

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

Karimova Sohiba

Teacher of Russian Language at the Department of Methods of Teaching Languages

## Abstract:

This article reveals new directions of Russian language teaching methodology in primary grades. Different pedagogic methods that develop students' Russian language skills have been studied.

**Keywords.** non-standard, Russian language, control lessons, didactic purpose, non-traditional, integrated lesson, traditional school lessons.

## INTRODUCTION

Over the past two decades, many changes have taken place in the field of education. Today, "How to make the lesson interesting and bright?", "How to create a state of success in the lesson for every student?", "In what situation the student does creative work of his own free will; is it necessary to know the maximum of the subject for each level of success?" There is no teacher who does not think about such questions. And this is not a coincidence. Today, a new approach to life, including new demands on the education system, has been made. Today, the main goal of education is not only the accumulation of a certain amount of knowledge, skills, and qualifications of the student, but also the preparation of the student as an independent subject of educational activity.

The activity of the teacher is at the center of modern education. The Russian alphabet occupies a central place in the primary education system. As a means of knowing the truth, the Russian language provides not only linguistic knowledge, but also intellectual development of the child, forms the conceptual-categorical apparatus, develops abstract thinking, memory and imagination. In recent years, unfortunately, there has been a sharp decline in the interest of students in Russian language classes, there is no desire to expand children's language skills, improve literacy and speech culture. Nowadays, the most important problem that interests all teachers is to improve the effectiveness of the Russian language lesson as the main form of education and upbringing of students. Lessons held in the same form will tire the student. The monotony of lessons for the student and the teacher reduces the effectiveness of educational activities. Do not force to teach, but arouse interest, it is the duty of the teacher to create a desire for constant learning in the student. A young student has specific age characteristics: unstable attention, predominance of visual-figurative thinking, increased motor activity, desire for game activities, variety of knowledge. All this complicates the teacher's work. In order to keep children's attention during the lesson, it is necessary to organize active and interesting thinking activities. Since traditional educational methods cannot always ensure the assimilation of the material by all students, it is necessary to skillfully organize educational activities in classes.

In order to create conditions for the formation of this activity, it is necessary to form knowledge motivation.

A creative approach to the preparation and delivery of lessons for teachers can make a positive difference to children. In order to activate students, develop interest, encourage them to acquire knowledge, the teacher should introduce work and other forms of lessons - their interesting varieties into practice, and as a result, create author-non-traditional lessons. A Russian language teacher cannot be guided only by formal requirements for the lesson. In order to improve his methodological activity, the teacher should know the traditional and non-traditional forms of Russian language lessons, their typology, and the specific features of lessons in the educational system.

The form of organization of education in order to master the studied materials (knowledge, skills, worldview and moral-aesthetic ideas). According to the main didactic purpose, such lessons are divided as follows:

- a lesson to get acquainted with new materials;
- a lesson to consolidate what has been learned;
- the lesson of application of knowledge and skills;
- lesson of generalization and systematization of knowledge;
- a lesson for checking and correcting knowledge and skills;
- combined (mixed) lesson.

According to the main method of conducting lessons: conversation, lecture, independent work of students, laboratory and practical work, combining different forms of lessons. The main stages of the educational process are divided as follows:

- Introductory lessons;
- Lessons of initial familiarization with the materials;
- Concepts, laws, rules study lessons;
- Lessons of practical application of knowledge;
- Mixed or combined classes.

Supervision classes serve to form the educational process and its results, the level of mastering the knowledge system (by subject, department, the entire course), students' educational and educational activity skills. Control can be carried out verbally and in writing. Any lesson, traditional or challenging, interesting or boring, has its own structure. The stages of the lesson include the concepts of goals and didactic tasks aimed at the implementation of educational, educational and developmental functions of the lesson. 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 distinguished by three main (generalized) structural elements:

- update previous knowledge and methods of action;
- formation of new knowledge and methods of action;
- application of knowledge and formation of skills and abilities.

As you know, traditional school lessons include learning new materials, strengthening knowledge, skills and abilities, checking and considering acquired knowledge, analyzing control work, summarizing and systematizing what has been learned, repeating a topic or section. Recently, along with these forms of education, non-traditional or non-standard ones

are also widely used. These are: competitions, trips, integrated lessons, fairy tales, thematic game lessons, theater performances, "Fun and smart" contests, excursions, students learn program materials faster and better.

A non-standard lesson is an educational lesson with a non-traditional (undefined) structure, which, first of all, contributes to the development of students' interest, their creative potential, their optimal development and education. Non-traditional forms of lessons include unlimited opportunities to eliminate the overload of students with homework by using different methods of learning new materials in the lesson.

Examples of non-traditional classes include:

Lesson types, lesson forms:

- lessons of formation of new knowledge,
- lessons for teaching skills and competencies,
- lessons of repetition and generalization of knowledge,
- skills strengthening, knowledge testing and accounting lessons-expedition lessons (travel)
- integral lessons-creative seminars, practical work role-playing games: "What? Where? When?", "Field of Miracles", "happy coincidence" integrated theatrical lessons
- lessons-competitions: tests, contests

Children love classes such as lesson-discussion, lesson-concert, lesson-scene, lesson-excursion, lesson-trip, lesson-game.

Integrated lesson. Integration, on the one hand, allows to show students the "whole world", and on the other hand, allows to use the allocated educational time for the implementation of Profile differentiation, especially in secondary school education. The methodological basis of the integrated approach to education is the formation of knowledge about the environment and all its laws, as well as the establishment of inter-disciplinary connections in mastering the basics of science. The effectiveness of the educational process mainly depends on the teacher's ability to properly organize the lesson and choose the correct form of the lesson. Non-traditional forms of conducting lessons allow not only to increase students' interest in the studied topic, but also to develop their creative independence and teach them how to work with different sources of knowledge.

### **List of Literature Used**

1. Alimdjanovna, X. M. (2022). CLIMATE CONTROL AND LIGHT CONTROL IN A SMART HOME. *European Journal of Interdisciplinary Research and Development*, 8, 149-155.
2. Jo'rayev Vohid Tojimamatovich, A. M. (2022). Working With Geospatial and Descriptive Data in A Geoinformation System. *Periodica Journal of Modern Philosophy, Social Sciences and Humanities*, 11, 113-116.
3. Jo'rayev, V. T. (2020). The role and advantages of distance courses in the innovative educational system. *The American Journal of Social Science and Education Innovations*, 2(10), 434-439.

4. Muxtoraliyevna, Z. S., & Madinabonu, E. (2023). BOSHLANG'ICH SINF O'QUVCHILARIDA INGLIZ TILINI O'QITISHNING O'ZIGA XOSLIGI. IJTIMOIIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI, 3(5), 190-197.
5. Nilufar, O. (2022). XALQ OG 'ZAKI IJODI VOSITASIDA BOSHLANG 'ICH SINF O 'QUVCHILARINING TALAFFUZI VA NUTQINI O 'STIRISH TEXNOLOGIYASI. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI, 2(11), 416-423.
6. O'rinova , N. M. (2023). TYUTORLIK FAOLIYATINING PEDAGOGIK-PSIXOLOGIK XUSUSIYATLARI. INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE "THE TIME OF SCIENTIFIC PROGRESS ", 2(6), 17–22.
7. O'rinova, N. M. (2023). TYUTORLIK FAOLIYATINI TASHKILIIY METODIK JIHATDAN SHAKLLANTIRISHNING PEDAGOGIK SHART-SHAROITLARI. INTERNATIONAL SCIENTIFIC CONFERENCE " INNOVATIVE TRENDS IN SCIENCE, PRACTICE AND EDUCATION", 2(6), 5–10.
8. O'rinova, N. M., & Muminova, N. J. (2022). BOSHLANG 'ICH TA'LIMDA O 'QUV-KVEST TEXNOLOGIYASIDAN FOYDALANISHNING NAZARIY JIHATLARI. Academic research in educational sciences, 3(5), 460-472.
9. O'Rinova, Nilufar Muhammadovna BO'LAJAK O'QITUVCHILARNI TYUTORLIK FAOLIYATIGA TAYYORLASH MEXANIZMLARI // ORIENSS. 2023. №4-2.
10. O'zbekiston Respublikasi Prezidentining "Nodavlat ta'lim xizmatlarini ko'rsatish faoliyatini yanada rivojlantirish chora-tadbirlari to'g'risida" 2017yil 15 sentyabrdagi PQ-3276-sonli qarori
11. Qizi, O. N. K., & Qizi, M. A. M. (2021). The interest of junior school age students and their impact on speech performance. ACADEMICIA: An International Multidisciplinary Research Journal, 11(10), 1861-1864.
12. Qizi, O. N. Q. (2021). Ways To Work with Difficult Sounds in The Pronunciation of Younger Students. Journal of Pedagogical Inventions and Practices, 1(1), 91-93.
13. Rahmatjonovich, T. D., & Ruslanovna, M. B. (2022). Creative Activity of Students in the Lessons. Spanish Journal of Innovation and Integrity, 6, 440-445.
14. S.M. Zokirova. (2023). INTERLANGUAGE HOMONYMS AS A TRANSLATION PROBLEM. Horizon: Journal of Humanity and Artificial Intelligence, 2(5), 248–251.
15. Teshaboyev, D., & Usmonova, M. (2023). BOSHLANG 'ICH SINF ONA TILI DARSLARIDA "UYUSHIQ BO 'LAKLAR" MAVZUSINI O 'RGATISHDA INTERFAOL METODLAR VA MUSTAQIL ISHLARDAN FOYDALANISHNING AHAMIYATI. Евразийский журнал технологий и инноваций, 1(5 Part 2), 252-257.
16. Teshaboyev, D., & Xamdanova, M. (2022). UMUMIY O'RTA TA'LIM MAKTABINING BOSHLANG'ICH SINFLARIDA ONA TILI O'QITISH METODIKASI. Eurasian Journal of Academic Research, 2(5), 823-827.
17. Teshaboyev, Dilmurod, Ne'Matova, Mahfuza Ma'Rufjon Qizi BOSHLANG'ICH SINF DARSLIKLARIDA QO'LLANGAN HARAKAT SEMALI FE'LLARNING SEMANTIKASI // ORIENSS. 2023. №3.

18. Tojimamatovich, J. V. (2023). CONCEPT AND ESSENCE OF INFORMATION SECURITY. Web of Synergy: International Interdisciplinary Research Journal, 2(4), 643-647.
19. Tojimamatovich, J. V. . (2023). Digital Transformation of Educational Management System. Web of Semantic: Universal Journal on Innovative Education, 2(4), 202–206.
20. Valijonovna K. I. et al. About Humorous Literature For Children. – 2022.
21. Valijonovna, X. I. (2022). FORMING OF EDUCATIONAL MOTIVATION FOR PRIMARY SCHOOLCHILDREN. Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL), 3(10), 83-91.
22. Valizhonovna, K. I. (2023). THE ROLE OF SPELLING IN IMPROVING STUDENTS'LITERACY. Open Access Repository, 4(2), 768-774.
23. Valizhonovna, K. I., & Malikakhan, A. (2023). Develop the Speech of Primary Class Students Modern Issues. Eurasian Journal of Humanities and Social Sciences, 16, 7-10.
24. XOLDAROVA, I., & ALIJONOVA, M. (2023). SINFDAN TASHQARI ISHLAR ORQALI O'QUVCHILARNING AQLIY FAOLIYATI VA DUNYOQARASHINI SHAKLLANTIRISH. Journal of Pedagogical and Psychological Studies, 1(5), 141–146.
25. Zokirova , S. M., & Tojialiyeva , D. R. qizi. (2023). O'ZBEK BOLALAR SHE'RIYATIDA VATAN TASVIRI. Educational Research in Universal Sciences, 2(3), 539–546.
26. Zokirova Sohiba Muhtoraliyevna, & Tojialiyeva Dilnoza Rasuljon qizi. (2023). VATANPARVARLIK RUHIDA TARBIYALASHDA AN'ANAVIYLIK VA ZAMONAVIYLIK. Educational research in universal sciences, 2(4), 805–810.
27. Zokirova Sohiba Mukhtoraliyevna, & Kholikova Mukhtasar Kurbonali qizi. (2023). The Problem of Defining a Riddle. Texas Journal of Philology, Culture and History, 18, 22–26.
28. Тешабоев, Д. Р. (2022). ЭРГАШ ГАПЛИ ҚЎШПРЕДИКАТИВ БИРЛИКЛАР ФАЛСАФИЙ НАРСА КАТАГЕРИЯСИ СИФАТИДА. ЎТМОЎИ ФАҢЛАРДА ИННОВАСИЯ ОНЛАЙН ИЛМИЙ ЖУРНАЛИ, 2(11), 25-30.
29. Уринова, Н. М., & Таджибоева, Х. М. (2018). Педагогические основы развития социальной активности учащейся молодежи. In international scientific review of the problems of philosophy, sociology, history and political science (pp. 29-33).