

Innovative Methods of Teaching Russian Language and Literature

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Annotation. The traditional education system lags somewhat behind the needs of society. The concept of modern education has determined the goal of the teacher's professional activity - to form students' ability to successfully socialize in society, actively adapt to the labor market. The consequence of this is the development of innovative technologies in teaching. Innovative methods are characterized by a new style of organizing educational and cognitive activities of students. Modern teachers admit that the technology of problem-based learning presents the maximum opportunities in the development of creative abilities, intellectual activity

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The traditional education system lags somewhat behind the needs of society. The concept of modern education has determined the goal of the teacher's professional activity - to form students' ability to successfully socialize in society, actively adapt to the labor market. The consequence of this is the development of innovative technologies in teaching. Innovative methods are characterized by a new style of organizing educational and cognitive activities of students. Modern teachers admit that the technology of problem-based learning presents the maximum opportunities in the development of creative abilities, intellectual activity. N.A. Menchinskaya, P.Ya. Galperin, N.F. Talyzina, T.V. Kudryavtsev, Yu.K. Babansky, I. Ya. Lerner, M I. Makhmutov, A. M. Matyushkin, I. S. Yakimanska, A. K. Mynbaeva, Z. M. Sadvakasova.

In general, we can talk about two groups of strategies: directly affecting learning and promoting learning. The former may include:

- cognitive strategies that students use to make sense of the material,
- memorization strategies - for storing it in memory,
- compensatory strategies - help to cope with difficulties arising in the process of communication.
- The second group includes strategies related to creating conditions for learning and helping to overcome psychological difficulties in language acquisition.

In recent decades, in connection with the development of modern educational technologies, audio and video recordings, computer programs, and distance learning have been widely introduced into the educational process. Information technologies enrich the educational process in many areas of knowledge, in a variety of learning conditions and at all levels. This fully applies to teaching foreign languages, especially abroad, where direct contact with the target language is limited.

Within the framework of this technology, the student really becomes an active subject of the educational process, independently owning knowledge and solving cognitive tasks. The purpose of such techniques is to activate, optimize, and intensify the process of cognition. Innovative teaching involves the mandatory inclusion of students in activities, collective forms of work, exchange of views.

The features of innovative learning are:

- work ahead of schedule, anticipation of development;
- openness to the future;
- focus on personality, its development;
- mandatory presence of elements of creativity;
- partnership type of relationship: cooperation, co-creation, mutual assistance, etc.

Innovations in education are called innovations, innovations in the content of education, in the forms and methods of teaching, in the teacher-student relationship, the use of information technologies for teaching, the introduction of new equipment, in the organization of the educational process, its management, etc.

Innovative technologies make it possible to realize one of the main goals of teaching the Russian language and literature - to provide an opportunity to move from studying a subject as a systemic and structural education to studying it as a means of communication and thinking, and transfer educational and cognitive activities to a productive and creative level.

In the lesson, promising methodological techniques should be applied to develop the creative abilities of students: clusters, insert (in the case of independent study of theoretical material), filling out tables, two-part diary, reading with stops, joint search, cross-discussion, round table; apply elements of TRIZ (technologies for solving inventive problems): "Surprise!" (when reading the biography of the writer), "Catch a mistake!"; classical lecture teaching, teaching with the help of audiovisual technical means, tests, method of projects (classes on "Literary local history").

The use of design technology: will increase and deepen the interest of children; will develop the creative abilities of students through the formation of competence in the field of independent cognitive activity, initiation to reading, the development of curiosity, broadening the horizons), critical thinking; will help schoolchildren acquire skills to work with a large amount of information, research skills (see a problem and outline ways to solve it), communication skills (work in groups).

Interaction with the group in the classroom and outside them, ensuring the cooperation of students in the lesson, the teacher-humanities teacher is obliged to create an atmosphere of trust, mutual respect between the teacher and students, to involve students in active independent activities. In the classroom - offsets, it is possible to carry out group work, which contributes to the education of collectivism, conditions are created for the disclosure and manifestation of the individual characteristics of students. In addition, such a lesson creates an atmosphere of student-student cooperation, and the participation of consultants and assistants at the verification stage ensures teacher-student cooperation.

To develop interest in the Russian language and literature, historical, etymological references that may interest children should be included in the lesson; "Rank", "Flip-flop", "Web of words", etc., use creative experiments, project method, non-standard lessons, contests, Olympiads.

In the modern ("information") society, one of the rapidly developing methods and arousing great interest from students is the use of Internet resources as an innovative approach to teaching.

The idea of using the Internet in education is not new. Since the early 1990s, national and international computer networks have been widely used for educational purposes within the framework of various educational approaches. Both students and teachers were able to exchange information in a mode that does not depend on time and place. New digital technologies have freed the human mind for more creative tasks that contribute to personal development. This allows students to interact creatively with both classmates and the teacher.

The Internet can be viewed as a "means of production", including in the educational process. It is used both as an inexhaustible source of information and as a new communicative environment in which educational work can be organized in a new way.

The Internet allows you to organize a real, mobile information environment, in which you can not only draw information, but also solve many other communication tasks. Its use helps to increase the motivation of students, since in the case of using the Internet during classroom and individual lessons, modern students are able to immerse themselves in their familiar information

environment. On the Internet, resources of various scales are used for educational purposes - from web pages with interesting educational materials (often test materials) to voluminous projects for full-fledged, from the point of view of compilers, distance learning.

- The teacher, using the Internet, can update the material of his own textbooks;
- find additional information;
- self-control;
- materials;
- post educational information;
- develop interactive training to apply various forms of control and provide feedback;
- make contacts between different members of the group; work with hypertext, audio and video files and blogs.

It is especially good to use Internet communication with students of universities of foreign countries when studying the classics of Russian literature, which arouses great interest among foreign youth. This enables students to consider the meaning of the work from different angles.

The Internet allows you to implement various techniques, provide methodological developments, diversify the educational process, make it more attractive, take into account the needs and interests of the subject of training, the level of his training, promptly and purposefully control the work of students, and effectively manage it.

Speaking about the disadvantages of working with the use of the Internet, the researchers mention as the main the self-enclosure of educational materials (the inability to go online). This gap can be overcome by directing students to specific segments of the Internet associated with the topics they are learning.

Even Alexander Adamsky argued that: "Only a naive or deluded person can believe that innovative pedagogy is a universal replacement for traditional teaching methods."

This problem can be solved in the following way. It is necessary that traditional and innovative teaching methods be in constant interconnection and complement each other. These two concepts must exist at the same level.

An innovative approach to teaching allows you to organize the educational process in such a way that the lesson is both fun and beneficial for the child, without turning into just fun or a game. And, perhaps, precisely in such a lesson, as Cicero said, "the eyes of the hearer will light up against the eyes of the speaker."

What is "innovative learning" and what are its features?

The definition of "innovation" as a pedagogical criterion is encountered often and is reduced, as a rule, to the concept of "innovation", "novelty". Meanwhile, innovation, accurately translated from Latin, does not mean "new", but "into the new." It was this semantic load that J. Botkin put into the term "innovative" at the end of the last century. He outlined the main features of the "didactic portrait" of this method, aimed at developing the student's ability for self-improvement, independent search for solutions, for joint activities in a new situation.

Using the technology for the development of critical thinking in my work, the most acceptable for myself, I consider such techniques as discussion (from Lat. - research, analysis, discussion of any issue).

Discussion is one of the most difficult forms of speech, for mastering which requires preliminary preparation with speech stamps that help children express their thoughts. This technique is especially effective in literature lessons when discussing and analyzing a work of art. Group discussion can be used both at the stage of challenge and at the stage of reflection. Moreover, in the first case, its task is to exchange primary information, identify contradictions, and in the second, it is the possibility of rethinking the information received, comparing one's own vision of the problem with other views and positions. The form of group discussion contributes to the development of dialogical communication, the formation of independent thinking.

I also find it effective in some lessons to read with stops and Bloom's questions (a conventional name for a methodological technique for organizing reading using different types of questions).

The development of critical thinking is also facilitated by non-traditional lessons, which can increase the student's interest both in the subject and in learning in general. I see creativity in such lessons not in entertainment, but in the selection of such tasks, such didactic material, which with its novelty, unusual presentation (travel, meeting, competition, game, etc.), causing surprise, activates the student's attention and thinking. Getting into an unusual situation, the child is involved in activities, cooperation with the teacher, thus creating a positive emotional background, the intellectual and volitional spheres begin to function actively, knowledge is more easily assimilated, skills and abilities are formed faster. This is facilitated by the creation of conditions in non-standard lessons for mobilizing the creative reserves of both the teacher and the student. Preparation for non-traditional lessons is carried out very carefully, and this, as a rule, requires a lot of effort and time from both the teacher and the student. In my practice, I most successfully use several non-traditional forms of the lesson: workshop, quiz, research, travel, dialogue based on a problem situation, business game, test. The choice depends on several conditions: firstly, I take into account the age characteristics of students, and secondly, the tasks, goals, content of training in connection with the topic being studied.

For example, a seminar lesson is of a repetitive and general nature.

It contributes to the formation of a scientific style of speech, self-assessment of their own statements, it turns out to be an effective form of control and self-control, children learn to work independently, to use scientific literature. The theory is the basis of the content of the lesson-seminar. The leading goal is the formation of theoretical thinking, which will allow students to independently select, study information and apply the knowledge gained in practice.

In accordance with the tasks of repeating the sections, seminars can be organized on the following topics: "Word composition and word formation", "Morphology. Independent and service parts of speech", "Punctuation of a simple sentence", etc.

Lessons of this kind require careful preparation by both the student and the teacher. The educational and educational value of the seminars is undeniable. It consists, first of all, in the fact that schoolchildren learn to independently work with scientific literature, to build their performances in accordance with the proposed plan, and this prepares students for studying at a university.

One of the modern requirements for a Russian language lesson is working with text. In this regard, I use in my work such a lesson form as research. The very name "lesson - research" shows the main task - the study of language material based on texts.

When preparing for such a lesson, special attention should be paid to the choice of text. The text should be highly artistic, while it is necessary to take into account both the age characteristics of the students and the volume of the studied material. It is advisable to use for analysis the texts of different authors, united by a common theme, texts of different styles and types of speech, in order to subsequently conduct a comparative and contrastive analysis.

In such a lesson, the teacher is faced with the task of examining the language of a literary text / several texts / "under a linguistic microscope" and, at the same time, not depriving a work of art of its poetic charm and integrity. As a rule, before such a lesson, I introduce you to the work at a literature lesson so that they have an idea of the work as a whole. With all the variety and effectiveness of non-traditional lessons, they often cannot be used for a number of reasons. But you really want each lesson to be special, with its own "zest". Therefore, I often resort to non-standard, creative elements of a separate traditional lesson. This is a lexical dictation or dictation - a crossword puzzle, as the guys call it, and composing riddles in the lesson, and a commented letter or warning dictation with a "wagon driver", and a task of the "find excess" type that instills the ability to synthesize and comprehend information. The main thing is that children in the lesson had no time to get bored, so that they would like to work, study, and after all, the situation of success, which, as a rule, is created by non-standard lessons or elements of lessons, and the independence to which children are accustomed to in such lessons are important, and a creative attitude to the Russian language, which is brought up only in creative lessons.

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