

PEDAGOGICAL TECHNOLOGIES AT LITERATURE LESSONS.

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Annotation: *This article deals with the issue of interactive teaching methods as a means of increasing interest in literature. as well as solving the problem of arousing and maintaining interest in learning, obtaining knowledge through their own efforts, in the process of exciting competition with the machine, operational control and correction of the quality of education*

Key words: *method, interactive, games, non-traditional lessons.*

At present, almost all developed countries of the world have realized the need to reform their education systems so that the student becomes the central figure in the educational process, so that the cognitive activity of the student is in the center of attention of teachers. The system of continuous education is the imperative of the times.

In recent years, in connection with the differentiation of education, the emergence of the work of schools and classes of various profile orientations, including humanitarian, mathematical, technical, economic, lyceum schools, gymnasium schools, questions about the goals, content, forms and

methods of teaching the Russian language at school. Currently, an increasing number of teachers are using non-traditional lessons in their work. It is thanks to this extraordinary content, methods and forms that the lesson gives the necessary acceleration to the development of the individual.

Non-traditional lessons in the school began to occupy a significant place. We believe that conducting lessons of this form is always advantageous, because. they present not only game moments, original presentation of the material, the employment of students not only in preparing lessons, but also in conducting the lessons themselves through various forms of collective and group work. Interactive ("Inter" is mutual, "act" is to act) means to interact, is in the mode of conversation, dialogue with someone. Interactive and active methods have much in common. Unlike active methods, interactive ones are focused on a wider interaction of students not only with the teacher, but also with each other and on the dominance of student activity in the learning process. Interactive methods include the following: discussion, heuristic conversation, brainstorming, role-playing, "business" games, trainings, case method, project method, group work with illustrative material, discussion of videos, etc. At present, the problem of using interactive methods is relevant, since the uniformity and stereotype of lessons reduce interest in learning, make the learning process boring and unpromising. And in elementary school, such lessons are generally unacceptable. Literature is one of the most interesting subjects in school. Therefore, it is necessary to develop students' interest in this subject even in elementary school, to make it as joyful and exciting as possible. This is where interactive methods, didactic games, and their periodic use in the classroom can help. Here it is also necessary to pay attention to the fact that students make the transition from playing activity to learning, at primary school age, learning activity becomes the leading one, but the game and interactive methods also take place at this age. This is evidenced by the fact that children continue to bring toys to school. Based on this feature in the development of younger students, we can conclude that it is through didactic games that you can draw the attention of children to the subject, develop their interest, interest in gaining knowledge. In the game in the lesson, students develop mental

processes, and the material being studied is absorbed and remembered better than in ordinary lessons. The use of interactive methods contributes not only to increasing interest in learning, but also improves the quality of learning itself, increases the strength of the knowledge gained.

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