

## THE USE OF INTERACTIVE LEARNING METHODS IN THE RUSSIAN LANGUAGE AND LITERATURE LESSONS

Kosimova Dilfuza Kurganovna

Docent, Department of Uzbek (rus) Language

Tashkent State Transport University

Abdurakhmanova Sakhibaxon Abdusalamovna,

Assistant, Department of Uzbek (rus) Language

Tashkent State Transport University

shahnozagafurovna1970@gmail.com

### ANNOTATION

The paper analyzes the studies on the significance of interactive teaching methods in modern teaching practice. Attention is mainly paid to interactive learning technologies used to enhance student learning and cognitive activity in Russian language and literature classes. An analysis of recent works has shown that interactive teaching methods for younger students correspond more closely to the requirements of the new federal educational standards for primary education. It is argued that the relevance of their use in teaching and educational activities of secondary schools, their importance in shaping students' universal learning activities and the necessary competencies is proved. The specificity of interaction between teachers and students in the process of implementing interactive teaching methods is revealed, the pedagogical conditions for the success of such interaction are highlighted. The article on the example of the interactive method "Find your morpheme" reveals the features of the organization of cognitive activity of students in the process of interactive interaction between the teacher and students, as well as students among themselves.

**Keywords:** interactive teaching methods, educational and cognitive activity, educational process, teaching Russian language and literature, secondary school.

Currently, one of the serious problems in the education system is the passivity of students. The reasons for this are not only purely pedagogical, but also social. Information overabundance, which led to the easy accessibility of educational information from various sources, makes it possible to get everything ready-made, without much of your own mental effort. This, in turn, leads to a noticeable decrease in motivation for learning, underestimation of the success of educational activities among young people; inadequate self-assessment of one's abilities, knowledge and skills; negative attitude not only to mental, but also to physical labor; the decline in the prestige of the teaching profession in society, etc.

In this situation, the requirements for the portrait of a modern graduate are diametrically opposed. Education should be aimed at raising a highly moral, creative, competent citizen who is able to: take responsibility for solving non-standard tasks to get out of problem situations; show independence in concretization of professional tasks and their solution; learning throughout life. In this regard, it seems obvious that it is necessary to change all components

of the educational process: the content, methods, means, technologies and forms of organization of training, the system for monitoring the learned educational material.

The paper discusses teaching methods (A.T. Dzhoroeva, B.T. Dzusova, B.S. Turueva, Z.A. Khadzieva), which are most in demand today in pedagogical practice and meet the requirements of modern realities of society and the state [8; fifteen]. We are talking about interactive teaching methods, without which no innovative transformations in the education system are possible. The implementation of interactive teaching methods does not require the allocation of a large amount of study time (T.M. Buyskikh, P.M.A. Gasanova, Zh.T. Dzhumaeva, S.I. Melnichenko), which allows them to be widely used in teaching practice [4; 6; 12]. As such a method, the article considers "Find your morpheme".

Interactive teaching methods involve active "subjective" interaction of students not only with the teacher, but also with each other, which is aimed at the active cognitive activity of students and the expansion of their subjective experience through new independent information obtained. The role of the teacher in this case is to direct students to study new material (D.Sh. Azamova, S.S. Bogomolova, M.V. Traskevich), bringing their knowledge and experience of activity into the educational process [1; 2; fourteen]. The success of the interaction between students and teachers with interactive teaching methods depends on the implementation of the following conditions: the motivation of students' educational and cognitive activity (N.V. Goncharenko Z.S. Kudaibergenova) [5; eleven]; democratic style of communication (F.G. Bruleva) [3]; reliance on the subjective experience of students (Dzusova B.T., Azieva D.O.) [7]; a variety of forms and methods of presenting information, forms of organization of students' activities (K.O. Sytko, A.A. Ryabova) [13]. The specificity of interactive teaching methods lies in the fact that the teacher does not transmit ready-made knowledge, but motivates students to independently search for knowledge in order to achieve the educational goal.

There are a lot of interactive teaching methods in pedagogical science (Z.I. Ivanova), all of them are associated with the organization of collective or group work of students in solving creative, non-standard tasks [10]. Interactive teaching methods are based on exercises and tasks (A.A. Ryabova, K.O. Sytko), which contribute not only to the acquisition of new knowledge and its consolidation, but also to the involvement of all students in the active process of obtaining and processing knowledge, the formation of the ability to modeling various learning situations based on the acquired knowledge [9].

So, for example, when implementing national projects within the framework of multicultural education in the schools of North Ossetia-Alania, there was a wave of popularization of project activities based on the active use of interactive teaching methods [8]. The method of projects, of course, is not new, but it fully corresponds to the positions of the new state educational standards: competence-based, systemic-activity, personality-oriented approaches in training and education, subjectivity of the individual in the educational process. Despite the popularity and advantages of this method, its implementation causes difficulties in the practical activities of the teacher due to the insufficiently developed and systematized methodological base. Due to the fact that the work on the project is extensive and painstaking, it takes a lot of time for both the teacher and the children. There is a problem of student overload, increasing workload on teachers. And here the interactive teaching methods listed above played their invaluable role.

Consider, for example, the interactive method "Find your morpheme", which does not require a large amount of study time, and therefore can be used to consolidate students' knowledge of the material covered.

The interactive method "Find your morpheme" is used when studying the consolidation of students' knowledge of the morphemic composition of a word to establish a semantic-structural connection between objects, processes, actions, etc. Work is carried out in the following sequence:

- students form an idea about the composition of the word, about word-formation morphemes that make up the basis of the word;
- students get acquainted with the main features of each morpheme - prefix, root, suffix, postfix and connecting vowel in compound words;
- the class is divided into two or three groups (depending on the number of students), in the group each student plays the role of one morpheme (2-3 students can represent one morpheme);
- each group is equipped with a set of markers and sheets of A4 paper;
- the teacher writes a word on the blackboard and asks that each morpheme in the form of a poster draw up its part of the word;
- morphemes composed in this way are arranged in a row, forming the initial word;
- wins the team that quickly designed the posters and lined up in a row;
- the game ends with summing up and the announcement of marks for the work done.

The above interactive teaching method does not cover, of course, the whole variety of interactive teaching methods, but allows us to understand the specifics of the organization of students' cognitive activity in the process of interactive interaction between the teacher and students, as well as students among themselves. Such methods require students to be proactive in solving educational and cognitive problems, turning to subjective experience. On the basis of the knowledge gained, the students developed the ability to analyze the word by composition; highlight the ending, root, prefix, suffix.

It is advisable to start interactive methods of teaching the Russian language and literature with work in pairs, where students get the opportunity to check each other on how much they have mastered the new material, give examples on the topic with the rationale for the new rule, and can evaluate each other. Then they can unite in two or four large groups (depending on the contingent of students), create teams and hold a small competition. At the end of the competition, the teacher together with the students summarizes the results, analyzes the results and evaluates the work done as a whole. The lesson ends by stimulating all participants with appropriate scores and homework.

Tasks can be given different, depending on the topic of the lesson. For example, you can divide the class into three groups and give each of them a task: Match the listed nouns with single-root nouns of the 3rd declension without a suffix: brush, tree, horse, night (brush - brush, tree - spruce, horse - horse, night - night.). The team that writes the most words in the given time wins. You can invite students to play anagrams for ten minutes (capitals - plastic; vasobionera - education, loshka - school, etc.). Each team makes up the same number of words for the other two teams. The team that guessed the most words wins.

In the context of the foregoing, it is important to single out another direction in the organization of interactive learning - the use of interactive multimedia technologies that provide a wide



range of visualization tools for educational material that support the ability of students to interact with it, both individually and in groups.

Thus, interactive teaching methods act as a means of enhancing the cognitive activity of students, allow students to be involved in the process of discovering new knowledge, while activating their personal interest and accumulated subjective experience, and contribute to the formation of a focus on self-learning and self-development.

### REFERENCES

1. Аъзамова Д.Ш. Интерактивные методы и приемы обучения иностранному языку на начальной ступени обучения //Вопросы педагогики. 2018. №6-1. С. 22-24.
2. Богомолова С.С. Концепции и технологии обучения //В сборнике Актуальные проблемы теоретической и прикладной лингвистики /Сборник статей III Всероссийской научно-практической конференции. Пензенский государственный университет; Межотраслевой научно-информационный центр. 2016. С. 11-15.
3. Tuuyboyeva, G. Q., Rasulova, G., & Fayzullayeva, F. X. (2019). Students' learning styles and autonomous learner. Вестник педагогики: наука и практика, (49), 39-40.
4. Джумаева Ж.Т. Использование интерактивных методов при обучении лексического материала //Наука, новые технологии и инновации Кыргызстана. 2017. №11. С. 236-238.
5. Буйских Т.М., Гасанова П.М.А. Использование интерактивных методов при обучении языку //Евразийский союз ученых. 2015. №1-4 (18). С. 10-12.