

THE USE OF INTERACTIVE FORMS OF LEARNING IN THE DEVELOPMENT OF COGNITIVE ACTIVITY OF STUDENTS IN THE STUDY OF M. BULGAKOV'S NOVEL "THE MASTER AND MARGARITA"

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Abstract

The article suggests ways to study M. Bulgakov's novel in a student audience. The teacher's use of such innovative pedagogical technologies as "Insert", "Venn Diagram", role-playing game also contributes to the development of cognitive activity of students in the classroom.

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The state policy in the field of personnel training provides for the formation of a diversified personality - a citizen through a system of continuous education, inextricably linked with the intellectual and spiritual and moral education of a person. Formation of an aesthetically rich worldview, high spirituality, culture and creative thinking among students. [1]

Currently, the problem of the lack of desire to read classical works of art by both students and students is becoming global. Modern youth, immersed in the world of computers and mobile phones, are not able to see the values that Russian literature can give them. Most often, its study is reduced to superficial reading or occasional acquaintance with the work. Sometimes students limit themselves to a brief retelling of a work of art downloaded from the Internet.

Therefore, the modern teacher is faced with the task of educating young people in the need to read, interest in the artistic word, the formation of aesthetic taste, the ability to creatively perceive what they read.

To attract students to reading fiction, it is necessary to increase their cognitive interest, develop their active activity, since the attitude of students to the learning process is usually characterized by the degree of their activity. Activity determines the degree of "contact" of the student with the subject of his activity.

The use of interactive forms of learning in the educational process is aimed at stimulating educational and cognitive motivation, the development of independence and activity; the education of analytical and critical thinking; the formation of communicative skills; self-development of students.

Students' cognitive activity can be activated by a wide variety of forms, methods and means of teaching. One of the ways to develop students' cognitive activity is the organization of problem-based learning.

Modern problem-based learning involves the creation of problematic situations under the guidance of a teacher, the organization of independent research activities of students when reading and analyzing text,

which contributes to creative search, the development of thinking abilities and, as a result, the formation of deep professional knowledge.

For example, when studying M. Bulgakov's novel "The Master and Margarita", which is sometimes not easily perceived by first-year students, it is advisable to pose such problematic issues as: What is good and evil? What does it mean to be merciful? Is the choice of an epigraph from Goethe's Faust accidental? Why does Pilate, wanting to save Yeshua, lead him to death? Does Frida receive forgiveness? etc.[5]

In order to answer such questions, students need to read the novel to the end, resorting to the dictionary of aesthetics. At the same time, you can use one of the TRKMCHP techniques - "Basket of ideas". The "basket of ideas" includes a stage of individual work, which will allow even the most passive to get involved in the discussion process, during which students learn to express their thoughts and judgments.

The level of cognitive activity of a first-year student also increases the use of the game technology "I believe - I don't believe" ("Yes-No"). Students are asked questions beginning with the words: "Do you believe that ...", to which they must answer in monosyllables in the affirmative or negative.

For example:

Do you believe that...

1. Was Berlioz's head cut off by a tram? (+)
2. Was Aloysius Mogarych a member of Woland's retinue? (-)
3. Did the critic Brassky give a positive review of the Master's novel about Pontius and Pilate? (-)
4. Did Margarita attend the ball of the hundred kings as a queen? (+)
5. The number of the apartment called "bad" in the novel was 50? (+)

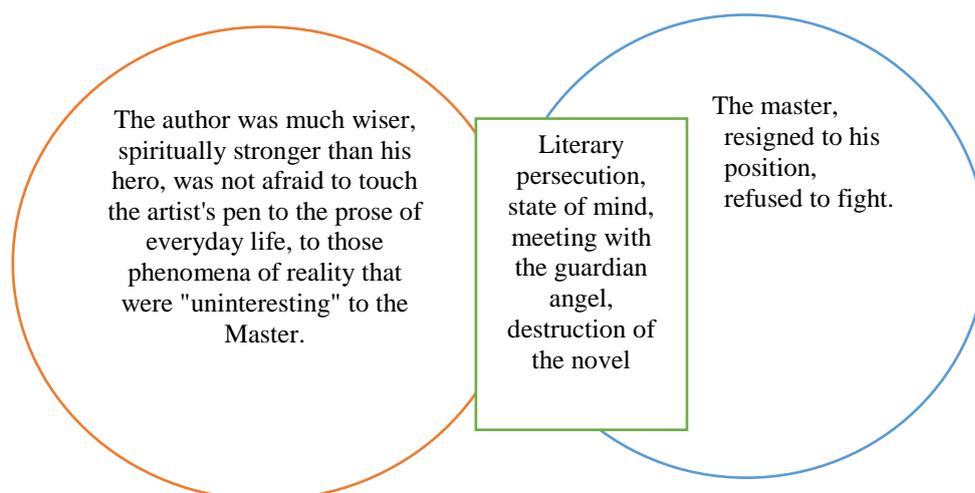
The teacher's use of such innovative pedagogical technologies as "Insert", "Venn Diagram", role-playing game also contributes to the development of cognitive activity of students in the classroom.

A good result is obtained by using the "Insert" technique, in which students independently analyze theoretical material with the help of special droppings. Students can formulate the acquired knowledge in the table: "I know - I learned - I want to know."

It is advisable to use the Venn Diagram technology after studying the material, when students have already formed certain knowledge, and they will be able to compare two heroes, two events, two phenomena, etc.

For example, when considering M. Bulgakov's novel "The Master and Margarita", the teacher may note that many pages of the novel are autobiographical. Of all the tragic characters in the novel, the author of this novel, Mikhail Afanasyevich Bulgakov, turns out to be the most disturbing to us. The image of the author is manifested here in two hypostases: in the image of the Master (the way he was) and in the image of Woland (the way he wanted to be). [3] The teacher gives the task, using the biographical data of M. Bulgakov, to find their correspondences in the novel in the fate of the Master and make a Venn diagram.

It will look like this:



Conclusion: M. Bulgakov, who created the "thrice romantic" Master, who himself experienced the vicissitudes of literary fate, was wiser and spiritually stronger than his hero. He knew the bitter taste of life and did not run away from it.

The level of cognitive activity will also increase the method of "role-playing".

You can play "The Trial of Pontius Pilate". The audience is divided into two groups - "accusers" and "defenders". During the "trial", students must, using extenuating circumstances, come to the "final verdict" proclaimed in chapter 32 of the novel.

Sample questions of the "accusers":

1. Why did you, Pontius Pilate, as a representative of the supreme judicial authority, send an innocent man to death? Wasn't it in your competence to bring the investigation to an end?
2. You had the opportunity to prove the innocence of Yeshua Ha-Nozri and thereby save him from execution. Why didn't you take this opportunity?
3. Why are you committing the second crime by killing Judas?

In accordance with these questions, another group of students is preparing a "defense speech", where they will have to present mitigating circumstances.

For example, after talking to Yeshua, Pontius Pilate realized that he was not facing a criminal, but a very intelligent man. He tried to save Yeshua by suggesting answers to his own questions with his intonation, but Yeshua rejects this help. Pontius Pilate could not resist his decision to defend Yeshua's freedom and life, as he was pressured by Kaifa. Besides, Pontius Pilate was not internally free, he was a slave to his position. [4]

At the stage of reflection, students are asked questions: Why was Pilate granted forgiveness after all? Who forgives Pontius Pilate - God or man?

During the analysis, students should come to the conclusion that only a person can forgive a person. Therefore, M. Bulgakov puts the words of forgiveness into the mouth of the Master.

At the stage of reflection, you can also use such types of work as making a cluster, "Cinquain", "Diamanta".

Example of cinquain:

Pontius Pilate

Formidable, cowardly.

Judges, punishes, suffers.

Sends an innocent man to be executed.

The fifth procurator.

Thus, the activity of the teacher, expressed in the application of modern teaching methods, should be aimed at the active reading activity of students, leading to the formation of a morally perfect personality with active life positions. Only constant search, love for fiction, joint comprehension of its eternal questions, riddles and moral lessons will help in the modern world to revive interest in the art of words, to introduce to the beautiful. Students receive new knowledge not in ready-made formulations, but as a result of their own active cognitive activity.

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