

APPLICATION OF INTERACTIVE TEACHING METHODS IN PRACTICAL LESSONS IN RUSSIAN

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ABSTRACT

this article discusses the use of techniques for the development of critical thinking technologies in practical classes in the Russian language.

Keywords: Verb, interactive technique, Snowball, Morphological box, Catch a mistake, task.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In educational institutions of multinational Uzbekistan, training is conducted, depending on the region, in seven languages - Uzbek, Karakalpak, Russian, Kazakh, Tajik, Kyrgyz and Turkmen.

In schools with Uzbek and other languages of instruction, the main goal of instruction is the practical mastery of the Russian language for use in the most important areas of communication: everyday, educational, socio-political, socio-cultural. The practical orientation of training, along with the leading communicative goal, also includes general educational and educational goals. The communicative goal is to form communication skills, to improve listening and speaking, reading and writing skills in Russian; general educational goal is to develop logical thinking, expand the circle of knowledge about the achievements of world science and culture; the educational goal is realized as a result of educating a sense of internationalism. [2, p. 4]

An experienced teacher is always in search of interesting and effective methods. We believe that the level of training and the effectiveness of classes depends on the skills and experience of the teacher. Classes at colleges, lyceums and institutes of the Republic of Uzbekistan last 80 minutes. A valuable method of stimulating interest in learning is the method of using various games and game forms of organizing cognitive activities in the classroom with students and schoolchildren.

The game "Snowball" can be widely used at the initial level for the development of colloquial speech of students in the lessons of the Russian language as a foreign language. The rules of the game "Snowball" are quite simple and have a lot of variations. The basic principle of the game is that words accumulate in the process, like a snowball.

In this article, we proposed the following speech constructions.

The first speech construct on the topic "Acquaintance", which is advisable to use in the first lesson.

The first student gives his name. For example: Alisher. The next seated clockwise calls the name of the first player and his own. Alisher, Nigora.

The move proceeds to the next seated one. He must remember the two names given before him, and then give his name. Alisher, Nigora, Anwar. The number of names is growing like a snowball.

Another version of the game: the task can be a little complicated - you can add personal pronouns and adjectives to the names.

First participant: I am Alisher, I am brave.

Second participant: He is Alisher, he is brave. And I'm Nigora, I'm smart.

Third participant: He is Alisher, he is brave. She is Nigora, she is smart. And I am Anwar. I am strong, etc.

Another option: participants give their name and age.

First participant: I am Alisher, I am 20 years old.

Second participant: He is Alisher, he is 20 years old. And I'm Nigora, I'm 21 years old.

Third participant: He is Alisher, he is 20 years old. She is Nigora, she is 21 years old. And I am Anwar. I am 22 years old.

Before completing these game tasks, the teacher writes these constructions on the blackboard and explains when and in what form to use personal pronouns, or with which numerals the word "years" and "year", the endings of adjectives, etc. are used.

Second Speech Design: I congratulate you on

First participant: I wish you a Happy New Year!

Second participant: I congratulate you on the New Year and on the Eighth of March!

Third participant: I wish you a Happy New Year, March Eighth and Happy Birthday!

Etc.

Third Speech Design: Newspapers write about ...

First participant: Newspapers write about politics.

Second participant: Newspapers write about politics and weather.

Third participant: Newspapers write about politics, weather and elections, etc.

Fourth Speech Design: Today I went to the store and bought:

First participant: today I went to the store and bought bread.

Second participant: today I went to the store and bought bread and sour cream.

Third participant: today I went to the store and bought bread, sour cream and kefir, etc.

The proposed game task is designed to help the teacher make the learning process lively, exciting and more effective, as well as bring the lesson closer to the conditions of everyday speech communication.

In the Russian language, the verb is one of the most difficult parts of speech, both semantically and formally and grammatically. The verb is the most common part of speech in speech practice. Verbs are distinguished by the exceptional complexity of their content, a variety of grammatical categories and forms, and a wealth of paradigmatic and syntactic connections. This causes certain difficulties for students in mastering this part of speech.

When teaching a Russian verb in a university, a teacher can use a variety of interactive techniques to increase the effectiveness of his classes and the interest of students. There are many interactive tricks. This paper discusses the use of techniques for the development of critical thinking and the theory of solving inventive problems "Morphological Box" and "Catch a Mistake" in practical classes in the modern Russian literary language.

"Morphological box." The method of the morphological box (morphological analysis) is based on the selection of possible solutions for individual parts of the problem (the so-called

morphological features that characterize the device) and the subsequent systematic receipt of their combinations (combination).

The morphological box was designed for multidimensional, non-quantifiable problems where causal modeling and simulation do not produce the desired result. This technique was invented by Fritz Zwicky, an American astrophysicist of Swiss origin. [1] The method is used in invention, it is known in TRIZ, it is useful to everyone for generating ideas.

This technique can be used to study the formation of verbs.

Task 1. Using the table (Fig. 1), collect words by formulas. Write them down.

Formulas: 1.B4A3V2 2.B3A1V1 3.B5A2V4 4.B2A4V5 5.B1A5V3

(Note: in Russian, words can consist of morphemes, these are: root, prefix, suffix, ending. Morphemes are included in the table from which you can collect new verb words.)

Fig. 1

		1	2	3	4	5
A	Root of the word					
B	Word prefix					
B	Suffix words					

Answers: 1.B4A3V2 - magnify 2.B3A1V1 - increase 3.B5A2V4 - ease 4.B2A4V5 - grind 5.B1A5V3- straighten.

"Catch a mistake." [1] The "Catch a mistake" technique can be used in work in groups, in pairs and in individual work at different stages of the lesson:

- at the beginning - with oral exercises or with repetition;
- in the middle of the lesson - when fixing the material, at the stage of comprehension;
- at the end of the lesson - when summing up, at the stage of reflection.

The teacher offers students information containing an unknown number of errors. Students look for a mistake in a group or individually, argue, consult. Having come to a certain opinion, the group chooses a speaker. The speaker passes the results to the Teacher or announces the task and the result of its solution in front of the whole class. So that the discussion does not drag on, the time is pre-determined for it.

"Catch a mistake" is a universal technique that activates students' attention. It forms:

- ability to analyze and information;
- ability to apply knowledge in an unusual situation;
- the ability to critically evaluate the information received.

Here errors can be divided into written and oral. The first teacher writes on the board or gives out texts for correction, the second - the improper use of stresses or forms of words that students should identify.

Task 2. Correct speech errors associated with improper use of the form of the verb.

Once the Cat and the Dog decided to go for a walk in the forest. They gathered for a long time and finally set off. They went, they went, when they suddenly noticed that they were lost. At first they were scared, but then calmed down. "We have to sit down, eat sandwiches, and then

we'll see," said Dog. Indeed, after eating, the animals cheered up and quickly found their way home.

They would have found it even faster had they not been so entangled in the types of verbs. Help them!

Key: Once the Cat and the Dog decided to go for a walk in the forest. They gathered for a long time and finally set off. They walked, walked, when they suddenly noticed that they were lost. At first they were scared, but then calmed down. "We need to sit down, eat sandwiches, and then we'll see," said Dog. Indeed, after eating, the animals became cheerful and quickly found their way home.

Note: 12 errors need to be fixed in the text.

Task 3. Write down the sentences, opening the brackets and correcting errors.

1. Who knows how to have fun, that grief and heaven.
2. Those who like to work, do not sit idle.
3. Boast not boastful.
4. The soldier who (not) hopes (?) To become a general is bad.
5. (Do not) torment - (not) learn.
6. (Un) mistake ... t (?) Is the one who is doing nothing (t) ... t.
7. An idler always (not) can yes (not) heal (?) Smiling ..
8. Whoever gets up late gets that bread (not).
9. Day to day (not) comes (?) Xia.
10. (Do not) do to others what you yourself (not) desire ... w

Key

1. Who knows how to have fun, he is not afraid of grief.
2. He who loves to work does not sit idle.
3. It is not good to boast of being thin.
4. Bad is the soldier who does not hope to become a general.
5. Do not suffer - do not learn.
6. The one who does nothing is not mistaken.
7. The loafer is always unwell and unwell.
8. Whoever gets up late, lacks that bread.
9. Day to day is not necessary.
10. Do not do to others what you do not wish for yourself.

Task 4. Indicate in the tests the option in which a mistake was made.

1. A – Rinse. B-Friends. B – Run. Mr. Breathes.
2. A. Do not lay your elbows on the table with food.
B. When doing the exercise, lie on the mat.
B. In the distance, a bright star shone, but it soon went out.
G. They want to meet.
3. A. Respect the elders
B. Come to us
B. Ride soon
4. A. Wear a coat
B. Touch a neighbor
B. Pay for travel
G. Possess yourself
5. A. fight - nesov.vid, intact., I sp., Led. incl., 2nd l., unit
B. you say - nesov.vid, crossing., I spr., Conv. incl., 3 l., plural
V. finish - Sov.vid, crossing., II Sp., Having withdrawn. incl. time, 1 liter, unit h

G. would bake - Sov.vid, cross., II sp., Conv. incl., 3 l., unit h., female

Key: 1 - A, 2 - G, 3 - B, 4 - A, 5 - 2.

At present, the use of interactive technologies is a necessary component for preparing the next generation. We believe that the use of these interactive techniques has a positive effect on the development of cognitive activity of students and the effectiveness of learning the material studied.

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