integration into the world community in our republic, the attention to the Russian language is increasing more and more. In the "National Program of Personnel Training" it is emphasized that the formation of a perfect system of personnel training based on the rich intellectual heritage and universal values of the people, on the basis of the achievements of modern culture, economy, science, technology and technology is an important condition for the development of Uzbekistan.

Teaching of the Russian language in primary classes is being carried out successfully. In addition to imparting knowledge to students in educational institutions, Russian language teachers themselves are also receiving additional training through experienced trainers on Fridays of the week - "Day of Russian language teaching methodology" starting from the academic year. Therefore, teachers are developing competencies for teaching Russian language based on modern requirements. Today, pedagogical and psychological demands are placed on pedagogues to successfully teach the Russian language from the 1st grade. The question arises: who does the teacher teach, what does he teach, and on the basis of what technologies does he teach? For this purpose, the teacher of the Russian language, first of all, has a perfect knowledge of his native language, his phonetics and grammar, and he can teach students the Russian language by comparison. Every teacher working in the continuing education system, including teachers of the Russian language, must have the following necessary linguistic competences:

These linguistic competences are generally recommended. They can be further studied in parts using the "Cluster" method. One of today's main tasks is to study and monitor the state of teaching Russian language in grades 1-2 and 3 to experienced specialists in order to put the competence approach into practice, or to study the activities of specialists and provide them with methodical assistance.

For this purpose, on the initiative of the educational center of the public education department of the Tashkent region, a methodological association of Russian language teachers of the region was established during the academic year. Russian language teachers working in the region are members of the methodical association, once a month open lessons are organized in the schools of the regional

districts, and methodical support is provided to young teachers. This, in turn, helps to learn the extent to which the competencies recommended for today's youth have been formed and to provide them with practical help. A teacher of the 21st century must always be up-to-date with today's scientific and technical achievements, and be able to use them effectively in his lessons. This, in turn, is related to more competent teachers. The advanced pedagogical technologies used in the lessons help to fulfill the important tasks of instilling in students a feeling of love for the Russian language, increasing their interest in a foreign language and raising it to the level of perfect knowledge, and achieving logical, clear and complete speech. Today, our teachers organize lessons based on traditional and non-traditional forms of education. Today, our main task is to educate students on the basis of DTS to be free thinkers in all aspects, able to fully express their independent opinions. Therefore, during the lesson, we should train our students not as "students-listeners", but active students who have the skills to argue with the teacher. This task is certainly carried out through the use of pedagogical technologies and interactive methods in non-traditional classes.

Competent teachers of the Russian language achieve the following if they effectively use pedagogical technologies based on the requirements of relevant, targeted topics:

1. Students should be able to speak Russian, communicate with others, understand, and give correct answers;

2. instilling motivation (interest) in students to learn the Russian language and ensuring continuity and continuity of interest;

In conclusion, it is worth noting that the development of Russian language literacy in school-aged students based on the principles of proper organization and continuity will teach them to be interested in learning Russian in the future and to speak English effectively. This requires special hard work for the teacher of the Russian language.

Professor N. Saidakhmedov, a scientist from Uzbekistan, said that nowadays teachers cannot separate teaching methods from technologies in many cases. The methodology consists of a set of recommendations for the organization and conduct of the transition process, the goal of the methodology is to transfer the theories related to the subjects of the subject to the plane of concrete events. Pedagogical technology (PT) provides organizational arrangement of the interrelated parts of the teaching process, viewing its stages, their implementation, determining the conditions, and taking into account the available opportunities to achieve the set goal. Or, PT is a set of procedures that renew the professional activity of the teacher and guarantee the final result in education. The technology differs from the methodology by its flexibility, accuracy of results, efficiency, necessity of planning in advance.

In addition, the teacher uses different methods in conducting Russian language lessons; audio lesson (listening comprehension), video lesson, Internet lesson, travel lesson, music lesson, "module" lesson, debate - discussion, competition lesson, "Zakovat" and interactive pedagogical methods can be used. Education always requires the teacher to work on himself, to search. Today's teacher should introduce innovations based on the competence approach, and focus on modern pedagogical technologies based on design. Therefore, today's teachers are required to research new methods of education as much as possible. Because students do not like traditional lessons, they are bored, as a result, the student does not master the content of the lesson well. A clear result is achieved due to repeated practice of

interactive methods in each lesson. A variety of methods in pedagogical technologies will increase the effectiveness of the lesson so that students do not get bored.

In the course of the lesson, the teacher should pay attention to the student's speech, ability to think independently, ability to freely express one's opinion in Russian, written work, conversation, story, relying on independent thinking. In fact, the teacher cannot necessarily use pedagogical technologies in the course of the lesson. Some teachers want to use the advantages of pedagogical technologies without knowing it. However, no one needs it. If PT is used according to the content and purpose of the lesson, it will have a positive effect. Pedagogical technologies, regardless of the form, method and means of organizing Russian language lessons:

- pedagogical activity to increase the effectiveness of the educational process;

-decision of mutual cooperation between the teacher and the student;

- to ensure the acquisition of thorough knowledge of educational subjects by students

- formation of independent, free and creative thinking skills in students;

- creating conditions for students to realize their potential;

- should guarantee the priority of democratic and humanitarian ideas in the pedagogical process.

When such pedagogical technologies are used, students' knowledge potential and interest in science will increase; knowledge, skills, and abilities are further formed and they can distinguish the main concepts of their chosen subject. Before using interactive methods in the lesson, the teacher provides information about the basic concepts of the subject. After that, it is easy for students to independently assimilate, repeat, expand the scope of the information they have received, and think logically. In this case, the importance of interactive methods increases even more. Below, let's consider the application of one of these methods to the process of the Russian language lesson.

In addition, one of the important tasks of modern education is the development of "skills of the future" - key types of literacy and basic competencies of the 21st century, which include [1, 2]: control of concentration and attention; empathy and emotional intelligence; collaboration (as a critical skill that should be built into various aspects of work and learning); critical, problem-oriented, systemic, cooperative and creative thinking; Creative skills; work in interdisciplinary environments; literacy of the 21st century; ICT and media skills, including programming and information hygiene; flexibility and adaptability; responsibility at work (including the ethics of interaction with other members of society and the work ethics of person-centered services), etc.

At the same time, STREAM education is of particular importance, which involves an interdisciplinary and applied approach to teaching based on the combination of various sciences (Science - natural sciences; Technology - technology; Reading - reading and writing; Engineering - engineering, design; Art - art, design; Mathematics - mathematics) in order to form innovative thinking among schoolchildren, which is necessary to ensure the development of a new vector of the public administration system, economics, business, science and education [4-8].

Thus, the purpose of this article is to describe the essence of STREAM education in Russia and abroad and to design a STREAM technology that provides familiarization of modern schoolchildren with reading classical literature based on the development of innovative thinking and skills of the 21st century.

An analysis of the theoretical literature shows that the combination of interdisciplinary and applied approaches in education, called STEM, began to take shape in the United States at the end of the 90s of

the XX century, when Americans faced a serious problem - in the presence of offers from high-tech companies, potential workforce in the majority did not have a high level of qualification [6, 9, This determined the need to search for new approaches to teaching schoolchildren and students, which resulted in the development of STEM education.

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