

2-qadam: fon rangini tanlang (Select a Background Color);
 3-qadam: zarur elementlarni qo'shing (Adding Elements);
 4-qadam: element rangini o'zgartirish (Changing the Element Colors);
 5-qadam: element o'lchamini o'zgartirish (Changing Element Size);
 6-qadam: element joylashuvini o'zgartirish (Changing Element Location);
 7-qadam: matn qo'shish (Adding Text);
 8-qadam: matn rangini o'zgartirish (Changing Text Color);
 9-qadam: matn shriftini o'zgartirish (Changing Text Font);
 10-qadam: matn o'lchamini o'zgartirish (Changing Text Size);

11-qadam: saqlash va eksport qilish (Saving and Exporting);

Infografika yaratishda avvalo dasturiy vositani to'g'ri tanlash, infografika foydalanuvchisi yoshi va ularning turli xususiyatlarini hisobga olish, g'oya va maqsadni aniqlab olish, infografikani yaratish uchun zarur barcha axborotlarni to'plab olish (bunda biror axborot e'tibordan chetda qolmasligi), infografikani uzatish formatini oldindan aniqlab olish, infografikaga sarlavha yoki nom (mavzu) tanlash, uning dizaynini shakllantirish, bezak berish ishlarini amalga oshirish, dastlab sinash uchun amalda infografikadan foydalanib tekshirib ko'rish ishlarini to'g'ri amalga oshirish lozim bo'ladi. Yaratishining ana shu bosqichlaridan to'g'ri o'tish natijasida shakllangan infografika joriy qilinganda yaxshi samara beradi.

Adabiyotlar

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- REZYUME.** Ushbu maqolada web-texnologiyalarga asoslangan xizmatlarni: Kahoot, Canva, Calameo, MindMeister, PhotoPeach kabi platformalardan elektron ta'lim resurslari yaratish vositasi sifatida foydalanish masalalari haqida so'z yuritiladi.
- РЕЗЮМЕ.** В данной статье рассматриваются вопросы использования сервисов на основе веб-технологий: таких платформ, как Kahoot, Canva, Calameo, MindMeister, PhotoPeach, как средства создания электронных образовательных ресурсов.
- SUMMARY.** This article discusses the issues of using services based on web technologies: platforms such as Kahoot, Canva, Calameo, MindMeister, PhotoPeach as a means of creating electronic educational resources.

THE STATE OF TEACHING THE RUSSIAN LANGUAGE IN EDUCATIONAL INSTITUTIONS OF THE REPUBLIC OF KARAKALPAKSTAN

A.A.Khojaniyazova – candidate of pedagogical sciences, associate Professor
Nukus state pedagogical institute named after Ajiniyaz

Taynch so'zlar: metodologiya, ta'lim, o'quv dasturi, darslik, rus tili, ta'limni modernizatsiya qilish, islohot, strategiya, RCT.

Ключевые слова: методика, образование, учебные программы, учебник, русский язык, модернизация образования, реформа, стратегия, РКИ.

Key words: methodology, education, curriculum, textbook, Russian language, modernization of education, reform, strategy, RFL.

In Uzbekistan, targeted, large-scale work is being carried out to reform the entire education system. This process is accompanied by significant changes in pedagogical theory, in scientific and innovative activities and in the practice of the educational process. The educational system is being modernized - different content, approaches, behavior, and pedagogical mentality are being proposed. Measures are being implemented to stimulate teaching activities and to support innovators who successfully combine teaching, research and innovation activities.

Nowadays regulatory documents relating to education, science and innovation have been identified and developed in the republic. At the initiative of the President of the Republic of Uzbekistan, two most important laws were adopted, which laid a solid foundation for the creation of a coherent system of continuous education of a modern type - "On Education" and "On the National Program for Personnel Training". As a result of their implementation, during this short historical period, fundamental changes occurred not only in the form, but also in the essence of the country's education system [1].

"To understand and comprehend the greatness of our achievements, we should look at the past, trace the history of the development and formation of society," wrote the famous Karakalpak scientist Zh.A.Urumbaev in one of the fundamental studies characterizing the methodological heritage "Essays on the history of schools in Karakalpakstan" [2].

The study of the Russian language and the development of methods of teaching it in the Karakalpak school began in the twenties of the 20th century. The first programs and textbooks of the Russian language were created in the early 30s with the participation of famous methodological teachers N.A.Baskakov, V.N.Chistyakov, S.S.Filippov. The first articles on methods of studying the Russian language in the Karakalpak school appeared in the 40s by Professor

G.D.Petrov, N.A.Urumbaev etc. In the pre-war years, in connection with the development of science, technology, and literature, lexicographic work intensified. Thus, Russian-Karakalpak dictionaries of mathematical, botanical, physical terms, as well as terms of business papers by U.Buleshov, R.Konev, K.Aimbetov appeared. In subsequent years, the first attempts are made to generalize the experience of teaching the Russian language in schools of the republic.

In recent years, close attention has been paid to improving the system of primary, secondary and higher education. The state has set itself one of its priority goals: "raising the quality and content of higher education to a new level, establishing a system for training highly qualified personnel who are able to find their place in the labor market and make a worthy contribution to the stable development of the social sphere and sectors of the economy". The measures taken and modernization in the field of education open up great opportunities for researchers, especially linguists, to improve their knowledge and skills.

The objective need of modern society, especially in the context of reforms of all its structures, including education, is to find optimal ways to increase motivation when learning languages; in our country, Russian is a native or second language, but Russian is also studied as a foreign language, since from the 2021 academic year in Uzbekistan, RFL is studied in all types of education, from preschool educational institutions to universities (for groups with non-Russian language of instruction).

A plan-program has been created for the development and preparation for teaching literacy to children 6-7 years old, taking into account the State curriculum "Ilk Kadam" (a total of 36 lessons per year), the Russian language program (for schools with Uzbek and other languages of instruction) grades 2-11, separate programs for national

groups of academic lyceums, technical schools, a program on the subject of Russian language (between faculties) for national groups, a program on Methods of teaching the Russian language for foreign language groups, a program on the History of Russian literature for foreign language groups, a program on speech culture. The proposed concept covers teaching the Russian language in grades 2-11 with a non-Russian language of instruction. Teaching Russian language and literature in foreign language groups of higher educational institutions in a specialized area should be focused on a communicative goal [3].

The Russian language curriculum for general secondary schools with Russian as the language of instruction (grades 1-11) provides for the distribution of hours by class with thematic planning. The purpose, objectives, content of training are clearly formulated, the methodological basis, principles, and training models are presented. The role of information, communication and pedagogical technologies in teaching the Russian language and literature is also noted, and the basic requirements for modern educational and methodological complexes are indicated. All parts are in logical correspondence [4].

Textbooks on the Russian language for Russian classes for schools of secondary general education and for schools of secondary general education with Uzbek and other languages of instruction of the Ministry of Public Education of the Republic of Uzbekistan from grades 5 to 11 under the general scientific editorship of E.A.Khamraeva were reviewed, studied and analyzed, but for each class the team of authors is different. Team of authors: D. Boboeva, N. Mullaakhunova, O. Ryauzova.

The educational and methodological set for grade 6 (Russian as a foreign language) is designed for studying the Russian language 2 times a week, 34 school weeks a year and includes a textbook and methodological guide. This is the first teaching and learning center of the innovative line in Russian as a foreign language, created taking into account the certification language requirements of children's level A2. The textbook provides systematic work on all types of speech activity: reading, speaking, listening and writing. It contains a lot of game materials and elements of subject integration. Features of the textbook are included projects and QR codes with listening materials for children to listen to assignments.

Russian as a foreign language for 7th grade is a textbook for schools of secondary general education with Uzbek and other languages by Karpechenkova Y., Sarimsakova G., Uzakova M. The educational and methodological set for grade 7 is designed for studying the Russian language 2 times a week, 34 school weeks a year and includes a printed textbook and a methodological guide. This is the first educational educational complex of the innovative line in Russian as a foreign language, created taking into account the certification language requirements for children's level B1. The textbook provides systematic work on all types of speech activity: reading, speaking, listening and writing. It contains a lot of game materials and elements of subject integration. A special feature of the

textbook is the included projects and QR codes through which students can listen to texts and assignments. This type of textbooks is also implemented for grades from 9 to 11.

We analyzed textbooks for general secondary schools with Russian as the language of instruction: 5th grade, authors M.E. Rozhnova, 2020; 6th grade, authors R.Kazakova, L.Kim, E.Majidova, 2022; 7th grade, authors O.Tashmatova, D.Mukhitdinova, F.Mirzaeva; 9th grade, authors V.I.Zelenina, O.V.Kon, 2019 edition; 10th grade, authors V.U.Tursunaliyeva, Z.A.Sardaryan, E.A.Madzhidova, graduated in 2022; 11th grade, T.M.Rakhmatullaeva, T.T.Keldiev, 2018 edition.

In the process of teaching the Russian language in non-linguistic departments in universities with non-Russian teaching languages, the most important principle remains the principle of teaching, generally accepted in the methodology of teaching foreign languages, on the basis of speech samples (speech standards, model sentences). The types of speech samples should be varied. In connection with their implementation, students' grammatical speech skills can be consolidated. In addition, some students who have good language and speech training, due to the lack of educational and scientific literature, as well as the language environment, lose the knowledge, speech skills and abilities they have acquired.

There is no doubt that the Russian language is studied in non-language departments for only one year, and this affects the quality of knowledge in the Russian language. Essentially, studying the Russian language for a year in non-linguistic departments at universities does not provide the basis that would allow future specialists to take an active part in scientific discussions, integration processes, and increase their cultural view. It is clear from this that the current situation of the Russian language necessitates the search for optimal ways to study it.

We should also focus on studying the Russian language and Russian literature at the Russian language department. Students are trained in the specialty: Russian language and literature and Russian language in foreign language groups, and there is also a graduate department. Modern methods of teaching the Russian language determine the need to cultivate good feelings through the study of languages, tolerance, and respect for other nations and peoples.

The solution to this problem is facilitated by the implementation of a humanistic strategy, the principle of socio-cultural, spiritual and educational orientation. Through language, a person not only learns about the world, but also makes friends and is enriched with spiritual culture. According to this principle, Russian language classes provide targeted introduction to the values of Russia in the context of national culture.

Thus, to summarize, it should be noted that this topic under consideration and the problems raised in the article require a more complete detailed description and further study for the development of Russian language teaching in our republic.

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REZYUME. Maqolada Qoraqalpog‘iston Respublikasi ta’lim muassasalarida rus tilini o‘qitish holati o‘rganiladi. Ta’lim sohasida amalga oshirilayotgan chora-tadbirlar va modernizatsiya tadqiqotchilar, ayniqsa, tilshunos olimlarning bilim va malakasini oshirishda katta imkoniyatlar ochmoqda.

РЕЗЮМЕ. В статье рассматривается состояние обучения русскому языку в общеобразовательных учреждениях Республики Каракалпакстан. Принимаемые меры и модернизация в сфере образования открывает перед исследователями, особенно лингвистами большие возможности для совершенствования своих знаний и навыков.

SUMMARY. The article examines the state of teaching the Russian language in educational institutions of the Republic of Karakalpakstan. The measures taken and modernization in the field of education open up great opportunities for researchers, especially linguists, to improve their knowledge and skills.

ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИИ РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ ПРИ ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ

Ф.Б.Киличева – кандидат педагогических наук, доцент

Национальный исследовательский университет

Ташкентский институт инженеров ирригации и механизации сельского хозяйства

Таянч сўзлар: танкидий фикрлаш, танкидий фикрлашни ривожлантириш технологияси, чакирув боскичи, таркибни англаш боскичи, акс эттириш боскичи, технологик цикл.

Ключевые слова: критическое мышление, технология развития критического мышления, стадия вызова, стадия осмысления содержания, стадия рефлексии, технологический цикл.

Key words: critical thinking, technology for the development of critical thinking, challenge stage, stage of understanding the content, stage of reflection, technological cycle.

Критическое мышление – это процесс соотнесения внешней информации с имеющимися у человека знаниями, выработка решений о том, что можно принять, что необходимо дополнить, а что – отвергнуть. При этом иногда приходится корректировать собственные убеждения или даже отказываться от них, если они противоречат новому знанию [3].

Критическое мышление (англ. critical thinking) – система суждений, которая используется для анализа вещей и событий с формулированием обоснованных выводов и позволяет выносить обоснованные оценки, интерпретации, а также корректно применять полученные результаты к ситуациям и проблемам [5].

Критическое мышление учит активно действовать и помогает понять, как надо поступать в соответствии с полученной информацией. Разумеется, при этом нужны не только способности к внутреннему размышлению, но и умение обсуждать, взаимодействовать с другими людьми. Однако процесс и этим не исчерпывается: когда мы мыслим критически, задействованы не только разум, но и эмоции и чувства. И как итог – критическое мышление учит способам активных действий, в том числе и социально значимых.

В различных научных источниках можно найти разные определения термина «критическое мышление». Дж. Браус и Д. Вуд определяют его как разумное рефлексивное мышление, сфокусированное на решении того, во что верить и что делать. Критики пытаются понять и осознать своё собственное «Я», быть объективными, логичными, пытаются понять другие точки зрения. Критическое мышление, по их мнению, — это поиск здравого смысла: «как рассудить объективно и поступить логично с учётом как своей точки зрения, так и других мнений, умение отказаться от собственных предубеждений. Критические мыслители способны выдвинуть новые идеи и увидеть новые возможности, что весьма существенно при решении проблем» [1].

Д. Халперн определяет критическое мышление следующим образом: это «направленное мышление, оно отличается взвешенностью, логичностью и целенаправленностью, его отличает использование таких когнитивных навыков и стратегий, которые увеличивают вероятность получения желательного результата» [4].

Критическое мышление – это способность ставить новые вопросы, вырабатывать разнообразные аргументы, принимать независимые продуманные решения.

Цель технологии: обеспечить развитие критического мышления посредством интерактивного включения студентов в образовательный процесс.

Технология развития критического мышления включает три стадии: вызов – осмысление – рефлексия (принцип человеческого мышления, направляющий его

на осмысление и осознание собственных форм и предпосылок).

Модель «вызов – осмысление содержания – рефлексия» отражает три стадии единого процесса движения преподавателя и студентов от поставленных целей к результатам обучения по освоению новой темы.

При изучении нового материала важно, чтобы новая информация накладывалась на имеющиеся у обучающихся знания. Тогда будут задействованы не только ресурсы памяти. Первая стадия называется вызов (evocation stage). Деятельность преподавателя направлена на вызов у студентов уже имеющихся знаний по изучаемому вопросу, активизацию их деятельности, мотивацию к дальнейшей работе. Мотивом может стать обмен противоречивой и неполной информацией во время парной или групповой работы. Важно на этом этапе не допускать критики.

Студент вспоминает, что ему известно по изучаемому вопросу (делает предположения), систематизирует информацию до её изучения, задаёт вопросы, на которые хотел бы получить ответ.

На этой стадии можно использовать следующие приёмы и методы:

- рассказ-предположение по ключевым словам;
- систематизация материала: кластеры, таблицы; верные и неверные утверждения; перепутанные логические цепочки и т. д.

Если преподаватель грамотно организует работу на стадии вызова, побуждает студентов активно формулировать свои вопросы, предположения и идеи, у них возникает естественное желание узнать новое. Когда студенты читают текст, слушают объяснение преподавателя, просматривают фильм, они стараются найти ответы на свои вопросы.

Информация, полученная на стадии вызова, выслушивается, записывается, обсуждается. Работа ведётся индивидуально, в парах и в группах.

Вторая стадия называется осмысление содержания (realization of meaning). Деятельность преподавателя направлена на сохранение интереса к теме при непосредственной работе с новой информацией, постепенное продвижение от знания старого к новому.

Преподаватели, использующие технологию критического мышления, осознанно уменьшают долю своего участия во время знакомства студентов с новым материалом. Более того, они предлагают студентам альтернативные источники информации.

Студент читает (слушает) текст, используя предложенные преподавателем активные методы чтения, делает пометки на полях или ведёт записи по мере осмысления новой информации.

Для этой стадии характерны вдумчивые рассуждения (как устные, так и письменные), систематизация и