

The Use Of Interactive Methods And Literary Lessons And High School Education

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Annotation. Effective training is possible when the competency, practice-oriented approach, active and interactive teaching methods are used. Currently, a focus in teaching students is on the role of independent work, the organization of practice, physical training of the graduates, the fund of evaluation tools, inclusive education, quality training of the teaching staff, as well as the active and interactive teaching methods. The active and interactive methods allow sharing information, receiving feedback, solving together the arising problems, simulating the educational situations, evaluating one's own behavior and the actions of other participants, diving into the real atmosphere of business cooperation in solving problematic issues. Various methods exist of interaction between the teacher and students: cooperative learning methods, group discussions, debates, business simulation games, case situation analysis, project method, social-psychological training, moderation, computer simulations, and others. Thanks to interactive methods, the students form the professional competences, develop analytical thinking, mobilize the cognitive powers, an interest in new knowledge is awakened, and the creativity of personality is revealed.

KEYWORDS: activity, interactive methods, education, students, pedagogues, psychologists.

Introduction

A teaching method is formed in the teaching process through the interaction between the teacher and learner. Within the existing learning conditions, the learning process is considered as an interaction between the teacher and student, aiming to transfer common knowledge, skills, and values to the student.

From the very first day when the teaching situation emerged up today there have been formed only three widely spread forms of the interaction between a teacher and student: 1. Passive methods; 2. Active methods; 3. Interactive methods. A passive method of instruction is a form of interaction between the teacher and students with the teacher being the center of the lesson while the learner remains to be a passive listener. Feedback on such lessons is conducted through surveys, independent tasks,

tests and so on. The passive method is considered as the most inefficient method in terms of material use, but the advantages of this method include the ability to prepare less labor-intensive lessons in advance and present a large amount of information in a short time. An active approach is a form of a teacher-student interaction equally involving both a teacher and students. In this form of learning, students are not passive listeners anymore but they are active participants in the learning process. Because of these advantages, a lot of teachers choose this method of instruction. In some cases, this method is effective if employed by experienced teachers with the learners who have clearly defined learning objective. If passive lessons represent an authoritative style of instruction, the active approach is a democratic style (see Fig.1 and Fig 2) Active and interactive approaches have a lot in common. In general, an interactive method can be

considered as a modern version of active methods. In contrast to the passive approach, active learning is focused on a closer relationship between learners and a teacher, and students are more active in the learning process. The main difference between active and interactive approach is that, in contrast to active approach, interactive learning involves students' interaction not only with the teacher but with each other as well. An interactive approach involves interaction in dialogue mode ("inter" - reciprocally, "act" - do, perform). In other words, an interactive teaching method is a form of learning and communicative activity in which students are involved in the learning process and reflect on what they know and what they are thinking. Unlike a traditional teaching method oriented on the teacher whose main function is to assist learners and facilitate, interactive learning focuses on students' needs, abilities, interests. While in a traditional approach teacher is a center of the learning process and learners are passive and only receive information, in a learner-oriented system the teacher and the learner swap their traditional roles enabling the learner to actively engage in the learning process and be the center of the classroom. Based on his knowledge and experience, learners categorize, analyze, assume opinions, acquire new skills, and develop their attitudes towards facts and events.

The system of independent work of students of technical specialties should include: 1) analytical reading of professionally oriented texts; 2) preparation of oral messages (report, presentation); 3) writing academic letters (abstracts, abstract, abstract); 4) preparation of scientific and technical conferences. In order to effectively form students' foreign language professionally - oriented communicative competence, university teachers should introduce all forms of education in a comprehensive manner, replacing one type of activity with another, developing all types of communicative activity along with various knowledge about the structure of the language. That is why the most common type of lesson in a technical university is a combined lesson, because it is precisely this, as mentioned above, aimed at mastering by students lexico-grammatical and communicative

activities, which in turn contribute to the effective formation of professional foreign language communicative competence among students of technical universities. To achieve the above modules, knowledge, skills and abilities among students of technical specialties, teachers of the Russian language need to resort to those methods and techniques that will contribute to the effective assimilation of the Russian language with the further application of this knowledge in the professional field. In our opinion, these include: compressed types of work with scientific and technical literature, computer testing and modular training, which has been confirmed by numerous experiments. As mentioned earlier, the process of teaching the Russian language at a technical university is specific, since most of the educational program in it is devoted to the exact, and not the humanities. It follows that the main task of Russian language teachers at a technical university is to teach students to work with scientific literature in Russian in their specialty and to communicate in Russian in the field of their profession. To achieve this goal, the most effective methods are abstracting and annotation, used in working with texts in the specialty in the classroom of the Russian language. These methods contribute to the formation of foreign language competence in students and, no less important, they teach students to work independently with the text. That is why teachers of technical universities should pay special attention to the formation of students' skills in abstracting and annotating. In addition, the process of summarizing and annotating contributes to the development of students' skills of analytical and synthetic processing of information contained in texts, which are so necessary for students of technical universities. These two types of text compression are based on two methods of thinking: analysis and synthesis. Analysis allows you to highlight the most valuable information, that is, to separate the main data from the secondary, and synthesis allows you to combine into a single whole the main information obtained because of the analysis process. Such types of work with texts in the specialty are used not only to teach students to distinguish the main information from the

secondary and to formulate it correctly, but also serve as a means of exchanging information on an international scale, which necessitates the need for future specialists to master compressed types of presentation. An abstract is a complex and generalized presentation of the content of the material. An abstract is the most concise description of the original material in order to report the availability of information on a given problem or topic. In other words, the abstract answers the question of what the primary source says, and the abstract - what exactly it says. It can also reflect the background facts of complex issues. It follows that the abstract cannot replace familiarization with the primary source itself, while the abstract offers the full content of the primary source. From all of the above, we can conclude that summarizing and annotating are two forms of extracting and fixing information when reading foreign language texts, which makes these two compression methods the most important means of teaching a foreign language in technical universities. The principle of summarizing and annotating foreign language professionally oriented literature is based on combining two competencies: professional and foreign language, which helps to increase the level of Russian language proficiency in future specialists and professional growth in general. Consequently, teachers of technical universities need to apply similar types of work with scientific and technical literature in order to improve the process of teaching a foreign language. Another technique for the formation of foreign language competence of students of technical specialties is the use of tests and computer testing by the teacher. The test is a standardized, often time-limited test designed to obtain an objective assessment of the level of knowledge and assimilation of the material passed. There are the following types of test control: - current test control of students' knowledge (checking the quality of knowledge assimilation on the topics of the seminar); - midterm test control of students' knowledge (carried out at the end of the semester or academic year); - final test control of students' knowledge (control of residual knowledge of students, which is carried out no later than 6 months from the date of passing the exam); -

training testing or independent work of students (refers to educational testing). The forms of test items are also distinguished: - closed form (selection of one or more correct answers from a number of proposed options); - open form (student's independent answer without the proposed options); - establishing compliance; - establishing the correct sequence. The advantage of test control over other types of pedagogical technologies is that it allows you to check a much larger amount of material and thereby gives the teacher a more complete picture of the knowledge of the test-takers, and increases the objectivity of assessing students' knowledge. In recent years, the use of computer testing as a means of teaching and control has been widely used. Computer testing teaches students to work independently, selfcontrol and systematization of knowledge, helps them master the computer and disciplines them. Training testing using a computer performs not so much a controlling function as a teaching function, it helps students to better assimilate the material, memorize vocabulary, and consolidate individual topics or modules. In addition, computer testing is an effective means of preparing for a test or exam. All of the above advantages of test control explains their extreme popularity in educational institutions. The specificity of foreign language training of future specialists is to expand their technological field, introducing into it non-traditional monitoring technologies, modeling and design technologies, case technologies, creatively oriented technologies that allow to form both professional culture and linguistic competence. Traditional teaching in most cases boils down to the transfer of information from teacher to student, and then to its reproduction. Now independence is considered as one of the most important personal qualities necessary for the formation of selfeducational competence. Self-education is an integral part of the professional competence of a specialist. Therefore, modern pedagogical technologies should contribute to the development of the student's skills of independent acquisition of knowledge. One of such technologies that can solve these problems and make the transition to a new, changed learning process is, according to experts, modular

training. The term "module", which came to pedagogy from computer science, is international. There are many derivatives with the word "module": modular technology, modular method, modular approach, and modular program, block-modular and modularizing technology. However, in all these cases, we are talking about a methodology based on the development of training modules for a particular course. With regard to the definition of the concept of "module", there is a great variety. Summarizing, it is possible to consider a training or educational module as a logically complete, autonomous unit of the content of an academic discipline, including information and activity aspects, the assimilation of which should be completed by an appropriate form of control of knowledge, skills and abilities formed as a result of the learners' mastery of this module. Today, modular technology has become widespread in our country, and first, this is due to the accession of Uzbekistan to the Bologna Declaration and compliance with its basic principles in relation to the field of higher professional education. One of the areas of reform is the internationalization of higher education, which implies an increase in the academic mobility of students and teachers. Now students, being enrolled in one university, have the opportunity to go to study for one or several semesters to another university or to another country. In this regard, training based on autonomous modules that can be selected depending on individual needs becomes especially relevant. In addition, the internationalization of education has resulted in an increased interest in learning a foreign language as a means of communication. Depending on the main approaches to the construction of modules, the following types of training modules are distinguished: - a content module, which is understood as a whole training course, for example, the module "Russian language in the professional sphere"; - a thematic module, which deals with a separate topic, for example, "In the subscriber department of the power grid", "Interview when applying for a job"; - modules by types of speech activity, that is, a training block aimed at teaching writing, listening, reading and speaking, for example,

"Teaching the basics of business correspondence"; - Aspect module, in which the purpose of the work is to teach various aspects of the language (vocabulary, grammar, phonetics), for example, "In-depth study of grammar by students of technical specialties";

- a level module is a module in which the complexity of the educational material correlates with the level of training of students, for example, "Conversational Russian for beginners". With modular training, each student has the opportunity and the right, to a certain extent, to independently build an individual training plan and choose the modules that interest him. However, this principle cannot be applied to all training courses, some of which should remain compulsory, namely the basic course. Traditional pedagogical technologies to this day dominate the higher education of Uzbekistan, providing students with knowledge, skills and abilities. However, in the 21st century, education is in a fundamentally different situation, and its main goal is not the assimilation of the knowledge system by students, as before, but the formation of knowledge and, on this basis, the training of competent specialists (bachelors, masters). The effective-target basis of education has changed; therefore, it is necessary to find pedagogical technologies adequate to these goals and results. However, this does not imply a rejection of traditional pedagogical methods. It is necessary to combine the principles of continuity of tradition and innovation. So, from all of the above, we come to the conclusion that today the training of students of technical universities in the field of studying the Russian language reflects all the modern requirements imposed by society on graduates and focuses on the formation of highly qualified specialists in professional activities and professional foreign language communications. Based on the analysis of the work programs of technical universities in the discipline "Russian language" and the work of teachers, we conclude that the main goal of modern technical universities is to master the Russian language by students, which allows them to communicate freely at a professional and business level, as well as to further improve their knowledge of the Russian language. in the process of professional

activity and, conversely, obtaining new knowledge in the specialty and improving professional skills through the use of the Russian language.

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