

PEDAGOGICAL FACTORS FOR INCREASING THE EFFECTIVENESS OF INNOVATIVE TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE IN PEDAGOGICAL EDUCATION

Isroilova Sanobarkhon Mamedjanovna,
Lecturer, Fergana State Technical University,
Uzbekistan, Fergana City

Abstract

This article covers the issues of effective use of innovative technologies in teaching the Russian language in the pedagogical education system. It analyzes the professional competence, methodological training and digital literacy of the teacher as the main factors determining the success of innovative processes. There have also been studies of ways to improve the quality and motivation of students' knowledge through the integration of interactive techniques into the learning process, the use of digital educational resources and the development of communicative competence.

Keywords: Pedagogical education, innovative technologies, Russian language education, teacher competence, digital literacy, interactive methods, communicative competence, educational effectiveness.

Introduction

In the modern education system, the introduction of innovative technologies is considered one of the key factors in increasing the effectiveness of the learning process, as well as in developing students' independent thinking and communicative competence. In particular, the use of innovative approaches in teaching the Russian language within the framework of pedagogical education not only ensures the effective assimilation of knowledge but also contributes to the development of future teachers' professional competencies.

In today's context of globalization, the application of digital educational technologies, interactive methods, and multimedia tools in foreign language teaching – especially in teaching Russian – has become increasingly relevant. This process allows for the renewal of educational content, the strengthening of creativity and initiative during lessons, and the enhancement of students' communicative activity.

Furthermore, in the effective implementation of innovative technologies, pedagogical factors such as the teacher's professional skills, the psychological and creative atmosphere

of the educational environment, the proper selection of didactic tools, and the degree of their integration play a crucial role.

MAIN PART

As you know, the education system is a social mechanism for the constant transfer of accumulated knowledge to subsequent generations. With the help of this mechanism, the formation of the personality in society is ensured and predetermined, because without the transfer of accumulating and developing knowledge, neither society nor the individual can develop.

Educating young people in the spirit of patriotism and respect for our national values, protection from various ills and threats, increasing the effectiveness of propaganda work is one of the pressing problems of today.

The information sphere is a constantly expanding area of human activity associated with the production of new information products, services and technologies. Today, the information sphere includes not only research and information centers, networks, libraries and archives, but also office systems, mass media, educational, electoral and information technologies, which generally form the industry of creating, storing, processing and distributing information in all areas of human activity.

This is also confirmed by the trend of formation of the information society – a society whose members interact with each other and with the environment mainly through highly specialized communication channels, the purpose of which is data transmission.

In today's globalized world, the issue of upbringing a harmoniously developed spiritually enlightened person is becoming more and more urgent. In turn, the process of globalization affects human spirituality. The process of globalization is mainly characterized by the development of international economic relations, information technology and science and technology. Globalization imposes new requirements on the rapid development of production and the training of appropriate personnel. This is due to the fact that the development of the economy is inextricably linked with the training of qualified personnel.

“One of the requirements imposed on today's teacher is that they are well versed in the methods applied to the educational process, passed through the experience of the world and were able to put them into practice. To do this, it is necessary for the teacher to constantly seek, learn and test what he has learned in experience, to change and make additions to these techniques in a creative way himself”[1].

Innovation – is theoretically grounded, focused and practice – oriented innovation. The objectives of the innovative education are:

- Ensuring a high level of intellectual and personal and spiritual development of the student;
- Creation of conditions for mastering the skills they scientific way of thinking;
- Teaching methodology innovations in socio-economic and professional spheres.

“Innovations can belong to the sphere of production, economic, legal and social relations, science, culture, education and other spheres. We think that the interpretation that also takes into account social services in the structure of making innovations in all managerial positions to develop innovative strategies will be more correct”[2]. Nowadays required to

prepare a new professional quality, society needs not just a competent worker, and the expert, capable to self-oriented creative approach to business, with high culture of thinking, multilateral development people.

Many teachers of special subjects now ask, what should be a lesson for modern students with the knowledge of the maximum of what they are given. We need to teach students how to learn for life, and for that the teacher must be capable of continuous updating of techniques to work with the new generation, to fit in a constantly changing environment, encourage students in their creative approach to the subject, using a variety of non-traditional forms and methods of teaching , innovative technologies.

The essence of innovative technologies aimed at the formation of skills is precisely to ensure that the students of these problems, in the solution of which they have mastered the techniques of activity.



All of the above leads to the conclusion that the major features innovative learning can be considered:

- Intensive development of the individual student and teacher;
- Democratization of their joint activity and communication;
- Humanization of the educational process;
- Focus on creative teaching and active learning, student initiative in forming themselves as future professionals;
- Modernization of the means, methods, technologies and facilities of learning, contributing to the formation of innovative thinking of the future professional.

Teaching the Russian language (and in general any subject) is a joint activity of teachers and students. In order for students to master the language competently, the teacher must perform certain educational (exercise) actions: explain new material, give assignments, ask questions and check the correctness of the answer, etc. Teaching the Russian language (and in general any subject) is a joint activity of teachers and students. In order for students to master the language competently, the teacher must perform certain educational (exercise) actions: explain new material, give assignments, ask questions and check the correctness of the answer, etc. Students also need to be active and perform a number of actions in the

educational process: reading the text, learning words, performing exercises, answering the teacher's questions, etc. "Teaching Russian is understood as teaching speech, communication and expression of thought in Russian, even in the absence of a language environment. Thus, the methodology has its own subject of learning, which is not repeated in any science – teaching another language as a means of communication"[3].

In the modern education system, the introduction of innovative technologies into the learning process is one of the key factors in improving the quality of education, as well as in shaping a new type of communicative collaboration between teachers and students. In particular, the effective use of innovative technologies in teaching the Russian language within pedagogical education contributes to the development of students' independent thinking, communication culture, creativity, and professional competence.

The application of innovative technologies in updating the content of Russian language education is based on the principles of learner-centered pedagogy aimed at personal development. Therefore, in modern education, the integration of information and communication technologies, digital platforms, multimedia tools, and interactive methods into the teaching process enhances the professional skills of teachers. Such technologies transform the lesson from a mere process of knowledge transmission into an environment that fosters personal growth, communication, free expression of thoughts, self-assessment, and creative thinking.

Among the pedagogical factors, the teacher's professional competence and innovative thinking hold a special place. Without sufficient knowledge of modern technologies, a teacher cannot effectively integrate them into the educational process. Therefore, in their professional activity, teachers should focus on selecting didactically purposeful innovative methods, taking into account students' psychological characteristics, and creating an interactive learning environment.

Moreover, in the process of introducing innovative technologies into Russian language education, the proper organization of pedagogical collaboration, learner-centered approaches, reflection, and motivation mechanisms plays an important role. This not only improves the quality of the educational process but also strengthens the relationship of trust and effective communication between teachers and students.

In today's digital educational environment, the teacher performs the role of an educational manager – not merely as a transmitter of knowledge, but as a facilitator who encourages students' independent inquiry, creative thinking, and problem-solving skills. Therefore, in order to ensure the effective implementation of innovative technologies in teaching the Russian language, the following pedagogical factors are of great importance:

- alignment of lesson content with digital formats;
- interactive collaboration between teacher and student;
- a system of tasks aimed at developing analytical and critical thinking;
- balancing individual and group learning activities;
- establishing a self-assessment system based on reflective learning approaches.

1) RESULTS AND DISCUSSION

The results of the study show that the integration of innovative technologies into the process of teaching the Russian language has a significant positive impact on the development of students' communicative competence, the formation of creative thinking, and the strengthening of their motivation for independent learning. During the pedagogical experiment, a comparison between traditional teaching methods and those based on innovative technologies revealed that interactive methods (cluster, brainstorming, debate, role-playing, case-study, and tasks based on digital platforms) considerably increased students' active participation.

According to the findings, the lessons conducted by teachers who applied innovative technologies contributed not only to the practical acquisition of the language but also to the development of learning motivation and analytical thinking skills. The teacher's professional competence, digital literacy, and didactic mindset were identified as crucial factors in this process. In particular, when the chosen technological approach matched the lesson objectives and took into account students' age characteristics and levels of preparedness, the effectiveness of learning increased noticeably.

The discussion revealed that the effective use of innovative technologies in teaching Russian requires the creation of several pedagogical conditions. These include the continuous improvement of teachers' methodological training, the enhancement of information and communication infrastructure, the creation of an interactive learning environment, and the application of a reflective approach in the learning process. In addition, considering students' individual learning trajectories and strengthening feedback mechanisms also have a positive impact on the quality of education.

The study confirmed that the effectiveness of innovative technologies in improving the quality of education is closely linked to the teacher's activity and creativity.



Modern pedagogical approaches – such as digital learning platforms, multimedia resources, and interactive simulations – make the language learning process more meaningful and motivating.

Therefore, to increase the effectiveness of teaching the Russian language in pedagogical education, it is essential to orient teachers toward innovative thinking, involve them in

scientific and methodological research, and continuously develop their technological competence in the teaching process.

In the modern pedagogical education system, the effective teaching of the Russian language is directly related to the teacher's innovative mindset, digital literacy, and methodological competence. The introduction of innovative technologies into the language learning process activates students' communicative activity, develops their creative thinking, and fosters independent learning skills.

Therefore, the use of the following innovative technologies in pedagogical education is of great scientific and practical importance:

a) **1. Information and Communication Technologies (ICT)**

The use of ICT tools in Russian language lessons (multimedia, interactive whiteboards, electronic textbooks, virtual classrooms, and digital platforms) allows the learning process to be organized in a visual, auditory, and interactive format. Through this technology, students can more quickly master language materials, improve pronunciation, and enhance their communication skills.

b) **2. Interactive Teaching Technologies**

Interactive methods such as brainstorming, clustering, role-playing, debates, case studies, and cinquin strengthen students' independent thinking, analytical reasoning, and communication abilities. In this process, the teacher acts not only as a source of knowledge but also as a facilitator and guide of the learning process.

c) **3. Digital Learning Platforms**

Through platforms such as Moodle, Google Classroom, Quizlet, Kahoot, and Padlet, online lessons, tests, interactive exercises, and virtual discussions can be organized. These technologies help develop students' digital culture and support the formation of an individualized learning trajectory.

d) **4. Multimedia and Virtual Simulation Technologies**

Using audio, video, animation, 3D scenes, and virtual tours helps make the language learning process closer to natural communication. For instance, virtual dialogues or online film analysis prepare students for real communicative situations, thereby increasing the effectiveness of instruction.

e) **5. Reflective Teaching Technology**

The reflective approach enables students to analyze their performance, recognize mistakes, and find ways to correct them. This technology develops self-assessment skills in language learning and defines the learner's personal path of growth.

f) **6. Competency-Based Teaching Technology**

This approach views the student not only as a receiver of knowledge but as an active participant capable of applying it in practice. Learning tasks are based on real-life and communicative situations, thus preparing students to engage in real-world communication.

g) **7. Hybrid (Blended) Learning Technology**

The hybrid approach combines traditional lessons with online learning methods to improve teaching efficiency. This model takes into account students' learning pace, interests, and individual needs, thereby ensuring a more flexible and effective learning process.

2) Pedagogically Significant Factors

To ensure the effective use of innovative technologies, the following pedagogical factors must be taken into account:

- continuous development of the teacher's **professional competence** and **methodological mastery**;
- creation of a **motivational and interactive environment** in the learning process;
- application of the **multichannel principle** (audio, visual, kinesthetic learning);
- strengthening of **feedback mechanisms**;
 - encouragement of students' **individual and creative activity**;
- implementation of **methodological reflection** and **result-oriented analysis**.

CONCLUSION

The study demonstrates that the integration of innovative technologies in teaching the Russian language within the framework of pedagogical education serves as a decisive factor in improving both the quality and efficiency of the learning process. The implementation of interactive, digital, and blended learning tools contributes not only to the development of communicative competence but also to the formation of students' independent thinking, creativity, and motivation for continuous learning.

From the pedagogical standpoint, innovation in education should be viewed as a systematic process aimed at transforming teaching methods, learning environments, and assessment mechanisms. The effectiveness of innovative approaches largely depends on the teacher's digital competence, methodological flexibility, and ability to create a learner-centered environment.

The research findings confirm that the use of technologies such as digital learning platforms, multimedia resources, interactive simulations, and reflective assessment models leads to deeper language acquisition and enhances student engagement. Moreover, competence-based and hybrid teaching models ensure that students acquire practical communication skills relevant to real-life contexts.

In conclusion, innovation in language education should be regarded as a strategic direction in pedagogical modernization. Continuous improvement of teachers' professional competencies, integration of advanced pedagogical technologies, and the creation of interactive digital ecosystems are essential for achieving sustainable educational outcomes.

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