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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**LINGUOMETHODOLOGICAL FEATURES OF THE USE OF
DISTANCE TECHNOLOGIES IN TEACHING RUSSIAN LANGUAGE****Durdona R. Abdualieva***Jizzakh State Pedagogical University**Jizzakh, Uzbekistan**E-mail: abdualieva@mail.ru***ABOUT ARTICLE**

Key words: distance course, technology, ICT, Russian as a foreign language, online, terms, reading, listening, professional pedagogical, communication, competence structure, learning resource.

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Abstract: The purpose of this article is based on the theory of structuring pedagogical systems, the psychology of learning, the methodology of teaching Russian as a foreign language in modern distance technology, which takes into account, first of all, the communicative-activity and sociocultural approaches to learning, as well as the psychological aspects of the interaction of students with distance learning. The distance course "Methods of Teaching Russian as a Foreign Language (RFL): Traditions and Innovations" is designed specifically for teachers of Russian as a foreign language who want to improve their skills. The main goal of this course is to introduce Russian language teachers to the traditional concepts of teaching Russian as a foreign language and the latest research on the problems of teaching Russian as a foreign language. Participants can immediately use the knowledge gained in this course in their teaching practice. Many years of experience of RFL teachers at Jizzakh State Pedagogical University made it possible to identify topics that, on the one hand, are basic, and on the other hand, cause certain difficulties for RFL teachers.

INTRODUCTION

In the modern world with widespread globalization and large-scale use of the media, there are active processes of informatization of education, research and development of modern ICT, the latest forms and methods of educational activities, especially distance learning [5, p. 120]. In recent years, there has been a very urgent need to create and use impressive innovative dissemination tools in the

field of education, and especially in the study of foreign languages. Many scientists and educators see the solution to this problem in the mass distribution of distance learning services, the most convenient and real form of obtaining knowledge, forming and developing language skills in modern conditions of widespread informatization.

MATERIALS AND METHODS

The development of the personality of a teacher and his professional qualities is complicated by the limited time frame in the context of distance learning. This implies a greater amount of independent work of students and the optimal organization of the educational process, which should contribute to the maximum formation of the primary forms of competencies of a Russian as a foreign language teacher [7]. With this in mind, the distance course provides for work with scientific texts related to this section (mandatory and optional). After reading the text, students perform control tasks and exercises. The result of this approach is the true practical orientation of this course, which necessitates the presentation of the learning process as an activity related to the solution of professional and pedagogical tasks that act as learning units [8, p. 29]. According to modern methodologists, a task is a specific goal set under certain conditions; it can be achieved by transforming these conditions according to a certain methodology [2].

During the course, students receive information about the following pedagogical functions of a teacher of Russian as a foreign language (RFL) (according to V. Molchanovsky) [1]:

1. Communicative and educational (the ability to achieve practical learning goals and knowledge about the communicative, speech and language content of the subject of study - "Russian as a foreign language").
2. Information-relaying (the ability to perceive, select, transform and transmit information intended for assimilation by students).
3. Motivation-complex (the ability to orient the student as an active subject of the educational process and choose the situation determined by the educational activity).
4. Instrumental-adapting (the ability to use the appropriate tools for learning).
5. Functions of self-realization and self-development (the ability to self-understanding, the ability to understand the activities of the educational process, to manage and put professional actions in perspective, the ability to professional self-education, self-study and self-education).

In the distance course, functional tasks are set (communicative-activity learning, information-relay tasks, tasks of using and adapting teaching aids, motivational and stimulating tasks, tasks of professional self-realization and self-development of the teacher) and didactic tasks (gnostic tasks, constructive and design tasks, organizational tasks, tasks of pedagogical communication) [6].

The objectives of each section of this course reflect the above objectives. As a result of training, participants must learn to solve educational problems, thereby forming the personality of the teacher;

he should be not just a specialist with a set of activity skills. According to G.P. Shchedrovitsky: “Those things of persons engaged in activity differ significantly from the activity itself; such are the “internal” subjective conditions and means that allow them to build various types of activity ...” [3]. Psychological and intellectual readiness to solve human problems is important. In this case, we can talk about the formation of a professional and pedagogical basis, which is a body of knowledge:

- a) knowledge of the subject itself (the content of learning, i.e., knowledge of what to teach);
- b) knowledge of teaching techniques and technologies (teaching methods, i.e. knowledge of how and by what means to teach, what techniques to use);
- c) knowledge of the national, cultural and individual characteristics of students;
- d) knowing how to apply existing knowledge in specific situations, taking into account specific learning conditions.

These skills generally correspond to the concept of professional competence of an RFL teacher and ensure the high efficiency of the pedagogical process.

The distance course "Methods of teaching Russian as a foreign language (RFL): traditions and innovations" provides the formation of the following types of RFL teacher competencies (according to V. Molchanovsky) [4]:

1. All humanitarian competencies. If the teacher has a sufficient level of professional skills in all humanitarian areas, the problems of intercultural communication can be effectively solved.

2. Linguistic competence. As the leading subject competence, this type of competence is based on the formed linguistic consciousness of the Russian language teacher. Linguistic competence is based on a systematically organized body of knowledge about the Russian language system.

3. Psychological competence. This includes knowledge of psychology, educational activities (the unity of pedagogical and educational activities); psychology of educational activity and its subject - the student; psychology of pedagogical activity (unity of educational and educational activities); pedagogical psychology and teaching cooperation and communication (I. A. Zimnyaya).

4. Pedagogical competence. Pedagogical competence consists of four blocks of general pedagogical knowledge:

- 1) Knowledge of the basic ideas, concepts, rules and patterns of development of pedagogical phenomena;
- 2) Knowledge of leading pedagogical theories, categories and concepts;
- 3) basic learning facts;
- 4) Application of knowledge about general teaching methods.

5. Methodical competence. This type of competence includes knowledge of pedagogical theories, concepts and approaches to the study of foreign languages; knowledge of the methodological terminological system; knowledge of scientific and methodological literature on Russian as a foreign

language; knowledge of techniques, methods and ways of teaching; knowledge of the typology of exercises aimed at the formation of relevant skills; knowledge of programs, textbooks, manuals and technical trainings.

6. Professional and communicative competence. This competence implies the ability of the teacher to tune in to learning and set up students for communication; the ability to establish and maintain communicative contact; the ability to establish pedagogically sound relationships with colleagues and other participants in the pedagogical process; the ability to timely and adequately perceive and evaluate changes in the conditions of communication; the ability to correctly assess the communicative behavior of students, their reactions to the verbal behavior of the teacher and other students; promptly correct their actions and the actions of students in communication.

In addition to professional and communicative competence include: teaching tact; the ability to improvise; the ability to coordinate the learning objectives of Russian as a foreign language with the forms and methods of professional and pedagogical communication; the ability to use communications to improve the educational and methodological activities of students; the ability to create conditions for comfortable communication between students and students in the classroom and in real communication; the ability to maintain motivation for academic communication and the study of the Russian language; the ability to methodically and correctly dose their own voice product in class; the ability to ensure the successful solution of the planned communication tasks.

Students of the distance course "Methods of Teaching Russian as a Foreign Language (RFL): Traditions and Innovations" must master the teaching methodology, which includes:

- 1) good diction;
- 2) a good culture of speech (standardization, lamprophony, relevance, variability, expressiveness);
- 3) the ability to correctly use facial expressions and gestures;
- 4) the ability to regulate the mental state;
- 5) the ability to take into account the national and cultural characteristics of the acquisition of knowledge by students of different national cultures.

It should be borne in mind that the Russian as a foreign language teacher must be a dynamic, active and reflective person. In the case of activity-based learning, pedagogical reflection on the part of learning does not involve the direct guidance of the student's actions, but the creation of subjective, personal motives for learning activity. A task is a specific goal set under certain conditions, it can be achieved by transforming these conditions according to a certain methodology [2].

In the distance course, functional tasks are set (communicative-activity learning, information-relay tasks, tasks of using and adapting teaching aids, motivational and stimulating tasks, tasks of

professional self-realization and self-development of the teacher) and didactic tasks (gnostic tasks, constructive and design tasks, organizational tasks, tasks of pedagogical communication).

RESULTS AND DISCUSSION

The objectives of each section of this course reflect the above objectives. As a result of training, participants must learn to solve educational problems, thereby forming the personality of the teacher; he should be not just a specialist with a set of activity skills. According to G.P. Shchedrovitsky: "Those things of persons engaged in activity differ significantly from the activity itself; such are the "internal" subjective conditions and means that allow them to build various types of activity ..." [3].

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It should be borne in mind that the Russian as a foreign language teacher must be a dynamic, active and reflective person. In the case of activity-based learning, pedagogical reflection on the part

of learning does not involve the direct guidance of the student's actions, but the creation of subjective, personal motives for learning activity. Learning reflection manifests itself during:

- 1) educational interaction between a teacher and a student, when the teacher tries to understand and purposefully correct the formulation of thoughts, feelings and actions of students;
- 2) designing the activities of students, when the teacher determines the goals of learning and presents them in a constructive scheme of achievement;
- 3) self-reflection and self-learning activity.

Professional competence implies that the teacher has such a characteristic as adequacy, which ensures the successful implementation of educational activities. In the methodological literature, adequacy is understood as flexibility, a high adaptive ability of a teacher's preparation for specific conditions.

So, the main questions that are included in the program of the distance course "Methods of teaching Russian as a foreign language (RFL): traditions and innovations":

— Psycholinguistic problems of learning a foreign language. This section discusses such concepts as interference and transfer, errors in foreign speech, defines the role of contrastive analysis in teaching a foreign language.

— Goals and objectives of teaching Russian as a foreign language at different stages. Competence-based approach to teaching Russian as a foreign language. This section is devoted to the analysis of teaching methods and teaching methods; here the goals and objectives of education are determined; a classification of the goals of teaching a foreign language is proposed, competencies are delimited and the structure of competencies is described.

— The structure of the content of training. The concept of the content of education is essential for the methodology of teaching Russian as a foreign language. It is necessary to substantiate the definition of the components of the content of education, to solve the problems of choosing the content of education depending on the object of study / language acquisition.

CONCLUSIONS

The distance course of Russian as a foreign language (RFL) will allow students to expand their knowledge of teaching methods, techniques and skills, learn more about the latest scientific and methodological problems of teaching RFL. in order to effectively apply them in teaching Russian to foreigners.

A feature of the organization of the educational process according to this model is the complete remoteness on the basis of the virtual language environment of a professionally oriented educational resource, as well as when all participants in the educational process are connected to the teacher-consultant network offline or online. Thus, a professionally oriented electronic multimedia course, implemented with remote language learning, will be the most effective in terms of developing the

language and speech skills of students, which are mandatory for the communicative process in the educational and professional sphere of communication, and has a beneficial effect on the effectiveness of the educational process and the quality of education.

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