



Interactive Methods of Teaching Russian Literature in Uzbek Language Schools

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ABSTRACT

To date, there is a need to introduce into the educational the process of innovative methods and new pedagogical technologies, designed to ensure the individualization of education and upbringing, to develop student autonomy, as well as to promote the preservation and strengthening of health. This article presents interactive methods, which are fully meet these requirements. The issues of interactive learning are devoted to the work of many scientists and specialists: S.Yu.Kurganova, V.Kh.Sheine, M.V.Klarina and others. The author believes, that implementation of training using interactive methods teacher must have teaching skills and must be brought to a high degree of teaching and educational skill, reflecting a special polished methods and techniques.

Keywords:

Interactive, ICT, TTA, Methodology, Whiteboards, Information Providers, Protection, Solution, Self-Control, Exercise Control, Literature, Literary, Visual, Dynamic, Cognitive Activity, Activating Speech Skills.

Introduction

Interactive learning is a special form of organization of cognitive activity. It has in mind quite specific and predictable goals. One of these goals is in creating comfortable learning conditions, such that the student feels his success, his intellectual viability, that makes the learning process productive. Interactive methods of work in the educational process are the most promising due to the fact that they represent the possibility organize an active and open discussion of the educational material, modify it and supplement it in the process of discussion in real time. Interactivity is a broad concept, with the help of which in modern science reveal the nature and degree of interaction between objects, and in the methodology they are used to describe the method of active interaction between the teacher, students and educational material.

Nowadays, an increasing number of teachers are using non-traditional lessons in their workplace. This is due to the fact that it is

thanks to this extraordinary content, methods and forms, the lesson gives the necessary acceleration of personal development. We believe that the use of interactive games, warm-ups and exercises at the lesson of literature is a means of activating the reader's development and perception, as They contain components that provide interest in the tasks performed, interactive methodology and creative tasks. These elements help the teacher in conducting lessons based on various forms of collective and group work.

Materials And Methods

The use of gaming technologies and warm-ups as forms of consolidation of the studied material in the lessons of the Russian language and literature form students a steady interest in learning, enrich vocabulary, stimulate the attention of children, instill interest in the subject. The most effective form of activation of creative activity students in

literature lessons is the "Brainstorming" method. Main

the condition for applying this method is the unconditional novelty of the text. Example: Kuprin's story "Garnet Bracelet", the teacher does not finish reading the work to the end, but gives a creative task to find the final to the students, who must

offer as many interesting ideas as possible. This method in modern school is perceived as a way of collective production of new ideas [11].

The Brainstorming method provides an opportunity to develop logical thinking, argued to express their point of view, activating speech skills. Algorithm for using the Brainstorming method:

Step 1 - Formulate a problem related to the topic of the lesson. We are with students formulated the problem: "Why is the work called "Garnet bracelet"? - A student of Shoir B. answered this question as follows: "This the subject became the center of the whole work. And Bakhtiyor K. thought and answered: "Pomegranate is a symbol of passion, love, and therefore the name is about strong and pure love."

Step 2 - Divide students into several groups, taking into account their interests: I Divided the students of the class into 4 working groups.

Step 3 - Relieve tension create a favorable atmosphere: We listened to a musical excerpt, which became the soundtrack for the film based on to this work. The children themselves selected fragments from the film and musical excerpts.

Step 4 - "Brainstorm": storming the problem posed: I suggested students to come up with the end of the story The guys offered two options: the heroine understands what high and pure love "touched her with its wing", but nothing did not want to change in my life; others - the hero and the heroine unite in family.

Step 5 - Fix ideas on paper. Students write their ideas on papers.

Step 6 - Select and evaluate the best ideas. We are with students selected the best ideas.

Step 7 - Organize an expert group of 3 students who choose the best ideas. From each

group, we chose one student each, who must choose the best ideas. 8 step - Report results. Students report results.

Step 9 - Public protection. Each group justifies their answers.

Step 10 - Acceptance solutions. We counted the scores of each group and summed up the results. This method we use it productively in literature lessons when studying lyrical works of Russian poets.

In the context of the educational process for schoolchildren, it is important not only learn to mechanically memorize and reproduce the proposed material, but to master the skill of establishing a causal relationship. For this purpose, methodological methods for the development of logical thinking are used students, including teaching the ability to ask questions and answer them both briefly and extensively. This is often done using a technique such as Thick and Thin Questions. [13,64]

The essence of the methodology: "Thin" are conditionally called questions that can give a definite answer. "Thick" - issues of a problematic nature, requiring a detailed answer, knowledge of the material.

Pedagogical reception "thin and thick questions" is aimed at developing the ability to ask the right questions and the right answers. Level of intellectual development the student is determined by the questions that the child formulates according to given topic. The teacher sees whether the material has been studied, whether it is available for understanding student, whether the student is able to verbally present what he has learned. Teaching children think, the teacher helps them substantiate the answer with evidence. [6,564]. During compilation and analysis of questions between the teacher and students takes place discussion, stimulating creative skills, better assimilation of the material. The goals of the methodology: the use of "thin" and "thick" questions pursues three goals:

1. The ability to consistently move from information to reasoned disclosure of the topic.

2. To consolidate the skill of formulating questions.

3. Teach a culture of discussion, respect for other people's opinions. The structure of a school lesson includes three stages: repetition, learning a new material, fastening.

"Thin" and "thick" questions can be used on each of them. In high school, the ability to think and reflect, put questions and answer them answers a number of tasks of the appropriate age period and facilitate their passage. For a teenager, self-awareness is important, and communication with peers; both require questions and answers. As homework assignments, the teacher may offer to compose "thick and thin" questions about the content of the work, the text of the article, additional source.

On the topic of studying the story of A.P. Chekhov "Vanka", we conducted the following work: we set the following goals:

1. To convey to children that every person has the right to live in dignity and have their rights.
2. Find out if they understand it.
3. Strengthen the skill of reasoning and analysis of artistic works.

We gave a preliminary task: after reading the work at home make your own "subtle" questions. *"Subtle" questions from the teacher:*

1. List the characters in the story.
2. How do you understand the meaning of the word "orphan"?
3. What event formed the basis of the story?

"Thick" questions from the teacher:

1. What is your attitude towards the main character?
2. How do you feel about Vanka's owners?
3. What do you think the future holds for Vanka?

Notes: during the lesson, the teacher focuses the attention of students on the answers to "thin and thick questions", asks: "Is it possible, using only questions with specific answers, open the topic?"

Final task: to compose "thick" questions for the story, which help to characterize the main character of the story "Vanka". Learning aids are various objects used by the teacher and students in the learning process.

Yu. K. Babansky refers to the means of learning "... everything something that contributes to the achievement of the goal of the activity, i.e. a set of methods, forms, as well as special means learning". The choice of learning tools is determined by the tasks lesson or class; content of educational material; changeable teaching methods; teacher preferences.

1. Functions of learning tools: 1. The cognitive function is that the medium The means of learning serve to direct knowledge of the action validity; provide more accurate transmission and complete information about the studied object and phenomenon, allow you to observe objects and phenomena that are inaccessible or hard to see directly through the sense organs.

2. The formative function is that teaching aids form cognitive methods, feelings and will of students, their emotional sphere.

3. The didactic function is that the means learning is an important source of knowledge and skills, facilitate the verification and consolidation of educational material, activate cognitive activity.

All functions act in the educational process in a single stve, complementing each other.

2. Classification of teaching aids:

1. By the nature of the impact on students – visual real: objects, layouts, maps, filmstrips, slides, ICT - presentations; auditory: music center, radio; audiovisual: television, films, ICT - presentations.

2. According to the degree of complexity - simple: textbooks, chat aids, paintings, models; complex: mechanical visual aids, language laboratories, com-

puthers.

3. By origin: natural environments; symbolic (represent reality with the power of symbols, signs: drawings, diagrams, maps; technical: visual, auditory, audiovisual means.

4. Classification by A. E. Dmitriev and Yu. A. Dmitrieva: – natural objects or their images zheniya (real objects, paintings, portraits, arts); – volumetric (geometric figures, stuffed animals);

- visual (photo, frames of film, television, films, transparencies);
- graphic (diagrams, drawings, tables, diagrams);
- symbolic (geographical maps, globe);
- sound (tape recording);
- multimedia based on computer technology, using interactivity and means of distance training.

3. Types of teaching aids and their characteristics.

1. Verbal teaching remains the main in the arsenal: the spoken word, the speech of the teacher. Main instrument ment of communication, transfer of knowledge.

2. Visual learning tools allow real-call the principle of visibility in teaching. to the visual means include: maps, diagrams, diagrams, models, road signs, mathematical symbols, visual manuals, filmstrips, transparencies, films, video movies.

In the educational process, an important role is played by technical means of education. Technical training aids (TTA) - a set of technical devices with didactic support niem used in the educational process for the presentation and processing of information in order to optimization. TTA, as the name suggests, means of learning, i.e. carriers of information of various plans. They have long and firmly entered our educational process and have received wide distribution space. The main task of their application is to increase the efficiency learning activity. [12,8]

The correct use of TTA has a significant significant impact on the organization of activities (number of lecture, group and individual), allows build it in accordance with the capabilities of each student, achieve a high level of individual learning, exercise control, self-control, adjustment of the organization of educational and cognitive students' activities.

TTA unite two concepts: technical devices (equipment) and didactic teaching aids (wear-information providers) who, using these devices, are reproduced.

1. Didactic functions of TTA:

- reduction of time consumption;

- transfer of information necessary for training;

- consideration of the object or phenomenon under study according to parts and as a whole;

- ensuring the activities of students and teachers. TTAs have a variety of requirements:

- functional;

- pedagogical;

- ergonomic;

- aesthetic;

- economic.

Classify technical training aids difficult due to the diversity of their structure, functional possibilities, ways of presenting information.

2. We list their main classifications:

1) according to the functional purpose (the nature of the decision current educational tasks);

2) according to the principle of device and operation;

3) by the nature of education;

4) according to the logic of work;

5) by the nature of the impact on the sense organs;

6) by the nature of the presentation of information.

3. According to the functional purpose of the TTA subdivision on the technical means of transferring educational information, knowledge control, training, training aids learning and self-learning aids. In addition, there are technical means that combine functions for various purposes - combined.

4. Conventionally, there are three levels of TTA use:

- occasionally;

- systematic;

- synchronous.

Conclusion

Videos in the lesson. This is not a complete list of TTAs that can use a teacher to improve the effectiveness of education, but do not forget that the main source receiving information in the lesson remains the word of the teacher. And only with methodologically competent use teacher's words and technical

teaching aids, possibly successful learning of the material.

Thus, students' reflections and evaluation of the material continues at home and ends in the next lesson when the teacher organizes a survey or, for example, a colloquium on compiled "thick" questions, and then summarizing the topic. Interactive methods are innovative forms of learning, which contributes to the activation of the cognitive activity of students, independent comprehension of educational material. During use interactive methods in the classroom, conditions are created for self-realization personalities of students who are able to think creatively and find rational ways to solve various situations.

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