STAGES OF EXPRESSION IN THE FORM OF VISUAL TEXT TRAINING INFORMATION IN TEACHING RUSSIAN LANGUAGE

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Abstract
One of the characteristics of modern education is the presentation of educational information in a concise, concise, understandable, visual form. Presentation of educational information in a visual form is a complex and multi-stage process. Accordingly, a teacher of natural sciences needs to know the essence of the stages of organizing this process, to be able to achieve the expected result at each stage. The article shows the stages of visual representation (visualization) of educational information.

Keywords: Russian language, teaching methods, methodology, Russian language and literature, pedagogy.

Basic concepts: information, educational information, textual educational information, visibility, presentation of educational information in a visual form (visualization), stage, stages of presentation of educational information in a visual form (visualization).

Today, students need a visual representation of educational information. This need is growing. This is due to the large flow of information in the environment surrounding students. Given the current need, attention is paid to the visualization of educational information in the educational system.

The Latin concept of "visualization" ("visualis" - "seeing", "visible") is "a way of presenting the desired information in a visual (instructive) form for a thorough understanding of it by students"; means "methods of presenting numerical information or natural phenomena in a form convenient for visual observation and analysis" [Frame]. Text visualization is "an instructive, visual image of a text element or a structural structure obtained from a text for educational and analytical needs" [Support.visual T.I.]. The requirement to express educational information in a visual form is not only among the authors of educational literature, but also among subject teachers. Visualization of the process requires knowledge, work experience and, of course, creativity and creativity from the teacher. At the same time, it should be noted that the visualization of educational information gives natural science teachers the opportunity to fully demonstrate their creative abilities. In this situation, science teachers need to know the stages of visualization of educational information in order to achieve the expected result.

O.Yu. Zaslavskaya and E.S. Puchkova visualization of educational information in steps [Zas, p. 40-42] shows what is important:

Stage 1. Goal setting.
Stage 2. Determining the main directions of the rendered objects.
Stage 3. The study of verbal (oral) material.
Stage 4. Familiarization with samples of pre-prepared visualized materials.
Step 5. Create a schematic drawing.
Step 6: Text visualization computer resources (e.g., Mindmap, Treemapping (based on placing rectangles that allow you to change the length of the sides based on input data), Piktochart (a platform

for creating infographics and presentation schemes based on data input) , Infogr.am (a tool for creating charts, graphs and maps with the ability to upload videos and photos to create interactive infographics), Paint and Photoshop (graphic editors), Wordle (words

search and selection of services) with the possibility of visualization.

Stage 7. Create a visual product.

Stage 8. Activity analysis (quality of the visual product).

Based on the opinions of the authors on the stages of visualization of educational information, as well as the analysis of the process of using visual and methodological support of textual educational information in the formation of the legal culture of young people, we considered it appropriate to make changes to the stages indicated by O. Yu. Zaslavskaya, E. S. Puchkova.

Consequently, science teachers face difficulties in creating an educational visual product on their own without familiarizing themselves with existing experience related to the visualization of educational information, and without studying examples in this regard. Accordingly, the stages of visualization of educational information during the study were defined as follows:

Stage 1. Acquaintance with the experience and samples related to the visualization of educational information.

Stage 2. Acquaintance with textual educational material and study of its content.

Stage 3. Determining the nature of educational information to be visualized.

Stage 4. Determination of the purpose of visualization of educational material.

Stage 5. Creation of a visual scheme of educational information.

Step 6. Find and select computer resources that provide visualization of educational information.

Stage 7. Creating a visual product using computer resources.

Stage 8. Analysis of the quality of the visual product and the effectiveness of the activity.

In our opinion, the organization of the work of teachers of natural sciences in visualizing educational information on the basis of these stages allows them to carry out educational activities without unnecessary stress and effectively.

guarantees that.

Therefore, the visualization of educational information is one of the important educational needs. Satisfying this need requires teachers of the natural sciences to take a creative, creative approach to their work. Visualization of educational information occurs in certain stages. Knowledge of these stages is important for natural science students for the effectiveness of their activities aimed at visualizing educational information.

Every year, more and more foreigners living in Russia and abroad are interested in the Russian language, are willing to learn it and become competent Russian speakers. AS well as the Uzbek language is getting prominent because of noticeable attention by the government . However it is not a secret that,new learners have difficulties in using the language in real life. Thus, nowadays modern educators are expected to combine four skills in teaching RFL and UFL. According to the idea of Surygin, "the four language skills acquisition (listening, reading, speaking, writing) depends, first of all, on the academic discipline and on the linguistic competence level of the learner. "As well as not only level of students but also teaching materials should be chosen correctly in accordance with their nationality, religion, gender, age, outlook and psychology. For example, some stories for reading, making short and common dialogues for speaking, creating texts in the themes of "About Myself", "My family", "My country" for

development of writing and watching Russian and Uzbek videos, news reports with subtitles, singing song with lyrics are likely essential for listening . The reason why, if a lessons don't conduct with the combination of these four skills, using of target – language will become more and more difficult for learners in real life.

Moreover, educationalist Ken Robinson claimed that, "education systems should recognize that "most great learning happens in groups", because "collaboration is the stuff of growth". By all means, group working to communicate in any language, learners need to talk to each other. Therefore, language classes are a very natural place to use collaborative learning strategies .When learners work in groups it opens a door to their improved achievement, retention of learning and social relationships, as well as increase in their self-confidence. It can reduce the stress of contributing to a whole class situation and give more time for learners to work at their own pace. Also, work in pairs or in small groups, the chain, press conference, brainstorming, team games,assignments, linguistic games, puzzles, crosswords, roleplaying and simulation games, case studies, project technology, the tandem method, interactive tours, quests and web-quests, literature and musical compositions, discussions, multimedia and Internet technologies, podcasts, edutainment technology, critical thinking development, contests of reciters and literary conferences, and festivals of Russian speech. These types of work are universal, since they correspond to the different stages of learning and can be used to develop social, cultural, and scientific speech skills.By them teacher can make a friendship atmosphere and communication, design –making,problem-solving and team –working skills and capacities are educated.

In addition, as Krotova mentioned that," the cultural area of study is related to the study of Russian culture's place and role in teaching Russian. It encourages teachers to teach various aspects of Russian and Uzbek culture to international students, reflects the learner's interest in Russia and Uzbekistan and in native speakers' lifestyle and creates conditions for getting fluent in Uzbek or Russian in its cumulative function ".It is absolutely true that, if lessons are made with the integration of linguistic and culture, it serves to teach vocabulary and phraseology teaching methodology, which is related to the linguistic area of study.It can also be considered as a way of developing the socio-cultural component of communicative competence, which is related to the communicative area of study. Additionally, students are able to find out new information about social and cultural differences or issues,customs and traditions,national,local and religious holidays, characters of native speakers, national dishes or others that can develop cultural awareness and student can know how to build bridges through intercultural dialogue.

If, a target-language teaching or learning are being discussed it should be strongly emphasized that,we can't imagine our every lesson without computer technologies.Because,"One of the best and fastest ways for non-philology students to become fluent in Russian is to use new learning tools, such as computer technologies that play an important role in modern life and foster the learning process "(Ismailova, Gleason, Provotorova and Matukhin 2016). At least as a role of " The Resource" an educator may create digital –language trainings, computer-based learning and assessment programs, distance education courses and educational websites or share beneficial educational material in e- version with students.These kinds of tools assist to attract learners easily and accelerate the Russian language learning process.

By the way of conclusion, RFL and UFL are getting more well-known in the world language education as modern methods of teaching develops.Therefore, prospective the Russian and Uzbek language

teachers can conduct their lessons with aforesaid techniques. Accordingly, teaching methods, principles and educational tools are being updated, and new trends are emerging in RFL and UFL teaching.

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