INTERACTIVE APPROACH TO TEACHING STUDENTS SCIENTIFIC SPEECH

Alimsaidova Sayyora Amidyeyevna
Kokand State Mukimi Pedagogical Institute
Doctor of Pedagogical Sciences (DSc), Associate Professor
E-mail: kokand-sayyora@mail.ru

ABSTRACT

This article reveals the main sides of the use of interactive methods of teaching bachelor. The teacher at the modern stage creates conditions for the formation of the personality of the learner, involves each student in active cognitive activity, organizes learning situations in which the student can try his or her hand at solving emerging learning problems, introduces ways of obtaining the necessary information in order to form his or her own reasoned opinion on this or that issue.

The purpose of the article is to show that the need for innovative changes in the professional training of students is due to the fact that today specialists are required not only deep knowledge, but also the ability to acquire new knowledge in a rapidly changing situation and use it to design their own activities.

Consequently, the teacher at the present stage creates conditions for the formation of the personality of the learner, involves each student in active cognitive activity, organizes learning situations in which the student can try his or her hand at solving emerging learning problems, introduces the ways of obtaining the necessary information in order to form his or her own reasoned opinion on this or that issue.

The article uses theoretical, analytical and synthetic **methods of work**.

As a result, we came to the conclusion that the use of interactive methods in teaching students Russian language contributes to the formation of skills of coherent, grammatically correct speech, a high degree of motivation to study the subject.

Keywords: interactive learning, communicative technologies, learning, subject, object of learning, information exchange.

INTRODUCTION

The new socio-economic and political situation requires the implementation in society of a language policy in the field of foreign language education, aimed at satisfying both public and personal needs in relation to non-native languages. It is education that at all times has contributed to the preservation of the stability of society, modification of forms and types of human relationships, and therefore, in recent times, the importance of learning a non-native (Russian) language has become more and more obvious.

The task of modern teaching is to build each lesson in such a way that students develop a stable interest, learning activity and desire to create and learn, experiment, formulate and test hypotheses. It is impossible to do without the use of effective pedagogical ideas, innovative methods and computer technologies in the preparation of such lessons.

In this regard, orientation to interactive teaching methods is one of the ways to solve the task, as the use of interactive forms and methods in education allows not only to increase the level

of knowledge, skills and abilities of students, but also to reveal their capabilities, creative abilities, which is a necessary condition for the formation of professional competences [4]. Interactive learning technologies include the expected result, individual interactive methods and techniques that stimulate the process of cognition, mental and learning conditions and procedures with the help of which it is possible to achieve the planned results [5].

MAIN PART

Interactive learning is one of the variants of communicative technologies, learning with well-organised feedback of subjects and objects of learning, with two-way exchange of information between them.

One of the advantages of using interactive methods is their focus on the active involvement of all students in solving learning tasks, in intercultural communication, cooperation, which is an important part of teaching professional communication. In contrast to traditional forms, interactive learning transforms the function of the teacher, who turns from the main source of knowledge for students into a kind of guide, who advises, guides, helps students in mastering knowledge and organising intercultural interaction. The main task for him is to create a favourable environment for work, to correct students' actions, to regulate the communication process.

The use of interactive methods from the scientific and methodological point of view is a way of transition from the reproductive activity of students to a predominantly creative, motivating to the search for non-standard independent solutions to emerging problems, learning.

Methodology has proved that the effectiveness of classes will be higher if you use not one, but a whole complex of methods that will vary, interact and complement each other. Such a set of methods in its complementarity is a pedagogical technology.

In the Pedagogical Encyclopaedic Dictionary "*pedagogical technology* is understood as a set of means, methods of reproduction of theoretically grounded processes of teaching and education, allowing to successfully realise the set educational goals.

Pedagogical technology involves appropriate scientific design, in which these goals are set unambiguously enough, the possibility of objective step-by-step measurements and final evaluation of achieved results is preserved" [2]. [2].

In accordance with this definition, we will consider interactive pedagogical technologies as a set of methods used by the teacher in the process of interaction between him/her and students to teach professional communication. Interactive methods allow to intensify the process of assimilation and creative realisation of knowledge when solving practical problems, increase motivation and as a consequence - activity of participants of training in solving problems. In pedagogical practice a wide variety of forms and methods of interactive learning are learnt. Among them we can highlight some of the most productive for the formation of students' scientific speech culture, which served as the basis of interactive technology.

"Cluster". In linguistics, a cluster is a group of words that share a common theme. Clustering can be used to facilitate the process of memorising information. We proposed to work on cluster compilation at the stage of repeating the theoretical material on the topic. Composing a cluster, students had to remember the extra-linguistic features of scientific style and language means of their expression.

"Two-part diary", "Three-part diary". When determining the linguistic features of scientific style we used the techniques "Two-part diary" and "Three-part diary", which allow students to form not only the skills of determining the linguistic features of scientific style, correct construction of sentences, but also the skills of producing argumentative speech.

"Two-part diary" was compiled in the course of work with scientific style texts. After reading the text, students had to fill in the table with examples of language constructions characteristic of scientific style from the proposed passage. For example: fill in the table after working with the text "Lexical synonyms, their types and role in language":

"Synonymy is one of the brightest manifestations of system relations in the lexicon. Synonymic relations are entered into by words that are similar in terms of arising associations and proximity of denoted concepts. This feature is not inherent in all words of the Russian language. Thus, proper names, names of countries, cities, towns and their inhabitants, many specific names of everyday objects, words-terms do not enter into such relations.

Lexical synonyms (rp. **synonymas** - synonymous) are words that are close or identical in meaning and that name the same concept in different ways. Synonyms differ from each other either by the shade of meaning (close), or stylistic colouring (unambiguous, i.e. identical), or by both features at the same time. For example: *rouge - pink, rosy-cheeked, rosy-faced, rosy-cheeked, red-cheeked; vicinity - circumference, district* (colloquial); *premature - early, untimely* (with the words death, demise, ruin, etc.). The first ones are distinguished by shades of meaning. In the following two synonymic series, along with semantic differences, there are also stylistic (see the labels of colloquial and *bookish*), as well as stylistic (see the label *elevated)* differences .

Consequently, belonging to a style is often specified by indicating an additional connotation, i.e. a stylistic characteristic proper. Such synonyms are often also called semantic-stylistic synonyms, since they all have differences in meaning. (Note that this also explains the relative conditionality in singling out these types of synonyms). [3].

"Two Part Diary"

№	Language constructions	Examples from the text
1.	**Lexical level** Terms	*Synonymy, connotation, ideographic …*
2.	Common scientific words	*Systemic relations, connections, meaning..*
3.	**Morphological level** Abstract nouns	*Association, concept.*
4.	Short adjectives and participles	*Appearance, associated, conditioned*
5.	**Vocabulary level** Verbal nouns	*Occurrence, aspiration.*
6.	Words with suffixes -*stv, -ost, - ism* etc.	*Evaluative, depending on, belonging to....*
7.	**Syntactic level** Introductory words and constructions	*Hence,* belonging to *the style of...*
8.	Participle and de-partial expressions	*Combinations of words conveying their meaning phraseologically...*
9.	Passive constructions	*Words appear in the language..., synonyms differ..., often clarified by indicating.*

"Matching. When using the "Matching" technique, students are required to match a word or expression to its proposed meaning. This is a good technique for reinforcing the meaning of concepts.

assimilation	disambiguation
compression	polysemousness
dissimilation	likening
polysemy	compression
reduction	meaning
semantics	qualitative change

"*Synquain*". This technique allows to present in a generalised and concise form information about scientific style. We proposed to compose a synquain at the stage of summarising the lesson. One of the variants of the synquain composed by students can be the following:

Scientific style

Accurate, objective.

Describes, explores, obliges.

Increases the level of erudition.

The language of science

"*Diamante".* This technique allows you to compare the scientific style with other styles and clarify the distinguishing features:

Scientific style

Abstract, stereotypical

Reasoning, proving, teaching

Presentation of scientific information, activation of logical thinking.

Influences, makes you empathise, conveys feelings

Creative individuality of the author, use of tropes

Artistic style

At the stage of summarising the results of the lesson, it is also advisable to use the "POPS-formula" technique. This technique can be considered both as a method of organising reflection and as a method of control, a material for monitoring the results of the learning process. "PPS-formula" can be an excellent tool for building a discussion. The technique forms the ability to build a speech briefly, concisely, argumentatively, with all the relevant conclusions, which, of course, contributes to the development of skills of competent use of the studied constructions of scientific style and communicative skills in general.

The word POPS is an abbreviation consisting of the first letters of four words.

P - position

O - explanation

P - example

C - consequence

Position - I believe that the problem raised by the author of the article is extremely relevant.

Explanation - Over the past decades, the Russian literary language has changed, and the language of the media is a vivid confirmation of this. The media have always been of great importance in the life of society, and now the language of modern media essentially creates public opinion, influences the consciousness of the mass audience, affects the development of speech culture.

So, the problem of speech culture requires urgent solution and depends on all of us. A high level of speech culture is the main feature of a cultured and educated person. And the level of upbringing and education of society is an indicator of the strength and prosperity of the state. These and other interactive methods used at the lessons allowed making the process of learning difficult theoretical material accessible to students with different levels of language proficiency.

When performing *creative* tasks, students show the highest degree of activity. Such tasks can orient students to search for new information that needs additional explanations, clarifications, comments, for which it is necessary to refer to various learning tools to find the most optimal solution to the tasks. Creative tasks contribute to the development of imagination, logic, imaginative thinking of students, they require independent fulfilment, thus contributing to the manifestation of individuality of students. The absence of ready-made answers, the need to search and the possibility of building one's own trajectory of finding the right solution create a platform for cooperation and co-operation between all participants of the educational process.

One of the quite effective and widespread today methods that contribute to the formation of solid knowledge and the development of students' creative abilities is the *project method.* The use of this method is appropriate not only to improve the speech culture of future specialists, but also to solve other educational tasks: the formation of the ability to independently acquire and use new knowledge, to acquire personal and professional experience by non-standard means.

Speaking about the need to use interactive methods, it should be noted that their use is quite possible and no less effective in the conditions of distance learning. Today, when the educational process in higher education institutions of our republic continues to function in these conditions, the problem of finding new forms, methods and techniques of teaching remains very relevant.

CONCLUSION

Thus, the use of interactive methods in teaching students the stylistics of the Russian language contributes to the formation of skills of coherent, grammatically correct monologic and dialogic speech, a high degree of motivation to study the subject, improving the culture of communication, as well as provides ample opportunities for creativity, self-realization of students.

REFERENCES

1. Amidevna, Alimsaidova Sayora. "EDUCATION OF INTELLECTUAL PERSONALITY THROUGH PROJECT ACTIVITY". *Gospodarka i innovatsii.* 35 (2023): 388-391.

2. Bim-Bad B.M. Pedagogical encyclopaedic dictionary. - Moscow: Big Russian Encyclopaedia, 2008.

3. The emergence in the language of synonyms of the above types is due to a number of reasons" Valgina N.S., Rosenthal D.E., Fomina M.I. Modern Russian language: textbook/ Edited by N.S. Valgina.- M.: Alliance, 2018. - C.11

4. Lavrentiev G.V. Innovative training technologies in the professional training of specialists. - Barnaul: Izd-vo Altai State University, 2004. - C.11.

5. New Pedagogical and Information Technologies in the Education System / Edited by E.S.Polat. - Moscow: Academy, 2009. - P.114. Vorobyev V.V.. Linguoculturology (Theory and methods): Monograph. Moscow: Izd-voor RUDN, 1997. 331 pp. - 89 pp.

6. Amideevna, Alimsaidova Sayyora. "Ways for Forming Competence of School Students (Uzbek Language of Instruction)." *Journal of Advanced Zoology* 44.5 (2023).

7. Amidevna, Alimsaidova Sayyora. "FORMS OF SPEECH IN TEACHING DIALOGUE." *Gospodarka i Innowacje.* 35 (2023): 392-395.