

BOSHLANG'ICH SINIF O'QUVCHILARIDA RUS TILINI O'QITISHNI AXBOROT-KOMMUNIKATSION TEXNOLOGIYALARDAN FOYDALANIB TAKOMILLASHTIRISH IMKONIYATLARI

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Annotatsiya: Ushbu maqolada hozirgi vaqtda rus va chet tillarini o'qitish metodikasini rivojlantirishning istiqbolli yo'nalishi axborot-kommunikatsiya texnologiyalaridan foydalanish, innovatsion texnologiyalar va shaxsga yo'naltirilgan yondashuv prinsipini joriy etishdan iborat ekanligi, ta'limga bunday yondashuv o'quvchilarning bilim darajasi bo'yicha bilim, ko'nikma va malakalarini aniqlashga, to'g'ri va o'lchanadigan natijalar asosida kommunikativ kompetensiya darajasini tavsiflashga imkon berishi haqidagi fikrlar bayon etilgan.

Kalit so'zlar: boshlang'ich sinf, mashg'ulot, rus tilini o'qitish, axborot-kommunikatsiya texnologiyalari, ovozli nutq, vizualizatsiya vositalari, axborot, kommunikativ, lingvistik va sotsiolingvistik kompetensiyalar, innovator, zamonaviy darsliklar, interfaol dars.

ВОЗМОЖНОСТИ СОВЕРШЕНСТВОВАНИЯ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА У УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ С ИСПОЛЬЗОВАНИЕМ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ

Аннотация: В данной статье излагаются соображения, что в настоящее время перспективным направлением развития методики обучения русскому и иностранному языкам является использование информационно-коммуникационных технологий, внедрение инновационных технологий и принципа лично-ориентированного подхода, что такой подход к обучению позволяет выявить знания, умения и навыки учащихся по уровню знаний, охарактеризовать уровень коммуникативной компетентности на основе достоверных и измеримых результатов.

Ключевые слова: начальный класс, тренинг, обучение русскому языку, информационно-коммуникационные технологии, звуковая речь, средства визуализации, информационно-коммуникативные, лингвистические и социолингвистические компетенции, новаторские, современные учебники, интерактивное занятие.

POSSIBILITIES OF IMPROVING RUSSIAN LANGUAGE TEACHING IN PRIMARY CLASS STUDENTS USING INFORMATION AND COMMUNICATION TECHNOLOGIES

Abstract: This article currently describes the idea that the promising direction for the development of the methodology of teaching Russian and foreign languages is the use of information and communication technologies, the introduction of innovative technologies and the principle of a person-oriented approach, such an approach to education allows you to determine the knowledge, skills and qualifications of students, describe the level of communicative competence.

Key words: primary class, training, teaching of the Russian language, information and communication technologies, voice speech, visualization tools, information, communicative, linguistic and sociolinguistic competencies, innovator, modern textbooks, interactive lesson.

At the present stage of the development of society, the main task of school education is to educate a person who seeks to realize his capabilities to the maximum, is open to the perception of new experience, is able to make a conscious and responsible choice in various life situations. To become such a person, students must master communicative, linguistic and sociolinguistic competencies consisting of speech. A student raised in this context will eventually become a person who has reached a level defined as a language level.

Society needs such thinkers, developed thinking, creative and innovators. Therefore, one of the central places in elementary school is given to the study of the Russian language, since this subject of study opens up the student's ability to master other subjects. The main purpose of lessons in the Russian language is to arouse interest in knowledge, science, books, teachings, in which the material under study will be more convenient for them, and their ability to work will increase significantly.

As a result of the changes taking place in the Republic, today the process of teaching the Russian language can develop taking into account the needs of people and have a more pronounced practical and communicative orientation. Preparing a person for communication in the language under study is today equivalent to preparing for Intercultural Communication. Accordingly, the practice of teaching the Russian language should quickly respond to this situation and develop ways to optimally solve the problems that arise.

Currently, the promising direction for the development of the methodology of teaching Russian and foreign languages is the use of information and communication technologies, the introduction of innovative technologies and the principle of a person-oriented approach. Today, standards and curricula with specific stages of the

compulsory education system are being experimentally tested. This approach to education allows you to determine the knowledge, skills and qualifications of students by their level of knowledge, describe the level of communicative competence based on correct and measurable results.

An analysis of the practice of teaching the Russian language using computer tools has shown that until now, the methods of carrying out computer assistance and their choice are determined by the creative intuition of the teacher, and the desire for their diversity will depend on pedagogical skill.

The main advantages of computer tools for teaching the Russian language over traditional ones are determined by the provision of educational material and methods of its study, which include special forms of presentation of the studied material and types of training exercises, and control tasks for its assimilation are as follows:

Repetition of voice speech. Nothing motivates you to work on the correctness, expressiveness of oral speech, such as recording it and listening to it later, comparing your pronunciation with the standard. This does not mean a system for detecting speech by a computer. Computer technologies are more advanced and modern means of processing, transmitting and displaying audio and video data in real time (online) and delayed mode (offline);

Visualization tools allow you to visualize the processes that come with the speech production process. For this purpose, animation is used to describe the movement of speech organs, and various types of graphs are used to indicate the amplitude of sound vibration;

Using multiple formats at the same time to provide information: graphics, animations, audio and video sequences, texts, various dynamic illustrations. On the one hand, according to psychologists, the fact that the reader changes information, translating it into another, more visual form (drawing, diagram, table, sound or video sequence) helps to better understand and assimilate knowledge. On the other hand, various formats of Information Presentation ensure the implementation of the principles of an individual and differentiated approach, taking into account the age characteristics of students, the level of education in the Russian language and the development of speech;

Flexibility. This implies the possibility of adapting computer training tools to the level of training of students. As a rule, this is done through a system of text assignments, in which grammatical, spelling, punctuation, difficulty parameters are known in advance, and with the ability to distinguish between each task. Flexibility can be manifested in a change in the speed and order of presentation of educational tasks at the unification stage, repetition of what has been studied, presentation of linguistic material in different ways;

Interactivity. Interactivity refers to communication between the child and the computer, which is characterized by the fact that each user request responds from the computer and, conversely, the replication of the latter requires the user's reaction. Interactive communication is characterized by the implementation of more advanced means of conducting dialogue: the ability to ask questions in any form, the content of educational material and the choice of options for the mode of working with it, the transition through a hyperlink. Clarification and expansion of information (for example, language assistance, a previously studied rule or dictionary), participation in communication through the mediation of “agents” (signs of the curriculum);

“Immersion” in educational material. To present theoretical material not in a complex of text data, but in the so-called “interactive lessons”, the functionality of computer technology combines all the above peculiarities of the material of the educational language in computer transcription. Blocks of linguistic data are offered on the basis of one or another background story: a trip to a fairy tale, a trip to a museum or library. Educational tasks are determined by nature depending on the situation, they consist in moving from one object of educational activity to another: for example, analyzing the etymological meaning of the words “in the Museum of Antiquities”, choosing synonyms from the current dictionary. The use of animation elements helps students move into the world of linguistic reality as a “virtual reality” as a didactic speech environment, which is an important condition for language learning;

Control the solution of the educational problem. ICT is able to carry out “step-by-step” control of the task, objective inclusion, testing of current, final knowledge and diagnosing allowed errors, which is completely uncharacteristic and time-consuming for textbooks on paper, and it is possible to record the time of implementation of a specific educational task for the teacher, the effectiveness of analyzing the results of its solution;

Game functions. All games, regardless of whether they are performed on a computer or within the framework of a traditional class-lesson system, are used as didactic games in the educational process. Putting computer tasks in the form of a didactic game serves as a means of activating the educational activities of younger students, and the introduction of animation elements helps to introduce students into a role-playing game that imitates real communicative or educational situations;

Audiovisual provision of the educational process (using telecommunication networks). The development of networked computer technologies and ICT derivatives from them makes it possible to conduct video communication sessions (teleconferences) between participants in the remote learning process. This option of

using appropriate tools will help in the implementation of various forms of distance learning;

The productivity of preparing computer options for correct answers. To date, a large part of the tasks performed on the computer are versions of traditional writing, grammar and spelling exercises. The purpose of using ICT in this case is to offer methods of performing tasks, which allows you to quickly compose them, evaluate the work. Typing on the keyboard alternates a time - consuming writing with a pen, and in a text editor with a reconstruction of texts-traditional tasks for composing text.

In linguistic analysis, grammatical and spelling analysis, the mobility of performing traditional tasks is ensured in their implementation on a computer as follows: choosing a response based on a list of unlockable answers, moving objects (text fragments, graphic diagrams) with the mouse, listening to educational materials (dictation texts, presentations) at a different pace, with different intonation, repeated return to tasks.

Despite the fact that elementary language education is based on various linguistic data (graphics, spelling, phonetics, vocabulary, word making, morphology, syntax, textualism, oratory), it is based on a colloquial “grammar-based practice”. The natural compatibility of the methodology of initial teaching of the Russian language as a native language for the development of such types of speech and writing as speaking and listening, reading and writing is manifested in taking into account the laws of the formation of oral and written speech, mechanisms of speech as methods of its encoding.

It should be noted that in modern textbooks, children's access to the field of computer communication is already reflected. New education standards projects imply that younger students participate in Computer Communication by putting individual educational tasks that can be solved on the basis of ICT tools: conducting correspondence with peers that affect their interests; expressing their own thoughts, using non-verbal communication and visual tools to interpret other people's ideas.

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