



## The Problem of Increasing Interest in the Russian Language at Universities

Vafaeva Zamira Giyasovna

Researcher of Samarkand State University veterinary medicine of livestock and biotechnologies, Uzbekistan

Gafurova Savlat Tolibovna,

Researcher of Samarkand State University veterinary medicine of livestock and biotechnologies, Uzbekistan

### ABSTRACT

The development of the cognitive interests of the student in the process of his education in the lower courses is one of the most important factors in the success of learning in university. All the efforts of the teacher to form in students any idea or concept is doomed to failure if the students fail to interest the subjects of reasoning.

### Keywords:

Development, psychologists, intellectual activity, interest, attention, thought, integral formation, personality, curiosity, cognitive interest, theoretical interest

Uniformity and stereotyped lessons reduce interest in learning, make the learning process boring and unpromising. And in university, such lessons are generally unacceptable. The Russian language is one of the most difficult and by no means the most interesting subjects in university. Therefore, it is necessary to develop students' interest in this subject even in university, to make it as joyful and exciting as possible.

Interest as a phenomenon is studied by a number of sciences. In psychological and pedagogical research, cognitive interest is defined as the student's need for knowledge, orienting him in the surrounding reality. Under the influence of cognitive interest, students try to find new aspects in the subject that attracts their attention, they try to establish deep connections and relationships between various phenomena.

Interests as such are of universal importance in students' life, because, according to L.S. Vygotsky, underlie the entire cultural and mental development of the student.

Interest is responsible for the personal way of inclusion in activities, which orients the student

to a certain, selective attitude to existing circumstances.

Interest guides the cognitive activity of students. The very word "interest", according to one version, comes from the Latin *interesse*, which means "to be important." The interest that arises in consciousness precedes the knowledge of the object. Thus, interest is not only an external condition for the importance of what is perceived, but also an internal principle for selecting material during perception.

Psychological and pedagogical research has established that without the development of cognitive interest, the development of the student would be seriously impaired. The relationships and functions of thinking are so extensive that the lack of affective support from interest threatens the development of intelligence no less than the destruction of brain tissue, says Glen Doman, an American psychologist and author of well-known books on student development. Domestic psychologists, agreeing with this statement, emphasize that the intellectual activity of the student as a whole is directed and emphasized

by interest - it is he who influences the focus of attention and thought.

The physiological basis of cognitive interest, according to I.P. Pavlov, is an unconditioned orienting reflex. However, interest in itself as a special education does not exist.

The very content of the concept of "cognitive interest" is presented by researchers in different ways: from holistic dynamic tendencies that determine the structure of reactions (L.S. Vygotsky, V.A. Krutetsky), to a selective attitude (A.G. Kovalev, O.N. Mikhailov etc.) and motive (L.I. Bozhovich, N.G. Morozova). The theory of differential emotions defines interest as one of the fundamental emotions, which is the dominant motivational state in the daily activities of human norms, one of the main components of motivation.

Despite different approaches to the definition of cognitive interest, attempts to determine its psychological nature lead researchers to the conclusion that this is an integral formation of a personality, which includes intellectual, emotional and volitional components. The intellectual component means activity in relation to sources of information and possible areas of activity, active handling of acquired knowledge and skills, emotional component - a positive preferred attitude towards objects and phenomena of reality, as well as external emotional reactions. Approaches to the selection of levels of interest are practically the same. Consider the following steps: curiosity, cognitive interest, theoretical interest. G.I. Shchukina defines them as successive stages of development, the peculiarity of which is that one level does not successively replace another. They coexist, but each age level has its own correlation of these conditions.

The study highlights the following indicators of the development of students' cognitive interest: the emergence of questions; the desire to observe, to consider an object for a long time, to find out the properties and features of objects and phenomena of interest to the student; emotional and cognitive activity.

When forming interest, the teacher should be guided by the basic rules:

- it is necessary to gradually move from natural interests to vaccinated ones;

- the object offered to students for study should not be completely new to them, nor well known:
- it is expedient to arrange the material according to concentrations, "to group it around one content" (L.S. Vygotsky).

Curiosity and elementary cognitive interest are not innate qualities, and curiosity itself is nothing more than a reaction to novelty, and is more reflexive than curiosity, and even more so - cognitive interest. However, it is impossible to bypass the stage of curiosity in the development of interests. Since it is problematic to form a theoretical interest among younger students, it is legitimate to set the task of introducing their interest to the level of elementary cognitive.

For its stimulation and development, the content of knowledge is essential.

Thus, the problem of forming interest in the Russian language exists.

Education should be developing, aimed at forming the cognitive interests and abilities of students. In this regard, game forms of learning, in particular, didactic games, are of particular importance.

Didactic games provide an opportunity to develop in students the arbitrariness of such processes as attention and memory. Game tasks have a positive effect on the development of ingenuity, resourcefulness, quick wits. Many games require not only mental, but also strong-willed efforts: organization, endurance, the ability to follow the rules of the game.

The main thing is that the game is organically combined with serious, hard work, so that the game does not distract from learning, but, on the contrary, contributes to the intensification of mental work.

From the huge variety of methods, methods of stimulating and motivating learning are distinguished into a special group.

A valuable method of stimulating interest in learning is the method of using various games and game forms of organizing cognitive activity. Almost any game is educational. However, there is a special kind of games based on purposeful development, enrichment of the intellect, on the transfer of important information, information about the world, games that are meaningfully focused on teaching the student.

Since ancient times, the game has been used as a means of teaching students. The emerging education system, which developed as a class-lesson, largely authoritarian, rational, in the traditional university, until the end of the 19th century, was based on rational didactics. An exception could be found in privileged educational institutions, for example, English colleges, where "mind game" was used. In general, in many countries of the world, it was rather an accident in training.

In our country, for many years, an abnormal, lesson-by-task idea has developed: teaching is obligatory hard work, based on rote memorization, on cramming. It allegedly presupposes natural coercion, without which progress in knowledge is impossible. Undoubtedly, the teaching is not a simple labor, but labor in essence is joyful, because it introduces to the new, unknown, interesting; it is no coincidence that in recent years the concept of "teaching with passion" has arisen. And most educators make this fascinating work even more difficult by abandoning the "playing teach" formula. In the game, the student performs with great interest and willingness what outside of it seems to him very difficult and uninteresting. One of the first to say this was a practitioner and reformer of the university, teacher V.A. Sukhomlinsky (1918-1970): "... A student by nature is an inquisitive researcher, a discoverer of the world. So let a wonderful world open before him in living colors, bright and quivering sounds, in a fairy tale and a game, in his own creativity ... through a fairy tale, fantasy, game, through a unique students' creativity - the right way to the heart of a student ...".

A successful example of the approach to the use of a holistic complex of games is still the experience of A.S. Makarenko. Life and work in the colonies he led were filled with game elements, and not a week went by without some new game being created. A.S. Makarenko believed that just as in a good picture there should be nothing superfluous, so in a successful complex of games there should be neither superfluous nor missing. He was well aware that it was impossible to create any unique and ideal - for all time and for all students' institutions - a

complex of games and recommend it to everyone, as students grow, develop, change. It is necessary to constantly work on games and replace them, sensitively capturing both the life of the students' team and the prospects for its further development.

Game learning cannot be the only one in educational work with students. It does not form the ability to learn, but undoubtedly develops the cognitive activity of students. So, the game is a specific students' way of gaining knowledge about the world around them.

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