

THE USE OF INTERACTIVE METHODS IN PRACTICAL CLASSES IN THE RUSSIAN LANGUAGE

F.B. Kılıcheva - Candidate of Pedagogical Sciences, Associate Professor, National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers"

Abstract

The article discusses examples of conducting practical classes in the Russian language. Interactive activity involves the organization and development of interactive communication, which increases cognitive interest, develops the skills of analysis and introspection in the process of group reflection, forms a group community.

Key words: *interactive methods, personality, activity, training, cinquain, acquaintance in pairs, circle of names, sincwine, dating in pairs, circle of names, complete the sentences, scheme «why?», «clusters».*

Introduction. The state policy in the field of personnel training provides for the formation of a developed personality - a citizen through a system of continuous education, continuously connected with the intellectual and spiritual and moral education of a person. Here one of the main constitutional rights of a citizen is realized - the right to education, the manifestation of creative abilities, intellectual development, professional work [5].

One of the main components of the National Model of Personnel Training is personality. Personality is the main subject and object of personnel training, consumer and producer of educational services [5].

The purpose of the subject «Russian language» is the acquisition of language knowledge, the development and improvement of speech skills and abilities in areas relevant to students: educational and scientific, professional, socio-cultural, taking into account the specifics of the specialty, the formation of some aspects of the cultural component of communicative competence [4].

The objectives of the subject are the development and addition of knowledge gained on the basis of general secondary and secondary specialized education, the formation of a scientific and humanitarian worldview, high spirituality and democratic culture, creative thinking, conviction and socio-political activity based on the idea of national independence and democracy, national and universal values through the Russian language [4].

Interactive teaching methods include a personal approach, professionalism, creativity, and the use of the latest technologies. They make it possible to realize one of the main goals of teaching the Russian language - to give an opportunity to move from studying the subject as a system-structural education to studying it as a means of communication and thinking, and to transfer educational and cognitive activity to a productive and creative level.

Practical classes in the Russian language must be built in such a way as to develop students' thinking, attention and other types of cognitive activity. Such classes form deep and solid knowledge, the ability to use it in various situations, independently acquire knowledge, and form the experience of solving problems. The best results in solving this problem can be obtained only if there is an active position of students in the educational process. This kind of activity is the result of purposeful interaction and organization of the pedagogical environment, i.e. application of interactive teaching methods.

Interactive activity in the Russian language classes involves the organization and development of dialogue communication, which leads to mutual understanding, interaction, to the joint solution of common, but significant tasks. When organizing the educational process using interactive teaching methods, all students are involved in the learning process. Students have the opportunity to understand and reflect on what they know and think.

Let's consider some of them.

Sincwine. Cinquain is a five-line form. This is a method of developing figurative speech. Composing a syncwine is an important skill that allows you to express complex ideas, feelings and ideas in a few words. The process of compiling a syncwine contributes to a better understanding of the topic. Rules for compiling syncwine:

1. In the first line, the topic is called in one word (usually a noun).
2. The second line is a description of the topic with two adjectives.
3. The third line is a description of the action within this topic in three words.
4. The fourth line is a four-word phrase characterizing attitude to the topic (feelings).
5. The last line is a synonym, one word that repeats the essence of the topic.

Examples of compiling a syncwine.

When studying the topic: "Me and my team":

1. Коллектив. 2. Дружный, крепкий. 3. Сплачивает, формирует, организует. 4. Формирует личностные качества человека. 5. Сообщество.

When studying the topic: "Our University":

1. Преподаватель. 2. Грамотный, требовательный. 3. Обучает, воспитывает, развивает. 4. Мастер, профессионал своего дела. 5. Педагог.

When studying the topic: «Acquaintance. I'll tell you about myself» you can use the following methodological techniques:

Dating in pairs. Students, having formed a pair, get to know each other. Then they introduce their comrade to the whole group, naming the name, place of study, quality that would distinguish the comrade from all others (hobby, life event, etc.). You can conduct such an acquaintance in small groups-teams. The groups then choose a team captain who represents all the members.

Example: – Меня зовут Алишер? А тебя?

– Меня – Голиб.

Example: – Познакомьтесь, это мой друг. Его зовут Алишер. Он учится в ТУИТ. Он интересуется информационными технологиями, хорошо знает программирование.

Circle of names. Students, having formed a large circle, must remember the name of the person sitting on the right. The leader calls the name of the person sitting to his right and his name as an example, the person on the right repeats the name of the leader, his name and adds the name of the person sitting to his right. The third person repeats the host's name, the second person's name, and their own name. The game continues in a circle.

Complete the sentences.

When studying the topic «Выражение условно-уступительных отношений в сложном предложении. Экологические проблемы в нашей стране» must be completed

within the meaning of the sentence with conditional relations

* Если человек дальше будет вторгаться, “побеждать”, “осваивать” природу, то..

* Если исчезнут многие виды растительного мира, то

...

* Если исчезнет какой-нибудь вид животного, то ...

* Если воздух будет загрязняться и далее, то ... и т.д.

Scheme «Why?»

This is a whole chain of reasoning to identify the root cause of the problem.

Rules for compiling the “Why?”

1. You choose which icons to use: circles or rectangles.
2. You yourself choose the type of scheme - the chain of reasoning: linear, non-linear, spiral.
3. The arrow indicates the direction of your search: from the original to the investigation.

When studying the topic: “What should a modern specialist be like?”



Clusters is a pedagogical method that develops the thinking of students, contributes to the involvement in the thought process of new ideas on the topic under study.

When studying the topic «Our University».

Stage 1. What is the noun “university” associated with in your memory?



Stage 2. Write the keyword “university” on the board. Sort the nouns masculine, feminine and neuter in three columns.

мужской род	женский род	средний род
университет	сессия	занятие
преподаватель	библиотека	
тьютор	аудитория	
студент		

Stage 3. Match the nouns with definitions.

педагогический	зимняя	интересное
университет	сессия	занятие
грамотный	большая	
преподаватель	библиотека	
молодой тьютор	светлая	
первый студент	аудитория	

Stage 4. Make suggestions with them.

Моя подруга учится в педагогическом институте

К нам пришёл молодой куратор

Недавно мы сдали зимнюю сессию

Сегодня было интересное занятие

Interactive methods in the classroom implement group forms of teaching students who teach teamwork, teamwork. This is of great importance for the further professional activity of students. The use of interactive methods in the educational process also transforms the role of the teacher. He becomes the manager of the educational process, providing assistance to students if necessary, forming individual trajectories for the study of the discipline by each of the students at their own rhythm and pace.

Conclusions. Thus, the use of interactive methods in teaching Russian as a non-native language at different stages of the lesson helps to make it more efficient, effective, and the process of obtaining knowledge for students is interesting and productive.

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