

Interactive learning in Russian language teaching

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Abstract

Interactive teaching methods provide solutions to educational problems in various aspects. The interest in interactive methods is caused by the need to improve the modern system. The use of interactive methods allows you to organize independent cognitive activity of students during the lesson. The possession of interactive learning technology and its use in the educational process, including in Russian language lessons, will undoubtedly contribute to the development of students' qualities that correspond to the processes taking place in life today.

Keywords: interactive method, communication, interaction, creative tasks, educational games, project lessons.

INTRODUCTION

A teacher of a modern higher school carries out professional activities during a period of high rates of development of science and technology, information civilization, works in conditions when scientific knowledge becomes obsolete and is updated faster than students have time to assimilate within a specially organized learning process. Pedagogical approaches and technologies are becoming particularly relevant today, focused not so much on the assimilation of knowledge, skills and abilities by students, as on the creation of such pedagogical conditions that will enable each of them to understand, manifest and realize themselves.[4]

An innovative approach to learning allows us to realize modern learning goals – the formation of students' communicative competence and the education of tolerance in a multicultural society. The new approach to teaching Russian as a foreign language is based on methods and techniques that contribute to effective learning. It is known that some can master the language immediately, some language acquisition is

difficult. With all the complexity of the process of learning foreign languages, the teacher is looking for ways, ways in which language learning will be effective and useful for everyone.

As practice shows, the orientation of the transition to a new educational system to improve the education of students has caused the need to use new learning technologies and choose the most optimal teaching methods and techniques. The use of new technologies in the education system is a necessary condition for the intellectual and creative development of the younger generation.

In modern conditions, it is necessary to prepare the student for the rapid perception and processing of incoming information, to successfully display and use it.

Innovative processes in the field of education require a rethinking of the forms of the educational process as the management of the cognitive activity of the student. This, in turn, determines the need to use new technologies that

allow taking into account the individual characteristics of students.

The main part. Methods.

This article will focus on interactive technology. Methodologists note that interactive learning is "a special form of organization of cognitive activity, which implies quite specific and predictable goals."(5).

The word "interactive" came from English, "inter" means among themselves, and "act" means to perform an action. In another way, "interactive" means working with someone hand in hand, being in a dialogue with them.

The essence of interactive learning is that the learning process is organized in such a way that almost all students are involved in the process of cognition, they have the opportunity to understand and reflect on what they know and think. The joint activity of students in the process of learning, mastering the educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, ways of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to gain new knowledge, but also develops cognitive activity itself, transfers it to higher forms of cooperation and cooperation.

Interactive learning allows you to solve several tasks at the same time, the main of which is the development of communicative skills and abilities, helps to establish emotional contacts between students, provides an educational task, since it teaches you to work in a team, listen to the opinion of your friends. The use of interactive forms in the learning process, as practice shows, relieves the nervous load of students, makes it possible to change the forms of their activities, switch attention to the key issues of the topic of classes.

Interactive methods are based on the principles of interaction, student activity, reliance on group experience, mandatory feedback. Interactive exercises and tasks performed by students are the basis of interactive approaches. The main difference between interactive exercises and tasks lies in the fact that they are aimed not only and not so much at consolidating the already studied material, but rather at learning a new one.(5)

Modern pedagogy is rich in a variety of interactive approaches, among which the following can be distinguished:

creative tasks,

work in small groups,

educational games (role-playing, business and educational),

use of public resources (invitation of a specialist, excursions),

out-of-class teaching methods (competitions, interviews, movies, performances, exhibitions, performances, songs, tales),

warm-up, learning and consolidation of new material (interactive report, work with visual AIDS, video and audio materials, the use of issues, dialogue),

discussion of complex and controversial issues and problems

project lessons,

talk show style discussion, debates, round table,

presentations,

testing,

distance learning, problem

solving (brainstorming, decision tree), etc. (6)

Creative tasks are understood as such educational tasks that require students not to simply reproduce information, but creativity, since the tasks contain a greater or lesser element of uncertainty and usually have several approaches. The creative task is the content, the basis of any interactive method. Creative task gives meaning to learning, motivates students. The uncertainty of the answer and the opportunity to find your own "right" solution based on your personal experience and the experience of your colleague, friend, allow you to create a foundation for cooperation, co-learning, communication of all participants in the educational process, including the teacher.

If students are not used to working creatively, then simple exercises should be gradually introduced first, and then more and more complex tasks.

Working in small groups is one of the most popular strategies, as it gives all students the opportunity to participate in work, practice skills of cooperation, interpersonal communication (in particular, the ability to actively listen, develop a common opinion, resolve emerging differences). All this is often impossible in a large team. Working in a small group is an integral part of many interactive methods, such as mosaics, debates, public hearings, almost all types of imitations, etc. When organizing group work, you should pay attention to the following aspects of it. It is necessary to make sure that students have the knowledge and skills necessary to complete a group task. The lack of knowledge will make itself felt very soon — students will not make efforts to complete the task. We must try to make our instructions as clear as possible.

Role-playing is a group of participants acting out scenes with pre-assigned roles in the interests of mastering a certain behavioral or emotional side of life situations. The role-playing game is conducted in small groups (3-5 participants). Participants receive a task on cards, assign roles, beat the situation and present (show) to the whole group. The teacher can distribute the roles himself, taking into account the characters of the students. The advantage of this method is that each of the participants can imagine themselves in the proposed situation, feel certain states more realistically, feel the consequences of certain actions and make a decision. This form of work is used to model the behavior and emotional reactions of people in certain situations by constructing a game situation in which such behavior is predetermined by given conditions.

A mini-lecture is one of the most effective forms of presenting theoretical material. Before it starts, you can brainstorm or role-play related to the upcoming topic, which will help to update it for the participants, find out the degree of their awareness and attitude to the topic. The material is presented in a language accessible to the participants. Each term needs to be defined. It is better to explain the theory according to the principle "from the general to the particular". It is important to refer to sources and emphasize that everything said is not invented by you, but studied and described by experts in this field. At the end of the speech, it is necessary to discuss all the questions raised by the participants, then ask how the information

obtained can be used in practice and what results it can lead to.

Project development - this method allows participants to mentally go beyond the audience and draft their actions on the issue under discussion. The most important thing is that a group or an individual participant has the opportunity to defend their project, prove its advantage over others and find out the opinion of friends.

The modern approach to learning should focus on introducing novelty into the learning process, due to the peculiarities of the dynamics of life and activity, the specifics of various learning technologies and the needs of the individual, society and the state, in developing socially useful knowledge, beliefs, traits and qualities of character, attitudes and behavioral experience in students.

Today it has become obvious that it is necessary to manage not the personality, but the process of its development. And this means that the priority in the work of a teacher is given to methods of indirect pedagogical influence: there is a rejection of frontal methods, slogans and appeals, abstention from excessive didacticism, edification; instead, dialogical methods of communication, a joint search for truth, development through the creation of educational situations, a variety of creative activities are brought to the fore.

- The main methodological innovations are connected today with the use of interactive teaching methods.

- Interactive technology:

- makes you think and create;

- teaches to analyze the information received;

- develops independent work of students;

- gives you the opportunity to express your opinion, point of view in solving the problem;

- activates the work of students in a dialogue, group; ,

- jointly discuss the problem, find ways to solve it, learn from each other;

- educates students to responsibility and cooperation.

In interactive learning, the student becomes a creative person. This means that the student ceases to be a consumer of knowledge, but learns to extract, design, generalize knowledge, skills and abilities in conditions of productive activity, i.e. works creatively.

The main element of interactive learning is developing technology.

So, developing technology:

- attracts students to the analysis of the stages of solving the educational task, encourages students to express their opinions, focuses on the use of different methods of action;
- teaches the development of attention, perception, memory, thinking, imagination, creative search work, work with educational text;
- maximum independence of students;
- develops a stable motivation to study, to research work;
- forms the inner need of the individual for self-improvement;
- develops students' creative abilities.

The developing technology is based on the following principles:

1. Increases students' knowledge, develops their creative level.
2. Develops intellectual skills, abilities, thanks to new technology.

There are three levels of developing technology that are used in the classroom:

Mandatory level.

Competent level.

Creative level.

When performing multi-level tasks, students must successfully use logical operations by levels.

At the mandatory level, the following logical operations are used: highlight something, distinguish, know the features of something,

give examples, supplement, select, work with words, insert, define, etc.

Logical operations of a competent level: observation, compare, compare, analyze, use of methods of induction and deduction.

The creative level includes such logical operations as the ability to plan, design, synthesize, reflect (awareness of one's own experience is to write a review, a review, a resume), to broadcast knowledge.

In general, work on these levels:

- increases interest in the subject, has the development of creative abilities;
- teaches to analyze and synthesize, make generalizations and conclusions;
- effective not only in the development of creative activity, but also in the mental function, culminating in the development of oral and written speech;
- increases and deepens students' knowledge, develops intellectual level, teaches to apply their knowledge in life.

Here are sample tasks on three levels:

1. Mandatory level. Read the text, write out the SPP and determine their semantic relations.
2. Competent level. Compose a text-reasoning on the topic: "Drugs and drug addicts", using SPP with various types of subordinate clauses.
3. Creative level. Compose a research text: "Young specialists", expressing your opinion with evaluative words: I think, I think, in my opinion, I'm sure, it seems to me.

When performing multi-level tasks, students think, compose, invent. Students compose texts of various kinds, for example: text - reasoning, text - narration, text - description; come up with various dialogues; compose texts on topics; construct various diagrams and tables; compose stories with reference words; write mini-essays, express their reasoning and opinions.

And in conclusion, we note the positive results of this technology revealed in practice:

- improves speaking and writing skills and abilities;
- develops the creative ability of students;

- teaches to save time, organizes concentration and attentiveness, develops mental activity;

- due to the compactness of time, a "brain attack" occurs, which is realized at the expense of the intellectual level.

Conclusion

Of all the variety of pedagogical technologies, we mostly focused our attention on the one that can be quite organically and easily integrated with traditional teaching, a classroom-based system. (4) Such technologies are the main vectors of developing learning. Here there is a qualitatively different approach of the teacher, which is not a way to decorate the lesson, to give students pleasure from the game techniques used, group forms of work, frequent changes of activity. These are technologies with a completely clear structure, based on developmental and educational goals.

In the process of using effective learning technologies, all the main parameters of communication: high motivation, purposefulness, personal meaning, verbal activity, personal interest, interaction of students are formed at a high level of understanding. Moreover, without the teacher's influence on them, they are dead and come to life only in cooperation with the teacher, implemented in the process of pedagogical guidance of the educational process. Thus, a professional teacher understands that in the classroom in front of him is not an object, but an equal partner of the learning process, and therefore he must possess numerous and diverse educational technologies. This is the basis of the creativity of the teacher and shows a non-standard approach to the organization of the educational process. [2].

The considered modern pedagogical technologies expand learning opportunities, contribute to the formation of communicative competence, strengthen the motivation of students and optimize the learning process.

The use of interactive technologies for teaching Russian as a foreign language makes the practical lesson attractive and truly modern. It can be concluded that such an organization of educational activities plays an important role in the development of students' communicative

competence, promotes the development of their speech capabilities, develops interest in the Russian language and culture.

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