

**The effectiveness of the use of innovative methods in teaching Russian language and literature.**

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**Abstract:** Society at the present stage of its development imposes new, higher requirements for the quality of education, which implies a rethinking of the educational process.

One of the essential aspects of this problem is the intensive assimilation of artistic, literary and journalistic phraseological units that have arisen in the popular environment and have become, thanks to the exceptional richness of content and perfection of form, a traditional means of expression.

In many countries of the world there is a problem of increasing the reliability and effectiveness of quality control of education. The reforms in the field of education taking place in our country, along with the development of new educational standards, the introduction of new academic disciplines, new textbooks and teaching aids, have caused the need to change the teaching methodology.

The term "active methods and forms of teaching" has long been used in pedagogical practice. It unites a group of pedagogical technologies that achieve a high level of activity of students' learning activities. Modern science of education has approached the moment when there was a need to create pedagogical technologies that provide the most important thing in the educational process – the development of the personality of each student, his activity. It is necessary to create such learning conditions so that students strive to get new results of their work and in the future successfully apply them in practice.

The key concept defining the meaning of interactive methods is the concept of "interaction". Interaction is understood as direct interpersonal communication, the most important feature of which is the ability of a person to "accept the role of another", imagine how a communication partner or a group perceives him, and accordingly interpret the situation and design their own actions. Pedagogical interaction is a process of joint activity of a teacher and students, the attributes of which are: spatial and temporal co-presence of participants, creating the possibility of personal contact between them; the presence of a common goal, an anticipated result of activity that meets the interests of all and contributes to the realization of everyone's needs; planning, control, correction and coordination of actions; separation of a single process of cooperation, common activities between participants; the emergence of interpersonal relationships. Pedagogical interaction is an exchange of activities between a teacher and students, in which the activity of one determines the activity of the other (others).

The definition of "innovation" as a pedagogical criterion is often found and is usually reduced to the concept of "innovation", "novelty". Meanwhile, innovation in the exact translation from Latin does not mean "new", but "into the new". It was this semantic load that J. Botkin put into the term "innovative" at the end of the last century. He outlined the main features of the "didactic portrait" of this method, aimed at developing the student's ability to self-improvement, independent search for solutions, to work together in a new situation.

The features of innovative learning are:

- work ahead of the curve, anticipating development;
- openness to the future;
- focus on personality, its development;
- mandatory presence of creative elements;
- partner type of relationship: cooperation, co-creation, mutual assistance.

Innovations in education are called innovations, innovations in the content of education, in the forms and methods of teaching, in the "teacher – student" relationship, the use of information technology training, the introduction of new equipment, in the organization of the educational process, its management.

Innovative methods allow us to realize one of the main goals of teaching Russian language and literature – to give an opportunity to move from studying the subject as a system-structural education to studying it as a means of communication and thinking, and to transfer educational and cognitive activity to a productive and creative level.

During the lesson, promising methodological techniques should be used to develop students' creative abilities: clusters, an insert (when studying theoretical material independently), filling in tables, a two-part diary, reading with stops, joint search, cross-discussion, round table; apply elements of TRIZ (technologies for solving inventive tasks): "Surprise!" (when getting acquainted with a biography of the writer), "Catch a mistake!"; training with the help of audiovisual technical means, testing, project method.

The use of project technology: will increase and deepen the interest of students; will develop the creative abilities of students through the formation of competence in the field of independent cognitive activity, familiarization with reading, the development of curiosity, expanding horizons, critical thinking; will help students acquire skills to work with a large amount of information, research skills (to see the problem and outline ways to solve it), communication skills (work in groups).

To develop interest in the Russian language and literature, historical, etymological references should be included in the lesson, which may interest students, to carry out game forms of work: "Make up a word", "The third extra", "Translator", "Polymath", "Collect a proverb", "Row", "Perevertysch", "Web words" and others, use creative experiments, project method, non-standard lessons, contests, Olympiads. In the modern (information) society, one of the rapidly developing methods and causing great interest on the part of students is the use of Internet resources as an innovative approach to learning.

The traditional system of education lags somewhat behind the needs of society. The consequence of this is the development of innovative technologies in training. Innovative methods are characterized by a new style of organization of educational and cognitive activity of students, changing both the methods of presentation and assimilation of knowledge, tactics and type of mastering them. The purpose of such techniques is to activate, optimize, and intensify the process of cognition. Innovative training involves the mandatory inclusion of students in activities, collective forms of work, exchange of opinions.

An innovative approach to learning allows you to organize the learning process in such a way that the training session is both a joy and a benefit, without simply turning into fun or a game.

The use of innovative teaching methods involves modeling life situations, the use of role-playing games, joint problem solving. The dominance of any participant in the educational process or any idea is excluded. It teaches a humane, democratic approach to the model.

Innovative learning methods also ensure the achievement of the goals of the first three levels, and more effectively than the methods of the traditional learning system do. A pyramid of memorization can be a good confirmation of this thesis.

Innovative training increases the motivation of participants in solving the discussed problems, which gives an emotional impetus to the subsequent search activity of participants, encourages them to take concrete actions. I think it cannot fail to impress that everyone is successful in innovative learning, everyone contributes to the overall result of group work, the learning process becomes more meaningful and exciting.

In addition, innovative training forms the ability to think in an extraordinary way, to see a problematic situation in its own way, to find a way out of it; to justify their positions, their life values; develops such traits as the ability to listen to a different point of view, the ability to cooperate, to enter into partnership, while showing tolerance towards their opponents, the necessary tact, goodwill to the participants of the process of finding ways of mutual understanding together, searching for the truth.

In innovative teaching, the teacher performs the function of an assistant in work, one of the sources of information; the central place in his activity should not be occupied by a separate student as an individual, but by a group of interacting students who stimulate and activate each other.

*List of used literature:*

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