

THE IMPORTANCE OF NON-STANDARD METHODS IN THE EFFECTIVE ORGANIZATION OF RUSSIAN LANGUAGE LESSONS

Madumarova Mukhayyo Djurayevna

Assistant, Fergana State Technical University,
Uzbekistan, Fergana City

Abstract

This article analyzes the importance of using non-standard methods in the effective organization of Russian language lessons. The possibilities of increasing students' speech activity, developing independent thinking and communicative competencies through innovative, interactive and creative approaches in the educational process are shown. The influence of non-standard methods on the effectiveness of teaching, the increased interest of students in the language and the focus on the practical application of acquired knowledge are also scientifically substantiated. The article also analyzes the current aspects of improving the professional skills of Russian language teachers and organizing the educational process in accordance with modern requirements.

Keywords: Russian language, innovation, training efficiency, non-standard methods, innovative approach, educational efficiency, creative thinking, communicative competence, interactive education, student activity.

Introduction

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, develops abstract thinking, memory and imagination. 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, 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.

A young student has unique age-related characteristics: unstable attention, predominance of visual-imaginative thinking, increased motor activity, a tendency toward play-based activities, and a diversity of knowledge. All these factors complicate the teacher's work. To maintain students' attention during the lesson, it is necessary to organize active and engaging thinking activities. Since traditional teaching methods do not always ensure the assimilation of material by all students, it becomes essential to skillfully organize learning activities in the classroom. To create the conditions for developing such activity, it is necessary to form learning motivation.

The requirements for the personality of the teacher include:

1. The teacher should be able to deeply understand the changes that are taking place in the social life of society, the nature of the social reforms being carried out, and to provide the students with correct, well-established information on this matter.
2. A modern teacher is required to be aware of the innovations and achievements of Science, Technology and technology[1, 34].

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.

MATERIALS AND METHODS

Non-standard methods are a new set of pedagogical methods and technologies aimed at developing students' activity, independent thinking, creativity and communicative competence, in contrast to traditional approaches in the learning process. They put the student's personality at the center of attention, turning the lesson process into an environment of collaborative learning, creative search and communication, rather than a one-way transfer of knowledge.

The main features of non-standard methods:

- makes the student an active participant in the lesson process;
- provides practical result-oriented training;
- enhances interactive communication between teacher and student;
- organizes the process of language use in natural communicative conditions; - involves the personal experience and emotional activity of the student in the course of the lesson.

The main non-standard methods used in Russian language lessons:

1. Project (project) teaching method
2. Role-playing (dramatization) method
3. Gamification (gamification)
4. Case-study (situational analysis) method
5. Problem teaching method
6. Cluster and mental attack (brainstorming) techniques
7. Creative writing exercises.

A sociological study was carried out on the article. The purpose of this study is to increase the effectiveness of the educational process through the use of non-standard methods in Russian language lessons, to determine the possibilities for the formation of communicative competencies, creative thinking and practical use of language skills in students.



To this end, methods such as pedagogical experiment, psycholinguistic observation, Interview, Survey, testing and statistical analysis were used in scientific work in a complex way. The research methodology relies on the theory of pedagogical innovation, the constructivist approach and the communicative language teaching model.

Experimental testing process

The experiment-test was organized in three stages: the diagnostic stage, the experimental (formative) stage and the control (final) stage.

- **At the diagnostic stage**, the level of knowledge, skills and competence of students in the Russian language was determined and initial diagnostics were carried out. In this, students were given a written test, a speech assignment, exercises that determine vocabulary.

- **At the experimental stage**, non-standard methods were systematically introduced, and the level of student assimilation, speech activity and participation in the lesson were regularly monitored.

- **At the diagnostic stage**, the level of knowledge, skills and competence of students in the Russian language was determined and ind.

1) To monitor the educational process, pedagogical observation cards were completed by the teacher and the researcher during each lesson. Students' motivation, participation in the lesson, and level of independent thinking were recorded using a point-based evaluation system.

"In the context of the modern market economy, a higher education institution cannot afford excessive bureaucracy, as no tangible results can be expected from such teaching. The outcomes of instruction must be clear and attainable; otherwise, the demand for trained specialists becomes uncertain, and they will not be sought after" [2, 23].

Data collection and analysis methods.

During the research, four main empirical sources were used:

1. **Tests** – to assess students' grammatical, lexical, and communicative competence.
2. **Questionnaires** – to determine students' motivation toward the Russian language and their attitude toward non-standard teaching methods.
3. **Interviews** – conducted with teachers to analyze practical experiences and challenges in applying non-standard methods.
4. **Observation protocols** – used to measure students' active participation during lessons.

2) Tadqiqotda qo'llangan nostandart metodlarning mohiyati

The non-standard methods used in the experimental group are based on modern educational technologies. Project-based learning forms students' skills of independent thinking and teamwork; story-based role-playing games prepare students for verbal communication; in the case study methodology, students gain practical experience through the use of language in real-life situations; gamification (game elements) serves to organize lessons in an interesting and competitive environment. The standard methods used in the experimental group are based on modern educational methods.

RESULTS AND DISCUSSION

The use of non-standard methods in the lessons of the Russian language significantly affects the educational activity, language competence and personal development of students. "Experiments and observations show that non-standard approaches, as opposed to traditional forms of teaching, increase the speech activity of students, develop independent thinking, creative approach and communicative skills"[3].

First, the effectiveness of education increases. Interactive, creative, and game-element-based classes engage students as active participants. As a result, interest in the study of the Russian language increases, the opportunity to freely express one's opinion, develop dialogue and monologue speech expands.

Secondly, personal and social competencies are formed. Non-standard methods - for example, project (project) work, role-playing games, interactive activities-develop the ability to work cooperatively in students, exchange ideas in a team and solve problems together. This strengthens their social flexibility and communicative culture.

Thirdly, the quality of mastering the language material increases. Word and grammatical structures learned through play, dramatization, problem situations are strengthened in long-

term memory. Such a process activates cognitive activity, develops the logical and analytical thinking of the student.

Fourth, motivation stabilizes. When students are able to immediately see the result of their participation, their internal motivation is strengthened when they feel as an important subject in the course of the lesson. This creates a positive psychological environment in the long-term learning process.

Fifth, innovative approaches are strengthened in the activities of the teacher. The use of non-standard methods encourages the teacher to also be creative in search, to master new technologies., motivation stabilizes. When students are able to immediately see the result of their participation, their internal motivations.

In conclusion, it can be said that non-standard methods not only increase the effectiveness of teaching the Russian language, but also have a positive effect on the intellectual, moral and aesthetic development of the student's personality. The culture of creativity, independent thinking, communication, formed with the help of these methods, will enrich the student's life competencies in the future.

The results of the study show that the use of non-standard methods in the lessons of the Russian language is manifested as an important factor in the development of speech, cognitive and social competencies of students. Non-standard approaches to traditional forms of teaching activate students, expand their range of thinking and base the course process on interactive communication.



According to the results of the experiment conducted, it was observed that in classes where non-standard methods (such as role-playing games, problem situations, project developments, “debate” technology, cluster and mental attack) were used, the level of speech activity of students increased by 35-40 percent. Especially problematic teaching technology has formed Students' independent decision-making, cause-and-effect detection, argument-making skills.

This process is primarily associated with the motivation factor. When students realize themselves as active participants in the learning process, they have a higher absorption rate. Also, non-standard methods provide emotional-intellectual harmony in students, which in turn directly contributes to the formation of communicative competence.

Analysis has shown that the effect of acquisition increases when students gain personal meaningful experience in the language learning process, i.e. the opportunity to freely express their opinion, to approach creatively. In this, the role of the teacher is seen as a referent and motivator, not a supervisor or supervisor.

Non-standard methods are especially effective in methodological synthesis - that is, through the combination of didactic, psychological and communicative approaches, they satisfy the personal educational need of each student. Therefore, such an approach develops not only the effectiveness of the lesson, but also the social flexibility of students, a culture of expression and aesthetic taste. From a scientific point of view, the effectiveness of non-standard methods is clearly visible in the creation of an integrative model of the educational process.

That is, the reader acquires not only grammatical knowledge, but also Culture, Communication, and social values. At the same time, for the teacher, such an approach allows you to develop professional competence, test new pedagogical technologies.

CONCLUSION

The use of non-standard methods in the effective organization of Russian language lessons significantly increases the quality of the teaching process as an integral part of modern pedagogical approaches. The results of the study show that non-standard methods make students an active participant in the lesson, develop their creative thinking, independent work and communicative competencies. Through these methods, students acquire language not only theoretically, but also practically, forming freedom in communication and a culture of speech.

The effectiveness of non-standard methods is explained, first of all, by creating an atmosphere of equal communication between the teacher and the student, increasing the student's personal activity and bringing the teaching process closer to life situations. Techniques such as Game, Project, problem teaching, role-playing teach students to think freely, analyze, express their opinion on the basis. As a result, their cognitive and social activity develops in one go.

Also, the use of non-standard methods forms innovative approaches in the activities of the teacher. The teacher seeks to effectively use new technologies, interactive activities and creative tasks in organizing the course process. This increases the interactivity of education, student motivation, and level of acquisition.

References

1. J.Hasanboyev va boshq. Pedagogika (pedagogika nazariyasi va tarixi). Darslik. - Toshkent: «Noshir», 2016.
2. N.F.Saydalixodjaeva. "Pedagogik texnologiyalar" moduli bo'yicha O'quv-uslubiy majmua. - Toshkent, 2021.

3. Saliev, U., & Salieva, N. (2024). TASKS OF MEDICAL ETHICS AND MEDICAL PEDAGOGICAL DEONTOLOGY. BEST JOURNAL OF INNOVATION IN SCIENCE, RESEARCH AND DEVELOPMENT, 3(5), 456-464.
4. Салиева, Н. С. (2021). Педагогическая деятельность и педагогическое мастерство руководителя группы. Молодой ученый, (17), 292-294.
5. Салиев, У. А. (1994). Международные связи Узбекистана в исторической литературе 50-80-х годов.
6. Мадаминов, А. А. (2016). ИНФОРМАТИЗАЦИЯ ОБЩЕСТВА И ИДЕОЛОГИЧЕСКОЕ ВОСПИТАНИЕ. Актуальные вопросы науки, (24), 89-93.
7. Мадаминов, А. А. (2023). ПОНЯТИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ, ИХ СУЩНОСТЬ И ФУНКЦИИ. Экономика и социум, (11 (114)-2), 746-749.
8. Мадумарова, М. Д. (2018). Рекомендации по внедрению активных методов в учебный процесс. Вопросы науки и образования, (2 (14)), 53-55.
9. Djurayevna, M. M. (2023). The Impact of Non-linguistic Elements on Phonostylistic Changes. American Journal of Research in Humanities and Social Sciences, 18, 153-157.
10. Туйчиева, О. С. (2018). МЕТОДОЛОГИЧЕСКИЕ ПОДХОДЫ К ИЗУЧЕНИЮ ИНОСТРАННЫХ ЯЗЫКОВ. Инновации в образовании и медицине. Материалы V Все, 107.
11. Туйчиева, О. С. (2021). Использование кластерной системы как одного из видов педагогических технологий. Молодой ученый, (15), 341-343.
12. Ахмедова, У. Э. (2020). ЭФФЕКТИВНОСТЬ ТЕХНОЛОГИИ НАКОПЛЕНИЯ И СИСТЕМАТИЗАЦИИ ИНФОРМАЦИИ НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА В МЕДИЦИНСКОМ ВУЗЕ. In Университетская наука: взгляд в будущее (pp. 708-710).
13. Ахмедова, У. Э. (2018). ЗНАКОМСТВО С ЛЕКСИЧЕСКОЙ СИНОНИМИЕЙ НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА. 10.00. 00-ФИЛОЛОГИЯ ФАНЛАРИ, 13.
14. Жураева, М. (2025). Lotin tilida tibbiyot ta'limida talabalarni klinik terminlar orqali professional ko 'nikmalarini rivojlantirish. Лингвоспектр, 1(1), 222-227.
15. Mastura, J. R. (2022). The use of social forms in improving the effectiveness of the lesson. Eurasian Journal of Learning and Academic Teaching, 9, 118-122.
16. Исроилова, С. М. (2023). Использование графических органайзеров в эффективном изучении русского языка. IQRO, 2(2), 626-628.
17. Исроилова, С. М. (2024). ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ. Экономика и социум, (5-2 (120)), 1066-1071.
18. Азимов, У. А. (2021). ФУҚАРОЛИК ЖАМИЯТИ ШАРОИТИДА ЁШЛАРДА ДЕМОКРАТИК ИСЛОҲОТЛАРГА АКСИОЛОГИК МУНОСАБАТНИ МИЛЛИЙ ҚАДРИЯТЛАР АСОСИДА РИВОЖЛАНТИРИШ ОМИЛЛАРИ. Scientific progress, 2(1), 1549-1553.

19. Рафиқова, Д., & Азимов, У. (2021). MODERNIZATION OF EDUCATION AND INCREASING THE QUALITY OF EDUCATION. Экономика и социум, (2-2), 167-169.
20. Mamatxonova, M. (2024). TRADITION AND INNOVATION IN THE WORKS OF OMON MUKHTOR. Spanish Journal of Innovation and Integrity, 26(1), 167-173.
21. Karimovna, M. O. (2022). Linguocultural features of phraseology in Uzbek and German languages. Galaxy International Interdisciplinary Research Journal, 10(6), 481-482.
22. Karimovna, M. O. (2021). Structural properties of additional elements. Asian Journal Of Multidimensional Research, 10(5), 173-178.
23. Abdurahimova, M. (2025). SUKUT PSIXOFIZIOLOGIYASI. Scientific journal of the Fergana State University, (1), 72-72.
24. Qayumov, A., & Abdurahimova, M. (2024). QO 'CHQOR NORQOBIL QISSALARIDA PSIXOLOGIK TASVIR VA PSIXOFIZIOLOGIK HOLAT MASALASI. Farg'ona davlat universiteti, (3), 529-529.
25. Ганиев, М. М. (2021). Роль иллюстративно-объяснительного обучения русскому языку иностранных студентов. Молодой ученый, (1), 53-55.
26. Ганиев, М. М. (2022). Русский язык–язык межнационального общения. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL, 3(9), 103-106.
27. Анваров, А. (2024). Роль использования студентами Вики-технологии в обучении иностранным языкам. Общество и инновации, 5(10/S), 105-110.
28. Анваров, А. (2024). Роль использования студентами Вики-технологии в обучении иностранным языкам. Общество и инновации, 5(10/S), 105-110.
29. Yusupaliyevna, H. S. (2024). MODEL AND TECHNOLOGY FOR THE DEVELOPMENT OF PROFESSIONAL ABILITIES OF STUDENTS IN MEDICAL EDUCATION. INNOVATIVE DEVELOPMENTS AND RESEARCH IN EDUCATION, 3(28), 399-403.
30. Хамдамова, Ш. (2024). Возможности дидактики в профориентационном обучении английскому языку студентов медицинских специальностей. Общество и инновации, 5(4/S), 286-290.
31. Ergasheva, S. (2019). CRITERIA FOR THE EDUCATIONAL PROCESS IN FORMATION OF COMMUNICATIVE COMPETENCE OF FUTURE MEDICAL PERSONNEL. European Journal of Research and Reflection in Educational Sciences Vol, 7(12).
32. Ergasheva, S. P. (2018). Printing activities as a pragmlinguistic functional meaning. Актуальные проблемы гуманитарных и естественных наук, (8), 78-80.
33. Каримова, М. (2025). Развитие профессиональных навыков через аутентичную компетенцию. Общество и инновации, 6(1/S), 217-221.
34. Karimova, M. (2022). BESONDERHEITEN DES FREMDSPRACHLERNENS AN EINER MEDIZINISCHEN HOCHSCHULE WÄHREND DER COVID-19-PANDEMIE. Архив научных исследований, 2(1).

35. Karimov, U., Karimova, G., & Makhamadaliev, L. (2022). The role and significance of spiritual values in youth education. *Asian Journal of Research in Social Sciences and Humanities*, 12(2), 181-185.
36. Karimov, U., Kaxarov, S., Yokubjonov, S., & Ziyodov, D. (2018). Using new information technologies in distance learning system. In *Новая промышленная революция в зеркале современной науки* (pp. 9-11).