



THE USE OF ICT IN RUSSIAN LANGUAGE AND LITERATURE LESSONS

Parpieva Makhsudakhon Makhmudjonovna,

Senior Lecturer

Department of Uzbek Language and Literature,

Fergana Polytechnic Institute, UZBEKISTAN

m.parpiyeva@ferpi.uz

Article history:		Abstract:
Received:	10 th November 2021	This paper covers the use of computer i.e. Information Communication Technology for any purpose and how important factor it is in the activities of teachers in higher education system. Students will be provided with information on how useful and effective information communication technology can be used in teaching. It is now cited that education is much more difficult to imagine without Information Communication Technology.
Accepted:	13 th December 2021	
Published:	30 ^h January 2022	
Keywords: Information Communication System, Information Technology, Motivation, Machine Learning, Monitoring Programs, Display Screen.		

INTRODUCTION

The pedagogical tasks of computerization in higher education can be qualified in three main areas: the formation of a certain thinking style for all students; the improvement of the effectiveness of all teaching, without exception, school science; the use of computer to activate the cognitive interest of students.

Cognitive interest is the main internal motivation for learning, hence the development of cognitive interest

Russian language and literature are very important in the teacher's work.

Since the huge opportunities of ICT (systematization, diversity, entertainment, mobility of the proposed information) certainly increase the interest of students to the lesson and the subject, it means that the quality of knowledge acquisition will also increase.

It can perform the functions of Computer Information System, Data Bank, automated catalog. In fact, the computer combines and at a high level of quality, various visual aids, printed materials, technical tools for monitoring and evaluating the results of educational activities, and the constant improvement of the computer's audiovisual parameters, the transition to the language of natural communication with the user, the combination of the computer with a video recorder, etc. Outdated, inefficient and static teaching tools (posters, layouts, language devices, slide projectors, cod scopes, traditional tape recorders, movie recorders, etc.) to create conditions for the gradual migration of.

Demonstration programs allow the teacher to obtain colorful, dynamic illustrations on the material presented on the display screen. In the classes of the humanities cycle, these programs allow you to interpret texts of different content, show them, familiarize students with the environment suitable for various historical events, introduce them into the creative laboratory of writers, poets, scientists, etc. Computers can be successfully used at all stages of training: they influence the control and evaluation functions of an important lesson, give it a playful character, help to activate the educational and cognitive activities of students. Computers allow to achieve a high level of clarity in terms of quality of the proposed material, significantly reduces all types of memory, significantly reduces the chances of introducing various exercises in the learning process (this is important because not all children receive information simultaneously with visual and hearing feedback and continuous feedback, the real procession side of training ultimately helps to increase its dynamism,, formulate a positive attitude of students to interest in it to ensure satisfaction with the results of each local stage in the study.

Monitoring programs are specially designed to conduct a current or final survey of students. They allow to establish the necessary feedback in the educational process, contribute to the accumulation of classes, make it possible to track each student's progress in dynamics, correlate the educational results with the difficulty of the proposed tasks, the individual characteristics of trainees, the proposed pace of study, the size of materials, its nature.

For the intermediate and final control of student knowledge, various test shells can be used, I use CRAB in my work, because this program is easy to use and does not require much time in preparation for the lesson. A great advantage in the use of test shells in the classroom is that the result of the work done is immediately visible, which helps to FA knowledge students interests.

From the point of view of machine learning, it is necessary to pay attention to the organization of collective forms of educational activity (group work, lesson, competition, lesson, game, lesson, conference, etc.). Many psychological and pedagogical studies show that reliable such important qualities, as independent judgment, are important for the views of others, autonomy practices, willingness to help fellow man, etc. It is formed mainly in team activity. And the use of ICT in the creation of such lessons makes the task of the teacher much easier.

Emotions are the most important feature of a person's personality. They play the role of regulators of human behavior, characterize the essence of human feelings and experiences, determine the moral qualities of a person, his attitude to reality and, ultimately, his worldview. Video and audio materials, which can be used in lessons with the help of ICT, will undoubtedly create a certain emotional atmosphere that will help students to increase their interest in the subject and better absorb knowledge. Finished products as much as possible to abandon all other types of appearance and go to the lesson to the attention of the teacher. Systematic use of computer in the classroom has a number of consequences: there is an increase in the level of use of visual aids in the lesson, an increase in the effectiveness of the lesson, an actualization of the cognitive interest of students. The creator or user of Information Technology, the teacher should pay great attention to the logic of providing educational material that will positively affect the level of knowledge of the students. Especially among students, the attitude to the computer changes like an expensive, interesting toy. Students see it as an essential tool for working in any field of human activity.

We believe that the use of ICT in the classroom is effective as it increases the motivation of students towards learning the subject and develops attentiveness. Lessons are more interesting and intense, at a good pace.

CONCLUSION

In this article, the application of information and communication technologies in higher education system has a positive impact on the current students, developing their individual thinking skills. Information and communication technologies serve to carry out their functions independently in higher education institutions and freely express their thoughts, goals.

REFERENCES:

1. Козлова В.Т., Акимов М.К. Диагностики умственного развития детей. – СПб.: Питер, 2006. – с. 67.
2. Юлдашев У.Ю., Бокиев Р.Р., Зокирова Ф.М. Информатика ўқитиш методикаси. Ўқув қўлланма. Тошкент. «Талқин» 2004. 187-б.
3. www.edu.uz
4. www.ziyounet.uz
5. Нишонов У. И. Билингвизм и его использование в обучении //Достижения науки и образования. – 2018. – №. 15 (37).
6. Башарова Г. Г., Абдуллаева М. Х. Влияние демократичного стиля на повышение качества образования //Science and Education. – 2021. – Т. 2. – №. 6. – С. 560-563.
7. Парпиева М. М., Нишонов У. И. Интеграция интерактивных методов в процессе образования //Вестник науки и образования. – 2019. – №. 19-2 (73).
8. Башарова Г. Г., Абдуллаева М. Х., Эргашов Ш. З. Интерактивная доска в обучении иностранному языку студентов неязыковых специальностей //Science and Education. – 2021. – Т. 2. – №. 6. – С. 581-586.
9. Нишонов У. И., Парпиева М. М. Лингвистические проблемы перевода: текст как объект переводческой деятельности //Проблемы современной науки и образования. – 2019. – №. 11-2 (144).
10. Nabievna K. B. The study of quantitatively in linguistics //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 3. – С. 1848-1854.
11. Парпиева М. М. Самостоятельные задания поискового и творческого характера как способ активизации деятельности на уроках русского языка //Достижения науки и образования. – 2018. – №. 16 (38).
12. Зулайпоева Г. O'zbek badiiy matnida "bog'lovchisizlik" poetik figurasining qo'llanilishi //Общество и инновации. – 2021. – Т. 2. – №. 5/S. – С. 234-238.
13. Парпиева М. М. Информационно-коммуникационные технологии в процессе обучения русскому языку как неродному //Вопросы науки и образования. – 2018. – №. 7 (19).
14. Zulauroyeva G. METHODS OF FORMATION AND IMPROVEMENT OF LITERARY ANALYSIS SKILLS IN PRIMARY SCHOOL STUDENTS //Archive of Conferences. – 2021. – Т. 15. – №. 1. – С. 70-72.
15. Парпиева М. М. УПРАВЛЕНИЕ ОБРАЗОВАНИЕМ КАК ОТРАСЛЬ НАУЧНОГО ЗНАНИЯ И ПРАКТИКИ //Качество высшего и профессионального образования в постиндустриальную эпоху: сущность, обеспечение, проблемы. – 2016. – С. 224-228.
16. Ubaydulloyeva Z. G. Antithesis-contradiction of meanings //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 6. – С. 693-697.
17. Парпиева М. М., Исраилова С. М., Мадумарова М. Д. Преимущества применения ИКТ (информационно-коммуникационных технологий) на уроках русского языка //Наука, техника и образование. – 2019. – №. 5 (58).
18. Башарова Г. Г., Абдуллаева М. Х. Влияние демократичного стиля на повышение качества образования //Science and Education. – 2021. – Т. 2. – №. 6. – С. 560-563.

- 19.Абдуллаева М. Х., Башарова Г. Г., Рахматова О. К. Преимущества индивидуального подхода в образовательном процессе //Проблемы современной науки и образования. – 2019. – №. 12-1 (145).
- 20.Кучкарова Д. Т. Анализ энергосберегающих режимов перекачивающих машин и агрегатов на промышленных предприятиях //Проблемы современной науки и образования. – 2020. – №. 1 (146).
- 21.Кучкарова Д. Т. ЭНЕРГОСБЕРЕГАЮЩИЕ СИСТЕМЫ УПРАВЛЕНИЯ МАШИН И АГРЕГАТОВ ШЕЛКОМОТАНИЯ //ББК 1 Р76. – 2021. – С. 92.
- 22.Muminjon N., Dilshodjonugli N. S. Improvement of transformer protection elements //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 6. – С. 394-398.
- 23.Nosirovna N. N. et al. Energy saving technologies and problems of their implementation //Проблемы современной науки и образования. – 2019. – №. 12-2 (145).
- 24.Ugli N. S. D. Types of transformer overload protection //ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH. – 2021. – Т. 10. – №. 4. – С. 552-556.
- 25.Нишонов У. И. Методы обучения как компонент учебного процесса в национальных группах //Вопросы науки и образования. – 2018. – №. 7 (19).