

THE IMPORTANCE OF USE OF INNOVATIVE TEACHING METHODS IN THE RUSSIAN LANGUAGE CLASSES AT THE UNIVERSITY

Mirzayeva E. T.

Lecturer at the Department of Russian Language
Kimyo International University in Tashkent

Abstract:

The article deals with the use and importance of innovative teaching methods in the Russian language classes at a non-linguistic university. The main technologies for the development of creativity, cognitive activity of students are considered - the technology of cooperation, learning in groups, learning together, role-playing game.

Keyword

innovative methods, speech, cooperation technologies, innovations, implementation of ideas, learning process, gaming activity.

Today, the university embodies the wisdom of knowledge accumulated over the centuries, and the energy, the breath of the younger generation - students, the unity of research and teaching, the spirit of freedom and the dialogue of youth and older generations, these are always questions and the search for answers.

For a young person who crosses its threshold for the first time, a higher school evokes awe and reverence, dreams of becoming a professional in their field, meeting new people, the best teachers here. In a word, it is a temple of science and knowledge, unity of youth and wisdom.

How to preserve the "spirit of wisdom" and pass it on to the younger generation? How to make the learning process such that a student, leaving the walls of the university every day, can say that today he learned a lot of new and useful things? How to make sure that the student and teacher get satisfaction from their interaction and communication? How to make the lesson lively, interesting and useful? In our opinion, one of the approaches to solving the problems is the active use of innovations in teaching, i.e. innovative teaching methods.

The introduction of innovations is becoming an important way to improve the efficiency of education. The desire to use innovations in education is becoming widespread. On the one hand, innovations change the methods of work of the teacher, the interaction itself, the relationship between the teacher and the student, and on the other hand, innovations change the thinking of the teacher, become the philosophy of practical activity of both teachers and students.

What do we understand by the concept of innovation in education? Innovative teaching methods?

Innovation (from Latin in - in, nove - new) - innovation, introduction of a new, introduction of novelty. Innovation is the process of mastering and introducing something new. Innovation is a phenomenon that carries the essence, methods, methods, technologies and

content of the new. The innovation process is a complex activity for the formation and development of education and organization of the new. [1, 420]

Innovative teaching methods are teaching methods that carry new ways of “teacher-student” interaction, a certain innovation in practical activities in the process of mastering educational material.

Teaching methods are a mechanism for the implementation of ideas that allow you to practically realize the goals, objectives, content, principles of learning. At the same time, teaching methods are also defined as the driving force of the entire learning process, and must meet the modern requirements of society, trends in the development of education.

Through the introduction of new teaching methods and techniques, there is a real reform of the learning process and education in general, which can be implemented by each teacher in each specific lesson. “Teaching methods set the pace for the development of the didactic system – learning progresses as rapidly as the methods applied allow it to move forward. [2, 432]

Innovative processes are the processes of creating pedagogical innovations, the processes of quantitative and qualitative transformations that reflect the new state of the object, pedagogical idea, fact, concept, etc., the analysis and comparative assessment of which, in accordance with the pedagogical values available in society, can serve the interests of the development of everything educational and pedagogical community. In our opinion, there is an objective relevance of the introduction of new educational technologies, which follows from the tasks they solve:

- 1) adaptation of the education system to new conditions, creation of a diverse market for educational services;
- 2) integration of the education system of our country with the world educational system;
- 3) ensuring mutual enrichment of domestic and foreign scientific and methodological schools;
- 4) effective provision of economic, social and political reforms;
- 5) the development of education based on the recognition of the self-worth of the individual, on universal human values.

Why is it necessary to use innovative teaching methods in the educational process?

Firstly, because modern times are the time of innovations, innovations and innovations. Every day we are faced with a new product and product, new knowledge, new ideas. And this should be consistent with the learning process and teaching methods.

Secondly, accustoming to innovative teaching methods, their constant use, makes it possible to make the thinking of the students themselves open to innovations, to teach them to work ahead of the curve, since these qualities are features of innovative learning.

Thirdly, innovative teaching methods are active learning methods. These teaching methods make it possible to form the experience of students' creative and innovative activities, which ultimately affects the competence of a future specialist. The essence of innovation in teaching, the very innovative teaching methods are also determined by their dynamism and activity. The features of innovative learning include:

- work ahead of the curve, anticipation of development;

- openness to the future;

- constant restlessness, in other words, the imbalance of the system, in particular the person himself;

- focus on personality, its development;

- obligatory presence of creative elements;

- partnership type of relationship: cooperation, co-creation, mutual assistance and others.

Active teaching methods are essentially interactive, since from methods of influence they develop into methods of interaction between the teacher and the student. Activation of the student allows you to form your own active position, including in relation to knowledge and the process of cognition. [3, 7]

It seems that only the widespread introduction of new pedagogical technologies will make it possible to change the very paradigm of education, and only new information technologies will make it possible to most effectively realize the possibilities inherent in new pedagogical technologies. Among the various areas most adequate to the goals set, the following pedagogical technologies can be distinguished:

- collaborative learning;

- method of projects;

- multi-level training;

- an individual and differentiated approach to learning, which is implemented in all the technologies listed above.

From the whole variety of innovative directions in the development of modern didactics, one can single out the project method, collaborative learning and multi-level learning for two reasons. Firstly, because they most easily fit into the educational process, they may not affect the content of education, which is determined by the educational standard for the basic level. Secondly, because these are truly pedagogical technologies, humanistic not only in their philosophical and psychological essence, but also in a purely moral aspect. What are the general ideas of collaborative learning?

At Tashkent International Kimyo University, education is provided in Uzbek, Russian and English. I, as a teacher of the Russian language, do everything to interest students in learning the Russian language. After all, the Russian language at the university is studied not only as a foreign language, but also as a specialty language. Establishing contacts, signing contracts, profitable deals, attracting investors, entering world markets and promoting brands of Uzbekistan depend on the competence of a young specialist in their field of work. Today's requirement is to graduate literate, trained, business specialists who must know the language of their specialty. Moreover, all economic areas operate at our university, graduates of which must be fluent in Russian.

A future specialist needs to be able to communicate, master the means of verbal and non-verbal communication, which determines not only interaction with people and the constructiveness of decisions made, but also the career of a specialist, his professional image and knowledge of languages.

Students can be interested in learning the Russian language when the teacher systematically uses innovative teaching methods in his classes. I think that the most effective for Uzbek students are learning in collaboration and learning in small groups. These are the methods I systematically use in my classes.

Learning in collaboration, learning in small groups has been used in pedagogy for a long time. The very idea of learning in cooperation is extremely humane in its essence, and, therefore, pedagogical. To understand this idea, the authors of the method advise to turn to the concept of the word "error". Rather, "mistake" can be defined as a wrong action or statement that comes from wrong judgment, knowledge, or inattention. The authors propose to add to this definition the following phrase: "which indicates the need for additional practice and great training in order to master the necessary skill or knowledge." On the one hand, the mistakes of students (trainees) will indicate that they have not yet mastered the necessary skills, and this will require additional practice of students to such an extent until they (each individually and collectively) master the knowledge sufficiently. But, on the other hand, if a student (student) does not make mistakes when completing a task, this means that he has learned how to perform it, and, therefore, he does not need additional practice. So, mistakes are just an indicator of whether the student needs help, additional practice.

Of course, the teacher is not able to help each individual student (student). But they are able to take on this responsibility themselves if they work in small groups, learn to be responsible for the success of each and learn to help each other. Everyone makes mistakes during the learning process. Only some need more time and effort to master the material, while others need less. Learning together is not only easier and more interesting, but also much more effective. And this efficiency concerns not only the success of the trainees, their intellectual development, but also moral. The main idea of collaborative learning is to learn together, not just do things together.

There are basic options for organizing training in cooperation. Each option has its own characteristics, there are certain similarities and differences between them. Consider the most interesting variants of this method:

1. Training in a team. This method pays special attention to the "group goals" and the success of the entire group, which can only be achieved as a result of the independent work of each member of the group (team) in cooperation with other members of the same group when working on a topic, issue. Thus, the task of each student is to learn this together, so that each team member acquires the necessary knowledge, develops skills, and so that the whole team knows what everyone has achieved. Variants of this approach to the organization of learning in cooperation can be considered individual-group work and team-game work. For example, students are divided into groups of 4 people, different in terms of learning level. The teacher explains the new material, and then offers to consolidate it in groups, to understand, to understand all the details. Here, work is organized to form an indicative basis for action. Groups are given a specific task, the necessary support. The task is completed either in parts (each student completes his part), or in a "turntable" (each

subsequent task is performed by the next student, either a strong student or a weak one can start).

2. Learning together. The group is divided into homogeneous (according to the level of training) groups of 3-5 people. Each group gets one task, which is a subtask of a larger topic that the whole group is working on. As a result of the joint work of individual groups and all groups as a whole, the assimilation of all material is achieved. Within the group, students independently determine the roles of each member of the group to perform a common task: tracking, monitoring the activity of each member of the group in solving a common problem, the culture of communication within the group. Thus, the group performs, as it were, a double task: on the one hand, the achievement of some cognitive creative goal, and on the other, the implementation of a certain culture of communication in the course of such work.

In the process of teaching the practical course of the Russian language in the classroom, teachers of the department use such active (innovative) teaching methods as business and role-playing games, holding an educational scientific conference or discussion on certain topics, the round table method, debates, etc. There are basic options for organizing training in cooperation. Each option has its own characteristics, there are certain similarities and differences between them. Consider the most interesting variants of this method:

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The main goal of teaching the Russian language in the Uzbek groups of the university is to improve Russian speech in various areas of communication, but with the priority of educational and professional speech. On the one hand, the professional orientation of teaching the Russian language involves teaching the language of the specialty, developing skills in working with literature in the specialty, but on the other hand, students must learn to apply the acquired knowledge in specific situations.

We believe that the most successful for the development of educational and professional speech and for practicing professional communication are classes held in the form of an educational discussion and conference. Thus, students - economists were offered a topic for discussion of the upcoming discussion "Is it necessary to carry out privatization in our state?". Previously, in the previous lesson, work was carried out on the text "Privatization": reading the text, getting acquainted with the content of the text, compiling a glossary of the text, i.e. determining the meaning of unfamiliar words. In addition, issues related to this topic were discussed: what is privatization? what was privatized in the first and second stages? what can't be privatized? what is a joint-stock company and others.

The group was divided into two teams, each of which defends the opposite point of view. To do this, they are looking for confirmation of their correctness in various sources: finding arguments, opinions of authorities in this field, considering arguments and facts from various scientific sources, explaining this fact in legislative materials, selecting relevant information using the Internet.

Further, the leader of this discussion gives the floor to the parties in turn, i.e. each member of the team stands up for the opinion that his group defends. At this time, all other participants listen carefully, express their comments, ask questions. Then the next participant speaks - a representative of the other team. The facilitator monitors the course of the discussion: regulates the discussion process, keeps it in a given tone, draws attention to the questions asked. After discussing the topic, the facilitator sums up, thanks all the participants, tries to find points where the opinions of the parties coincide. Each of the participants prepares a reasoned oral presentation, expresses his own opinion, subject to partial or complete disagreement with the point of view of the opponent, learns the skills of professional communication.

In modern pedagogy, several types of educational games are distinguished: games - competitions, instrumental games, role-playing games, business games and others. In the classroom, you can use any variety, but we often use role-playing games. Role play is an active learning method in which students get used to the role of another person. The main thing for the participant is to get used to the role, play it freely in accordance with the scenario that determines the course of action.

Each role-playing game is, as it were, the completion or generalization of the material covered, since knowledge of the program points will allow students to most fully and correctly take part in such a game.

In conclusion, it should be noted that the use of innovative teaching methods improves the quality and enhances the cognitive activity of students, the disclosure of creativity and independence, and also contributes to the formation of professional qualities necessary in the future specialty of students.

Literature

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