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USING ACTIVE FORMS OF LEARNING IN RUSSIAN LANGUAGE CLASSES

Ikramov Makhamad-Shukhrat Erkenovich
Teacher of the Department of "Languages" of the National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers"

Abstract
Active learning is the creation of conditions in which a learner actively interacts with educational material through reading, writing, speaking, listening, and thinking. Conducting classes in non-traditional formats not only increases students' interest in the subject but also develops their creative independence and teaches them to work with various sources of knowledge.

Keywords: Active learning, higher education systems, relevance, effectiveness, continuity, interactive learning, engaging learning.

Introduction

Аннотация:
Активное обучение — это создание условий, в которых учащийся активно взаимодействует с учебным материалом, используя чтение, письмо, устную речь, прослушивание и мышление. Нетрадиционные формы проведения занятий позволяют не только повысить интерес студентов к предмету, но и развивать их творческую самостоятельность, обучать работе с разными источниками знаний.

Ключевые слова: активное обучение, системы высшего образования, актуальность, эффективность, преемственность, интерактивное обучение, занимательность.

Annotatsiya:
Faol ta'lim — bu o'quvchi o'quv materiali bilan o'qish, yozish, og'zaki nutq, tinglash va fikrlash orqali faol o'zaro aloqada bo'ladigan shart-sharoitlarni yaratishdir. Mashg'ulotlarni noan'anaviy shakllarda tashkil etish nafaqat

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talabalarning fanga bo‘lgan qiziqishini oshirish, balki ularning ijodiy mustaqilligini rivojlantirish, turli bilim manbalari bilan ishlashga o‘rgatish imkonini ham beradi.

Kalit so‘zlar: faol ta’lim, oliy ta’lim tizimlari, dolzarblik, samaradorlik, uzviylik, interfaol ta’lim, qiziqarli.

Life in modern society places high demands on individuals in terms of personal qualities, culture, and education. However, students' busy schedules, which include not only organized classes and preparation for them but also electives, self-study, and participation in university life, leave little time for real socialization. This lack of time is a source of intense frustration for most students. Consequently, interest in studying Russian and other subjects is growing, while intellectual activity is simultaneously declining. How can learning be made more productive in the context of the modern higher education system? Numerous options exist, and each educator develops their own method or approach that can be useful and engaging for all participants in the educational process. Within a higher education system aimed at ensuring the integrity and completeness of learning, the primary organizational form is the lesson. It ensures broad coverage of the educational process, simple management, organization, continuity, and continuity of learning, allows for interaction not only between the instructor and students but also between students, and provides for educational development. These advantages of classroom learning are undeniable, especially in situations where a certain level of knowledge, skills, and abilities must be developed in a short period of time. However, despite its advantages, the lesson format requires improvement and optimization. A lesson will be interesting to students if it is contemporary, that is, meets modern requirements. Contemporary is characterized by novelty and a connection to the past. Relevance, from the Latin "actuals"—active—denotes importance and significance for the present. A contemporary lesson necessarily implies development for the future. Relevant motives for learning a foreign language can include: a desire to expand the scope of communication, broaden and deepen cognitive activity, admiration for the beauty of the language's sound, and an interest in the people who speak that language and their culture. During learning, these motives can be broken down,

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concretized, and combined; in each lesson, they should be reinterpreted, strengthened, and connected to higher systems.

The essence of the pedagogical organization of the educational environment is to seamlessly integrate elements of students' future professions and future lives into their lives. Then, the motivations for learning Russian will become vivid and relevant. Nowadays, teachers are increasingly moving away from standard lessons to non-traditional formats, as engaging learning is essential for maintaining attention and interest in the subject. To enhance the effective acquisition of new knowledge, teachers must avoid monotony in the learning process. Passively copying from dictation or listening to a teacher's monologue for extended periods can be considered simply a waste of time. It is necessary to encourage each student to be active, to think independently, and to explore. This will ensure that knowledge is retained more firmly, and the lesson will not become a burdensome time for students to simply endure. There are many types of non-standard Russian language lessons: lessons in the form of games, competitions, quizzes, conference lessons, briefing lessons, educational films (using videos on everyday topics), the use of internet resources and computer programs, etc. Students are more engaged, their performance improves, and the effectiveness of the lessons increases—this is the main thing.

However, it should be noted that when choosing non-standard teaching methods, a certain degree of discretion is required. Conducting all lessons in an unusual format, abandoning the traditional approach, can lead to negative consequences: students may become accustomed to such methods, lose interest, and their academic performance will decline. A teacher's pedagogical skill lies in choosing the right content and applying effective teaching methods and tools that are consistent with the curriculum and educational goals.

The quality of education largely depends on the choice of appropriate technology and its appropriateness to the situation and student group. The use of modern teaching technologies significantly improves the effectiveness and quality of lessons. For example, the use of interactive whiteboards, electronic textbooks, and videos enhances student motivation, promotes successful language acquisition, and ultimately improves learning outcomes. The goal of interactive learning is to create an environment in which students independently discover, acquire, and structure knowledge. This is a fundamental difference from the goals of the traditional education system.

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Thus, it can be concluded that a teacher's creative approach to lesson preparation and delivery contributes to positive changes in students' attitudes toward learning. This student-centered approach encourages active thinking, independent creativity, and the discovery of each student's hidden potential, making them co-authors of the lesson.

Thus, the effectiveness of the educational process largely depends on the teacher's ability to properly organize the lesson and choose the optimal format for its delivery. Non-traditional lesson formats not only enhance students' interest in the subject but also develop their creative independence and teach them how to work with different sources of knowledge. These formats break the routine of the lesson and invigorate thought. Active learning simply creates conditions in which the participant interacts with the material, for example, by reading or completing assignments.

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