



## **CLASSIFICATION OF PEDAGOGICAL TECHNOLOGIES IN LANGUAGE TEACHING**

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### **Abstract**

The article consistently describes the use of pedagogical technologies when teaching students the Russian language. The purpose of this research work is to analyze the features of pedagogical technologies and norms of the Russian language, classification of speech errors that are often found in newspapers, on television.

**Keywords:** Pedagogical technologies, teaching, educational, self-educational, violations of norms, speech errors, journalism, analysis, concept, linguistics.

### **Introduction**

Technology has technical (production technology) and humanitarian (educational and upbringing technologies) forms. Production technology consists of a set of techniques for working with objects of labor and their processing. Pedagogical science is the developer and improver of the above-mentioned methods and techniques, and its task as a science is to identify patterns that allow determining and applying effective and economical production processes that require the least amount of material resources and time in practice.

Pedagogical technology is a part of pedagogy; it studies the laws, rules, methods, and means of optimally achieving the goal of education. Pedagogical technology is a systemic category, which generally refers to the technologization of the educational process. Educational technologies can also be used as a synonym for instructional technology. Educational technology, unlike other scientific methods, asks the question: "How to teach?" rather than the question: "How to teach effectively and how to optimally organize the learning process?" (Figure 1)

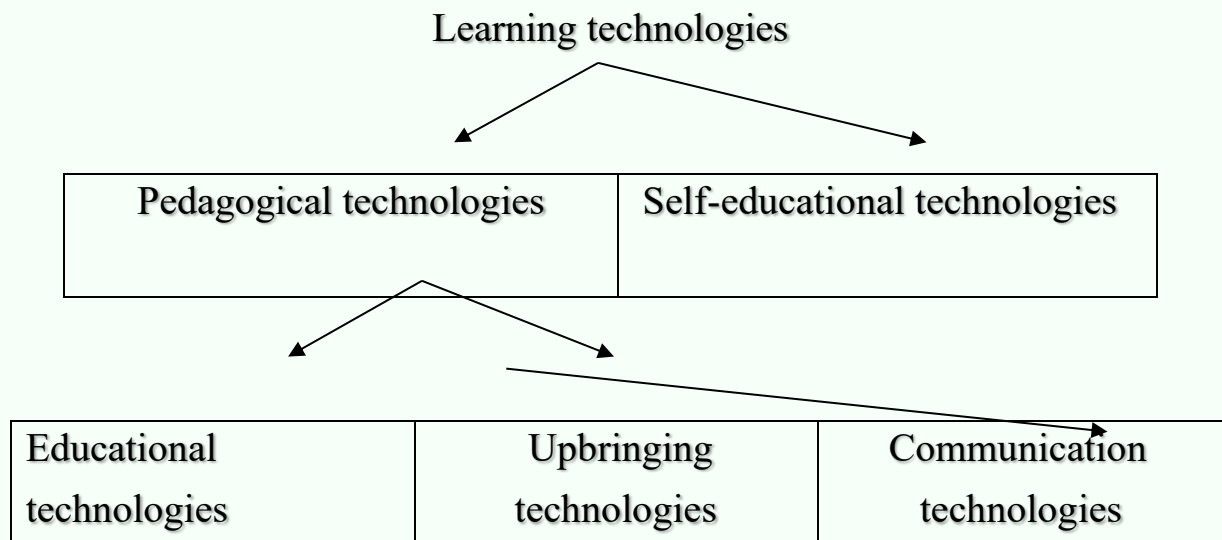


Figure 1.

### Learning Technologies

Pedagogical technologies are an expression of conscious activity aimed at mastering a set of knowledge, skills, and abilities necessary for learning various materials in education. As a result of learning, a person will be provided with the necessary knowledge and will have the opportunity to further obtain specialized information of various levels.

#### Learning technologies are divided into two types:

- a) Professional learning technologies. These develop a person's discipline, willpower, and interest in a particular specialty. Educational technologies are technologies aimed at implementing psychological and pedagogical conditions adapted to the cooperation of the teacher and the learner.
- b) Human-oriented technologies. These focus on the intellectual and emotional-motivational development of students, the formation of knowledge and professional skills, ensuring an approach to the educational process as a value, increasing activity, and the formation of self-awareness and independence based on a learner-centered approach.

Let's consider the connection of the discipline "Innovative Pedagogical Technologies" with other subjects.

The study of the course "Innovative Pedagogical Technologies" includes the theory and history of pedagogy, the methodology of teaching labor education, pedagogical



skills, psychology, the theory and practice of building a democratic society, philosophy, logic, ethics, spirituality, the history of Uzbekistan, youth physiology, and hygiene. It is inextricably linked with the aforementioned subjects. So, what is the significance of pedagogical technology in teaching the norms of the Russian language?

The term "norm" in relation to language has firmly entered everyday use and has become a central concept of speech culture. Academician V.V. Vinogradov placed the study of language norms in the first place among the most important tasks of Russian linguistics and the field of speech culture.[1]

In modern linguistics, the term "norm" is understood in two senses: first, the norm is the generally accepted use of various linguistic means, regularly repeated in the speech of speakers (reproduced by speakers); second, prescriptions, rules, instructions for use, recorded in textbooks, dictionaries, and reference books.

The following definition has become widespread: "...the norm is the linguistic units and patterns of their use that exist at a given time in a given linguistic community and are obligatory for all members of the community, and these obligatory units can either be the only possible ones or exist as coexisting variants within the literary language." [2]

Yu.N. Karaulov draws attention to another aspect in defining the norm: "A norm that takes into account both the systemic and evolutionary aspects of language is impossible without a third coordinate – the personal one, i.e., linguistic consciousness"[3].

The given definitions relate to the linguistic norm. However, it is also necessary to talk about the speech norm. For example, from the point of view of the linguistic norm, the forms *v otpuske* (on vacation - prepositional case) and *v otpusku* (on vacation - dative case), *dver'mi* (with doors - instrumental plural) and *dverjami* (with doors - archaic instrumental plural), *chitayushchiy uchenik* (reading student - present active participle) and *uchenik, kotoryy chitayet* (a student who reads - relative clause), *Masha krasiva* (Masha is beautiful - short adjective) and *Masha krasivaya* (Masha is beautiful - long adjective), etc., are considered correct. However, the choice of one specific form or another word depends on speech norms, on communicative expediency.

In Russian culture, fiction has always occupied an authoritative place. Accordingly, the language of fiction also has high authority among readers, linguist-codifiers,



and journalists. The presentation of high demands on the language of the media is a traditional and undisputed phenomenon.

Therefore, aesthetic criteria for evaluating non-fiction varieties of the Russian language should be recognized as relevant, although not as strict as in the language of prose, let alone poetic language.[4]

This classification lacks morphological errors, although the author pays much attention to them in the course of the presentation. Thus, in particular, he says that "the largest number of speech errors occurs in the use of numerals," which he explains by "precisely the lack of knowledge of the peculiarities of declension of words of this part of speech." [5]

Let's consider a few examples. The non-declension or incomplete declension of compound and complex numerals is a violation of the literary norm. Journalists rarely decline the numeral "poltora" (one and a half). "V techeniye poltora sutok gorod opustel" (Incorrect: During one and a half days the city became deserted). The correct form is "v techeniye polutora sutok" (during one and a half days - genitive case).

Errors are also common in the choice of the case form of a compound numeral ending in "dva" (two), "tri" (three), "chetyre" (four) in combination with an animate noun. In such constructions, regardless of the animacy category, the accusative case retains the form of the nominative, for example: "Vsego za etot mesyats v gospital dostavili tridtsat' dva ranenykh" (Incorrect: In total, thirty-two wounded were delivered to the hospital this month). The correct form is "tridtsat' dvukh ranenykh" (thirty-two wounded - genitive case).

The content of pedagogical education and professional training should be focused primarily on the practical activities performed by students.[6]

Summing up, we note that when using the above-mentioned pedagogical technologies in scientific literature, it is possible to identify many speech errors and their classification. Nevertheless, they all boil down to the following:

1. Word-formation errors;
2. Lexical errors;
3. Morphological errors;
4. Syntactic errors.



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