

Eurasian
Research Bulletin

Foreign source for teaching Russian to students on the basis of an animated approach

N. M. Nematova

Tashkent State Agrarian University
Teacher of the Department of Uzbek Language and Literature

ABSTRACT

This article provides information about foreign sources in teaching Russian based on the concept of animation and an animated approach to t alabas.

Keywords:

Russian, animation, ACT, methodology, reliable, activity, approach, professional.

In Russian, a lot of information about the modern world is collected. Today, the most advanced information in this language is created, downloaded, stored, and distributed. Therefore, without knowing the Russian language, it is very difficult to move in the modern world.

Teaching Russian in Uzbekistan, like all areas of social life, is going through a period of radical reconstruction. These are goals, tasks, methods, materials review. New era, new conditions require a review of foreign languages, including both general methodology and specific styles and styles of teaching Russian He did it. All this speaks in favor of the idea of the need for a special, well-thought-out approach to the problems of teaching Russian. The objectives of teaching Russian are to become more broadly belligerent, including a list of tasks to be solved, educating the future native language in a spirit of modern requirements. Knowledge of the language is special, predicts attentional bias

Nowadays, the basic task of teaching Russian in Uzbekistan is to teach the language as a means of real and complete communication, to

prepare a perfect generation of relevant personal qualities it consists of. Learning Russian contributes to the formation of a perfect modern linguistic persona, expanding the ability to realize their abilities both in the republic and around the world. Currently, the relevance of the Russian language as a foreign language is linked to the need to establish international cooperation. In addition, Russian is a means of promoting humanitarian and spiritual values through the works of Russian clans.

The methodology of teaching any subject includes a set of teaching methods, forms, and tools, and their selection is determined by the objectives, objectives, and content of the learning process. The main purpose of teaching Russian as a foreign language is to create conditions for the rapid learning of the language, its phonetic, linguistic and grammatical components. The quality of a foreign language in Russian has a number of characteristics and is carried out in several stages with the choice of different approaches and teaching methods.

The first approach is pedagogical, which allows us to consider social and cultural

animation as a certain level of social education. This, on the one hand, strengthens the growing role of the animation apparatus, its activities, the service of visitors, the strengthening of the position of professional workers, that is. the importance of the external influence of educational technology. On the other hand, animation is a way of creating and developing a community of values, interests, actions and creating its own social project. That is, animation is a technology of delicate initiative at the level of internal resources of individual and group self-development.

The second approach is sociological. Fransuz is associated with the main superstitious currents of sociology, and for one animation function, unblock contacts with the congregation, build warm, reliable relationships. Others see its function in accordance with the traditions of French culture. in the study and mastering of great languages of thought, aesthetics, poetry, economics, etc."

Commenting on R. Labury's conclusions, we can show that pedagogical and social aspects are united in the definition of animation. Such communication creates a special quality of animation activity, which at the same time creates, develops and maintains the educational process (individuals and groups) and social creativity (the system of effective social relationships of individuals and groups).

Such a detailed description fairly reflects the characteristics of animate a activity, which is generally reflected in organizational, operational, and methodological (technological) levels. At the same time, the nature and uniqueness of this phenomenon cannot be limited to external manifestations, because a very important component of social and cultural animation is its spiritual and ideological potential.

The concept of "animation" itself, on the one hand, allows you to accurately describe the objectives of socio-cultural activities, identify its inspiring, strengthening characteristics, and, on the other hand, determine the true spiritual (anime - spiritual). The talk is about pedagogical technologies based on their own

methods of communication, sincere sympathy, joint experience, cooperation, as well as a deep appeal to such high spiritual values as truth, goodness, and beauty.

In this case, one of the most acceptable tools is the use of computer technologies and the Internet. Information and computer technology allow additional teaching teachers and methodologists to automate and thereby simplify complex procedures used to create textbooks gives. Thus, the introduction of various types of electronic textbooks and textbooks on a computer has a number of important advantages. First, it automates both the process of creating so and the way data is stored in any form. Secondly, it works with almost unlimited amounts of data. Third, students of creative associations will have a lot of new skills for themselves by participating in creating them, and by doing so, not only to themselves, they also benefit an additional educational institution for students.

The possibilities of using the ACT in the study, L. A. Malinova, K.E. articles were reviewed. Using the Internet will allow access to various libraries and allow both students and additional teaching teachers and methodologists to participate in videoconferences and discussions. The Internet allows all participants in the learning process to exchange information easily and quickly. In recent years, teachers' network teams have gained considerable popularity. Internet already has many resources for students created and supported by additional educational institutions, as well as teachers. Such projects promote independence, collectivism, self-sacrifice.

Modern society requires not only information literacy, but also a creative independent person. Therefore, it is necessary to develop the independence and creativity of the students. This task can be accomplished through the use of information technology to attract students to the creation of eloquent textbooks for the educational institution. The importance and necessity of introducing ICT into the learning process is stated in the 1999-2000 World Report on Communications and Information Technology, prepared by

international experts and published by UNESCO at the end of the last year.

At the inlet of the report, UNESCO Ceo Federico Mayor writes that new technologies should contribute to "creating a better world where everyone can enjoy the achievements of education, science and communication." The ACT affects all of these areas, but, perhaps, they have the strongest positive impact on education, as it "opens up the possibility of applying completely new methods of education."

The use of the concept of animation in modern pedagogical science is primarily related to the second aspect, namely, systems for the development and development of social relationships used primarily for description. For example, the meaning of the word animation by Ann-Marie Gourdon, a French researcher and theorist of social animation, should go from the field of metaphysics to the field of social psychology. Now the talk is not about the life of the body and inanimate matter, but the work of animation is the restoration of relations between individuals and social groups." As a separate type of pedagogical activity, the tasks of ensuring the free development of an individual in the field of culture, the conditions for self-emancipation, and the terms of effective social control in the field of culture are interconnected.

J. Dumazedier identified these two purposeful aspects of social and cultural animation as liberating and regulatory.

The desire for free social creativity is a necessary moment of human existence with a deep existential basis. "Inson must protect its right to freedom, social inclusion from any illegal, harmful influences."

The regulatory aspect of animation is important because a person does not live alone in society, he participates in the activities of social institutions, and in turn, the relationship between them. Social control function is needed for regulation. Social regulatory controls should help us use free time for self-development and more active participation in the social and political life of society.

J. Dymazedye sees the origin of animation being born as a social institution in a dialectical unit of the liberating and regulatory aspects of animation. As he gazes down on this position, he distinguishes the four functional characteristics of social and cultural animation.

First, the unique social control of leisure time caused by the need for the emergence of historical animation contributes to the maximum expression of an individual's inner "me".

Second, free time is now becoming more and more a time to realize personal desires encouraged or rejected by family, school, work. Needy supervision in the form of animation, promoting everyone's freedom of will, restricting, criticizing and directing the cultural consumption market, in which person's wishes it's going to happen. Establishing the balance between the needs of an individual or community for free time and their social inlexia, J. Dymazedye defines animation as a third feature.

Finally, the fourth feature is social control focused on informal education of the individual, his or her self-education.

In conclusion, the technology of developing critical thinking in students based on an animated approach has a number of methods that a Russian teacher can use in their teaching practices. Such exercises are related not to reproductive activity, but to the motherlitic. Their use in Russian language learning lessons yields positive results because students remember linguistic material not by repeating it, but by thinking critically, in essence, there is a need to acquire, process, and apply the proposed knowledge.

List of available publications:

1. Selevko G.K. Modern teaching technology: textbooks. - M.: Public Education, 1998. - 256 b.
2. Starodumov I.V. Experience teaching Russian as a foreign language. International journal "Higher education pedagogy". - No. 2. Kazan, 2017.

3. Turic L.A. Pedagogical technologies in theory and practice: textbook. -Rostov n/a: Phoenix, 2009. - 281 p.
4. Vsemirnyj lecture after UNESCO after communication and information, 1999-2000 gg. -M., 2000. International Scientific and Practical Conference on "Problems and Perspectives of Modern Technologies in Teaching Foreign Languages"
5. Xusanovna, K. G. (2020). Key trends in modernization of the education system: national and international analysis. Vostochno-European nauchny magazine, (2-2 (54)))
6. Xasanova, G. K. (2021). The success of South Korea and Japan and the education system. Nauka segodnya: problems i puti resheniya [Text]: materia, 94.
7. Hashimova, S. (2019). On some features of teaching a foreign language in the initial phase for students of nonfilological courses. Evraziyskoe Nauchnoe Ob'edinenie.