

SOME QUESTIONS ABOUT THE FUNCTION OF THE TEACHER OF THE RUSSIAN LANGUAGE IN THE UZBEAN SCHOOL

(Educational aspect)

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Annotation: The article discusses the issues of organic inclusion in the system of the educational process of new technologies, to develop and justify the technology of using innovative forms of instruction in the Russian language in an Uzbek school.

Key words: parenting effectiveness, parenting form, new technologies, predicative, qualification, functionality, pedagogical science, innovation.

The essence of a truly humanistic attitude to raising a child is expressed in the thesis of his activity as a full-fledged subject, and not an object of the upbringing process.

Own activity the child is a necessary condition for the educational process at Russian lessons at the Uzbek school, but this very activity, forms of its manifestation, and, most importantly, the level of which determines its effectiveness, should be formed, established a child on the basis of historical patterns, but not blindly reproducing them, and creative use.

Therefore, the function of the teacher of the Russian language in the Uzbek school is **the correct construction of the educational process**. Therefore, it is important to build as the pedagogical process, the teacher led the child's activities, organizing its active self-education by the commission of independent and responsible actions.

Parenting in Russian language lessons at an Uzbek school is not an adaptation of children, adolescents, youth to the available forms of social life, not an adjustment to a certain standard. As a result of the appropriation of socially developed forms and methods of activity, further development takes place — the formation of children's orientation to certain values, independence in solving complex moral problems.

Condition training effectiveness — an independent choice or conscious acceptance of children the content and performance goals. To educate - which means guide the development of human subjective world, on the one hand, acting in accordance with the moral model, an ideal that embodies society's requirements to the growing person, and on the other hand, with the goal of maximum development of the individual characteristics of each child. As L. S. Vygotsky pointed out, a teacher from a scientific point of view is only the organizer of the

social educational environment, the regulator and controller of its interaction with each student.

The management of the upbringing process at Russian language lessons in an Uzbek school, carried out as a purposeful construction and development of a system of preset multifaceted activities of the child, is implemented by teachers who introduce children to the “zone of proximal development”. At a certain stage of development, a child can move forward not independently, but under the guidance of adults and in collaboration with more intelligent "partners", and only then completely independently.

The purposeful formation of a person's personality involves its design, but not on the basis of a template common to all people, but in accordance with an individual project for each person, taking into account its specific physiological and psychological characteristics.

The main psychological qualities underlying the developed personality are activity, the desire to realize oneself, self-affirmation and conscious acceptance of the ideals of society, their transformation into values, beliefs, and needs deeply personal for a given person.

The main role in educating the younger generation is assigned to a school where the teachers perform an important educational function. For the efficient implementation of the educational process, the teacher of Russian language at the Uzbek school should possess certain skills, knowledge and skills.

It is on the basis of the skills available to the teacher that the authority of the teacher is formed. The teacher should be able to establish contact with the classroom team. The complexity and variability of the teacher's pedagogical activity requires him to master a wide range of skills, which are also restructured and creatively used each time in the Russian language lessons at the Uzbek school depending on the goals and emerging pedagogical tasks.

This is especially clearly seen in the preparation and conduct of specially organized educational activities. The educational activity of the teacher requires him constant readiness for professional self-improvement.

For these purposes, in modern conditions, when the requirements for the activities of the teacher as a teacher have substantially increased, systematic diagnostics, self-diagnosis, introspection of both the educational activities of the teacher and real changes in the upbringing of students are necessary.

For self and identify back-up as a possible educational work at lessons of Russian at the Uzbek school there is a special technique. In accordance with this technique, a teacher in the Russian language lessons can increase the effectiveness of educational work, find effective management functions, and find new forms of work with students.

Also, the necessary skills that a teacher must possess in Russian language lessons at an Uzbek school for effective educational work include: working with “difficult”, pedagogically

neglected children; the ability to organize a cool team, to form it as a single organism; ability to stimulate initiative, self-management of students; understand and deeply know the psychology of children and adolescents; be able to establish proper contact and interaction with parents and other teachers; ability to resolve conflicts in the children's team and others. It is especially important for the teacher in the lessons of the Russian language in the Uzbek school to constantly improve the culture of pedagogical communication, based on the principle of "Do no harm!" and comply with the following rules: do not publicly make fun of student slips and mistakes, as this leads to their isolation; Do not destroy the faith of students in friendship, in good deeds and deeds; Do not blame the student without special necessity, since this forms a feeling of guilt in him; not to allow students to display feelings of aggressiveness and hostility; Do not kill students in the belief in their strengths and abilities; not to allow even the slightest inaccuracy and injustice in relations with students; prevent students from being intolerant of other people's faith and dissent.

Also, one of the main requirements for a teacher in Russian language lessons at an Uzbek school is his ability to carry out a holistic pedagogical process in interaction with other teachers and parents. In addition, the teacher should indicate their effective example of pupils on norms of behavior.

The educational process at school sets as its main task the creation of a harmoniously developed personality. One of the positive results of the successful educational process in the Russian language lessons in an Uzbek school is discipline in the classroom. This result, in turn, allows us to effectively carry out the process of further education and upbringing. That is why the problem of organizing discipline in Russian language lessons in an Uzbek school, as well as conducting special events to ensure discipline, are the main task of the teacher and the school staff as a whole.

The discipline is the observance by all students of a school of certain standards of behavior, a list of which is given in the school charter. Most often, the problem with the lack of discipline in the classroom faced by young inexperienced teachers. This may be due to the fact that the teacher has not yet managed to earn authority.

At the same time, teachers can spoil their lessons with inappropriate intonations, tactlessness, their own oddities, in general, all that brings the class out of business balance. However, the teacher sometimes does not take into account that even the best order can deteriorate for objective reasons - if the children are tired. In this case, you just need to give the children a break, change the nature of the work. Or, for example, children are distracted by some events, for example, school-wide events.

This makes students overly emotional. There is also misconduct by individual students. This phenomenon is not as massive as the ones described above, but it can destroy the working environment in the class, that is, the whole class will suffer as a result.

There may be many reasons for the disorder in the lesson by individual students. If you try to classify them, you get two large groups.

Reasons relating to the general mood of the class. Some students more sharply than all others, perceive this mood and, accordingly, more actively, sometimes react more painfully. The reason for the violation is already connected with the direct initiative of individual students, the class is in good condition.

In turn, in this group we can distinguish such violations of discipline:

- 1) violations caused by external influences (the fight against these phenomena will require serious educational work with relatives of students);
- 2) violations related to the quality of the lesson (it is boring, uninteresting, to want to have fun);
- 3) violations related to the inner life of the class (it's easy to deal with them if you know which events excited students);
- 4) violations resulting from abnormal personal relationships between teacher and student (the only way to fight is to change relationships);
- 5) the cause of disorder can be a student's painful condition (this causes irritability, rudeness, lethargy, apathy, loss of attention).

All the rules for maintaining discipline in the lesson should be beaten for specific reasons that cause disorder. Therefore, in order to successfully maintain discipline in Russian language lessons at an Uzbek school, it is necessary to know all the reasons that can cause its violation.

The student's active life position as a motive.

The main purpose of all education in general is to create an integrated, organically developed personality. From the point of view of upbringing at the lessons of the Russian language in an Uzbek school, this is possible if an active life position, a creatively self-developing personality is brought up in the student.

Individual with an active lifestyle, will become a full-fledged component of the future society. Therefore, the education of such a person is one of the aspects of the state educational standard.

This caused a great interest shown by teachers in the lessons of the Russian language in the Uzbek school to the development of an active, self-developing personality.

Education focused on pedagogical stimulation of all kinds of "I am concepts" (self-knowledge, self-determination, self-government, self-improvement, self-realization), and hence creative self-development, has deep roots and traditions.

Considering self-development at the lessons of the Russian language in the Uzbek school as a process of self-creation, it should be noted that as a specific type of creativity of the subject-subject orientation, it has a number of characteristic features:

- 1) the presence of internal contradictions (most often the mismatch between the needs, knowledge, skills or abilities of a person) in self-development;
- 2) awareness of the need, personal and social significance, self-esteem of self-development;
- 3) the presence of subjective and objective prerequisites, conditions for self-development, individual uniqueness, originality of the process and the result of self-development;
- 4) the acquisition of new knowledge, new skills and creative abilities that create the willingness of a person to solve new, more complex tasks and problems.

From a pedagogical point of view, it is important to focus on the fact that the “mechanism” of self-development is not launched for the sake of self-development, but in order to bring a person to a new, higher level of readiness in solving vital tasks and problems for her. When educating in the lessons of the Russian language in an Uzbek school, especially in teaching self-development and an active life position, it should be borne in mind that self-development and self-realization are processes that require sufficiently strong motivational support.

For pedagogical stimulation of the development of an active personality, the initial motivation of the student (their desires, interests, values, attitudes), that is, the degree of their orientation toward self-development, is of great and sometimes decisive importance.

Among the motives of this type of activity can be identified:

- the desire to enjoy recognition and respect in the group;
- the desire to be strong and healthy, intellectually more developed, the desire to achieve success and take a worthy place in society;
- the desire to make a career, have a prestigious job and others.

These motives should be relied upon in the process of pedagogical stimulation of students' self-development in Russian language lessons in an Uzbek school.

However, self-development is sufficiently related to the way in which the teacher creates real freedom for the student to manifest his personality and activity. The problem of the relationship between freedom and the need for education and upbringing is not new. It raised at all stages of the development of science teaching.

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