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Modern methods of teaching Russian language and literature in higher education.

The experience of working in a modern university shows that the times when the goals and objectives of education are solved only by relying on explanatory and illustrative methods that orient students to assimilate ready-made knowledge have passed. These days, modern teachers of higher educational institutions often turn to active, more convenient and effective, methods of teaching the language, which are considered to be, interactive teaching methods.

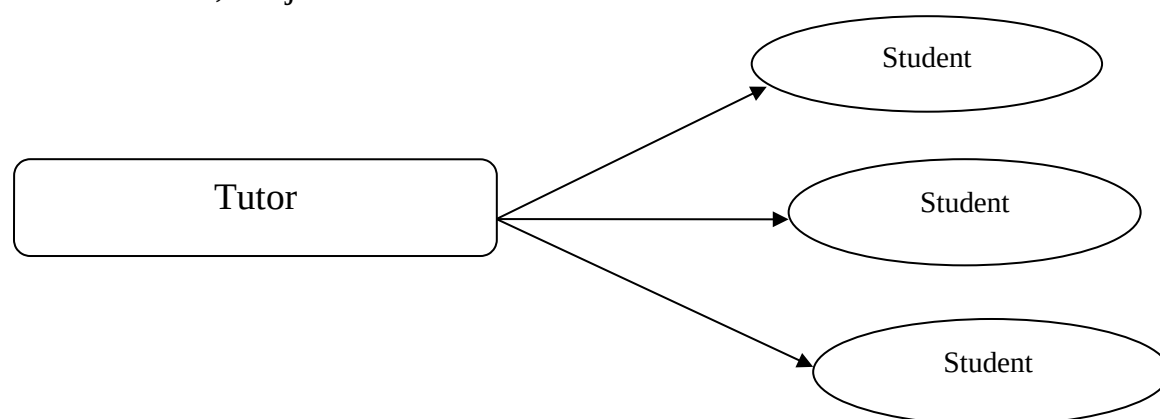
But before we talk about the advantages of interactive learning methods, it is advisable to study some of them in more detail:

So, the teaching methods can be divided into three general groups:

1. *Passive methods.*
2. *Active methods.*
3. *Interactive methods.*

[1]

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



The teacher's communication with students in passive classes is carried out through surveys, independent works, control works, tests , etc .The lecture is the most common type of passive method.

The active method is a form of teacher-student interaction in which the teacher and students interact with each other during the class. In this case, students are not passive listeners, but active participants in the class. If at a lecture, the main actor and manager

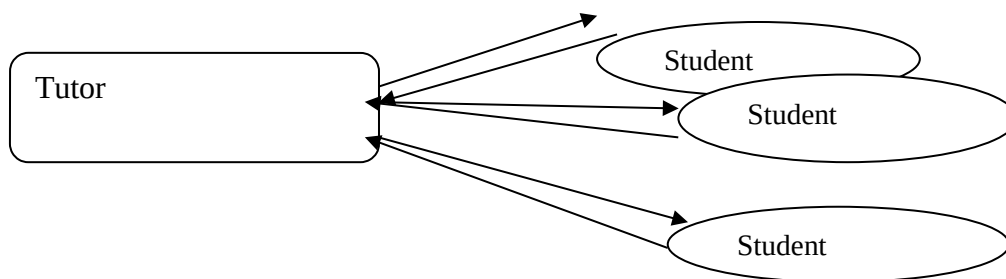
of the class is the teacher, then here the teacher and students are on equal rights. While passive methods assumed an authoritarian style of interaction, active methods assumed as more democratic style. Many people put an equal sign between active and interactive methods, but despite their similarities, they also have certain differences. Interactive methods can be considered as the most modern form of active method.

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

[2]

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

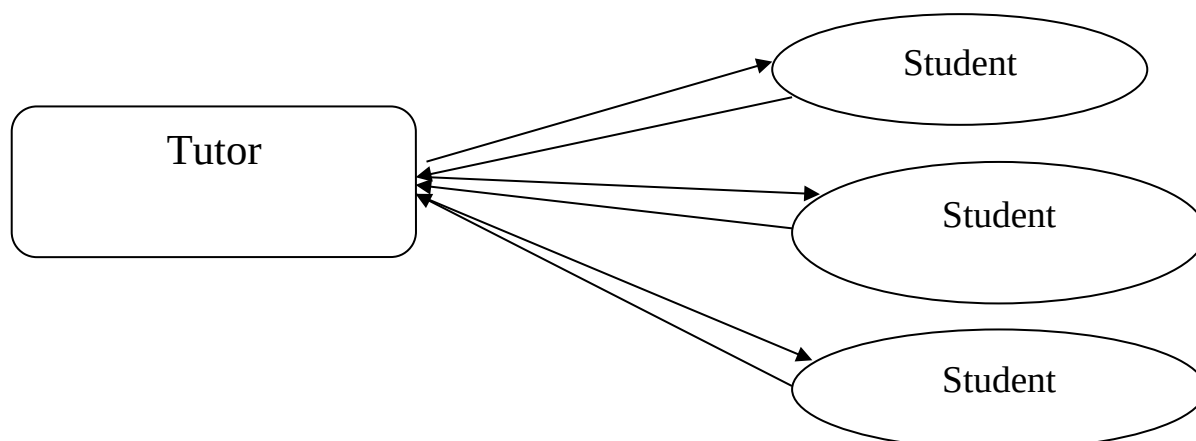
It is in the group that the effect of mutual stimulation, the effects of competition and support arise. Participants empathize with each other's successes and failures, analyze and evaluate the actions of partners, share their experience with them, and act as both trainers and trainees alternately. This is where the group effect manifests itself.



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

- arouse students ' interest;
- encourage 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 multi-faceted impact on students;
- provide feedback (audience response);
- form students ' opinions and attitudes; [3]

- form life skills • * contribute to behavioral change.



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

For example, when using the method of creative tasks in the Russian language classes, students' cognitive activity increases and the need to learn is developed, the organization of work in small groups allows students to have the opportunity to jointly solve a certain range of issues, feeling the support of each member of the group, motivating the student to self-development and self-positioning skills in the student team, in the process of role-playing, students develop a sense of team spirit, the ability to focus, think independently, develops attention, the desire for knowledge. [4]

The material of mini-lectures in literature classes is strictly ranked (i.e. it has stages of implementation, reflection, evaluation), is built on 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 advantages. The project method contributes not only to the development of students' cognitive and creative skills, but also to the ability to independently construct their knowledge, freely navigate the information space, and promotes the development of links between the theoretical and practical side of the subject.

Active "five-minute" sessions help motivate students to study subjects, strengthen inter-subject connections (Russian and English), develop the student's linguistic intuition, observation, ability to compare and generalize, and allow for complex and systematic work on the formation of linguistic skills.

In turn, the POP formula contributes to the development of not only analytical abilities of students, 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 their pros and cons, achievements and defeats.

During the training, students gain new experience, which is based on existing knowledge. Students gain skills in selecting and analyzing information. This technology is based on the age and personal characteristics of students and consists of several modules, which allows the teacher to choose different forms of organization for each module.

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 teaching, interactive learning changes the interaction between the teacher and students: the activity of the teacher gives way to the activity of students, and the task of the teacher becomes the creation of conditions for initiative." [5]

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

This 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 teacher-wordsmith uses interactive technologies.

Interactivity allows the student to form a range of necessary competencies, the basis of which is the enrichment of the lexicon (vocabulary) of students. И так, в чем же заключаются положительные моменты использования интерактивных методов обучения?

When using interactive methods, the role of the teacher changes dramatically, ceases to be central, he only regulates the process and is engaged in 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 implementation of the planned plan. Participants turn to the social experience of their own and other people, while they have to communicate with each other, jointly solve tasks, overcome conflicts, find common ground, and make compromises. [6]

The advantages of interactive teaching methods are that they arouse students' interest, encourage 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, and contribute to behavior change.

Unlike other active methods, interactive methods are focused on a broader 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 teacher's place 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 interactive exercises and tasks, during which the student learns 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 the usual ones is that by performing them, students not only and not so much consolidate the already learned material, but learn new ones.

Interactive learning is a complex process of teacher-student interaction based on dialogue. Participation in the 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, because they contribute to a high degree of motivation, maximum individuality of teaching, and provide ample opportunities for creativity and self-realization of students. Students firmly assimilate the material, as they gain knowledge on their own.[7]

It is interactive methods that allow students to feel their strength, their abilities. Students' self-esteem and self-confidence increase. 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.

Now more than forty methods of interactive learning are used in practice: discussions, debates, case-method, methods of questions and answers, projects, insert, 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 ultimately develop an active life position. They provide an opportunity to develop logical thinking, argumentatively defend their point of view, activating speech skills.

Thus, the goal of active learning is to create conditions for the teacher 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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