

## Interactive Methods of Teaching the Russian Language

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**Annotation:** According to the standards of the new generation, a verbal teacher should be competent in his field and transmit a huge number of messages to the audience of students, as well as interest students in educational information, involving them in the educational process.

**Keyword:** individual work, opinions of children, educational activities

Interactive teaching methods include: group interaction, which includes educational discussions, solving case problems, performing creative tasks, writing essays, a round table, compiling a Portfolio folder, using verbal and visual presentations in PowerPoint — this is not a complete list that contributes to optimal effective learning. These teaching methods increase the ability of students to identify and structure problems, collect and analyze information, prepare alternative solutions, if necessary, and choose the most optimal option from a number of alternatives, both in the process of individual work and in group interaction. The purpose of the interactive method is to create comfortable learning conditions in which the student feels his success, his intellectual viability, which makes the learning process itself productive, to give knowledge and skills, as well as to create a base for further work.

The number of training techniques that can be used in the learning process is quite large. A linguist can also develop new techniques depending on the purpose of the lesson, i.e. actively participate in improving, improving the educational process and their own professionalism. For example, in textbook of M. T. Baranov.

Role-playing is a methodical method of teaching speech by a communicative method. It consists of such situations in which each participant in the pedagogical process receives a fictional role, i.e. the projection of knowledge into life [3].

Students are asked to choose the role of one of the morphemes. The student with the role of the root starts the game first. He suggests any of the roots, and the rest of the students with the roles of prefix, suffix and ending take turns complementing his root. Thus, children can clearly see how the meaning of a word changes after joining morphemes. Many teachers believe that the "What do you think?" technique is productive, thanks to which students can express their opinions, learn how to build their speech competently. This type of interaction may include elements of discussion, since the opinions of children on a particular issue will differ from each other.

This technique allows the wordsmith to take full advantage of his professional imagination. Thus, interactive techniques in teaching the Russian language: step-by-step reception, search for correspondences, the "right-wrong" technique, classification, role-playing, brainstorming are active

ways of joint activity in which the situation is modeled, actions are evaluated, students self-actualize in various types of training sessions.

The key concept defining the meaning of interactive methods is interaction. It is understood as direct interpersonal communication, the most important feature of which is the ability of a person to accept the role of another, to imagine how he is perceived by a communication partner or group, to interpret the situation and design his own actions. Such an essential feature of interactive interaction as mental activity allows the teacher not to translate ready-made knowledge into the consciousness of students, but to organize their independent cognitive activity, independent performance of various mental operations (analysis, synthesis, comparison, generalization, classification), as well as to combine various forms of organization of mental activity: individual, pair and group. It is the activation of my activity that should contribute to improving the quality of students' knowledge.

Analyzing the effectiveness of the use of interactive methods of teaching the Russian language and integrated teaching technology, I have developed a model for the use of interactive methods that allows students to activate their mental activity and contribute to increasing their responsibility for the level of knowledge. I present the model according to the stages of the lesson.

When choosing and applying interactive teaching methods in the classroom, general didactic factors should be taken into account: the purpose of the lesson; the features of the educational material; the individual pace of class work; the relationship between the teacher and students; the number of students.

The use of interactive teaching methods makes the learning process diverse, increases students' motivation to learn and interest in the subject, develops creative activity and teaches them to think independently, creates conditions for the full development of personality.

One of the most effective ways to mobilize knowledge and show how it can be applied in practice is the project method. Since the project method is based on the development of cognitive skills of students, the ability to independently construct their knowledge, navigate the information space, the development of critical and creative thinking, then it (the project method) is used not only in the development of projects, but also in the classroom, using elements of creative technology. The main methods of activating the creative activity of students in literature lessons that we use are:

1. "Brainstorming". The main condition for using this method is the absolute novelty of the text. For example, when studying the story of I.A. Bunin "The Caucasus", the teacher does not finish reading the work to the end, thereby offering to determine the finale to the students. Their goal is to collect as many ideas as possible when solving a creative task.
2. Group discussion. It can consistently follow from the "brainstorming". As a rule, one of the favorite methods of students, because they openly express their point of view, justify their choice, give arguments, etc. The main advantage of a group discussion is that it helps to compare one's own vision of the problem with other views. For example, this method is applicable in the comparative analysis of the hero of the story by L.N. Tolstoy "After the ball" before the scene on the field and after it.
3. The method of empathy. It is based on the process of identifying oneself with the object of research and understanding its function in the text. Students need to "get used" to the proposed image, study his habits, behavior, life position, and then solve the task - writing a monologue on behalf of the hero on the proposed topic: "My understanding of family happiness" (The image of Katerina in "Thunderstorm"), "What is social happiness?" (Evgeny Bazarov, "Fathers and Children"), "Reflections on love" (Tatiana Larina and Eugene Onegin, "Eugene Onegin"), etc.

4. The method of assumption. Students are asked to imagine what would have happened to the heroes if the outcome had been different: Lisa remained alive ("Poor Lisa"), Oblomov stayed with Olga ("Oblomov"), Gerda did not go in search of Kai ("The Snow Queen"). The performance of such tasks by students not only develops the ability of imagination, but also allows them to better understand the structure of the real world, its historical conditionality.

5. The method of symbolic vision. It consists in finding and building a connection between an object and its symbol, for example, a book can mean knowledge, wisdom; a dove – peace, friendship; fire – passion, etc.

In order for the activity of students in the classroom to be high, I actively use game technologies. When generalizing and systematizing knowledge on the topic "Vocabulary" (5th grade), I conduct a quiz with the following tasks: "Collect a proverb/phraseology", "Solve a crossword puzzle", "Pick up a synonymous-antonymic pair", etc. In Russian language lessons, I actively use creative tasks for speech development, for example, "Come up with a continuation of the story at its beginning", "Write a mini-essay on the topic "If I were the strongest". "Why it is necessary to take care of nature," etc. In literature lessons, when studying poetry, I suggest that students compose a poem based on the last words, while studying the work "The Storeroom of the Sun" draw the routes of children. Such types of work stimulate students to work actively, contribute to the disclosure of creative potential, increase interest in learning.

Interactive activity of students contributes to the development of dialogue communication, during which they learn to jointly solve common, but significant for each participant tasks. Interactive learning eliminates the dominance of both one speaker and one opinion over others. Through dialogue learning, students gain experience of participating in discussions, communicating with other people, learn to think critically, solve complex problems based on the analysis of relevant information, and make thoughtful decisions. For this purpose, individual, group work, work in pairs are organized in the lessons, research projects are being created, work is underway with various sources of information, creative work is being carried out. The teacher in such lessons only regulates the activity of students, directs it to achieve the goals of the lesson.

For effective use of interactive teaching methods in Russian language lessons, it is necessary to know the degree of formation of cognitive motivation of students, to determine the attitude of students to the teacher to clarify the initial level of linguistic abilities. The selection of interactive teaching methods should correspond to the logic of the educational process, didactic goals, the topic of the lesson, intellectual, age characteristics and capabilities, the level of their individual training and upbringing, the characteristics of the entire class. The professionalism and experience of a particular teacher, the way of managing educational activities should also be taken into account.

The evaluation of the results of interactive learning should take into account the self-esteem of the participant in group work, group work, freedom of thought, and communication of students in educational dialogue, mastery of cultural forms of work.

The possession of interactive learning technology and its use in the educational process, including in Russian language lessons, will undoubtedly contribute to the development of students' qualities that meet the processes taking place in life today and the requirements prescribed in the state standards of the new generation.

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