

The Importance of Interactive Learning Methods in Russian Language and Literature Lessons

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ABSTRACT

The significance of interactive teaching strategies in Russian language and literature lessons is discussed in this article. This article discusses the use of interactive educational technologies in classroom instruction as one method of competence-based modernization of education. Numerous aspects of educational challenges can be solved through interactive teaching approaches. Having access to interactive learning technology helps students develop the qualities needed to satisfy the requirements outlined in the next generation of state standards.

KEYWORDS: *interactive teaching methods, dialog communication, teaching methods, innovative forms of learning.*

Introduction

Special demands are placed on schools by a new perspective toward life and modern society. These days, the primary goals of education include preparing students to be autonomous learners as well as helping them acquire a certain set of knowledge, skills, and abilities. The goal of interactive learning is to actively include students in the educational process, frequently with the aid of technology. This contrasts with more passive methods such as the lecture. Students are more likely to remain attentive and interested when they are actively participating in the learning process. "Interactive learning as a special form of cognitive activity has in mind specific and predictable goals, one of which is to create such conditions under which the student feels his success, his intellectual viability, which makes the learning process itself effective".¹ Games, role-playing exercises, and simulations are examples of interactive teaching techniques that can help hold students' attention and make learning enjoyable. Student work under the direction of the teacher forms the cornerstone of modern education. Students have the finest opportunity to learn the language through classroom interactions. Role plays, brainstorming, case study techniques, presentations, and conversations are the most often used approaches.

Research methodology. According to A.T. Kaziyulova, to increase the cognitive activity of students and the results of educational activities in Russian language and literature lessons, interactive teaching methods such as brainstorming; business games; role-playing games; simulation games;

¹ Kasmurzayeva G.A. Interaktivniye metodi obucheniya v obrazovatelnom protsesse // Problemi perspektivi razvitiya obrazovaniya: materialy VIII Mejdunar. nauch. konf. (g. Krasnodar, fevral 2016 g.). - Krasnodar: Novatsiya, 2016. - S. 151-153. - URL <https://moluch.ru/conf/ped/archive/187/9559/>

discussion; presentations; and essays². These approaches, in the researcher's opinion, help students' cognitive activity to become more active and their understanding of the material independently. This, in turn, enables them to foster an environment in which schoolchildren can develop into self-realizing individuals capable of using reason and creativity to solve problems in a variety of contexts. Language learners are able to utilize the language in meaningful ways when there is interaction between the teacher and the students, which fosters a free space for communication. The student takes on an active role in the educational process during interactive learning because involvement and interaction are key components of the learning process, which instead of relying just on material transmission, facilitates assimilation. The active introduction of teaching elements of interactive methodology involves working in pairs, in small and large groups. Researchers A.E. Belkova and L.P. Lesnichenko consider the following effective interactive teaching methods in Russian language lessons, which allow to increase the level of cognitive position of students: group work; educational discussions; solving case problems; performing creative tasks; writing an essay; round table; compilation of the Portfolio storage folder; use of verbal and visual presentations in PowerPoint³. Many of the well-known teaching strategies must be revised by the instructor when using interactive teaching methods. For instance, it appeared simple to allow students to freely communicate with one another in the classroom. However, nothing will function if there isn't respect for one another, the capacity to listen, and appropriate general instruction for the course. It is feasible to accomplish a shift from the formal completion of specific tasks with the students' passive role to cognitive activity with the formulation of their own opinions by structuring classes on Russian language and literature using interactive approaches. The intricate process of dialogue-based teacher-student interaction is known as interactive learning. Because they maximize student motivation, allow for maximum originality in instruction, and provide a wealth of opportunities for creativity and self-realization, interactive teaching approaches are incredibly effective.

Discussion. As students experience every stage of learning and gain knowledge on their own, there is a stronger

² Kaziyulova A.T. Interaktivniye metodi obucheniya na urokax russkogo yazika i literaturi // Molodoy ucheniy. - 2016. - №8. - S. 1121-1126. - URL <https://moluch.ru/archive/112/28767/>

³ Belkova A.E., Lesnichenko L.P. Interaktivniy metod obucheniya na urokax russkogo yazika kak sposob povsheniya poznavatelnoy aktivnosti uchenikov // Molodoy ucheniy. - 2015. - №23. - S. 1068-1071. - URL <https://moluch.ru/archive/103/23947/>

assimilation of the content. The skills required for interactive techniques include delegation of tasks, goal-setting, making well-balanced decisions, scenario analysis, and a sense of delight and profound fulfillment from their work. Lessons can make use of interactive teaching techniques like business play, role-playing, brainstorming, simulation games, presentations, and essays. Students benefit from interactive technologies in terms of personal development. Interactive resources created for teaching are called interactive learning materials. Any mix of text, graphics, audio, and video, including screencasts, animations, questions for a self-test, and other interactive features, may be included on one or more of the pages. To get students involved and engaged with the lessons or material, interactive classroom activities prioritize student participation over one-way communication or individual learning. While studying phraseology and vocabulary, the game "Identify a couple" is available. Phenomenological phrases are written on the whiteboard, and students identify synonymous ones by reading more phraseological units. Brainstorming method: This approach began as a means of generating new ideas collaboratively in the 1930s. Speaking abilities, logical thinking, and reasoned point of view expression can all be developed through the "brainstorming" process. Enhancing the effectiveness of Russian language instruction is another benefit of the brainstorming method. Upon learning about the subject of "word formation," for instance, the most creative responses to the question "What do you think are the ways to form new words?" were provided. Students actively participate in the "take a stand" method's implementation in Russian language and literature classes. The classroom is filled with posters that display the words "yes" and "no". A brief statement is made by the instructor. The "yes" position is taken by a student who concurs with the statement, and the "no" position is taken by a student who disagrees. One of the interactive ways that allows all students to engage in the conversation is called "solving a dilemma." Students are separated into two to three groups. Following five to seven minutes of problem-solving, they report their findings to the class. Because a dilemma is a decision or inference that necessitates selecting between two opposing viewpoints, the use of this method demands nuance. Organizing a roundtable discussion ought to be an inherent part of studying Russian language and literature, as this interactive approach enables one to stand by one's position, identify appropriate solutions, and assess one's own and others' speech with objectivity. Harvard University was the first to employ this technique in the latter part of the 1800s. The student is compelled to make decisions on his

own and provide justification when using this instructional methodology. Debate topics are limited to one, but the winning side must support it with facts and arguments, while the losing team must expertly counter that argument with evidence drawn from a variety of sources.

Conclusion

Let's sum up by saying that interactive learning approaches are cutting edge pedagogies that support students' autonomous comprehension of course content and boost their cognitive activity. The study's analysis of teaching strategies for Russian language and literature classes helps to build and execute a model of a creative personality that not only possesses the ability to communicate, comprehends language and speech phenomena, and is capable of working independently to develop his culture, intelligence, and morality. This serves as the foundation for further successful personal development. The use of interactive teaching techniques in the classroom fosters the development of students' personalities by allowing them to think critically and rationally through a variety of problems. Students learn in an interactive classroom through doing and sensing. Teachers design their classes in such a way that the interactions between students and their surroundings enhance their knowledge and abilities. Interactions might take the form of manipulating and touching actual or virtual items. Asking questions, collecting feedback, having students give quick presentations, promoting debates, and using audio, video, and other resources to spark discussion will all help to make your class more interactive. Keep in mind that learning cannot occur without motivation and involvement. Be organized and concise.

Used literatures:

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