



INNOVATIVE METHODS AND TECHNOLOGIES OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract

This article is devoted to the modern interactive pedagogical technologies, gaming methods of teaching and achieving the effectiveness of learning Russian as a non-native language and discusses the problems and advantages of these technologies, about a blended approach to learning.

Keywords: learning, interactive methods, Russian language, learning process, learning games, interactive stories, decision tree, lesson.

Introduction

The great Russian Scientist M. Lomonosov wrote: "The beauty, greatness, power and richness of the Russian language is evident enough from books written in the past centuries, when there were no rules for compositions yet, our ancestors did not know, but they hardly thought that such a thing existed or could be.

Charles the Fifth, the Roman emperor, said that it was decent to speak Spanish with God, French with friends, German with the enemy, Italian with the female sex. But if he was skilled in the Russian language, then, of course, he would have added that they should talk to everyone it is decent, because I would find in it the splendor of Spanish, the vivacity of French, the strength of German, the tenderness of Italian, moreover, the richness and strong brevity of the Greek and Latin languages in the images."

There is a lot to talk about the beauty and greatness of the Russian language. A lot has changed in education over the past two decades. To date, we Rusists face a number of questions. What is a modern lesson? Is the content or the form of the lesson more important? Can there be technology in the qualification of teachers in education? What do innovative technologies give to a lesson? How is today's lesson different from yesterday's lesson? There are many more questions to ask. How to be and what to do? I think there is no teacher who would not think about the questions: "How to make a lesson interesting, bright? How to captivate students with your subject? How to create





a success situation for each student in the classroom?". Every modern teacher dreams that the children in his lesson work voluntarily, with interest and creatively.

W. Ward wrote : "A mediocre teacher expounds, a good teacher explains, an outstanding teacher shows, a great teacher inspires." A teacher by vocation will necessarily give the basics, laying the foundation for becoming, explaining the importance of gaining knowledge, expanding the horizons of students. After all, it is interest that is the main incentive for the child's activity, his learning, development. In the last decade, the use of innovative technologies in the methodology of teaching Russian as a foreign language has become increasingly relevant. The issue of using innovative technologies in teaching in general and in teaching Russian as a foreign language (RCT) in particular is particularly relevant at present due to the increase in the general level of technical means, the development of teaching methods, which leads to finding the most effective, accessible methods and means of education aimed at "achieving the maximum possible mutual understanding in a multipolar world" (Strelchuk, Lonskaya, 2018: 751).

The main characteristics of educational technologies are efficiency and cost-effectiveness, ergonomics, high motivation for subject-based learning.

An innovative approach to learning allows you to organize the learning process, which makes the lesson a joy for the child, and maybe it is at such a lesson, as Cicero said, "the eyes of the listener will light up about the eyes of the speaker."

So, in this article I want to give a few methods and techniques that I use in my practice. In the context of "classical" education, the teacher is the sender of information, and the student is the recipient. In this case, the "chalk-and-talk" method is often used, i.e. "chalk-and-talk".

Interactive teaching methods are one of the main methodological innovations. By interactive teaching methods (from the English inter - "between"; act - "action"), we will understand the system of rules for organizing productive interaction of students with each other and with the teacher in the form of educational, business, role-playing games, discussions, in which new experience is mastered and new knowledge is gained.

Using the example of the topic : N.V.Gogol "Auditor", I want to list several innovative methods and how to use them in the classroom.

- * Basket of concepts , ideas , names
- * Cluster
- Game
- * Group interaction
- * Table "Image characteristics"





- "Decision Tree"
- * "Brainstorming"
- "General discussion"
- * Collect the phrase
- * Venn Diagram
- * Projects
- * Word associations
- * True and false statements

1 . Basket of Concepts, Ideas, Names

What do you know about this topic?

The word of the teacher.

Comedy "The Inspector". Gogol's departure abroad. October 7, 1835

Gogol wrote to Pushkin: "Please give me some plot, at least some, funny or unfunny, but Russian is purely an anecdote. The hand is shaking to write a comedy in the meantime"

In response to Gogol's request, Pushkin told him a story about an imaginary auditor, about a funny mistake that entailed the most unexpected consequences. Based on this story, Gogol wrote his comedy "The Inspector". The story was typical for its time. It is known that in Bessarabia, the publisher of the journal "Otechestvennye Zapiski" was mistaken for an auditor Piggy. In the city of Ustyuzhna, on the other side of Russia, a certain gentleman, posing as an auditor, robbed the whole city. There were other similar stories told by Gogol's contemporaries. The fact that Pushkin's anecdote turned out to be so characteristic of Russian life made it especially attractive to Gogol. He wrote in the Petersburg Notes of 1836: "For God's sake, give us Russian characters, give us ourselves, our cheats, our cranks on their stage, for everyone's laughter!"
Literary commentary.

In order to understand the work "The Inspector", we will talk with you about what are the features of a literary work intended for the theater, for staging on stage (this work is called a play).

In the play, the speech of the actors and their actions are recreated in a dialogical and monological form.

In the remarks, explanations for the directors of the play and the actors, it is reported which actors participate in the play, what they are by age, appearance, position, what kinship relations are connected (these author's remarks are called a poster); the place of action is indicated (a room in the house of the mayor), it is indicated what the hero





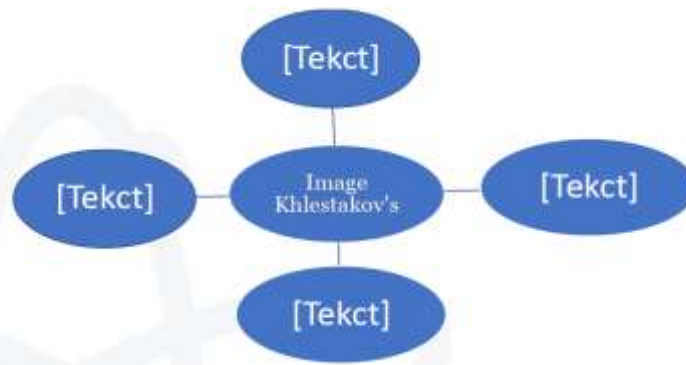
of the play does and how he pronounces the words of the role (“looking around”, “aside”).

2. Cluster

Cluster (cluster): involves the allocation of semantic units of the text and its graphic design in the form of a cluster.

It is important in the text you are working with:

1. Highlight the main semantic unit in the form of a keyword or phrase (topic).
2. Highlight the semantic units (categories of information) associated with the keyword.
3. Concretize the categories with opinions and facts that are contained in the information being mastered.



3. Role-playing game.

* This is a small scene played by students. Its purpose is to visualize, see, and revive circumstances or events familiar to students. For example, the familiar technique of "Reincarnation" can be used when studying Gogol's "Auditor".





4. Group work

As the easiest way to organize interactive, group work allows:

- - To study and discuss voluminous material in a short time;
- * Solve the tasks of differentiated and multi-level learning within the framework of the lesson;
- * - To activate the processes of socialization

Each participant of the game chooses a role for identification, whose name he writes on cards and hides in his pocket. Characters should not be repeated. By asking indirect questions about the worldview, way of life and character of the hero, the participants try to determine the roles of each other Couples and groups.



5. Table "Image Characteristics"

Prepare a message: "The image of the Gorodnichiy", "The Image of Khlestakov" (according to the table).

	Gorodnichiy	Khlestakov
Appearance		
Personality		
Speech		
Actions		

6. "Decision Tree".

The audience is divided into 3 or 4 groups. Each group discusses the issue and makes notes on its own "tree" (Whatman's sheet), then the groups switch places and add their ideas on the neighbors' trees. For example, Khlestakov's character traits.



7. "Brainstorming".

This is a way to encourage students to be active and generate ideas quickly. It can be used to solve a specific problem or to find an answer to a question. Students are divided into groups and brainstorm for 5-6 minutes. After that, all the most interesting ideas are passed on to other groups for fantasizing and generating ideas by the association. These secondary ideas are the basis for solving meaningful problems.

8. "General Discussion"

1. In what year was N. V. Gogol's comedy "The Inspector" written?
2. What epigraph did N. V. Gogol preface to the comedy "The Inspector"?
3. What is the culmination of the play?
4. Who gave Gogol the first idea about the "Inspector"?
5. Gogol, responding to reproaches that there is not a single positive person in the play about whom he wrote:
"I'm sorry that no one noticed the honest face that was in my play...This honest, noble person was ..."
6. Who owns the words spoken after the first performance of the "Auditor": "Well, a play! Everyone got it, and I got it the most!"?
7. Where is the city where the events of the play "The Inspector" take place?
8. Who is it about?
 - a) A man "without a king in his head".....
 - b)"Does not like to talk a lot and is a silent cheat".....
 - c)"A person who has read five or six books, and therefore a few freethinkers""
 - d)"A simple-minded person to the point of naivety"



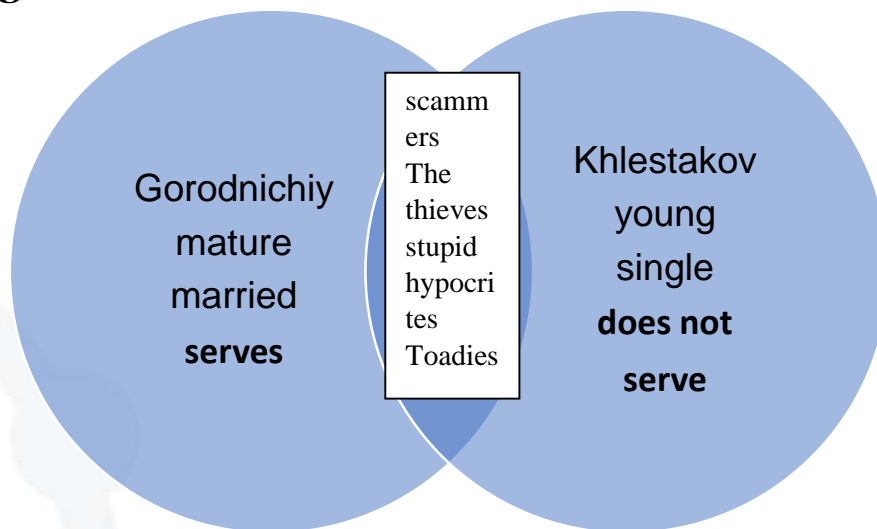
9. Collect the Phrase

Students are offered cards with individual words. It is necessary to collect a phrase belonging to N. V. Gogol and explaining, in his words, "the origin of the "Auditor". Points are awarded to the team that completed the task faster.

Words for cards:

to laugh at the bad I knew at once decided what I was doing over everything , to collect for me alone , everything, and.

10. Venn Diagram



11. Who is Talking About Whom

1. Stupid as a gray gelding ...
 2. Rotten through with onions ...
 3. Pig in a Yarmulke
 4. Takes all sorts of rubbish, prunes like this, what has been lying in a barrel for seven years already
 5. City gossips, damned liars short-tailed magpies, damned rattles
 6. As a child, his mother hurt him, and since then he gives off a little vodka
 7. Surname of the county doctor
 8. To whom the inner voice whispered "You will disappear like a wet chicken"
 9. The name of which plant became the surname of the trustee of the charitable institution
 10. Which of the heroes was" on friendly terms with Pushkin"
- Gorodnichy about Dobchinsky and Bobchinsky
Khlestakov about the Mayor
Merchants about the Mayor





Khlestakov about Kholopov, the caretaker of schools

Khlestakov about Strawberries

Lyapkin - Tyapkin about court assessors

Gibner about Strawberries

Khlestakov is the postmaster.

12. True and False Statements

Statements can be the most unexpected and illogical. The student's task is to agree or disagree with these assumptions, to put a "plus" or "minus". When working with this technique, students carefully consider the statements and decide whether they are true or not. This can be a good way to consolidate old concepts, prepare students to find the right answers in the studied works of art and test their understanding. As a result, there is usually a lot of discussion. Moreover, statements can be the most unexpected and illogical.

No	Approvals	Right/ Incorrect
1.	N.V. Gogol is a modern Uzbek writer.	
2.	Gogol is not the writer's real surname.	
3.	He was born into a poor family.	
4.	The comedy "The Inspector is written by Pushkin	
5.	He was called the successor of M.V. Lomonosov.	

Thus, the image, innovative technological get an important place in the sample. A wide range of different technologies allows you to use them in any area. At the same time, they become a very useful tool that makes the study of this phenomenon interesting and memorable. For example, role-playing games provide a positive emotional state of mind and communication orientation of the shelf. Gaming activity is the most attractive for schoolchildren, which affects the effectiveness of teaching a foreign language. Strongly drag out non-formatting of speaking interviews is carried out, contributing to the conscious ignorance of a foreign language. Your qualities such as self-esteem, infection, and the ability to work in a team are useful. The participants are actively, confidently working, helping others in a different way, listening attentively to their product judges, and it is more instructive to manage them by their participation.

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Internet Resources

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