

A systematic approach to the development of Russian language courses

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ABSTRACT

It is known that the study of world languages is one of the main requirements of today's world. Russian has been one of the languages that is linking the two countries for many years. The introduction of an international standard of education in the system of education, the implementation of a systematic approach to the lessons of Russian language and literature, leads to significant results.

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Introduction

At the same time as the content and purpose of education are changing on the basis of modern requirements, new teaching aids and pedagogical technologies are emerging. Every educator's innovative approach to the teaching process has a positive impact on the quality of education. In order to meet the requirements of international standards, the lesson must be organized with a high level of competence. How to prepare and conduct the educational process, taking into account the new requirements of state educational standards and modern innovations? Today, the teacher is faced with the task of using a systematic activity approach in teaching students as they introduce new educational standards.

Implementing a systematic approach to the curriculum forces the teacher to acquire new knowledge in a certain sequence, independently, by restructuring his/her style of work, avoiding the usual explanations and constantly working on himself/herself. Creative-minded students are a key tool for a sharp increase in academic competence. And, of course, their participation in the lesson should be meaningful and purposeful. As a result of their scientific research, they have a permanent place in the training courses.

“Teaching in state educational institutions is conducted in 7 languages. The national

television and radio company broadcasts in 12 languages, and newspapers and magazines are published in a wide range of languages. It is obvious that in the country, in addition to the state language, many world languages are used, and direct and indirect communication is carried out through their use. The formation of qualitatively new learning outcomes can only be achieved through the regular involvement of students in the independent learning process. This systematic approach is a method of activity that ensures the continuity of the individual's self-development in the learning process.

In the words of Alexander Piatigorsky, a world-renowned Russian philosopher, orientalist, and professor at the University of London, the modern requirement for man is to act politely, with high quality education, dedication, creativity, and most importantly, with great responsibility.

Materials and Methods

The basic principle of a systematic approach is to teach learning. At the same time, it is important to master the Russian language in the training courses. "Philology" is a pressing problem in the field of education, and the main task is the development of communicative skills, including the formation of the ability and readiness to communicate fluently in Russian, the

acquisition of modern means of oral and non-verbal communication. The theoretical founders of the concept of systematic approach are L.S. Vygotsky, A.N. Leontiev, D.B. Elkonin, P.Y. Halperin. They are among the scientists who have made a significant contribution to the development of the Russian language.

In order to study the Russian language and literature in accordance with the requirements of the state educational standards, it is necessary to conduct lessons organized in an intellectually competent and innovatively equipped classroom. Including:

- Step-by-step planning of the course and activities of students at a high level by a specialist-teacher of the Russian language, a clear statement of the subject, goals and objectives of the lesson;
- The lesson should be challenging and evolving: the teacher should aim to work with students, to develop logical thinking about the subject among students;
- The teacher should find the relevant points of the subject and help students to understand its essence, thereby activating the students.

In further development of Russian language courses, we will try to substantiate the following systems:

- A cluster system gathers more information than conventional writing, and involves the gradual assimilation of information into smaller sections.
- The Sing way system is one of the ways to increase the educational activity of students in the course, a systematic approach to teaching based on certain rules.

In each line, the content of the text is explained on the basis of a separate set of words. For example, in the first line, the title of the text, the word, the concept, the synchronous subject is placed, expressed in the form of a name. The second row consists of two qualities. In the third row, the action appears as an action verb. If the

fourth line is a phrase with a corresponding meaning, the last fifth line is a conclusion, a word, a horse.

Significant changes in the development of Russian language courses will require not only a review of the long-standing education system, but also the task of qualified teachers to rebuild the educational space in a new way.

The main direction of this growth can be seen in the reflection of the leading trends and changes in society and the education system to ensure that the lesson is the result of the creativity of teachers and students.

Today's aspiring teacher should ask himself the question: "How to organize a modern lesson from the point of view of a systematic approach?" and look for the answer independently.

The following recommendations can be made for the systematic development of the Russian language course:

1. To study the state of the problem and systematically analyze it in the combination of pedagogical theory and practice;
2. Selection and implementation of teaching methods for the use of systematic approach, considering the specifics of the subject "Russian language";
3. Develop a style of tasks according to a systematic approach;
4. Identify and systematically increase the methods of systematic analysis and the achievement of results.

The theoretical foundations of technology for the development of Russian language courses are being studied. The results achieved are reflected in the following trends:

- **Principle of activity** - the student is not ready to learn, but understands the content and forms of education, understands and accepts its system of norms, takes an active part in their improvement, to contribute to its active and successful formation.

- **The principle of continuity** - represents the technology between all stages of education, considering the age-related psychological characteristics of student's development.
- **The principle of integrity** - involves the formation of systematic approaches to the subject by students. It refers not only to science, but also to the systematic formation of nature, society, socio-cultural life.
- **The principle of minimax**- the educator should offer to student the opportunity to acquire a large amount of educational content and at the same time ensure that it is assimilated to a minimum level of social security.
- **The principle of psychological convenience** - the elimination of all the stressors of the learning process, the implementation of the ideas of collaborative pedagogy in teaching and learning, the creation of a friendly environment aimed at developing forms of communication.
- **The principle of variability** - involves the formation of students' ability to enroll on a regular level of competence and to make the right decisions in a competitive environment.
- **The principle of creativity** - the maximum focus on creative activity in the learning process, the principle of mastering the personal experience of students in creative activity.

The developed systematic approach does not negate the traditional teaching process, but fills it with modern teaching technologies and leads to the realization of its goals. At the same time, it is a self-regulating mechanism of multi-level education, which allows each child to choose the direction of individual education in the training courses.

The above-mentioned principles create a system of necessary and sufficient conditions for

the organization of a continuous learning process of Russian language courses.

Discussion

One of the scholars who studied the methodological bases of teaching based on a systematic approach and proposed to put it into practice. B.G. Ananiev, B.F. Lomov, S. Visotskiy, L.V. Zankov, D.V. Elkonin, V.V. Davidov, D. Dewey, G.P. Tsedrovitsky, A.A. Dergach, OS Anisimov and many other researchers can be mentioned.

The individual approach technology is developed by I.S. Recommended by Yakimanskaya. Ideas for the development of education in Russian P.Y. Galperina, L.V. Zankova, VV Davidova.

The systematic approach has existed for many years in the history of Russian pedagogy and has been studied as a logical continuation of the development of the best pedagogical ideas and concepts of advanced pedagogical practice.

One of the methods of teaching Russian in training courses is the conversational method. In order to use this method more effectively and wisely in the classroom, the teacher must adhere to the following conditions:

- Examples are written in advance on the board to clearly understand the grammar of the Russian language;
- They should be sufficiently understandable and relevant to the topic being studied;
- The design of the text should be very visual, vivid in order to draw attention;
- To save time, questions should be concise and clear.

The proposed approach to teaching Russian language and literature has a number of advantages: students will be able to meet regularly, collaborate and manage themselves in the community. This systematic process takes place in a familiar environment of a small group of students. Working in small groups gradually relieve students, creates conditions for psychological comfort, allows them to express themselves freely, to prove their conclusions, to

listen to others, to respect someone's point of view, to argue. As a result, it is possible to form a person who is able to assess the situation, see the problem, make a decision, implement it and be responsible for their choice. Russian language and literature create great opportunities to use the database, because in these lessons we work directly with words, sentences and texts. Through this, we teach students to organize information in the form of plans, notes, and comments.

The main stages of the Russian language course:

- updating existing knowledge;
- regular motivation;
- creating a contentious situation;
- state and analyze the research problem;
- identification of the research topic;
- formulation of research objectives;
- advanced prognosis;
- hypothesis testing;
- interpretation of the received data;
- conclusion on the results of research;
- application of new knowledge in educational activities;
- close the lesson;
- homework.

The famous Russian novelist, dramatist A.S. Pushkin in his fairy tales teaches students to form the theme independently. Accordingly, goodness triumphs over evil. M.Y. Lermontov encourages the student to think about the breadth of friendship. According to Hegel, new knowledge is not given to children in a ready form. Children "discover" them in the process of independent activity. As a result, during the course the student learns to think broadly and correctly in Russian, which is a systematic approach to the subject. Slowly, it leads to higher goals.

It is important to teach students to work independently in a systematic way in accordance with the Russian language textbook. If these skills are not developed in the course and only the next paragraph of the textbook is memorized on a regular basis, then the students' knowledge will not be sufficient.

It is important to identify problems in the acquisition of new knowledge of the Russian language, to find out what students know about the subject, what is new for them, what words and terms need to be explained in advance to ensure active comprehension of new material. Teachers' assignments should be also creative.

Experience has shown that if children know what questions they need to answer after learning a topic, the thought process is especially exciting. Therefore, you can activate the work with the textbook with the following questions and assignments:

- to create a paragraph outline;
- to collect examples for each paragraph of the rule;
- to be able to distinguish from the letter what they have learned and what is already known;
- to prepare answers to the questions on the board;
- prepare for independent analysis of the schedule in the textbook, each student should create their own schedule.

Conclusion

To sum up, we emphasize that if the work on the textbook is carried out on the basis of a certain system, has clear educational and pedagogical goals, the teacher skillfully directs the educational activities of students, the most rational and effective way to teach them to work independently is in the most rational and effective way. .

Thus, a systematic approach to teaching is not a combination of educational technologies, methods and techniques, but an educational system of innovative systematic approach, which allows the teacher to work with students to become a master of their profession, to seek, to achieve high results. Students have a universal learning environment - so it is necessary to prepare them for continuous education and living in a constantly changing environment.

In our opinion, the positive motivation of students in the classroom is very important for

quality language learning, that is, the involvement of students in various activities, the interaction between teacher and student, the assessment of students in a variety of activities. In addition, the cheerfulness of the presentation in the course, the unusual form of teaching Russian, the eloquence of the teacher's speech, the teacher's skillful use of encouragement and criticism help to motivate.

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