PEDAGOGICAL TECHNIQUES AND METHODS OF FORMING INTEREST IN THE LESSONS OF THE RUSSIAN LANGUAGE

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Abstract
At the present stage of development of society, the education faces the task of the comprehensive development of the personality of the student. At the same time, education should ensure the spiritual, intellectual, creative development of students. The modern institute, where modern approaches to learning are implemented, aims not only to educate student with different abilities, but also to develop the creation of a creative environment in the classroom, aimed at a student-oriented learning model that affirms the value of the student's personality. The purpose of this article is to study pedagogical techniques and methods of forming interest in the Russian language lessons leading to the students' development.

Keywords and phrases: training, education, development, cognition, learning activities, behavior, instructors, teachers, students, parents.

Introduction
The principle of respect for the personality of the student and consideration of his spiritual potential in the content of education is realized through familiarization with world culture, considered in the aspect of social experience. At the same time, the essence of the educational process, i.e. the process of training, education and development, there is a purposeful transformation of social experience into personal experience, familiarization of students with all the richness of human culture [1].
In recent years, the attention of teachers has been increasingly attracted by the idea of developmental education, with which they associate the possibility of fundamental changes in the institute. If earlier the main task was the dissemination of knowledge, the general education of student, now the problem of developing abilities, the formation of talents in each student has arisen. It can be said with certainty that the introduction of developmental education in a modern institute is of great pedagogical importance.

The content of student-centered learning, methods, techniques are aimed at revealing and using the subjective experience of each student, based on the identification of his individual abilities as a subject of knowledge and objective activity [2].

The educational process of student-centered learning provides each student, based on his abilities, inclinations, interests, value orientations and subjective experience, with the opportunity to realize himself in cognition, learning activities, behavior. The content of education, its means and methods must be selected and organized so that the student can show selectivity to the subject material, its type and forms.

The criterion base of student-centered learning takes into account not only the level of knowledge, skills and abilities achieved, but also the formation of a certain intellect (its properties, qualities, nature of manifestations). Education as a set of knowledge, skills, individual abilities, is a means of developing the spiritual and intellectual qualities of a student, which is the main goal of modern education.

Learning and education are not identical in their nature and results. Learning through the acquisition of knowledge, skills and abilities provides social and professional adaptation in society. Education forms an individual perception of the world, the possibility of its creative transformation. Wide use of subjective experience in interpreting and evaluating facts, phenomena, events of the surrounding reality on the basis of personally significant values and internal attitudes.

What is needed in order to implement a model of student-centered learning in institute?

First, to accept the concept of the educational process not as a combination of training and education, but as the development of individuality, the formation of abilities, where training and education organically merge.

Secondly, to identify the nature of the relationship between the main participants in the educational process:

Managers, teachers, students, parents.

Thirdly, to determine the criteria for the effectiveness of the innovativeness of the educational process.

The recognition of the student as the main acting figure is, in my opinion, the essence of student-centered pedagogy.

Modernization of institute education focuses on the development of cognitive independence of students. The model of student-centered education is based on a scientific psychological and pedagogical concept, therefore, in the course of its implementation, psychological and pedagogical support, participation, assistance and support of a psychologist is necessary. The interaction of a psychologist and a teacher in the development of student-centered learning technology contributes to the

implementation of one of the priority areas for the development of the educational systems of Uzbekistan - the introduction of new developing learning technologies.

The most significant principles of a student-centered lesson:

Using the student 's subjective experience [2]

Actualization of existing experience and knowledge is an important condition for understanding and introducing new knowledge. Understanding as a whole is closely related to the subject's personal experience and is carried out on the basis of past experience, knowledge, rules and other knowledge (about one's capabilities, factors of understanding, etc.). Understanding is the main component of the learning process.

The variability of tasks, giving the student freedom of choice in their implementation and solving problems, the use of the most significant ways for him to study educational material.

The accumulation of knowledge, skills and abilities is not an end in itself (end result), but an important means of realizing student 's creativity.

Providing in the lesson a personally significant emotional contact between the teacher and students on the basis of cooperation, co-creation, motivation to achieve success through the analysis of not only the result, but also the process of achieving it.

When these principles are implemented, the information base of the lesson becomes truly developing.

The main thing that a teacher works for in a student-oriented educational space is the organization of an "event community" with a student, helping him in mastering the position of the subject of his own life. It is important that the student is able to overcome the passive position in the learning process and open himself as a carrier of an active transformative principle [3].

A teacher working in a student-centered institute enters into a new professional position for himself - to be both a subject teacher and a psychologist. The role of the teacher is the ability to professionally use data about the student in the educational process, creating a versatile educational environment in order to give each student the opportunity to express themselves. The teacher acts not so much as a translator of knowledge, but as an organizer and coordinator of learning activities.

At first, such a restructuring of professional consciousness increases the teacher's sense of anxiety, causes great difficulties, since it is necessary not only to improve their methodological level, but also to develop fundamentally different lesson notes, their didactic support. The interaction of a teacher with a teacher-psychologist in mastering student-centered technology is a key point and eliminates many learning problems. Not all students have the same interest in the subject being studied, they have different abilities, not everyone can show their own "Me".

As noted above, student-centered learning is such learning where the student's personality, its originality, self-worth is put at the forefront, the subjective experience of each is first revealed and then coordinated with the content of education. When designing the educational process, one must proceed from the recognition of two equal sources: teaching and learning. The latter is not just a derivative of the former, but is an independent, personally significant, and therefore a very effective source of personality development. The technologization of a personality-oriented educational process involves the special construction of an educational text, didactic material, methodological recommendations for its use, types of educational dialogue, forms of control over the student's personal development in the course of mastering knowledge. Only in the presence of didactic support that implements the principle of the subjectivity of education, we can talk about building a student-centered process. Let us briefly formulate the main requirements for the development of didactic support for a student-centered educational process [4]:

- Educational material should ensure the identification of the content of the subjective experience of the student, including the experience of his previous learning;

- The presentation of knowledge in a textbook (by a teacher) should be aimed not only at expanding their volume, structuring, integrating, generalizing the subject content, but also at the constant transformation of the available subjective experience of each student;

- In the course of training, it is necessary to constantly coordinate the subjective experience of students with the scientific content of the knowledge being given;

- Active stimulation of the student to self-valuable educational activity, the content and forms of which should provide the student with the possibility of self-education, self-development, self-expression in the course of mastering knowledge;

- Design and organization of educational material, providing the student with the opportunity to choose its content, type and form when performing tasks, solving problems;

- Identifying and evaluating the ways of educational work that the student uses independently, sustainably, productively. The possibility of choosing a method should be incorporated in the task itself. It is necessary by means of a textbook (teacher) to encourage students to choose and use the most significant ways for them to study educational material;

- When introducing metaknowledge, i.e. knowledge about the methods of performing educational actions, it is necessary to single out general logical and specific subject methods of educational work, taking into account their functions in personal development;

- It is necessary to ensure control and evaluation of not only the result, but mainly the learning process, i.e. those transformations that the student performs while mastering the educational material;
- The educational process should ensure the construction, implementation, reflection, evaluation of learning as a subjective activity. This requires the allocation of units of teaching, the use of teaching by the teacher in the classroom, in individual work (various forms of correction, tutoring).

It is necessary: firstly, to accept the concept of the educational process not as a combination of training and education, but as the development of individuality, the formation of abilities, where training and education organically merge; secondly, to identify the nature of the relationship between the main participants in the educational process: managers, teachers, students, parents; thirdly, to determine the criteria for the effectiveness of the innovativeness of the educational process.

Conclusion

Now, at the beginning of the 21st century, developmental education has acquired a "second wind". The new century requires a new personality: free, highly developed intellectually, capable of making decisions independently. You can create such a personality using a system of developmental education. Let's open the way to creativity, to great art in institutes! We will develop the instinct of creativity from the earliest years of the student. Let us give him a happy, courageous life, full of activity and courageous achievements.

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