

NON-STANDARD LESSONS AS A MEANS OF INCREASING INTEREST IN LEARNING THE RUSSIAN LANGUAGE

Nosirjonova Z. E.

Student of the Kokand Pedagogical Institute

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Abstract

This article discusses effective methodological techniques for teaching the Russian language to foreign students. Non-standard lessons significantly increase students' interest in learning the Russian language. Non-traditional forms of conducting classes can be used in all classes, regardless of age, the level of preparedness and development of students. These lessons are able to level the knowledge of students, to activate their mental activity, to unite the team.

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The Russian language has long attracted attention in different countries as a phenomenon of extraordinary originality, as a keeper of great spiritual values.

When studying the Russian language in an Uzbek school, especially in rural schools, where there is almost no Russian language environment, students encounter many difficulties. The limited number of teaching hours per week requires the use of the most effective teaching methods.

The main goal of Russian teachers working in the Uzbek school is to provide students with practical mastery of the Russian language. This goal can be achieved if a creative approach to the organization of the educational process using various methods, ways of enriching the vocabulary, development of oral and written Russian speech of Uzbek schoolchildren.

The requirement for practical knowledge of the Russian language is that by the end of the training, students learn to freely and correctly express their thoughts in Russian, both orally and in writing. As Mirzayunusova Z.I. in his article: "The concept of motivation, which came from psychology into the general teaching methodology, is actively used today in methodological literature. It is one of the factors for improving the quality of education and acquires a special meaning when teaching a language. We aim to develop active communication skills at a sufficiently high level."

It is known that the active work of the class throughout the lesson contributes to the conscious and lasting assimilation of the material. But how to build a lesson so that the interest of students does not weaken for forty-five minutes.

Practice shows that non-standard lessons significantly increase students' interest in learning. The method of their implementation depends entirely on the creative approach and skill of the teacher.

Such lessons, as a rule, are preceded by preparatory work, students receive certain tasks that they perform under the guidance of a teacher, but they themselves can make adjustments to the input of the

lesson. It is here that the elements of cooperation between students and the teacher are clearly expressed, since everyone is interested in the implementation of an unusual business.

Non-traditional forms of conducting classes can be used in all classes, regardless of age, level of preparedness and development of students.

These lessons are able to level the knowledge of students, to activate their mental activity, to unite the team. In non-standard lessons, students should receive non-standard tasks. The specificity of non-standard activities is very wide. A non-standard task includes a number of features that allow you to limit tasks of this type from traditional ones.

The main distinguishing feature of non-standard tasks is their connection with activity, which in psychology is called productive, creative. There are other signs - an independent search for ways for students to solve the educational task.

- unusual working conditions
- active reproduction of previously acquired knowledge in unfamiliar conditions.

Non-standard tasks can be presented in the form of problem situations, role-playing and business games, contests and competitions and other tasks with elements of entertainment, everyday and fantastic situations, staging of linguistic tales, riddles. Of course, non-standard lessons are unusual in design, students like an organized methodology more than everyday training sessions with a strict structure and an established mode of operation. Therefore, all teachers should practice such lessons.

A non-standard lesson is an impromptu lesson that has a non-traditional structure.

An analysis of pedagogical literature made it possible to single out several dozen types of non-standard lessons. Their names give some idea of the goals, objectives, methods of conducting such classes. Teachers have developed many methodological innovations, innovative approaches to conducting various forms of classes. According to the form of conducting, the following groups of non-standard lessons can be distinguished.

1. Lessons with a game and competitive basis (lesson-tournament, lesson-competition, lesson-relay, etc.)
2. Lessons reminiscent of various public meetings and performances (lesson-action, lesson-rally, lesson-forum, etc.)
3. Transferring various types of extracurricular activities into the framework of the lesson (“Lesson-field of miracles”, Lesson “What? Where? When?”)
4. Lessons based on the original mental activity of students (reflection lesson, rebuke lesson, revelation lesson, wisdom lesson, etc.)
5. Lessons based on the teacher's fantasy (fairy tale lesson, journey lesson, surprise lesson, etc.)
6. Lessons improvising any classes or activities (lesson-walk, lesson-excursion, etc.)
7. Lessons improvising the activities of various institutions and organizations (lesson-court, lesson-meeting, etc.)
8. Transferring elements of the university organization of the lesson to school practitioners (lesson-lecture, lesson-seminar, lesson-test).

Requirements for non-standard lessons include

- creativity;
- scientific;

- modernity;
- originality;

Non-standard forms of lessons should be used as final ones when consolidating and generalizing skills. But it must be borne in mind that too frequent recourse to such forms is not advisable. This can lead to interest in the subject and the learning process.

Non-standard lessons should be preceded by careful preparation. When choosing forms, the teacher must take into account the specific characteristics of individual students and the entire class as a whole.

It is advisable to integrate your ability to prepare modern lessons not only within the framework of your subject, but also to enter subjects of another cycle. When conducting non-standard lessons, one of the main goals should be to educate the student in an atmosphere of kindness and creativity. At the same time, at each lesson, the child should be shown that he is not a weak, but a strong person.

Each lesson requires careful preparation.

We will consider examples of preparing non-standard lessons: lesson-seminar, lesson-discussions, and lesson-seminar.

1. Lesson-seminar.

A seminar is one type of lesson. The purpose of the seminar is a more in-depth independent study of the issue of the topic of the problem of the educational subject. In a school setting, a seminar is one of the main types of practical training, consisting in the discussion of reports and abstracts by students.

Objectives of the seminar:

1. Educational.

- Expanding horizons;
- Deepening students' independent study of individual topics of the course;
- Selection of the necessary information from primary sources;
- Vocabulary-encyclopedic literature.

2. Developing.

- development of the ability to generalize;
- the ability to defend their thoughts;
- development of emotions of feelings;
- development of memory;

3. Educators.

- To form a cognitive interest in science.

Method algorithm.

1. Reporting the topic two or three weeks before the lesson
2. Bringing to the students the goals and objectives of the seminar.
3. Plan of the seminar.
4. Selection of abstracts and reports.

Organization of the lesson-seminar.

1. Listening to the abstract-report.
 2. Questions to the participants of the seminar.
 3. Student performance.
 4. Necessary explanations of the teacher during the lesson.
 5. Closing remarks by the author of the abstract.
 6. The final word of the teacher.
 7. Estimated condemnation of students, teachers.
2. Lesson credit.

The test performs not only a controlling function, but also its main purpose - to systematize them, to summarize the material on a topic or section, to clarify knowledge of the main issues.

For offset, you can use the final lessons, the lessons of generalizing repetition or the lessons of control and testing of knowledge, skills and abilities. In the calendar-thematic plan, foresee in advance the topics for which there will be a test. Stages of preparing and conducting a lesson - test:

- preliminary preparation for the test;
- conducting an offset;
- summarizing;

Preparatory work begins at the first introductory lesson on the topic. The teacher analyzes the requirements of the program on the topic: determines the final result, determines the goals of the test-lesson, compiles questions and tasks, taking into account the level of assimilation:

- understanding, memorization, reproduction of material;
- application of knowledge, skill in a familiar situation;
- application of knowledge and skills in a new situation;

The teacher informs the topic and gives the date of the lesson-test, his place of study in the study of a new topic: familiar with the requirements that will be presented in the test, with questions of tasks of different levels: offers individual tasks on the topic of questions that some students have not previously understood: to acquaint with the materials of the "Get ready for the test" stand, which is posted in the office.

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Summing up the work.

Lesson discussion.

A discussion is a verbal contest in which everyone evaluates their opinion. The very nature of this form of communication determines its democratic nature: In disputes, there are no external, no low, no titles, no names, only one truth is important before which everyone is equal.

1. Before starting the discussion, it is necessary to name the topic, justify its choice, clearly formulate the goal.
2. In the very first minutes, win over the students of the discussion, create an environment in which each student would not be embarrassed to express his opinion, but also strove to defend it.
3. Do not prevent those who wish to speak, but do not force them to speak, try to ensure that the spirit of sincerity and frankness reigns during the discussion.
4. Skillfully compare different points of view.
5. Do not rush to correct those who are mistaken, provide such an opportunity to listeners.
6. Choose the right moment to end the discussion without violating the logic of the development of the dispute. The facilitator should not interfere in the discussion without special need; it is better to express your attitude to different points of view during the discussion.

The above type of non-standard lessons is expediently carried out in the upper grades.

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