Application of Interactive Methods in Studying Proverbs and Sayings of The Russian Language at Karakalpak School

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Abstract: This study is focused on developing knowledge, skills and abilities of students of Karakalpak schools in mastering Russian proverbs and sayings, using interactive methods.

The article is devoted to the description of interactive methods of teaching Russian as a foreign language in a Karakalpak school, which makes it possible to intensify the educational process, as a result of which students develop the skills necessary to communicate in different communicative situations. The article has a theoretical and practical orientation. The purpose of the work is not only to characterize the main interactive forms of teaching the Russian language in a Karakalpak school, but also to describe examples from our own teaching experience. The subject of analysis is the "Mind Map" and "Ranking" methods.

Using them in the classroom improves the quality of teaching, intensifies the learning process, and also contributes to the development of motivation for the subject. These methods are used at a certain stage and do not require returning to them during the lesson. Let us note that the Mind Map method is absolutely new for the methodology of teaching the Russian language to a national audience. The entire lesson is based on this method. As a result, it takes on an interactive form. When analyzing the material, a descriptive method is used. It is implemented through methods of classification and systematization of interactive forms of teaching. The results obtained during the study can be used in the practice of teaching Russian as a foreign language.

Keywords: Interactive methods, "Mind - Map ", "Ranking", proverbs and sayings, learning Russian as a foreign language.

Introduction: The modern model of education requires an active search for new goals, forms of organizational structures and learning technologies. This is due to the fact that at the turn of the 21st century, humanity entered a transition period from an industrial to an information society, from a written culture to an information and computer culture. The educational model of the 21st century is a holistic system of fundamental ideas, goals, principles and methods of teaching and upbringing. The main thing in the educational process is the prospect of forming a new type of person, oriented in his opinions and actions towards a dialogue of cooperation and mutual understanding. [Андрианова, 2011c. 44]

The Action Strategy in five priority areas highlights such important tasks as "further improving the system of lifelong education, increasing the ability to provide quality education services, and also adhere to a policy aimed at training highly qualified personnel in accordance with the requirements of the modern labor market" [от 07.02.2017 г. № УП-4947]. As a result, the requirements for the quality of educational preparation of students are significantly increasing. The teacher in such conditions faces the need to improve all aspects of teaching, but the problems of improving the lesson - the main process of educational interaction between teacher and student - come first. How to increase the effectiveness of a modern Russian language lesson?

METHOD

Among the genres of folklore, the language of proverbs has aroused and is of particular interest to linguists, as well as methodologists. Proverbs are studied in lexical, lexical-semantic, genre-stylistic, structural-syntactic, as

well as methodological aspects. There are many dissertations, in particular, by A. A. Shramm, I. A. Filippovskaya, G. S. Varlakova, Z. K. Tarlanov, V. G. Gak, D. O. Dobrovolsky, A. V. Kunin, A. G. Nazaryan, Yu. P. Solodub, G. Z. Cherdantseva. Proverbs are the object of study by many methodologists.

In the scientific work of the Kazakh methodologist Kosherbaev A.N. in his work "Study of Russian and Kazakh folklore in their interrelation as a means of introducing students to the cultural heritage of peoples: 5-6 classes of Russian-language schools in Kazakhstan" [Кошербаева, 1994] says that the interconnected study of national literature has great educational significance.At the same time, the horizons of students are significantly expanded, the cognitive interests of students are deepened, and their practical skills are activated. Comparative study of literature contributes to a more solid and conscious assimilation of the material studied in the lessons, helps to understand the national identity of each literature. We share the scientist's opinion, according to which all of the above enriches the student's spiritual world, develops aesthetic taste and moral qualities.

In addition, methodologist GrigorievaLyubovFedorovna in her work "Interconnected study of Russian, native, foreign fairy tales in the 5th grade of the Yakut school" [Григорьева, 2003] highlights the fact that the topic of research is determined by the objective significance of the interconnected study of Russian, native and foreign literature to improve literary knowledge and students' skills.The modern concept of literary education provides for increased attention to works that reflect the history, traditions, culture, and literature of different peoples.A practical solution to this problem is possible in the process of interconnected study of Russian, native, and foreign literatures. The author also emphasizes that one of the main tasks of literary education is the education of a thoughtful reader capable of meaningfully perceiving a work of art as a reflection of national identity and universal humanity. The national school must develop as a school of dialogue between cultures.

Kalmyk methodologist Boris BoskhmdzhievichOkonov in his work "Oral folk art in the formation and development of literary education in the Republic of Kalmykia" [Оконов,2002 c.356] also notes that the role of folklore is significant in the intellectual development of students, since it introduces them to the spiritual values of national and world culture. It is no coincidence that folklore, as a carrier of national traditions, means "folk wisdom", "folk knowledge".The formation of a national school and updating its content is one of the strategic directions in solving modern educational problems. An appeal to the historical roots, to the customs and traditions of the people, to the spiritual and moral values they have developed over the centuries can change the disdainful attitude of young people towards their culture and stop the process of loss of ethno-linguistic traditions.

In our opinion, the student's familiarization with the spiritual values of a certain ethnocultural environment becomes more complete and clear when folklore genres are included in his speech, which ensure the transmission of culture in different forms.

DISCUSSION

A modern lesson should be interesting, information-rich, and the material understandable to students; the teacher's task is to find methods of organizing the educational process that would not only combine theoretical knowledge and practical skills of students, but also contribute to the formation of their worldview as a whole.

In the content of the discipline "Russian Language", in addition to the main component - the acquisition of knowledge, skills, abilities - the communicative and cultural components become important. The communicative component is focused on the development of such personality traits as sociability, contact in various communication situations, and willingness to cooperate. [Аствацатуров, 2008]

The cultural component is designed to ensure the cultural identification of the student, which is understood as "the establishment of a spiritual relationship between oneself and one's people, the experience of a sense of belonging to the national culture, the internalization (acceptance as one's own) of its values, building one's own life taking them into account." [Бакулина , 2003]

Proverbs and sayings are that layer of vocabulary in which people, through the means of language, preserve their national identity, their culture, wisdom accumulated over centuries and everyday philosophy. Phraseology reflects ethnographic, historical and everyday facts, data on the spiritual development of the society to which the language belongs.

In this regard, when studying proverbs and sayings at school, the teacher must not only master linguistic material, but also know the history and ethnography of the people whose language is being studied. The teacher becomes a kind of bridge between the individual psychology of the student and the psychology of the people. He must realize this mission, which becomes doubly responsible if students also speak their native language, which means they have a different mentality, a different national identity. In

such conditions, the teacher must take into account the history, culture and spiritual experience of the two peoples, demonstrate to students the similarities and differences in the philosophy, history, culture, and mentality of the two peoples.

Identification of factors of interlingual interference in a national audience in the process of teaching the Russian language will raise the level of teaching the Russian language, will also help the interpenetration of two cultures, and should lead to a more attentive attitude of a representative of one culture to another. The correct organization of work when studying the Russian language in a national audience, taking into account the various conditions for the formation of Russian-national and national-Russian bilingualism when selecting the optimal forms and methods of teaching for a given region determines the ultimate goal - the formation of all types of speech activity - speaking, listening, reading, writing.

Proverbs and sayings occupy a special place in the formation of Russian speech among Karakalpak students. At the same time, the correct use in speech of the proverbs and sayings provided for in the program is associated with great difficulties. The main difficulties in the practical acquisition of proverbs and sayings in the Russian language are caused by interlingual interference.

Now we are at a new stage in the development of society's needs. The information boom, the formation of market relations in the world of work, difficult economic conditions require the preparation of a person for the active independent solution of many life issues, including the choice of educational trajectory, the choice of the most appropriate training content for future employment, the ability to independently navigate the world of information, quickly fill gaps in knowledge.And based on this, we can say that one of the effective conditions for the formation of professional and general competencies in the learning process is the use of active and interactive learning technologies.

By interactive learning technology we mean such an organization of the learning process in which the active position of the student in constant individual and group interaction with other subjects and learning tools plays a decisive role. Interactive learning is dialogue learning, during which interaction takes place between the student and the teacher, between the students themselves, between the student and a computer training or monitoring program, between the student and the information and educational environment of the educational institution [http://bershadskiy.ru/index/metod_intellekt_kart/0-32].

As methodologist L.T. Akhmedova noted: "during interactive interaction, students' cognitive activity is activated, their independence and initiative increase. The joint activity of students in the process of cognition and mastering educational material means that everyone makes their own special individual contribution to this process, that there is an exchange of knowledge, ideas, methods of activity, and values. Moreover, this happens in an atmosphere of goodwill and mutual support. [Ахмедова, Лагай, 2016]

Let us name some interactive technologies and methods through which you can implement an interactive learning model within a lesson: brainstorming; cluster, lectures with problem presentation; heuristic conversation; various types of discussions; conferences; gaming technologies (business and role-playing games); information and communication technologies; case method; modeling technology; virtual excursions; work in groups; method of empathy (personal analogy); staging, etc.

In order to develop a deeper understanding of the topic being studied, we have chosen such interactive methods as: "Ranking", "Mind map", which, in our opinion, will allow us to interest students, involve them in the educational process, teach them to work both individually and in group, they will help to correctly formulate the statement, and most importantly, they will help to critically comprehend the proposed educational material.

Let us look at them:

A mind map is a graphical expression of the thinking process. The mind map method was proposed by American psychologist Tony Buzan. St. Petersburg University professor B. E. Aleksandrovna is studying the method in Russia. The effectiveness of cards is related to the structure of the human brain, which is responsible for processing information.Mind maps involve both hemispheres, form the educational and cognitive competencies of students, and develop their thinking and creative abilities. Therefore, they are the most important tool for perceiving, processing and remembering information, developing memory, thinking, and speech [Бершадская, 2010].

Traditional methods of processing information are labor-intensive and ineffective. Buzan states: "Traditional note-taking leads to unnecessary waste of time, namely:

– a lot of unnecessary information is recorded;

– time is wasted on subsequently reading this unnecessary information;

– time is wasted re-reading unnecessary information;

– time is wasted searching for keywords.

A mind map has a number of advantages over the traditional, linear form of information presentation:

– it is easier to highlight the main idea if it is placed in the center of the sheet in the form of a bright graphic image;

– attention is focused not on random information, but on significant issues;

– the relative importance of each idea is clearly visible. More significant ideas are located closer to the center, and less important ones are on the periphery;

– information is remembered and reproduced faster and more efficiently due to its multi-colored and multidimensional representation;

– the structural nature of the map allows you to easily supplement it with new information (without deleting, cutting, inserting, etc.).

In addition, the process of building mind maps makes learning creative and fun. By making mental maps, i.e. By drawing thoughts, students demonstrate an individual way of perceiving, processing and presenting information. The activity becomes observable, moreover, the skills that students develop in the process of activity also become observable.

The mind map method allows you to:

– to develop communicative competence in the process of group activities;

– to develop general educational skills related to the perception, processing and exchange of information (taking notes, annotating, participating in discussions, preparing reports, writing abstracts, articles, analytical reviews, etc.);

– improve all types of memory (short-term, long-term, semantic, figurative, etc.) of students; speed up the learning process.

Mind maps can be drawn up in the traditional way (with colored pencils), using a presentation, or the special ConceptDraw program [Бьюзен, 2007с. 400].

Ranking - (from the French ranger - to build) - a technique in which the student arranges all objects in the list in a row in ascending or descending order, significance or importance, etc. given criterion. [Погребная, Козлов, Сидоркина 2010]

For example, Let us show the use of the "Ranking" technique when completing a task: How do you understand the proverb? "Learning is light and ignorance is darkness". Imagine that you are doing poorly at school, and after graduation you must enter a higher educational institution. Do you think that if you did poorly at school, you can enter a higher education institution? In order to enter a university, what should you do?First mark the most important, then the least important, actions you take to solve this problem. Justify your choice. So, we can say that the "Ranking" technique helps students analyze and evaluate the elements of an object, determine and clarify their criteria for sorting, give reasons for the selected options, consider and compare arguments for and against, and consider issues from different points of view.

RESULTS

During training using interactive methods, students develop their abilities to perceive information from the screen, recode a visual image into a verbal system, evaluate quality and be selective in consuming information.

CONCLUSION

In modern methods of teaching the Russian language in secondary school, it is necessary to take into account all the conditions for the high-quality development of communication skills and the use of Russian language means of speech in communication. Proverbs and sayings are ideal material for expanding vocabulary, since their set is situationally adaptive and rich. Proverbs and sayings have educational potential and the necessary didactic capacity.

In conclusion, I would like to note that interactive forms of teaching are quite in demand in the practice of teaching Russian as a foreign language in Karakalpak schools, since they help make the learning process not only informative, but also exciting. Their use facilitates perception and greatly simplifies the assimilation of educational material. Interactive forms of trainingcontribute to the involvement of all students in joint activities and the formation of the ability to work in a team.

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