

## **NON-STANDARD FORMS AND METHODS OF TEACHING IN RUSSIAN LANGUAGE LESSONS**

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### **ANNOTATION**

There has been a lot of change in education over the past twenty years. Today, "how to make a lesson interesting, bright?", "How to create a state of success in a lesson for each student?", "In what case does the reader voluntarily do creative work; is it necessary to know the subject to the maximum for each level of success?" there is no teacher who does not think about such questions. And this is no coincidence. Today, a new attitude to life, including new requirements for the educational system, has been imposed. Today, the main goal of education is not only to accumulate a certain amount of knowledge, skills, qualifications of the student, but also to prepare the student as an independent subject of educational activities. In the center of modern education stands the activities of the teacher. In the system of primary education, the Russian language occupies a central place. As a means of knowing reality, the Russian language provides not only linguistic knowledge, but also the intellectual development of the child, forms the conceptual-categorical apparatus, and develops abstract thinking, memory and imagination. In recent years, unfortunately, students have no desire to have a sharp decrease in interest in Russian lessons, to expand children's language skills, to increase literacy and speech culture. Currently, the most important problem of interest to all teachers is to increase the effectiveness of the Russian language lesson as the main form of education and upbringing of students. Classes held in the same form will tire the student. The fact that classes are monotonous for the student and teacher reduces the

effectiveness of educational activities. Do not force to teach, but arouse interest, it is the task of the teacher to develop a desire to receive constant knowledge in the student. The young reader has its own age characteristics: unstable attention, the predominance of visual-figurative thinking, increased motor activity, a desire for gaming activity, a variety of knowledge. All this complicates the work of the teacher. To maintain the attention of children during the lesson, it is necessary to organize an active and interesting thinking activity. Since traditional educational methods are not always able to ensure the assimilation of material by all students, it will be necessary to skillfully organize educational activities in classes. To create conditions for the formation of this activity, it is necessary to form a cognitive motivation. A creative approach to teachers to preparing and conducting lessons can positively change a lot in relation to children. In order to activate students, develop interest, encourage them to acquire knowledge, the teacher must put work and other forms of classes — their interesting varieties-into practice, and, as a result, create author-unconventional classes. The teacher of the Russian language cannot be guided only by official requirements for the lesson. To improve its methodological activity, the teacher must know the traditional and non-traditional forms of Russian language lessons, their typology, the peculiarities of classes in the educational system. Lesson-a form of Organization of education for the purpose of mastering the materials studied by students (knowledge, skills, worldview and moral-aesthetic ideas). According to the main didactic goal, such lessons are distinguished as follows: - a lesson on acquaintance with new materials; - a lesson on strengthening the learned; - a lesson on the application of knowledge and skills; —a lesson on generalization and systematization of knowledge; —a lesson for checking and correcting knowledge and skills; - a unified (mixed) lesson. On the main method of conducting classes: conversation, lecture,

independent work of students, laboratory and practical work, combining various forms of classes. The main stages of the educational process are distinguished as follows: —introductory lessons; —lessons of preliminary acquaintance with materials; —lessons of learning concepts, laws, rules; —lessons of practical application of knowledge; —mixed or combined lessons. Control classes serve to formulate the educational process and its results, the level of mastering the knowledge system (subject, Department, throughout the course), the skills of educational and educational activities of students. Control can be carried out orally and in writing. Any lesson, traditional or problematic, interesting or boring, has its own structure. The stages of the lesson include the concepts of the goals and didactic tasks of the lesson aimed at the implementation of the educational, educational and developmental functions. There are different approaches to choosing the main structural elements of the lesson. At the same time, the general didactic structure of the lesson is characterized by three main (generalized) structural elements: —updating previous knowledge and methods of movement; —formation of new knowledge and methods of movement; —application of knowledge and the formation of skills and skills. As you know, traditional school lessons include learning new materials, strengthening knowledge, skills and skills, checking and accounting for the knowledge gained, analyzing control work, generalizing and systematizing what has been learned, repeating a topic or section. In recent times, along with these forms of education, non-traditional or non-standard are also widely used. These include: contests, trips, integrated lessons, fairy tales, themed play classes, theater performances, “fun and ingenuity” contests, guided tours, where students learn programming materials faster and better. A non-standard lesson is an educational lesson with an unconventional (undetermined) structure, which, first of all, contributes to the interest of students, the development of their

creative potential, their optimal development and upbringing. Unconventional forms of classes include endless possibilities in overcoming the overload of students with homework by using various methods of studying new materials in the lesson. As an example of non —traditional lessons, we give the following: lesson types, lesson forms: —lessons for the formation of new knowledge, —lessons for teaching skills and competencies, —lessons for repeating and generalizing knowledge,-lessons for the strengthening of skills —lessons for checking and accounting knowledge-expedition lessons (travel) - integral lessons-creative workshops, practical work role-playing games: KVN. “What? Where? When?”, “Wonderland”, "happy chance" integrated theatrical lessons —lessons-competitions: tests, contests children are very fond of such lessons as lesson-dialogue, lesson-concert, lesson-stage, lesson-excursion, lesson-travel, and lesson-game. Integrated lesson. Integration, on the one hand, allows students to show the “whole world”, and on the other hand, allows them to use the allocated study time to carry out Profile differentiation, especially in high school teaching. The methodological foundations of an integrated approach to education are the formation of knowledge about the environment and its entire laws, as well as the establishment of Science and cross-subject relations in mastering the foundations of science. The effectiveness of the learning process largely depends on the teacher's ability to properly organize the lesson and correctly choose a particular form of the lesson.

Non-traditional forms of conducting classes allow not only to increase the interest of students in the topic under study, but also to develop their creative independence, to teach them to work with various sources of knowledge.

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