Improving The Literacy Of Students In The Lessons Of Russian As A Foreign Language.

Ibragimova Sayyora Saydullaevna

Lecturer of the Department of Theory and Practice of Translation,
Tashkent State University of Uzbek Language and Literature
named after Alisher Navoi.

Abstract: The technology of mixed learning is one of the most promising. This article discusses the possibility of using the model of mixed learning in the lessons of teaching Russian as a foreign language in higher education institutions of Uzbekistan. Russian as a foreign language is taught in the classroom in Uzbekistan, and four main principles are described that should be followed during the development of models for teaching Russian as a foreign language: creating an appropriate testing environment for students; meeting the needs of students in independent and individual learning.; large selection of learning resources; dynamic grouping of students. The use of the mixed learning model in teaching Russian as a foreign language analyzed in detail: independent learning, inverted class and work in specially equipped classrooms, etc. On this basis, the practical techniques of high-quality models of mixed teaching of Russian as a foreign language proposed, as well as the difficulties that taken into account. when developing a model of mixed learning: high-quality training of teachers, encouraging their professional development; educating students in the ability of independent learning and co-education, improving the information literacy of students; conducting a quantitative assessment of the effectiveness of mixed learning.

Keywords: mixed learning; teaching Russian as a foreign language (RCT); learning model; inverted classroom; universities in Uzbekistan.

INTRODUCTION

Currently, rapidly developing information and communication technologies are challenging education. With the technological development, the concept of "blended learning" is gaining popularity and the corresponding research is deepening. As an important model of mixed learning, the inverted technology class is considered. However, without them, people would face many inconveniences and even difficulties in their daily lives and work. Thus, people are increasingly relying on information technology, including in the field of language learning. The development of information technologies provides further improvement of the mixed learning model with the necessary technical conditions, therefore, teachers need to know the technology of mixed learning and its latest achievements and think about the application of the mixed learning model in the process of teaching Russian as a foreign language.

DISCUSSION

At first, mixed education was in demand in higher education. A number of models were developed, some of which gradually applied in the process of teaching secondary school students. The experience of working in schools in the United States, Europe and a number of Asian countries allowed us to form a system of models for secondary schools [5].

The concept of "mixing" in the field of education appeared a long time ago. Research on the issue of mixed education in Uzbekistan and abroad divided into the following two stages.

1. *Study of the mixed learning model against the background of E- learning.*

This initial phase of the blended learning study covers the period approximately 2000-2010. The mixed learning model arises and develops against the background of a rational understanding of E-learning. The problems encountered in the E-learning process are convincing

They prove that it cannot completely replace traditional classroom teaching. Thus, the mixing of traditional learning with E-learning increasingly being explored in scientific circles, and various concepts and theories are being created and developed simultaneously. At this stage, the study of mixed learning technologies mainly focuses on the theoretical basis: the conceptual apparatus formed, the content described, and models of mixed learning are developed. Some researchers discuss possible problems in the process of adopting blended learning and they propose appropriate methods of solving the problem, and discuss the development trend of such a learning model.

2. *Research of mixed learning against the background of the development of the latest information technologies*

The research of mixed learning has been developing rapidly since 2010. "The distinctive features of information technology in the new era are Internet technologies, Big Data technology, Cloud Computing technology and the Internet of Things technology"[7]. Under the influence of technological development, methods, techniques and forms of teaching and learning are changing significantly; including the technology of mixed learning has received a new development.

Of great interest are the results of a study by The Clayton Christensen Institute for Disruptive Innovation (The Clayton Christensen Institute for Disruptive Innovation). Since 2011, this institute has published a number of research reports on blended learning, which describe in detail the definitions, models, applications, etc. [1]. It was in these works that four models

of mixed learning defined: rotation model, flex model, self-blend model, and enriched-virtual model. In turn, the rotation model divided into four sub models: Station Rotation Model, Lab Rotation Model, Flipped Classroom Model, and Individual Rotation Model. Besides the report of this institution not only explains in detail the contents of each model, but also describes the specific techniques, analyzed more than 40 successful cases of the application of the model of blended learning [2].

At different stages of development of blended learning, the attention of researchers was attracted to different questions: the first phase explored the question "what to mix?": what will be the mix at different levels, what is the methodology, training model, training tools, etc. In addition, at the second stage "how to mix?" different models of mixed training are explained and fairly specific, practical advice and methodological recommendations are given.

MATERIALS AND METHODS

In the information age, almost every technology can be used for educational purposes, but whether it becomes a model depends on its maturity and ability to adapt. This evaluated from a theoretical and practical point of view [1]. One of the main trends in the development of digital teaching of Russian as a foreign language is the transition from simple e-learning (E-learning) to mixed learning (B-learning) [3].

The model of mixed learning of Russian as a foreign language has great prospects for development.

Scientists have already started discussing the issues of mixed teaching of foreign languages. For example, methodologist L. I. Karabaeva [7] investigated the use of the model of mixed listening training. She has researched the adoption of a mixed learning model in the process of teaching Russian as a foreign language in schools in Uzbekistan [1]. such studies have become a solid foundation for the modern model of teaching Russian as a foreign language in Uzbekistan. However, at present, the use of the model of mixed learning of Russian as a foreign language relatively poorly studied. The technology of mixed learning has numerous models, and how to apply each of these models in teaching Russian as a foreign language is an urgent question for teachers and methodologists.

In addition, it is necessary to study the possibilities and effectiveness of using each model, to study the features of the mixed learning model used in various educational materials.

Currently, the practical course of the Russian language is the main discipline for students of Russian studies in higher education institutions of Uzbekistan.

This course includes phonetics, grammar, lexicology, etc. Uzbekistan has already accumulated and summarized quite a rich experience in teaching the Russian language, but, in our opinion, insufficient attention paid to communication activities, individual learning. Training and self-study. In this article, we will propose and analyze models of mixed learning, based on the practice of teaching Russian as a foreign language.

1. Principles of developing a training model.

Russian as a foreign language, the theory and practice of the mixed learning model, we define the four main principles of the mixed learning model, which used in the process of teaching Russian as a foreign language, taking into account the features of the practical course of the Russian language as a foreign language.

Universities that adopt the mixed learning model are equipped with modern computer laboratories. When applying a mixed learning model, the learning environment must meet both the needs of teachers and students, and take into account other factors, such as the characteristics of a particular model, equipment costs, management, etc.

One of the most important principles in teaching Russian to foreigners is the focus on the development of each student. The mixed learning model involves the diagnosis of student motivation. Therefore, the first stage of blended learning is to recognize the learning needs and characteristics of students. Russian is one of the guiding principles in teaching Russian to foreigners – the education of students' ability to learn Russian independently.

When applying the mixed-use model students approached according to their individual characteristics, this is generally different from the traditional One-size-fits-all approach. Many researchers consider individual learning to be one of the most important conditions for improving academic performance. For example, the most typical method of teaching in Summit Public Schools – personalized learning time, individual learning Time (PLT, Personalized Learning Time), when students independently and individually study via the Internet [3].

The importance of learning resources for self-learning is obvious. Mixed learning divided into online learning and offline learning, and mixed learning models divided into different submodule. Independent and individual learning requires a variety of learning resources to support students.

In traditional classroom teaching, a group of students is considered as a fixed completely, which does not change significantly in a relatively long period. In mixed learning, such a class called "Fixed Groupings". In addition, in the mixed learning mode, students did not fix in one group or class, but dynamically divided into subgroups that are convenient in scale. In Denmark, in the information and innovation school – Heller up School, students learn completely based on the needs of educational materials, which embodies the concept of dynamic grouping [2].

Many model schools in the United States successfully use the "dynamic grouping" method, for example, teachers at school Navigator Schools consider successful dynamic grouping to be one of the most important factors of academic performance, as they re-evaluate and group students on a daily basis [4].

The technology of mixed learning provides a multi-faceted opportunity for teaching Russian to foreigners, while at the same time it carries some difficulties that must be taken into account when developing a model of mixed learning.

2. Quality training of teachers, promotion of their professional development

The student is at the center of teaching Russian as a foreign language in Uzbekistan, but this does not negate the role of the teacher. When using the mixed learning model, even more is required of the teacher: he must not only change his previous educational concept, but also play a greater role during the educational process. According to some methodologists, teachers should turn from lecturers into facilitators, apply dynamic Grouping instead of Fixed Grouping, and update the content, skills, and concept [3]. This requires targeted training of Russian language teachers.

3. Education of students in the ability of independent learning and co-education, improving the information literacy of students

In the mixed learning model, independent learning and individual learning of students are important, which requires students to have higher learning skills and self-management capabilities. In addition, in order to adapt to the rapidly developing information society, students must have the ability to use various mobile devices and Internet technologies in a qualified manner. Learning habits and results depend on students' information abilities. Therefore, when using the mixed learning model, teachers should learn about the information literacy of students who came from different regions of Uzbekistan, and during teaching, assist weak students to better adapt to the new learning model.

4. Conducting a quantitative assessment of the effectiveness of blended learning

Results of the application of the model of mixed learning of the Russian language as a foreign borrowing from the teaching practice. Therefore, it is necessary to conduct a thorough quantitative study of effectiveness, especially the analysis of effective and ineffective learning activities-this provides the basis for improving teaching.

RESULT

In this article, based on the practice of teaching Russian as a foreign language in Uzbekistan, the use of the mixed learning model analyzed. The possibilities of using this model depend on the efficiency, feasibility, and effectiveness of this model. There are still many challenges solved, such as creating a learning platform and providing materials. In the age of globalization, Uzbekistan has diverse models of teaching Russian as a foreign language. We believe that it is possible to use the model of mixed learning in other disciplines. Russian as a foreign language in Uzbekistan should keep pace with modern methodological technologies, update teaching methods and create as many models of teaching Russian as a foreign language as possible, and encourage the effective and rapid dissemination of the Russian language in Uzbekistan.

REFERENCES

1. Khatamova D. A. Sphere of reception of the term "artistic image". A young scientist. Kazan. № 45 (283). 2019. P. 386-389.
2. Kamilova S.E. The role of bilingualism in solving some problems of literary translation. Bulletin of the Moscow State Linguistic University. № 9. 2013.
3. Egamberdieva G. M. The study of the epic "The Book of my grandfather Korkut" by Russian scientists-Orientalists / G. M. Egamberdieva. Text: direct / / Philology and Linguistics. 2019. № 1 (10).
4. Egamberdieva G. M. About the Khorezm fairy tales recorded by A. N. Samoylovich. POLISH JOURNAL OF SCIENCE. №36-2 (36). Kiev. 2021. P. 52-54.
5. https://cyberleninka.ru/article/n/izuchenie-problem-sravnitelnogo-literaturovedeniya-v-usloviyah-distantsionnogo-obucheniya
6. https://cyberleninka.ru/article/n/rasskazchik-geroy-v-proizvedeniyah-a-yuldasheva-yuldasheva-rasskazy-puankare-i-bliznitsy
7. https://www.elibrary.ru/item.asp?id=29803173
8. https://www.elibrary.ru/item.asp?id=43111353
9. https://cyberleninka.ru/article/n/problema-lichnosti-v-sovremennom-rasskaze-na-materiale-russkih-i-uzbekskih-rasskazov