

INTERACTIVE TEACHING METHODS AIMED AT THE FORMATION OF COMMUNICATIVE ABILITIES AND SKILLS IN STUDYING THE VERBS OF MOVEMENT

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Abstract: The article is devoted to the issues of teaching Russian as non-native language in a national audience. The use of some interactive teaching methods aimed at the formation of communicative skills and practical knowledge of Russian by students of national groups is proposed. The article also discusses the features of teaching movement verbs.

Keywords: communicative skills, practical command of the language, communicative competence, pedagogical technologies, interactive methods, verbs of movement, unidirectional movement, not unidirectional movement, single and repeated movement

Introduction

The modern education system in Uzbekistan provides for the formation of a highly educated, intellectually developed personality with a holistic view of the picture of the world. The new education system is focused on entering the world educational space. This is what the message of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis, which was made on January 24 of this year, says: "... First of all, we need to educate cadres of a new formation, initiating reforms, with a strategic vision, deep knowledge and high qualifications. That is why we have begun reforming all levels of education - from preschool to higher education.

Science and education are of paramount importance for increasing the intellectual and spiritual potential not only of young people, but of our entire society. " This orientation of the education system requires significant changes in the pedagogical theory and practice of the educational process. That is why there is a need to move from learning as a function of memorization to learning as a process of mental development that allows you to use the assimilated material.

Analysis of the available literature on the topic Some researchers (N.S. Avilova, G.A. Bagdasarova, Yu.M. Gordeev, V.L. Ibragimova, L.A. Telegin, etc.) expand the range of these verbs, including here "verbs meaning displacement, but not included in the ... group of correlative paired verbs, movements such as walk - walk (for example, walk, wander, trot, mince, etc.). " According to the definition of N.S. Avilova, they are an archaic and structural-semantic type of the Russian verb. According to estimates of some researchers, on the basis of the verbs of movement, about two hundred prefixed formations appear.

But the role of prefixes in the derived verbs of movement is not the same, since the combinability of the prefixed verbs of movement mainly depends on the specifics of the prefix. The

teacher constantly encounters various mistakes due to the peculiarities of these verbs, their Slavic nature, preserved from ancient times, and the peculiarities of the native language of a foreign student. The experience of working with foreigners has shown that mistakes result not so much from a misunderstanding of the meaning of the form of the verbs of movement, but from mixing up forms that at first glance are close, but completely different in their use.

Research methodology.

A.M. Peshkovsky, comparing the verbs “flies” and “flies,” proceeds from the fact that the stem of both verbs means the same thing - movement in the air with the help of wings, but the suffix - adds additional information to the semantics of the verb “flies”: “movement does not occur continuously, it flies - it means that it flies here and there, makes turns, stops for a while, etc. ”. This explains the special duration of the movement.

In modern linguistics, significant advances have been made in the study of the verbs of motion. In the dissertations of recent decades, a variety of aspects of this unique phenomenon in the language have been considered.

Thus, the lexicological analysis of the verbs of movement is given in the works of S.M. Afifi and Sh.M. Maigeldieva, their combinatory and word-forming capabilities are considered in sufficient detail in the studies of Z.U. Blagoza, S.M. Saykieva, R.I. Orphans, TeraRokiatu, E.V. Cheshko, K. Sharofiddinova. The problem of paradigmatic formations associated with the seme "movement" (Yu.M. Gordeev) is relevant, the issues of functional and stylistic properties of verbs of movement (Kh. Islamdzhanova, Mukhamed Abdelkhalim Mukhamed), their semantic and grammatical features (Kumari D. Sergeeva).

In the scientific and educational literature, different terms are used to designate this microsystem: verbs of movement, verbs of movement, verbs of the go-to-go type.

Analysis and results

The study of the Russian language by students of national groups contributes, in our opinion, to the formation of an educated, comprehensively and harmoniously developed personality. For in our time, knowledge of several languages is necessary for every educated person.

The main goal of learning any foreign language is communication skills, practical knowledge of it.

The main goal of Russian language classes is to provide practical language training for students of national groups; students' fluency in the norms of the Russian literary language; expanding and deepening their knowledge of the modern Russian language.

The basis of the communicative competence of students is formed by speech and language skills, which are formed in the process of mastering by students phonetic, grammatical and lexical material. Students should not only know the rules, but also be able to apply them in speech. For this, in the learning process, special exercises with a communicative focus are used. At the same time, the most important component of the pedagogical process is the personality-oriented interaction of the teacher with the students.

Speaking about working on grammatical material, methodologists note that it should be rationally organized and introduced into the educational process. All grammatical forms must be entered syntactically and presented as a sentence. The use of new pedagogical technologies, interactive methods is one of the most effective ways of teaching a foreign language (including Russian as a non-native language) today.

The essence of interactive learning is that the educational process in the conditions of active interaction of all students is based on cooperation: teacher - student, student - student. Interactive teaching methods make classes entertaining, interesting, which will help learners to assimilate educational material more easily and effectively.

The grammatical topic "Verbs of Movement" is one of the most difficult for Russian students to master. There are many reasons for this.

First, when studying the verbs of movement of the Russian language, it is necessary to distinguish between the designation of movement with and without transport: go - walk ("move on foot"); go - ride ("move with the help of transport").

Secondly, it is necessary to distinguish between unidirectional and non-unidirectional, single and repetitive motion.

The presence of non-prefixed and prefixed verbs of movement also presents a certain difficulty for students to assimilate. Movement verbs are also characterized by a wealth of different meanings, as evidenced by the data of the dictionaries.

At the first stage, students are offered elementary examples of the use of verbs of movement with a distinction between walking and driving: go - go. Sample sentences can be introduced in the process of learning the accusative case direction - where? For example: I'm going to university. I'm going to the center. My friend is going to the exhibition. He goes to the station.

At this point, the session can be organized using the interactive Small Group Work method. The teacher distributes pictures to the groups depicting the movement of people on foot and with the help of transport to specific goals. Participants in each group should describe the pictures in a chain, making sentences with the verbs go - go. Alternatively, you can invite members of one group to ask questions to the neighboring group, showing the available pictures.

Question: Where is the student going? Answer: He goes to university.

Question: Do you know where he is going? Answer: He goes to school.

Present tense forms of verbs of movement are used in dialogues. Students in groups are invited to compose dialogues based on these samples.

- 1) - Where are you going? 2) - Where are you going?
- To the library. And you? - To the hostel. And you?
- I'm going there too. - To the institute for class.

Various situations are proposed, based on which it is necessary to compose dialogues with the verbs go or go.

Situation: You met a friend on the bus.

- Where are you going?
- To the theatre. And you?
- To the center for the exhibition.

It is advisable to carry out this type of tasks according to the method "Work in pairs". The students of the groups are divided into pairs and, according to the proposed speech situations, make up short dialogues with verbs of movement.

In these examples, the topics "Verbs of motion" and "Accusative case of nouns" are worked out.

The work on the topic "Verbs of motion with circumstances in the genitive case" can be built on the same principle.

For example: - Where are you coming from?

- From the University. You too?

- Not. I'm from the library.

Thus, having worked out the functioning of the verbs of movement to go and go in the present tense, we turn to the past tense forms of these verbs. In this case, it is necessary to take into account, as the methodologist V.I.Ostapenko notes, the peculiarities of this form of the verbs go and go - walked, walked, walked, walked; rode, rode, rode, rode. Isolated sentences like Today I went to class do not always express a complete idea. More information suggests itself: Today I went to class with a friend (quickly). It is also necessary to remember that the past tense form of these verbs can be combined with another action verb, determining the moment of the main action. For example: When I was walking home, I met a friend.

Tasks on the interactive method "Work in pairs", we believe, contribute to the development of the skill of using such verbs in speech. One of the students starts the sentence, the other in the pair must complete it.

- When I went to college ... - When I went to the theater ...

Or: - I went to class and ... - The student was on the subway and ...

Or, in response to a friend's remark, he gives an explanation:

- Yesterday I saw you in the center.

- I went to the theater.

In tasks with the future tense form of these verbs, it is necessary to remember that the non-prefixed verbs go, go are usually not used in their direct meaning. To express the future tense, verbs are introduced with the prefix go, go. The development of this form is carried out according to the same scheme as the forms of the present and past tense.

At the final stage of work on the topic, we consider it expedient to use the "Ten-minute essay" method. Students are invited to compose a short story of 6-8 sentences using the studied verbs of movement. After completing the work, you can read some of the most successful compositions.

Having consolidated the topic with the example of two verbs of movement, the verbs go-walk, go-ride, run-run, fly-fly are introduced, the work on which is carried out using similar methods.

Conclusions and offers

Thus, the verbs of movement, along with other important grammatical topics, are in the center of the teacher's attention throughout the entire period of study. When working on this topic, it is necessary to clearly select the lexical material and go through the topic in stages.

Interactive teaching methods, used in the process of studying national groups of verbs of movement by students, allow, in our opinion, to solve several problems at the same time. These methods develop communication skills and abilities, help to establish emotional contacts between students, and teach to work in a team.

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