

Methods Of Using Interactive Methods In Teaching Literature

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Abstract

This article deals with the problem of using teaching methods in a modern university. The idea that interactive teaching methods are a more convenient and effective method of teaching language and literature in a modern university is substantiated. A competent substantiation of this idea is traced. The article also touches upon the topic where the roles of the teacher and students are changing with the use of interactive teaching methods.

Keywords: modern education, choice of profession, role of language, native language, Russian language, choice of language,

Introduction

Recently, modern teachers of higher educational institutions often turn to active, as more convenient and effective, language teaching methods, that is, interactive teaching methods. The experience of working in a modern university shows that the time has passed when the goals and objectives of education are solved not only by explanatory and illustrative

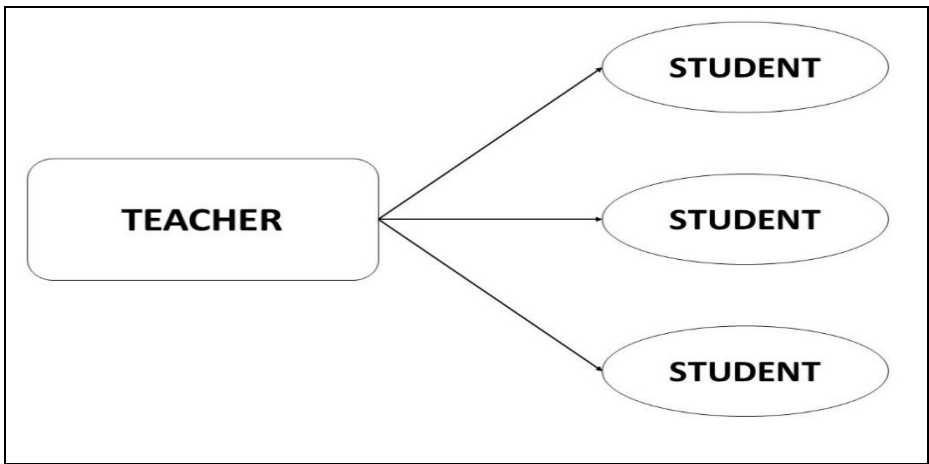
methods that orient students to the assimilation of ready-made knowledge.

But before talking about the superiority of interactive teaching methods, I think it would be appropriate to reveal some of them in more detail:

So, teaching methods can be divided into three generalized groups:

- one. passive methods.
2. active methods.
3. interactive methods.

The passive method is a form of interaction between students and the teacher, in which the teacher is the main actor and manager of the course of the lesson, and students act as passive listeners, subject to directives.



Communication between the teacher and students in passive classes is carried out through surveys, independent, tests, etc. Lecture is the most common type of class related to the passive method.

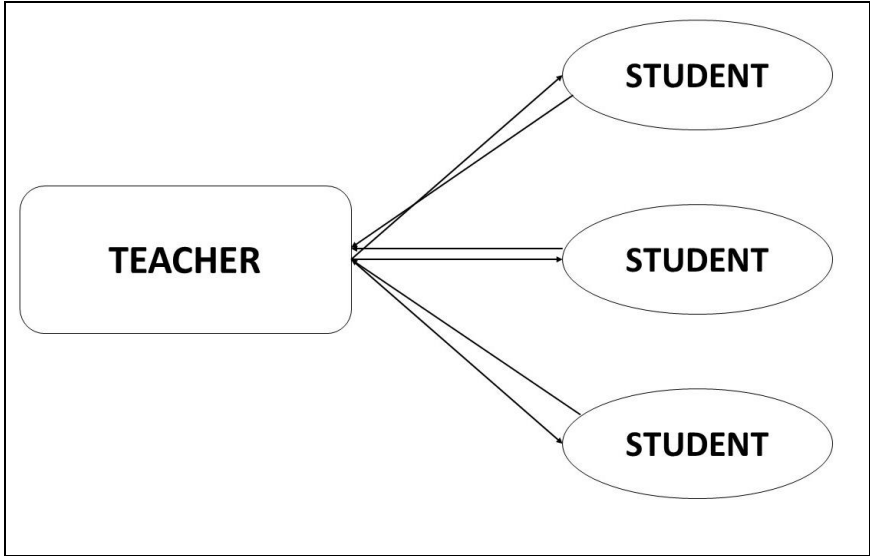
Active method -it is a form of interaction between a teacher and a student, in which the teacher and students interact with each other during the lesson. In this case, students are not passive listeners, but active participants in the lesson. If at a lecture, the main character and manager of the lesson is the teacher, then here the teacher and students are on an equal footing. If passive methods implied an authoritarian style of interaction, then active methods more suggest a democratic style. Many between active and interactive methods put an equal sign, however, despite the generality, they have differences. Interactive methods can be seen as the most modern form of active methods.

Active learning methods -These are such teaching methods in which the student's activity is productive, creative, and exploratory in nature. Active learning methods include didactic games, case analysis, problem solving, algorithm learning, brainstorming, out-of-context operations with concepts, etc.

At the same time, it is not the methods that are active, it is the training that is active. It ceases to be reproductive in nature and turns into an arbitrary internally determined activity of students to develop and transform their own experience and competence.

It is in the group that the effects of competition and support. Participants empathize with each other's successes and failures, analyze and evaluate the actions of partners, share experience with them, act as both educators and educators alternately. This is where the group effect comes into play.

interactive method. Interactive ("Inter" is mutual, "act" is to act) - means to interact, to be in a conversation mode, a dialogue with someone. In other words, unlike active methods, interactive methods are focused on a wider interaction of students not only with the teacher, but also with each other and on the dominance of student activity in the learning process.



Interactive forms of classes:

- arouse students' interest
- encourage active participation of everyone in the educational process;
- appeal to the feelings of each student;
- contribute to the effective assimilation of educational material;
- have a multifaceted impact on students;
- provide feedback (audience response);
- form students' opinions and attitudes;
- form life skills; • promote behavior change.

The most well-known and potentially effective forms of interactive learning in the Russian language classes are considered to be the following: creative task, work in small groups, role-playing game, mini-lecture, project development, active warm-ups. IFC formula. training, information block, case study, etc.

So, for example, when using the method of creative tasks in the Russian language classes, students increase cognitive activity and develop a need to learn, organizing work in small groups allows students to be able to jointly solve a certain range of issues, feeling the support of each group member, motivating the student to self-development and skills of self-positioning in a student team, in the process of role-playing, students develop a sense of team spirit, the ability to concentrate, think independently, develop attention, a desire for knowledge.

The material of mini-lectures in literature classes is strictly ranked (that is, it has stages of implementation, reflection, evaluation), is built according to the principle of scientific character, corresponds to the age characteristics of students and provides a practical orientation of the studied material, and this is its pluses. The project method contributes to the development of not only cognitive, creative skills of students, but also the ability to independently construct their knowledge, freely navigate in the information space, promotes the development of links between the theoretical and practical side of the subject.

Active "five minutes" contribute to the motivation of students to study subjects, strengthen interdisciplinary connections (Russian and English), develop the student's linguistic intuition, his observational skills, the ability to compare and generalize, allow for a comprehensive and systematic work on the formation of linguistic skills.

In turn, the IFC formula contributes to the development of not only students' analytical abilities, but also the ability to reason, independently find confirmation of their assumptions, and argue their own point of view. Thanks to the training method, each student can easily and with pleasure see and realize the swap of pluses and minuses, achievements and defeats.

Using interactive forms and methods, the teacher in the process of mastering the educational material guarantees a variety of not only mental, but also practical activities of students. "Compared to traditional learning, interaction between the teacher and students is changing in interactive learning: the activity of the teacher gives way to the activity of students, and the task of the teacher is to create conditions for the initiative.

So, using interactive technologies in the process of studying the topic "The lexical meaning of the word", students will acquire subject competencies (recognition of the function of the word in the language, the concepts of "vocabulary", "lexical meaning of the word", "explanatory dictionary", "dictionary entry"; knowledge of the basic techniques interpretation of the lexical meaning of a word; know the concept of "grammatical meaning of a word", the ability to use an explanatory dictionary (find dictionary entries, extract the necessary information from them, interpret the lexical meaning of a word using various techniques, distinguish between the lexical and grammatical meanings of a word).

Such a volume of competencies is obtained by students in the course of studying other topics included in the "circle of difficult questions of lexicology", if the language teacher uses interactive technologies.

So, what are the positive aspects of using interactive teaching methods?

When using interactive methods, the role of the teacher changes dramatically, ceases to be central, he only regulates the process and deals with its general organization, prepares the necessary tasks in advance and formulates questions or topics for discussion in groups, gives advice, controls the time and order of the planned plan. Participants turn to social experience - their own and other people's, while they have to communicate with each other, jointly solve tasks, overcome conflicts, find common ground, make compromises.

The advantages of interactive teaching methods are that they arouse students' interest, encourage the active participation of everyone in the learning process, appeal to the feelings of each student, contribute to the effective

assimilation of educational material, have a multifaceted impact on students, provide feedback.

form students' opinions and attitudes, form life skills, promote behavior change.

Unlike other active methods, interactive ones are focused on a wider interaction of students not only with the teacher, but also with each other and on the dominance of student activity in the learning process. The place of the teacher in interactive classes is reduced to the direction of students' activities to achieve the goals of the lesson. The teacher also develops a lesson plan (usually, these are interactive exercises and tasks during which the student studies the material).

Therefore, the main components of interactive classes are interactive exercises and tasks that are performed by students. An important difference between interactive exercises and tasks from ordinary ones is that that by doing them. listeners not only and not so much reinforce the already studied material, but learn new ones.

Interactive learning is a complex process of interaction between a teacher and students based on dialogue. Participation in a dialogue requires the ability not only to listen, but also to hear, not only to speak, but also to be understood.

Interactive teaching methods are very effective, as they contribute to a high degree of motivation, maximum individuality of teaching, and offer ample opportunities for creativity and self-realization of students. Listeners firmly master the material, as they acquire knowledge on their own.

It is interactive methods that allow students to feel their strengths, swap abilities. Students increase their self-esteem and self-confidence. It is very important to cultivate mutual respect, tolerance for the opinions and actions of other people. Such qualities as sociability, the ability to communicate with people, negotiate, and work in a team are highly valued in society.

In short, the dictionaries of synonyms of the first stage mainly consist of lists, the vocabulary is organized on the basis of thematic principles, is used for teaching rhetoric, understanding the subtle semantic differences of words and using them in speech, it is noticed that not only lists are given, but also their explanations, the commentaries also contain information about the historical development of synonyms, whether they are specific to the oral or literary language, whether they are their own or assimilated vocabulary layer.¹

The article presents a comparative analysis of proverbs containing the names of food products and expressing the specific features of Russian and Uzbek linguistic cultures. Russian and Uzbek proverbs are used as material, containing the names of food products, analysis of proverbs and sayings of the Russian language and their comparison with Uzbek details in the gastronomic picture world, which has developed among the two peoples and entrenched in the language.

Ever since computers began to make their way into language learning (and education in general), people have rightly wondered if the investment we're making in these technologies is value for money. Because digital technologies are so entrenched in society at large, this particular question is not asked as often, but it is still important to make sure that the technologies we have are used effectively.

The article discusses the study of the propaedeutic course of Russian literature in the context of the theory of intercultural communications. In the presented scientific direction, the most promising are the problems of a comparative historical, rather typological study of various national literatures.

The language portfolio is considered as a tool for self-realization, self-respect, self-improvement. An excerpt from a practical lesson in the discipline Russian language with gaming technologies and a table for testing the acquired skills of students with a professional orientation based on the results of the lesson are given.

The main criterion for evaluating a literary translation is not only close to the original text, but also preserves the style of work and the individual style of the author. In this short article, we will try to find out why you need a translator in order to adequately cope with the decision.

People do not understand everything when they are born, but they must learn everything so that they can understand. Take, for example, learning a foreign language; not everyone can understand it, but some non-native speakers can use the language very well. This applies not only to a foreign language, but also to other subjects. Therefore, in the process of learning, you may find that some people can learn each subject or several subjects very quickly and well. On the other hand, some people have learning problems.

This article analyzes the nature of the semantic volume of the word, the language corpus and the creation of the corpus of the Uzbek language. This question, which is of fundamental importance for semasiologically studies, has been interpreted in different ways in linguistics.

A complex approach to personnel training is necessary in the learning process, therefore, in the Russian language classes, we pay great attention to the formation of students' language competence through professional

vocabulary and terminology learned by them in the classroom.

The revival in Central Asia has led to the greatest achievements in the political, economic and spiritual life of society. During this period, political and legal sciences, new literature and art, medicine, philosophy and a new aesthetic consciousness were created.

To date, the state policy pursued in Uzbekistan to protect the legitimate and social interests of women, including women, ensure the full participation of women in the political life of the country, gender equality and reproductive health is highly appreciated by the world community, namely the International Labor Organization. UNICEF. World Health Organization.

Now more than forty methods of interactive learning are being used in practice: discussions, debates, case method, question and answer methods, projects, pert, cluster, thick and thin questions, three-part diary, dilemma and others. All of them provide good results, help to achieve the main goal of higher education, educate a talented student, and, as a result, develop an active life position. They provide an opportunity to develop logical thinking, argue your point of view, activating speech skills.

Thus, the goal of active learning is the creation by the teacher of conditions in which the student himself will discover, acquire and construct knowledge. This is a fundamental difference between the goals of active learning and the goals of the traditional education system in higher education institutions.

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