



Active Teaching Methods in The Lessons of Russian as A Foreign Language

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ABSTRACT

The article discusses active teaching methods in the lessons of Russian as a foreign language. Some methods like "Chamomile", "Wise Advice", "Final Circle", "Brainstorming", "Sink wine", "Essays" are considered in detail.

Keywords:

Active Methods, Russian Language Lessons, Practical Activity, Problem-Based Learning, Critical Thinking, Peculiarities of Methods.

The changes taking place in the world have necessitated the development of new approaches in the system of education and upbringing, the introduction of state standards of the second generation. New goals have been set for teachers: the formation of universal learning actions and motivation for learning. The content of education does not change much, the role of the teacher changes significantly, who will need to build the learning process not only as a system for mastering knowledge, skills and abilities, but also as a process of personality development.

The teacher should not only understand what and how to teach, but also organize the process in such a way that the students ask the questions "What do I need to learn?", "How can I learn this?". Learning should be structured as a process of "discovery" by each student of specific knowledge. The student must turn from a passive listener into an independent, critically thinking person. Today it is important to ensure the general cultural, personal and cognitive development of students.

The main task of each teacher is not only to give students a certain amount of knowledge, but also to develop their interest in learning, to teach them to learn. The teacher needs not only to tell and show everything in an accessible way, but also to teach the student to think, to instill in him the skills of practical actions. In my opinion, active forms and methods of teaching can contribute to this.

Active teaching methods are methods that encourage students to actively think and practice in the process of mastering the educational material.

The peculiarities of active teaching methods are that they are based on an incentive to practical and mental activity, without which there is no progress in mastering knowledge.

The use of active methods as a means of forming the creative abilities of students in the lesson of the Russian language.

For each stage of the lesson, I use my active methods, which allow me to effectively solve the specific tasks of the stage.

Methods such as

- "Let's smile at each other"

- "Say hello with your eyes"

Students, completing the assignment, should touch, smile, give the names of as many classmates as possible. Such funny games allow you to start a lesson with fun, warm up before more serious exercises, and help to establish contact between students within a few minutes.

I try to start each lesson by creating a favorable mood among students. For example, in the lesson of the Russian language and literature, I mainly use tongue twisters, short poems (which we need to develop speech among students, quickly pronounce difficult words, and this arouses interest in the subject, helps to raise the mood for the lesson)

One example:

"The bell is poured, but not in a bell style.

A cap is sewn, but not in a Kolpakov style

It is necessary to re-chime the bell, and re-chime.

It is necessary to re-pack the cap, and re-pack."

The following methods and techniques help to update the knowledge of students on a previously studied topic, to lead students to study new material. For example, "Problem-search".

In order to constantly maintain and develop students' interest in the Russian language as a means of communication and as a subject, various methods and techniques are used to stimulate the development of their creative abilities. purpose of the work: to compare the verb, the adjective and, by analyzing them, prove the structural differences between the verb and the adjective from the participle.

Skillful use of problem-search methods in the Russian language lesson allows you to create a system of work aimed at fostering students' cognitive interest in the material being studied, activating their thinking abilities, searching for and finding answers to questions that arise in the course of mastering new language and mastering oral and written speech.

The essence of problem learning is:

- in the creation of problem situations, as a result of which educational problems arise and are formed;

- in the awareness and acceptance of these problems by students;

- in mastering generalized tasks and problematic issues.

A distinctive feature of problem learning is the creation of problem situations.

A problem situation is a person's awareness that there is something unknown in the known, which can be understood and explained by an independent search. When using the methods of problem situations in the lesson, I use the appropriate texts on the topic.

When analyzing the word blushing, it turns out that this is not a verb, since the signs of the adjective are also highlighted in it. But this is not an adjective, as the features of the verb stand out in this way.

What features can you note in it?

The students themselves independently conclude that this word has signs of a verb and signs of an adjective, that is, a participle in a name and a verb.

The sacrament, perhaps?

Let's think about what this word means?

- Simultaneously denotes the action and quality of the item.

More precisely?

Indicates the attribute of an item by action.

Has signs of a verb: type, tense - and signs of an adjective: gender, number, case.

But at what part of the word?

Opinion was divided: some say that with a verb, others - that with an adjective.

How is it formed?

- from the verb

is a special form of the verb

Students check their findings against the material in the textbook. Thus, by creating problematic situations, the students themselves draw conclusions, actively participate in the communication process, and independently compile the Communion table.

It is necessary to more often create problem situations in the lesson, put students in front of the need to prove, argue, convince, criticize, more often to practice the forms of students' independent work in the classroom.

The process of profound changes taking place in modern education puts forward as a priority the problem of creativity, the

development of creative thinking, contributing to the formation of the creative potential of a person who is distinguished by uniqueness and originality.

The greatest activating effect in the classroom is given by situations in which students themselves must:

- defend your opinion;
- take part in discussions and discussions;
- to pose questions to your comrades and teachers;
- evaluate the answers and written work of comrades;
- engage in training laggards;
- explain to weaker students incomprehensible places;
- independently choose a feasible task;
- find several options for a possible solution to a cognitive problem;

At the stage of consolidating the studied material, you can use the following methods:

"Brainstorming" to understand how much I understood and mastered today's lesson.

- What does the participle mean?
- From what independent part of speech is the participle formed?
- What does a participle have in common with an adjective and a verb?
- What member of a sentence can a participle be?
- + know
- I do not know
- ? I want to know more
- ! learned new

This method obliges the student not only to read, but to read the assignment, the text, and track his own understanding in the process of reading. The use of markings allows new information to be correlated with existing knowledge.

Also at this stage it is good to use the "Sinkwine", "Essay" method.

An essay is a five-minute written assignment that allows students to summarize their knowledge of the topic being studied and gives the teacher an idea of the student's perception of the topic.

For many of you, this method is already quite "hackneyed", but it is one of the students'

favorite. It is good to use it in Russian lessons when learning vocabulary words.

Sinkwine is a five-line text that corresponds to the problem under study. It is shaped like a ladder of five lines.

To complete the lesson, you can apply methods such as "Chamomile", "Wise advice", "Final circle".

"Chamomile" - 1. Children tear off the petals of chamomile, pass colored sheets in a circle, and so on. and answer the main questions related to the topic of the lesson, activities recorded on the back. 2. Takes a clean petal. Writes a question to another group, posts the question upside down. Another group takes a sheet from the board, reads and performs the participant, complements others.

"Wise advice" - The group writes "advice" at the end of the lesson to children who have not yet fully understood the topic of the lesson or have not studied the topic (to the younger ones). The advice is analyzed by the neighboring group.

"Final circle" - the Teacher gives a minute! The trained representatives of the group stand in a circle, ask questions to the children of other groups, they, in turn, answer (work in a circle).

These methods help to effectively, competently and interestingly summarize the lesson. For the teacher, this stage is very important, as it allows you to find out what the children have learned well and what you need to pay attention to in the next lesson. In addition, student feedback allows me to adjust the lesson for the future.

At the stage of reflection, the following methods can be applied:

- "Compliment"

Purpose: to assess your activity and quality of work.

Content: students evaluate each other's contribution to the lesson and thank each other (compliment-praise, compliment to business qualities, compliment in feelings) and the teacher for the lesson. This version of the end of the lesson makes it possible to satisfy the need for recognition of the personal significance of each.

Active teaching methods help - to develop motivation for learning and the best sides of the

student, teach students to independently acquire knowledge, develop interest in the subject, allow to activate the process of development of students' communication skills, educational information and educational organizational skills.

Students have their own characteristics, so they cannot always cope with their emotions, therefore, in the classroom, a completely acceptable working noise is created when discussing problems; it is better to introduce methods gradually, it is not necessary to apply these methods all in every and one lesson.

Thus, the use of active teaching methods makes it possible to ensure an effective organization of the educational process, but as in any methodology there are peculiarities. And to apply it or not, this is already a matter of the teacher and his creativity.

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