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ANALYSIS OF THE FORMATION OF A FRIENDLY ATMOSPHERE WHEN USING EDUCATIONAL TECHNOLOGIES IN THE RUSSIAN LANGUAGE LESSONS FOR STUDENTS OF AGRARIAN UNIVERSITY

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ABSTRACT

The article discusses analysis of the formation of a friendly atmosphere when applying educational technologies in the lessons of Russian languages for students of agrarian universities. It reveals the essence of pedagogical methods as a pedagogical technology, and describes in detail the content of its components. The author extensively substantiates the relevance, expediency and effectiveness of the use of subject-language integrated learning in Russian classes, and summarizes the advantages and disadvantages of its use in teaching Russian at a university.

KEYWORDS: *Pedagogical methods and technologies, Technology, subject-language integrated learning, specialized training Russian, Agrarian universities.*

INTRODUCTION

English for specific purposes is considered as an approach to teaching and learning of English as a foreign language. However, in contrast to other pedagogical approaches, the entire course, its content and objectives are based on the specific needs of target learners. Especially, these facts called forth the need of a language for real communication, which conforms to the constructivist learning perspective supporting the idea that language learners should engage in activities fostering real life use of language rather than memorizing rules.

Russian is a world language; all people need to use there at an increasingly high level. A good knowledge of Russian is needed more than a choice. Globalization, science, technology, education make Russia proficiency in all branches of science. Teachers who deal with these spheres have to be prepared to come across with all these changes, challenges and difficulties in high educational establishments. Therefore, it is important to have a clear understanding of how

our universities are ready for the global demand and why our graduates are not reaching the appropriate level of the English language and ready to solve these kinds of problems.

The modern education system involves preparing students for the choice of professions while still in school, largely through specialized training in high school. The composition of high school students is differentiated in accordance with their interests, the area of subjects that they plan to study in depth, as well as the development of their professional orientation. While some have already chosen a future profession and a range of specialized subjects, others are still at the stage of selection, without a clear plan and definite interest in a specific subject and field of activity.

The general objective of our research includes analysis of the factors affecting the Russian language teaching and learning process. In our research, we are trying to determine the classroom conditions where the lesson procedure takes place and identifies characteristics of the lesson and behaviors of the students and surely, teachers' instructional competences with the help of pedagogical technologies. There are several factors that affect the Russian language teaching and learning process to establish how each of them affect the teaching process in our country. In done studies, it was mentioned that there are several factors, which affect the learning process of English as a foreign language.

Profile training allows you to organize the educational process of students in accordance with their individual abilities, to create a special educational trajectory that will allow each student to study a certain number of subjects in in-depth form.

There are many advantages of pedagogical methods and technology that have been connected with the use of integrated education, "Research indicates that using an interdisciplinary or integrated curriculum provides opportunities for more relevant, less fragmented, and more stimulating experiences for learners".

Other benefits that have been found are that it is student centered, improves higher level thinking skills and problem solving, and improves retention¹

More advantages that are specific focused on integrated pedagogical methods and technology in education. Several advantages in pedagogical methods and technology education include making students be active in their solution. It is required to be solvers, innovators, inventors, logical thinkers and critical thinkers, and technologically literate as Morrison mentioned. Studies done by many researchers have shown that integration of mathematics and science has a positive impact on student attitudes and interest in classes to motivate them to learn and to achieve results.

Integrated pedagogical methods and technology education often requires numerous materials and resources for students to investigate solutions to real world problems through designing, expressing, testing, and revising their ideas. Materials can include construction tools such as saws, measuring devices, and hammers; electronic materials such as computers, design programs, robotics kits, and calculators; and other materials used in design, which could include wood, Styrofoam, glue, cardboard, or construction paper. Through the use of these materials in design activities students can better understand technology. A broad definition of technology is anything that is human made that makes life easier. An engineers' job is to design technologies that can solve problems. For authentic learning to take place, students need to be given

opportunities to design processes or products concerning various types of mining engine technologies.

Integrated pedagogical methods and technologies in education is an effort to combine science, technology, engineering, and mathematics into one class that is based on connections between the subjects and real-world problems. However, in general, integrated pedagogical methods and technologies in education can involve multiple classes and teachers' do not have to always involve all four disciplines of pedagogical methods and technologies.

Pedagogical methods and technologies teachers need to develop not only to deep knowledge of the content that they teach but also to also specialized knowledge of how to teach pedagogical methods and technologies content to students, pedagogical knowledge. The training and support of teachers are essential to achieve the goal of quality pedagogical methods and technologies education. Paradoxically, many schoolteachers have limited background knowledge, beliefs, confidence, and efficacy in teaching pedagogical methods and technologies.

One of the urgent problems in specialized non-linguistic groups is the attitude of students to a foreign language and its place in the system of specialized training. Obviously, knowledge of a foreign language in modern market of competencies is a priority and in demand. It is not difficult to imagine that in-depth study of specialized subjects can push the English language into the background, significantly reduce the motivation of students to study it. One of the ways to increase it is to integrate it into the educational process of interdisciplinary communication with specialized subjects, where the language becomes no direct means of studying other subjects and mastering communicative competencies.

The specificity of the methodology lies in the fact that knowledge of the language becomes a tool for studying the content of the subject. At the same time, the language is integrated into the curriculum, and the need to immerse you in the language environment to be able to discuss thematic material significantly increases the motivation for using the language in the context of the studied topics.

After this comes the way out into speech, the stage at which the teacher can offer students a wide range of language exercises. Most often it is may be a problem statement that students must solve using their knowledge of the core subject, language skills and speech skills, as well as imagination, thinking outside the box. In addition, logical completion of this stage can be project activity, when students receive a new product through scientific methods in the course of research. At the same time, the work can be carried out both in groups and in pairs and individually.

This makes it possible to find similarities and differences, consider the problem from different positions, cultural, religious and ideological views. For example, in a socio-economic university, a subject-language integrated lesson of English can be considered topics such as political device in Uzbekistan and Great Britain or America and find similarities and differences in their legislative, executive and judicial branches. Such classes will undoubtedly broaden the horizons of students, immerse them in a natural language environment, and contribute to the formation of socio-cultural competence of mining students.

Thus, we consider the use of pedagogical technology in the Russian classroom in agrarian universities necessary and effective. This approach meets the requirements of Educational State

Standards of the Republic of Uzbekistan, forms integrated interdisciplinary communications is actively aimed at developing the skills and abilities of students, contributes to the formation of the necessary competencies. *Secondly*, subject-language integrated learning fits perfectly the educational process of mining students, where the main forces of students are focused on studying specialized subjects. Integrated classes become an additional source of knowledge and skills of students in a specialized subject. *Thirdly*, the development of all four language skills, the replenishment of the vocabulary with different layers of vocabulary, certain terminology, new language constructions, an abundance of language exercises and speaking contributes to a qualitative increase in the language level of mining students.

In addition, this technology is universal and suitable for use at any level, regardless of the profile, configuration and language level. It should also be noted that integrated classes are professionally oriented, especially for students who cannot decide on their core subjects and their future profession. Finally, interesting integrated classes will certainly increase the motivation of students to learn Russian, even despite the need for in-depth study of difficult subjects of the profile cycle.

In Conclusion, recent discussions have maintained that English and Russian offers opportunities to improve the process of language learning and language teaching. “Theoreticians and teachers claim that the learning environment created by increases the learner’s general learning capacities, his/her motivation and interest”. There is much discussion about the global spread of Russian as a medium of education. There have been major achievements over the last twenty years in how to teach Russian as a second/foreign language. Some approaches to subject teaching have developed radically, others less so. This is also the case with how teachers teach. The following suggestions should be taken into consideration in Polish bi-lingual education:

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