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TECHNOLOGY OF PRACTICAL USE OF INTERACTIVE TEACHING METHODS IN RUSSIAN LANGUAGE CLASSES

Kalinina O.N*; Shakirova F.D**; Yadgarova G.I***

[1,3]Senior Lecturer,
National University of Uzbekistan named Mirzo Ulugbek,
UZBEKISTAN

ABSTRACT

This article discusses the use of interactive methods in Russian language classes. Interactive teaching methods provide solutions to educational problems in various aspects. The interest in interactive methods is caused by the need to improve the modern system. The use of interactive methods makes it possible to organize independent cognitive activity of students during the lesson. The possession of interactive learning technology and its use in the educational process, including in Russian language lessons, will undoubtedly contribute to the development of students' qualities that correspond to the processes taking place in life today.

KEYWORDS: *Interactive, Technology, Creative Approach, Communication, Active Methods, Interaction, Game Method, Discussion.*

INTRODUCTION

The use of new technologies in the learning system is a prerequisite for the intellectual and creative development of students. New technologies include multimedia complexes and interactive learning with the use of gaming technologies.

Interactive learning is primarily a dialogue learning, during which the interaction of the teacher and his student is carried out. The concept of this technology is based on an understanding of the social interaction of people in interpersonal communication, the most important feature of which is the ability of a person to accept the role of another, to imagine how he is perceived by a communication partner[1]. The essence of interactive learning is that the learning process is organized in such a way that almost all students are involved in the process of cognition. In an organized environment (interactive environment), they have the opportunity to understand and reflect on what they study, learn, do, know and think.

Interactive training is aimed at the formation of communicative competence in Russian. Effective learning tools can be maps, slides, films, computer simulation (this is the closest to reality simulation of management and decision-making processes), role-playing (business) games, project methodology.

When teaching the Russian language, various business games are of no small importance.

Active teaching methods are divided into two large groups: group and individual.

Group ones are applicable simultaneously to a certain number of participants (group), individual ones - to a specific person who carries out his general, special, professional or other training outside of direct contact with other students.

Various authors classify active teaching methods (AMO) on different grounds, highlighting a different number of groups of active methods.

For example, Golubkova O.A. andPrilepoA.Yu. classify interactive teaching methods based on their communicative functions, dividing them into three groups[7]

1. Discussion methods:

- Dialogue;

- Group discussion;

- Analysis and analysis of life situations.

2. Game methods:

- Didactic games;

- Creative games, including business, role-playing games;

- Organizational and activity games;

- counterplay.

3. Psychological group of interactive methods:

- Sensitive and communicative training;

- Empathy.

According to experts, interactive methods used in the educational process should meet the following requirements:

- Active, creative, proactive participation of students in the process of obtaining knowledge;

- Formation, accumulation and development of skills in the process of group and individual classes;

- Maximum approximation of learning outcomes to the field of practical activity;

- Cooperation of students and the teacher in planning and implementing all stages of the learning process.

Yu.N. Emelyanov suggests conditionally combining active group methods into three main blocks: a) discussion methods (group discussion, analysis of incidents from practice, analysis of

situations of moral choice, etc.); b) game methods: didactic and creative games, including business (managerial) games, role-playing games (behavioral learning, game psychotherapy, psychodramatic correction); counterplay (transactional method of awareness of communicative behavior).[5]

S.V. Petrushin suggests the main methods of active learning to be divided into the main directions: [5]

By the nature of educational and cognitive activity, methods of active learning are divided into: imitation methods based on imitation of professional activity, and non-imitation. The peculiarity of simulation methods is their division into gaming and non—gaming. The methods in the implementation of which the trainees must play certain roles belong to the game. At the same time, non-gaming ones include analysis of specific situations (ACS), actions according to instructions, etc. The peculiarity of non-simulation methods is the absence of a model of the process or activity being studied.

According to the type of activity of participants in the search for solutions to problems, methods based on:

-ranking by various attributes of objects or actions;

-optimization of processes and structures;

-design and construction of objects;

-choosing tactics of actions in management, communication and conflict

Situations;

- Solving a research, managerial or socio-

psychological task;

- demonstrations and training of attention skills, invention, originality,

quick thinking and others.

According to the number of participants, there are: individual, group, collective methods.

Voronova A.A. identifies three main types of active learning methods: [6]

A method for analyzing specific situations. Situations can be different in didactic orientation and are used in accordance with the task that the presenter sets for the group: a situation is an illustration, a specific case proposed by the presenter to demonstrate theoretical material; a situation is an exercise where participants must highlight and memorize some elements; a situation is an assessment in which the proposed problem has already been solved, and participants are invited to evaluate it; a situation is a problem, a number of questions are posed to the group that need to be analyzed and solved.

Game simulation or simulation games. Games (simulation) are divided into business, where a simulation model is set in advance, and organizational, where participants themselves choose a system of solutions. There is also a classification of active teaching methods, which involves dividing them into four groups, combining group and individual forms of classes, with the primacy of the former.

Discussion methods (free and directed discussions, meetings of specialists, discussion of life and professional incidents, etc.), built on live and direct communication of participants, with a passively detached position of the moderator performing the function of organizing interaction, exchanging opinions, if necessary, managing the processes of developing and making a group decision.

Game methods (organizational-activity, imitation, role-playing games, psychodrama, sociadrama, etc.), using all or several of the most important elements of the game (game situations, roles, active playback, reconstruction of real events, etc.) and aimed at gaining a new experience that is inaccessible to a person for one reason or another.

Rating methods (efficiency ratings, popularity ratings) that activate the activity of students due to the effect of competition.

Each group of active teaching methods assumes a specific organization of interaction of participants who are in the position of students, and has its own specific features. Thus, there is currently no single view on the problem of classification of teaching methods, and any of the classifications considered has both advantages and disadvantages.

In modern society, the question of improving educational methods is becoming more acute. Modern children need a different approach to learning. Today's time requires a new level of education of students. Students should become, first of all, socially adapted personalities, and all the knowledge gained at school should have a practical outlet into adulthood. Therefore, it is right now to talk about improving education.

One of the ways of such improvement is the introduction of the Singapore methodology of education. Thanks to this method, we can:

-increase the level of knowledge acquisition by students;

-to introduce students to a new form of presentation of the material;

-increase students' interest in the subject.

New things are always perceived by students with special attention. The Singapore methodology is no exception. Its essence consists in group learning (Cooperative learning). For students, entertaining work in groups. Everyone feels the support of the team, and at the same time, individual responsibility is assigned to everyone. Students have more opportunities to show themselves, express their opinion, make their choice. They may be feeling the importance of their point of view for the first time. In the Singapore education system, students have more independence, and the teacher is no longer the center of the lesson. He only needs to be able to direct and organize the activities of students.

In order for our students to really become successful, we need to teach them the skills of effective communication, cooperation and teamwork. They also need to master the skills of critical and creative thinking to find solutions to the problems they will have to face in a world unlike ours. Lessons should be aimed at this. When working in groups, when they move around, everyone is involved in this process, they are interested and the information is easily remembered.

Interactive learning allows you to solve several tasks at the same time, the main of which is the development of communicative skills and abilities, helps to establish emotional contacts between students, provides an educational task, because it teaches you to work in a team, listen to the opinion of your friends. The use of interactive forms in the learning process, as practice shows, relieves the nervous load of students, makes it possible to change the forms of their activities, switch attention to the key issues of the topic of classes.

The combination of active methods, means and forms of education allows to optimize the educational process, improve the quality of education, provide conditions for self-education of students, organize joint activities of a student and a teacher aimed at self-realization of students. Active learning, which is carried out with the help of active methods, contributes to the formation of cognitive interest in the acquisition of knowledge and educational activities.

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