

INTERACTIVE TEACHING METHODS IN RUSSIAN LANGUAGE AND LITERATURE LESSONS

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Annotation: The 21st century gives an order for graduates with probabilistic thinking, that is, able to navigate in an unfamiliar situation. Therefore, there is a need to introduce innovative methods and new pedagogical technologies into the educational process, designed to ensure the individualization of education and upbringing, develop students' independence, and also promote the preservation and strengthening of health. Interactive methods fully meet these requirements.

Key words: Interactive methods, dialogue, special meaning, classroom, subject, humanity

When studying subjects, especially the humanities, one should pay attention to such diverse forms of work that should contribute to the formation of a personality with creative thinking, able to discuss problematic issues, solve linguistic problems and various language tasks, jointly and individually perform creative work, analyze texts, taking into account their stylistic and genre features.

A person always needs pedagogical help and support. Support is based on three principles formulated by Sh. Amonashvili:

- 1) love the student;
- 2) to humanize the environment in which he lives;
- 3) to live in the student his childhood.

The concept of a linguistic personality was first introduced into the scientific lexicon about twenty years ago by Yuri Nikolayevich Karaulov. Now in modern education, another term is more often used - a communicative personality.

For the formation of a communicative personality, it is necessary to pay attention to the organization of the lesson, its content, and the forms of conducting modern lessons are of particular importance. We believe that in order to improve the quality of education, it is necessary to constantly improve the methods of teaching subjects, the use of new teaching technologies.

On the basis of the interactive method, the role of the teacher changes radically: he is not only the bearer of knowledge, but also the leader, the initiator of independent creative work of students.

The interactive teaching method is innovative. The concept of “interactive methods” (“interactive” English: “inter” means “between”, “between”; “active” - from “act” - act, action) can be translated as methods of interaction between participants, and training carried out with using these methods, can be considered interactive, that is, built on interaction.

By organizing the lessons of the Russian language and literature using interactive methods, it is possible to achieve a transition from the formal performance of certain tasks with the passive role of students to cognitive activity with the formation of one's own opinion.

Interactive learning is a complex process of interaction between a teacher and students based on dialogue. Participation in a dialogue requires the ability not only to listen, but also to hear, not only to speak, but also to be understood.

Interactive teaching methods are very effective, as they contribute to a high degree of motivation, maximum individuality of teaching, and offer ample opportunities for creativity and self-realization of students. There is a stronger assimilation of the material, since students acquire knowledge independently, consciously, experiencing every step of learning.

It is interactive methods that allow students to feel their strengths, their abilities. The children have increased self-esteem and self-confidence.

Interactive methods involve the ability to distribute responsibilities, set goals, make a balanced, right choice, analyze the situation, and also give a sense of the flight of creative thought, a sense of joy and deep satisfaction from one's work. Interactivity takes on a special meaning these days.

In the lessons, you can use such interactive teaching methods as brainstorming, business game, role-playing game, simulation game, discussion, presentation, essay.

We all know that every method, every game has its own rules and "little laws". First of all, students and the teacher should get acquainted with the rules of interactive teaching methods:

- 1) do not criticize the ideas put forward;
- 2) be tolerant to each other;
- 3) know that there are no unsolvable problems;
- 4) come up with more ideas;
- 5) actively participate in the game;
- 6) create a friendly, creative atmosphere;
- 7) choose the most suitable role to participate in the games;
- 8) respect the interests of classmates;
- 9) do not make hasty decisions;
- 10) when speaking, follow the rules:

Interactive technologies contribute to the personal growth of students.

“The game “Identify a couple”” offered in the study of vocabulary and phraseology. I write phraseological phrases on the board, then I read other phraseological units, students find synonymous ones.

Examples on the board: Grated kalach - ..., neither fish nor meat - ..., give a scolding - ..., the cat cried - ..., give a scolding - ..., empty-handed -

Phraseologisms read by the teacher: Unsalted slurped, order to live long, with a gulkin nose, not a candle to God, not a hell of a poker, a shot sparrow, lather his neck.

Received phraseological units: Empty-handed - slurped without salt, give your soul to God - order to live long, the cat cried - with a gulkin's nose, neither fish nor meat - not a candle to God, not a hell of a poker, grated kalach - a shot sparrow, give a scolding - lather your neck.

In order to activate the thinking of students, the teacher can offer phraseological units that do not match the data on the board.

“Brain attack (storm)”

This method arose in the 1930s as a way of collective production of new ideas. The "Brainstorming" method makes it possible to develop logical thinking, to express one's point of view with reason, activating speech skills.

Algorithm for using the Brainstorming method

- Step 1 Formulate a problem related to the topic of the lesson
- Step 2 Divide students into several groups, taking into account their interests
- Step 3 Relieve tension create a favorable atmosphere
- Step 4 Brainstorming: storming the problem.
- Step 5 Get ideas on paper
- Step 6 Select and evaluate the best ideas
- Step 7 Organize an expert group of 3 students who choose the best ideas
- Step 8 Report results
- Step 9 Public Defense
- Step 10 Making a decision

We use this method productively in literature lessons when studying the lyrical works of Russian poets. The teacher on the board writes only the initial lines of the poem, for example: Night, street, lamp, pharmacy, Senseless and dim light ... (A. Blok)

Then the teacher asks the students the question: "How would you continue the poem?"

Students offer their ideas without looking at the text.

The best ideas are encouraged and compared with the poet's work.

"Brainstorming method" contributes to increasing efficiency in Russian language lessons, for example, when getting acquainted with the topic "Word formation" to the question: "What do you think, what are the ways to form new words?" in response, the most original ideas were voiced.

In the lessons of the Russian language and literature, students take an active part in the application **take a position method**.

There are posters in the classroom saying "yes" and "no". Beforehand, the teacher offers a statement. The student who agrees with this statement takes the "yes" position, and the student who does not agree stands in the opposite direction, that is, takes the "no" position.

Each of them must argue their point of view. If a strong argument has convinced someone, then he can change his position.

"Dilemma Solution"- this is the name of one of the interactive methods that allows all students to participate in the discussion, divided into 2-3 groups. They solve the dilemma for 5-7 minutes, then present the result to the class.

The result of this method requires subtlety of the mind, since a dilemma is a judgment or conclusion that requires the choice of one of two mutually exclusive positions, for example, in a Russian language lesson, students listened to the following story: "The famous fabulist Aesop was the slave of the philosopher Xanthus. Once Xanth invited guests and ordered Aesop to cook the best. Aesop bought the language. Xanthus asked why he was only giving his tongue. Aesop replied: "You ordered to buy the best. What could be better than language? With the help of language, people build cities, study sciences and gain knowledge, they can communicate with each other, convey their feelings. Therefore, there is nothing better than language." Such reasoning pleased Xanthus and his guests. On another occasion, Xanthus ordered that Aesop buy the worst for dinner. Aesop bought the language again. Everyone was surprised by this. Then Aesop said: "You told me to look for the worst. And what in the world is worse than language? Through language, people upset and disappoint each other; through language, one can be hypocritical, lie, deceive, cunning, quarrel. Language can cause war. He orders the destruction of cities and even entire states, he can bring grief and evil into our lives. Can there be anything worse than a language?!"

The students then discussed the dilemma: "Is there nothing better than language, or can there be anything worse than language?"

One group took the view that there is nothing better than language, and cited such evidence as the statements of Turgenev, Lomonosov, Dostoyevsky.

And the other group stood in the second position and gave examples - proverbs: "The word is not a sparrow, you won't catch it", "My tongue is my enemy."

But in the end, everyone agreed that language is a great means of communication.

Leading a round table discussion, should become a natural component of the process of teaching the Russian language and literature, since it is this interactive method that allows a person to defend his opinion, find the right solutions, and objectively evaluate his speech and the speech of his interlocutors.

Conducting a discussion "Is it necessary to learn Russian?" involves interactive interaction that contributes to the creation of motivation for communication, the exchange of information, the presentation of thoughts.

Before holding discussions, it is necessary to distribute to students a memo where samples of speech etiquette are printed.

Agree I can partly agree with you...Partly you are right...To some extent what you say is true...To some extent you are right...I do not mind...I am sure that it is so...I am of the same opinion...I share your point of view... Completely agree with you...

Denial Hardly possible... I can't say for sure... It's hard to believe... I wouldn't say it... I'm afraid you're wrong (that it's not)... I'm not sure if it's true... Allow me to express a different opinion... Allow me object to you ... Allow me to disagree with you ...

Each discussion goes through three stages:

- 1) orientation;
- 2) evaluation;
- 3) consolidation.

At the first stage, the participants create a favorable atmosphere, work on the problem of discussion. In the second stage, students come up with ideas and answers to questions that arise. The third stage is characterized by the analysis of the results of the discussion, the coordination of opinions and positions, the joint formulation of decisions and their adoption.

At the Russian language lesson, after studying the topic "Vocabulary", we held a structural discussion on the problematic question "What is the speech of today's youth?"

The optimists, pessimists and realists expressed their opinions, and the observers and the analyst summed up.

case study- this method began to be used in the second half of the 19th century at Harvard University. With this method of teaching, the student is independently forced to make decisions and justify it. There is only one topic for debate, but the first team must approve it with their arguments and facts, and the second team must skillfully refute them, which requires painstaking work on material from different sources. Each team draws up its own case, which contains a resolution (topic), definitions (definitions), criteria (position).

After studying the topic "Phonetics" in the Russian language lesson, we held a debate using the case study method. The affirmative and denial parties worked on a problematic question: "If we print e instead of the letter ě, will we make a mistake?"

Case of the approver. Instead of the letter Y, typing e is a mistake

Case of the rebutting party Instead of the letter Ě, it is allowed to print e.

The case study method allows each student to develop their intellectual abilities, master the logic of speech and the basics of oratory, and expand the range of interests.

Why do we say yes to interactive methods? They provide:

High motivation.

The strength of knowledge.

Creativity and fantasy.

Sociability.

Active life position.

Team spirit.

The value of individuality.

Freedom of expression.

Focus on activities.

Mutual respect.

Democracy.

Interactive methods are innovative forms of education that contribute to the activation of students' cognitive activity, independent comprehension of educational material. In the course of using interactive methods in the classroom, conditions are created for the self-realization of the personality of students who are able to think creatively and find rational ways to solve various situations. If we want our work to be successful, we must, as V. Rivers writes, "simulate more accurately the conditions of real language communication."

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