
THE EFFICIENCY OF INNOVATIVE METHODS IN RUSSIAN LANGUAGE AND LITERATURE CLASSES

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ABSTRACT:

The relevance of the chosen topic is due to the fact that this article discusses some types of modern innovative technologies. Innovative technology develops day after day and poses great challenges that can be solved during the training of students.

KEYWORDS: innovation, insert, innovative, synopsis, teaching technique, essays.

INTRODUCTION:

The great Russian scientist M.Lomonosov wrote the following about Russian language: "The beauty, greatness, power and richness of Russian language is quite evident from books, which were written in the past where there were no rules for writing though our ancestors did not know but how hardly thought that there is a rule or might be.

Carl V, the Roman Emperor, ones said the followings about languages: it is presentable to speak Spanish with God, speak French among friends, and speak German with enemies and Italian with feminine.

If he were skilled in Russian, then of course he would give credit for it and say that it is decent to speak Russian with everybody or might find splendor of Russian rather than gorgeousness of Spanish, raciness of French, toughness of German, the tenderness of Italian, and moreover richness, broadness of Greek and Latin in brevity of speech".

There can be talked a lot about richness and majesty of Russian.it has changed a lot in education over the past two decades. For the moment, teachers face a number of questions, here are some of them: What is contemporary lesson? What is very important, the content of a lesson or its way of conduction? Is there any teaching technique? Are there any innovative teaching technologies? What is the difference

between contemporary lessons and lessons of the past? There are many more questions that need to be asked. Sometimes we are uncertain and don't know what should we do next. I think there is no any teacher who begins to think about the following questions: "How to make a lesson interesting, lively?" How to draw pupils' attention with their subject matter? Every modern teacher dreams that students work of their own free will in his class, with full of interest and work creatively".

W. Ward wrote the following: "The second rate teacher sets forward opinions, good teacher explains and outstanding one shows his greatness and inspires". Teachers by their mission teach the basis of knowledge, laying the cognitive evaluation in order to everything gets known, explaining the importance of gaining knowledge and expanding their horizons. In fact, the only interest is the main incentive for the child's performance, his learning and achievements and development.

There is no boredom in present day lessons; there is no compulsion and no laziness as we well; there is no inaction and fear of waiting for a stick- or a bad assessment; there is no failure in tests or no attempts to avoid the test; but there is joy from overcoming difficulties in learning. Student discovers the world of the path of personal discoveries where the teacher guides the child to get along the path of a subjective discoveries, where the teacher manages the student's cause and issues, helps to search and run the research activities. Today, the main objectives of learning is not the only gaining of a certain amount of knowledge by students, abilities, skills, but also the preparation of a student as an independent person, who is runs educational activity. Teacher's activism and student's eagerness lies as the basis of modern educations. At the heart of modern education is the activity of both teachers, and, just as

importantly, for the intellectual development of the student. It is the main goal - the teaching of a creative, active person who knows how to learn, improve independently, and obeys the basic tasks of modern education

An innovative approach to learning allows organizing the learning process that the child has a lesson in full of joy, and brings benefit without just turning into fun or play. It was about such a same lesson, as Cicero said, that "the eyes of the speaker will light up the eyes of listener".

By using innovative technologies in teaching Russian language and literature, the following teaching techniques are successfully used:

- Incert (interactive recording system for effective reading and reflection):
- Brain storm;
- Group discussion;
- Reading with stops;
- Clusters;
- Cinquain;
- «Advanced lecture»;
- Essay writing;
- Mixed up logical chains;
- Didactic games;
- Work with texts;
- Application of non-traditional forms of home task.

I would like to highlight some of the teaching techniques:

I have found **"Reading with stops"** most effective. The main functions of "Reading with stops" -is to arise the interest of students with a book, to develop the skills of meaningful reading. This teaching technique is practiced in the method of development of critical thinking and covers all stages of the lesson: challenge, comprehension and reflection.

1. "Reading with stops". The teacher breaks up the text in advance with semantic passages. It is important that each passage is

logically finished, while giving space to the imagination: "What will happen next?".

Reading begins at the stage of reflection and goes through several stages: reading - questions on the text - assumptions. This chain is repeated as many times as the passages in the text.

The questions should be different in terms of complexity and affect all aspects of perception. It's best to use the long and short range of questions.

The question "Which of your assumptions has come true?" asked first, and the question "What's next?" is asked last.

The text for analysis should not be big enough. It should be kind a story, a small novel, and an essay. There is no need to make more stops.

2. **"5 minute essay"**. This type of writing assignment is usually used at the end of the class to help students sum up their knowledge of the subject learnt. The work is carried out by the following order. Students should write an essay during 5 minutes non-stop. If they stop, then the task is finished. Then students will read out what they have written. For a teacher it is a great chance to get a feedback. Therefore, students can be offered two options:

- write what they have learnt from a new topic;
- ask one question to which they couldn't get an answer.

This method allows effectively develop critical thinking, research abilities of the audience, to activate its creative activity.

3. **Cinquain when translated from French means "five lines"**. Increasingly number of modern teachers has begun using cinquain during lessons. Cinquain – is a white verse, helping to synthesize, summarize information.

At first glance, this technique may seem complicated, but when you understand, everything is simple. Students like it very much. It is a form of free creativity, but by special rules.

Critical thinking technique teaches how to use concepts and determine personal attitude to the problem at hand. The value is that it's all five rows. So, in an unusual situation, children assimilate scientific concepts, apply knowledge and skills. Thoughts are born, thinking skills are developed. What are they used for?

- Enriches their vocabulary;
- Prepares for a brief retelling;
- Teaches you to formulate an idea (key phrase);
- Allows someone to feel like a Creator just for a moment;
- It works for everyone.

The rules for writing cinquain are as follows:

- One word, a noun, is written on the first line of cinquain. This is cinquain.

On the second line there will be written two adjectives that reveal the theme of cinquain.

- On the third line there will be written three verbs describing actions related to the cinquain theme.

- On the fourth line there will be written a whole phrase, a sentence, which consists of several words, with which the student characterizes the theme as a whole, expresses its attitude to the topic. The followings are related to such expressions: popular expressions, quotes, proverb or phrases, which were composed by the students themselves in context with the theme.

- The fifth line is a word-summary that gives a new interpretation of the topic, expresses a personal attitude of a student to the topic.

The procedure for compiling cinquain allows to harmoniously combining elements

of all three main educational systems:
information, activity and personal-oriented.

Example:

Book

Interesting, fiction book

Teach, explain, and create

Take care of the book –it is a source of
knowledge!

Textbook.

There we can talk a lot regarding the
application of these methods in the lessons of
Russian language and literature. In short, they
develop the intellectual, communicative,
linguistic and creative abilities of students;
develops their form personal qualities.

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