MODERN METHODS AND TECHNOLOGIES IN TEACHING LITERATURE

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ABSTRACT

The modern stage of development of our society puts forward special requirements for education, the purpose of which is the education of an active, creative person capable of self-development, able to independently obtain knowledge, independently choose the means and methods of solving various problems. The model of training should provide a flexible combination of independent cognitive activity of students with different sources of information, educational material; interaction with teachers.

This article is devoted to the planning of teaching language to students who have it as a non-native language with the help of modern pedagogical technologies (in our case interactive whiteboard) and offers an intensive course to improve the skills and competence of teachers in the field of innovation. Modern man should consider education as a means of implementing their own educational, professional, cultural and life plans, as well as a way of forming key competencies, the ability to apply their knowledge and skills in parallel with the innovation of the XXI century, ensuring the success of all human activity.

Keywords: interactive whiteboard, innovation, education, method, competence, modern, pedagogical technologies, teacher, student.

Russian is one of the most widely spoken languages on Earth. 325 million people use this language as their native language and approximately 300 million as a second language, for business and education [4; p.79].

One of the main tasks of teaching students the Russian language is the solution of such an important problem as the development of students' independent work, their orientation toward active creative assimilation of material, the ability to think logically, and quickly make independent decisions.

"Grammar is the area of language where the level of proficiency in the above-mentioned skills is most clearly manifested. Grammar is also a language structure and turns it into speech. The study of the grammatical aspect is inevitable when mastering the Russian language" [1; p.65]. But, in turn, mastering the grammar of any language causes many difficulties, which are exacerbated by grammatical terms, rules, and an infinite number of exceptions. All this usually does not cause enthusiasm for most

students in educational institutions where students do not speak Russian as their native language.

"The main goal of teaching the Russian language is the formation of the ability of students to use it as a multifunctional means of communication" [4; p.81].

According to the article, Zh. L. Vitlin "Modern problems of teaching Russian grammar for foreigners" none of the aspects of language learning has not been for many years the subject of such intensive discussions and discussions. The author of this article [2; p. 89], says that it all depends on the teacher, as it is the dominant, core knowledge and without competence is not modern innovation methods, and traditional teaching methods if their relevance is not working [1-6].

But A.V. Tekuchev methodologist, teacher and author of many books argued that methods are the basis of teaching and that they control the teacher, and it does not matter what the teacher is competent or not, it is important what method is used in their activities. A. V. Tekuchev was one of the first teachers who addressed the issue of modern pedagogical technologies.

Currently, Uzbekistan has begun intensive introduction of modern information technologies in the education process. Effective use during classes, as separate virtual stands, and electronic textbooks and various multimedia programs-developments. The main way to implement the objectives of education is the use of various modern pedagogical technologies. Each of these technologies contributes to the development of the student's personality, to his socialization. The organization and implementation of them is subject to didactic principles: scientific; accessibility; consistency; communication theory with practice; visibility; comprehensive development of personality [7-12]. Therefore, every teacher should strive to achieve grammatical correctness of students ' speech. Every year the role of audiovisual and interactive technologies increases, they become an integral part of the modern educational process, but they can be used in conjunction with traditional teaching methods. Thus, we should not forget that one of the main tasks in the lesson is the formation of students ' strong knowledge, skills and abilities.

The interactive whiteboard allows to combine innovative and traditional methods of teaching the Russian language. Whiteboard, chalk, task cards, and paper posters are component parts of pedagogical technology that have been good in the past. Traditional chalkboard is no longer able to cope with the new features. The new generation that grew up on computers and mobile phones, which has a much higher need for visual information require a different approach from the teacher. Modern whiteboard should be interactive-this conclusion comes to everyone who is faced with increasing requirements for the organization and information content of the school process. Interactive whiteboards in practice are much more effective than traditional whiteboards or projectors. Due to the fact that the material is submitted in an

interactive mode, the communicative interaction with students is significantly improved, which allows to bring information to them faster and more effectively. Accordingly, the quality of education is improving.

Teachers, in their work to optimize the educational process on the basis of new information technologies, use a computer in different ways: in pairs on the Russian language and literature or in research work with students. In our opinion, the use of interactive whiteboard is not necessary for each pair, due to the specifics of the subject "Russian language" or "Literature". The teacher, depending on the topic, the type of classes, goals, can refer to the possibilities of an interactive whiteboard only when the effectiveness and expediency of such work is obvious and gives the result. The use of interactive whiteboard at the stage of explaining new material is effective for students whose Russian language is not their native language. And also it allows each student according to its leading channel of perception (audial, kinesthetic, visual) to choose that form of the task by means of which he will master educational material quicker and easier. The theoretical material of the paragraph can be presented in the form of diagrams, tables [13-18]. Visual information, independent drawing up of the scheme or filling of the table forms ability of trained to analyze, allocate the main thing, to generalize, laconically to state thoughts. Develop auditory, visual and motor types of memory. With the help of an interactive whiteboard, you can actively involve students in the process of mastering the material, improve the pace and course of the lesson.

Russian language teachers know how difficult it is for students for whom Russian is not their native language to memorize vocabulary words. An interactive whiteboard also helps in this work. The screen displays a dictionary word to memorize spelling, given its etymology, lexical meaning. Students can make phrases as independently in a notebook, and on a Board, to write down one-root words, Registration of dictionary words as hyperlinks allows to create dictionaries of various types: thematic, spelling, orthopedic. Work on creation of pages in such dictionaries I charge also to students as the individual differentiated homework. This increases motivation to study the subject, activity on the pair.

The use of an interactive whiteboard when working with text opens up wide opportunities. I prepare the text in advance and use it for versatile analysis: lexical, spelling, punctuation. In the text, letters can be omitted, punctuation marks that need to be inserted, words, phrases, sentences that need to be paid special attention can be highlighted. It is convenient to perform types of grammatical parsing. It is possible to present the text unconventionally: different font and color of letters attracts the attention of students, develops spelling vigilance [19].

At the stage of consolidation of the studied I demonstrate questions with correct answers, opened in stages. A good assistant Board and on pairs development speech. The student when working with an interactive whiteboard not only sees and perceives,

he experiences emotions. Visual, always in front of the eyes of the information helps to focus on key points and actively engage visual memory. On the pairs of preparation for the essay or essay demonstrate reproductions of paintings by famous artists, carry out the selection of working materials (words, phrases). It is possible to present the rich didactic material at definition of signs of style of speech, the basic thought, at the analysis of figuratively-expressive means of communication of sentences in the text.

Interactive whiteboard is not fundamentally new in pedagogy; it is a transformation of an ordinary whiteboard, only an improved form. Back in 1891. Russian teacher and psychologist Kapterev P.F noted: "Knowledge, of course, valuable, but even more valuable skill, art, ability. Knowledge in itself, apart from the development of the mind, is of very little importance in education: one does not learn everything, one does not learn all the Sciences. It is important that a person can learn what he needs. The most important acquisition of students is the ability to think and speak correctly, the ability to learn".

The ideas of Kapterev P.F. formed the basis of the method of projects developed by. Blonsky P.P, who wrote: "in school, the child first of all should not learn theoretical knowledge, but learn to live. And the school should become a place of life of the child, should create the rational organization of this life at which the pupil not only learns, but also exercises in independent knowledge. To live is to know reality and transform it".

Theoretical ideas Blonsky P.P tried to implement in practice Russian scientist-teacher Shatsky S.T., whose experience was presented at the all-Russian Congress of teachers in 1907. and then his pedagogical developments and projects of students were presented at the world industrial exhibition in Chicago in 1908., where they were awarded a Small gold medal. This success prompted the scientist to create in 1911. colony "Cheerful life", where the educational process was organized on the principles of student-teacher cooperation, and personal interest of students was a necessary condition for productive activities. It was assumed that in order to successfully solve the problem, the child had to not only use the knowledge and skills available to him, but also find out what other information would be needed to solve the problem and what skills would need to be acquired. the task of the teacher-consultant was to guide [20-25].

The ideas of the interactive whiteboard are reflected in the experience of Makarenko A.S. Other teachers continued Shatsky and Makarenko's work: Kaganov E.G. noted that only this development allows to combine children's interests and needs of the day, ensures the fusion of theory with practice. The founder of the interactive whiteboard is an American teacher

Parkhurst E., Creator of the pedagogical system, now known as the "Dalton plan" (from the name of the American city of Dalton in Massachusetts). His goal was

to individualize the learning process, to enable each child to learn in the most convenient mode for him.

In the USA, Great Britain, Belgium, Finland, Germany, Italy and many other countries the interactive whiteboard has gained great popularity due to the rational combination of theoretical knowledge and their practical application to solve specific problems of the environment in the joint activities of students.

In this regard, the interactive whiteboard becomes one of the leading modern technologies in the practice of teaching the Russian language. Its main idea is as follows: with great enthusiasm, the child performs only the activities that are chosen by him. The interactive whiteboard is based on the development of cognitive skills of students, the ability to independently design and use their knowledge, the ability to navigate in the information space and critically comprehend the information received.

Thus, we can highlight the advantage of an interactive whiteboard:

- Interactive whiteboard allows you to create and improve your own collections of materials for couples;
- Interactive whiteboard allows you to save time at different stages of the game. This is very important in conditions of intensive training, where the lack of time is noticeable;
- Interactive whiteboard gives the opportunity to repeatedly use the prepared material: when explaining new material; when checking homework and thematic repetition;
- Operational control Knowledge, Skill, Skills and availability of feedback;
- The Board allows you to create and improve your own collections of materials for pairs.
- The digital resources of the interactive whiteboard are fascinating, so students are more attentive in pairs;
- The use of interactive whiteboard stimulates the activity of students for whom the Russian language is not native in pairs, the process of memorization and repetition is enhanced.

On the basis of the interactive whiteboard, it is possible to carry out a communicative game in the form of communication (debate), reasoning or work in small groups, since this is an activity in which social relations between people are recreated outside the conditions of direct activity. Communicative games contribute to the realization of such goals as diagnosis, systematization, development of logical thinking, auditory memory and attention, education of interest in the subject. Technologies of communicative games are characterized by such features as efficiency, algorithm city, project ability, integrity, manageability, democrat city and effectiveness. In the process of organizing these games, we often use a group form, including 5-6 people in the micro group, distribute responsibilities, discuss the stages

of tasks, choose a leader, create a positive emotional atmosphere of cooperation. For example, in the form of a business game, we conducted classes on the preparation of a verbal portrait of the suspect.

The material was taken as a basis, a legal incident. The group was divided into subgroups, which received role-playing tasks: investigator, suspect, witnesses, Department employees. Interaction of participants of game was shown at all its stages: at an understanding of a task and rules of definition of a role of personal participation and protection of own interests. So, practical classes in the Russian language, including special exercises, role-playing and situational games are aimed at improving communication skills. Situational and role-playing games allow you to look at the situation as if from the outside, help to develop the ability to "enter the position of other people", to better understand their feelings and condition " (P. G. Shakhbanova) the Method of role-playing and situational games with subsequent discussion allows you to see several likely outcomes and choose the most appropriate one, contributes to the expansion of practical experience, helps to make a correction in your own behavior. Among the communicative skills, the most important, in our opinion, is the mastery of listening skills (perception of speech by ear and understanding it) and speaking. To this end, we refer to such robots as the definition of the topic and main idea listening text; highlight the most important statements to understand the General content; expressing his attitude listened to them; completion of unfinished story; extracting information from the intercepted monologue, etc. the learning Process monotonically speech we aim at the formation of skills and abilities to create students' own statements in one of the following themes: whether I am Proud of their city? What kind of speech do we call correct (expressive, rich, accurate)? Why did I choose this specialty?

Thus, grammar provides, satisfies the student's need for the formation of new sentences. The number of sentences is limited only by vocabulary. For effective learning of grammar, first of all, it is necessary to form a grammatical skill regardless of the method used by the teacher. In fact, no other topic has attracted as many theorists and practitioners as the issue of quality teaching. Russian language teaching history in classrooms where Russian is a non-native language is, in essence, the history of the struggle "for" and "against" grammar teaching. Differences in attitudes towards the role of grammar are reinforced by differences in teaching methods, teachers and students [26].

Russian language teaching methods for students whose Russian language is non-native, we can conclude that the teaching of grammatical aspect is very important in the study of the language, as it is one of the main skills of speaking.

As at any stage of learning the Russian language, when teaching the grammatical aspect there are many problems. They come in several types. In the formation and development of grammatical skills, there are problems of lack of analogies, the

problem of communicative orientation, the problem of grammatical minimum, the problem of accessibility of exercises, which is solved by a favorable psychological climate, the selection of material for active and passive grammatical minimum, the use of visualizations and schemes.

Also, difficulties may arise on the pair itself, no less important problem is the lack of motivation in learning the Russian language, and the teacher is obliged to constantly pay attention to the level of motivation of students and improve it, setting clear goals, to make a variety of classes, using different tasks, and to use graphics and game techniques, various modern or traditional methods, in our case

From the above arguments, it can be concluded that the process of learning and learning grammar is a very complex process, especially if the student is not a native speaker.

There is no definite solution to all problems, and there are no precise instructions on how to deal with them [27-30]. The best solution is to use a combination of different solutions, taking into account the characteristics of the audience.

Thus, working with an interactive whiteboard or with a presentation encourages the teacher to search for new approaches to learning, which contributes to his creative and professional growth. And they will help the teacher not only to convey the material more accessible and clearly, to systematize it, but also will allow to involve more students in the educational process, to motivate them to gain knowledge, to make classes modern and interesting for students.

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