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STUDY THE TEXT BASED ON MODERN INFORMATION TECHNOLOGY

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Аннотация. Мақола замонавий таълимнинг долзарб муаммоси – матнни замонавий ахборот технологиялари асосида ўрганишга бағишланган. Ушбу усулнинг самарадорлиги замонавий гаджетлардан фойдаланиш билан белгилангани кўрсатилиб, бундай ишлар рус тилини самарали ўрганишга хизмат қилади, шунингдек диалог тузиш ва ўз фикрларини мустақил билдириш қобилиятига ҳисса қўшади. Бундан шундай хулоса келиб чиқадики, бу усул таълимнинг мустақил шакли сифатида қаралиши мумкин, чунки у анъанавий шаклда амалга ошириб бўлмайдиган муҳим фарқларга эга.

Калит сўзлар: усул, инновация, методология, ўқитувчи, талаба, жараён, рус тили

Аннотация. Статья посвящена актуальной проблеме современного образования – изучение текста на базе современных информационных технологии. Показано, что эффективность данного обучения определяется использованием современных гаджетов, такая работа служит эффективному усвоению русского языка и способствует умению составлять диалог и изъяснять свою мысль. Сделан вывод о том, что данный вид обучение может рассматриваться как самостоятельная форма обучения, потому что обладает существенными отличиями, которые не могут быть реализованы в традиционной форме.

Ключевые слова: метод, инновация, методология, преподаватель, студент, процесс, русский язык.

Abstract. The article is devoted to the actual problem of modern education – the study of text on the basis of modern information technology. It is shown that the effectiveness of this training is determined by the use of modern gadgets, such work serves to effectively learn the Russian language and contributes to the ability to compose a dialogue and Express your thoughts. It is concluded that this type of training can be considered as an independent form of training, because it has significant differences that cannot be implemented in the traditional form.

Keywords: method, innovation, methodology, teacher, student, process, Russian language, training.

Introduction: Russian language teaching problems for students who do not speak Russian as their native language in higher education institutions have recently attracted more and more attention. Teachers from different universities share their experience, think about ways to work with students, and ways to improve their ideological, aesthetic, and cultural level. The article discusses the system of teaching

Russian not for native speakers of this language based on modern teaching methods, the ratio of different types of classes-lectures, special courses, special seminars, practical classes, and the question of their future profession. Not only the forms of work with students are changing and being considered, but also the approach to studying many issues of the theory and practice of teaching a language, in our case Russian [3].

In modern conditions, the widespread use of the achievements of world science and innovation is becoming an important factor in the dynamic and sustainable development of all spheres of life of society and the state, building a decent future for the country. Today, the society is interested in graduates with developed cognitive needs, who are focused on self-development and self-realization, who are able to operate with the acquired knowledge, navigate the modern information space, work productively, cooperate effectively, and adequately evaluate themselves and their achievements. To train such personnel, teachers need to use modern information technologies in their training . One of the pedagogical tasks today is to introduce into the educational process such methods and techniques that will help students not only master certain knowledge, skills and abilities in a particular field of activity, but also develop their creative abilities, where an important role is assigned to learning Russian on the basis of text using a computer, tablet, phone or iPod.

Analysis and Results: Thus, test education based on modern information technology (computer, tablet, phone, iPod) has its own specific features that distinguish it from other forms of systematic education, if only in that it is not based on the experience of previous stages of training, but is a fundamentally new type of educational and cognitive activity when learning Russian in classes with the Uzbek language of instruction [2].

In text education, priority areas are the development of free, non-traditional thinking, the development of activity and independence of cognitive activity, the formation of self-awareness and self-esteem of adolescents, as well as monologue speech. Pedagogical practice shows that teaching Russian using texts is effective only when it is built with the abilities and interests of students in mind [1].Interest in texts as objects of co-education arises already at the initial acquaintance with the Russian language, it is formed at school and is associated with educational activities. When it is formed, shallow motives of curiosity and entertainment prevail, but especially when studying a text based on modern information technology-a computer. in the modern world, with modern youth, it solves a very important didactic task: it introduces the student to the world of computers and gives the opportunity to simultaneously learn Russian using text. When you first get acquainted with the computer, students are attracted to the most "amazing living machine", games, and entertaining computer effects. Playing with the computer, they learn the basics of managing systems, get used to seeing a partner in the computer. Russian Russian language teaching games or educational games based on the construction of texts do not lose their significance at other stages of training-teachers widely use their didactic capabilities and emotional appeal to interest the student in learning Russian, and a new formula is obtained: teaching Russian on the basis of text and computer in the modern world. But if this type of interest is dominant at later stages of training, if it

takes on hypertrophied forms, then negative consequences are inevitable. Excessive interest in computers and the Internet alienates students and leads them to the virtual world, the use of commercial games based on the ideology of violence, the desire to achieve goals at any cost are very dangerous. As a rule, the ability to manage computer programs is transferred from the game to educational activities in a natural way, but there may be complications. There are cases when a child is so "attached" to games that even in the context of educational activities, he strives for entertainment, for external effects. It does not tie up the computer knowledge, distracted from the content of the lesson, in learning situations does not accept submitted information, then the teacher should motivate the learner with interesting and entertaining text, not a parallel distancing of the student from the computer, only gradually switching its attention to and considering the interests of today's youth. Thus, the teacher must be prepared to provide timely assistance to students for whom the process of interacting with the computer and the learning process are not combined. We analyzed the cases when the student sees learning bad information from display screen image in his mind is displayed as the picture, as vivid graphic image, the accompanying text there is no interest – student does not read it at all, or reading, not comprehending the contents. Such students also need the help to a teacher; they need a special training system that allows them to gradually rebuild the perception system, form an interest in the content of the text, or pick up the specifics taking into account the student's interest, and teach them to comprehend the received information displayed on the display. Interest in the computer management process determines the nature of the student's relationship with the computer environment for self-development or educational purposes. We believe that it is very important for students to understand their role in computer education: they build a system of knowledge, they get information about the world around them, and the computer is just their assistant, a tool for their activities. The main goal of the teacher is to pair the student and the computer with the orientation of interests, in our case, learning Russian using text, suits both, all tasks are performed quickly and efficiently. Using the principle of division of labor, one gets the result, the other interprets it. However, the habit of working in such a bundle can lead to a loss of autonomy and a number of negative consequences. If a student who is result-oriented and does not show interest in managing computer devices has to work independently, or in a pair with someone like himself, then he tries to put a minimum of effort: he works according to the model, does not seek to expand his knowledge of control systems and methods. If a process-oriented student has to work independently, they try to remember the facts without analyzing them, without deep insight into the content, without analyzing the result [2]. The interest in studying the Russian language using text based on information technology. This type of interest has several gradations – interest in facts, cause-and-effect relationships, and interest in the theory and methodology of studying a text or monologue. This interest does not focus on the study of Russian or English, but also extends to the study of groups of natural Sciences or Humanities. It can be broad – to the subject as a whole, or local – to individual lesson topics. Information technologies together with the educational system, as a rule, are not only a subject of interest in themselves, but also stimulate interest in other subject knowledge, opening

access to information sources, providing means for its transformation. Motives and goals of education based on text and computer form the subjects of the didactic system, computer or Internet, or modern gadgets allow you to implement them, get a reliable result, which is a necessary condition for maintaining a stable interest in the study of the subject. When students master computer tools, they use the computer as a modeling system, as a means of calculating and laboratory experiments, as well as a source of education or learning new information in the way of self-realization and self-education.

Our observations show that the expansion of cognitive capabilities through the use of information technologies in learning the Russian language on the basis of text, contributes to the development of a stable, conscious interest in learning new and vast. Stimulation is implemented in several ways: by irradiation-spreading interest in learning the Russian language based on text, without looking up from the computer, by demand for Internet lessons or when working independently with a computer material from other disciplines, by involving students in educational and research work. Special attention should be paid to the transfer of acquired knowledge, skills and abilities to non-educational activities, which is a sign of their interested development and demand. An equally important problem is the lack of motivation in learning Russian, and the teacher must constantly pay attention to the level of motivation of students taking into account their current interests and improve it by setting clear goals, making a variety of classes using different tasks, and using visual or game techniques, or the same modern gadgets.

Conclusions: But the success of any modern information technology depends on the personality of the teacher. he must take into account the students ' abilities, use an individual approach and focus on the mass, while not forgetting that Russian is not the native language for students and it is difficult for them to overcome the language barrier. Working in this mode changes the teacher's worldview. It becomes interesting for an innovative teacher to master modern information technologies and use them in the educational process. Thus, the teacher increases his social status, and also increases his authority. The result is an increase in the professional skills of the teacher and recognition of his merits at different levels.

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