



Ways to optimize the teaching of the Russian language and literature in the national school

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Annotation: The article discusses the features of the intellectual development of the student, his skills and abilities, techniques for enhancing cognitive activity in Russian language lessons. The questions of optimization of the lesson are studied as a purposeful approach of the teacher to the construction of the educational process.

Key concepts: modern education, organization of the educational process, educational technologies, optimization, pedagogical practice, intellectual development of the student.

Modern transformations in Uzbekistan have changed the requirements for education and the teacher. **Modern education** is a qualitative change in the entire system of education of the younger generation. This is not only the acquisition of certain knowledge, but also the formation of a free-thinking, creatively developing citizen who is able to independently choose and apply the acquired skills in life. Today, the teacher is required to take a new approach to the **organization of the educational process** and use such **educational technologies in the lessons** that make the lesson interesting and meaningful. The activity of a teacher is always associated with a creative search for the best learning options. And every teacher is faced with a problem that depends both on the complexity of the tasks solved by the teacher and on the content of the educational process. The teacher is considered the main mechanism of this process. One of the principles of this mechanism is optimization. **What is "optimization"?** Let's find the answer to this question first. To do this, we will turn to the explanatory dictionary. In explanatory dictionaries, the term "optimal" (from Latin *optimus* - the best) is the most favorable, appropriate. If the optimization is transferred to the learning process, then it means the choice of a methodology that ensures the best results are achieved with the minimum expenditure of time and effort of the teacher and students in given conditions. Hence, the main feature of the theory of optimization is directionality.

And what does optimization mean in pedagogical activity? **In pedagogical practice**, optimization means choosing the best option from a variety of possible ones. That is, the teacher must choose the best option for the educational process in terms of its effectiveness and efficiency.

This means that optimization is not some method or method of learning. This is a purposeful approach of the teacher to the construction of the educational process, which considers the principles of learning, the features of the content of the topic under study. Generally speaking, **the educational process** will be optimal if its result is good and achieved in a short time with minimal effort from students and teachers. The optimization of the educational process offers a choice of optimal forms and methods. Now the teacher must constantly work on himself in order



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to successfully form theoretical knowledge, independent thinking, speech, cognitive interest in the classroom. Preparing for the lesson, the teacher takes into account the different conditions of the educational process: the purpose of the lesson, the features of the content of the educational material. For each stage selects the optimal method. The teacher before the start of the lesson must design a number of stages of the optimal learning option.

1. It is necessary to formulate learning objectives;
2. Choose the best combination of training forms for given conditions.
3. Selection and specification of the content of training.
4. Drawing up an optimal training plan.
5. Creation of favorable conditions for learning.
6. Implementation of the selected training plan.
7. Identify student outcomes and student and teacher time expenditures.

Optimization of the learning process suggests taking into account the peculiarity **of the student's intellectual development**, his skills and abilities. The essence of optimization is to select from the abundance of possible tasks those that in a given situation should be solved especially actively so that they are accessible and understandable to students. When designing the content of education, one must keep in mind not only the transfer of scientific information, but also the content of the students' activities: the assimilation of the main elements of the new material; self-government; self-control; generalizations. Each student reaches the highest level for himself.

For example, in a class there may be both poorly performing and well-prepared students. When implementing the training of the weakest and most prepared students, teachers should think over a system of tasks and exercises, based on the capabilities of the students. Through self-control and self-analysis of learning activities, they help students to advance in learning, form interest and positive attitude towards learning activities.

The teacher of language and literature must develop the habits of students to pay attention to their own speech, the ability to observe and analyze the phenomena of language. With a well-thought-out formulation of work, students develop love and interest in the Russian language, a desire to carefully and accurately perform the assigned tasks. Therefore, teachers in the classroom should adopt such techniques that activate the mental activity of students, introduce elements of entertainment in the Russian language.

Students' interest in the lessons of the Russian language and literature can be increased by using elements of entertainment that help the teacher improve the quality of students' knowledge, develop their language culture, and instill interest in the language as a means of communication. In the search for interesting and exciting forms of presentation of educational material, it is important to choose the right or develop entertaining tasks for students. Entertaining material on the Russian language should be included as an element in the lesson at any stage: explaining new material, consolidating, checking what has been learned, etc.

Knowing the ideas of optimization will help the teacher make his choice conscious, explain his experience to colleagues, thereby ensuring the possibility of its creative transfer.



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