

## Cognitive Strategies in Teaching Russian Literature in Schools of Uzbekistan

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**Annotation:** The article is devoted to the problem of using interactive teaching methods in Russian literature lessons. The study substantiates the didactic potential of this pedagogical technology, identifies the target system and the advantages of its use in Russian language and literature lessons in a modern school. Among the spectrum of interactive technologies, the work indicates, through theoretical analysis and selection, the most effective methods that can be used in the framework of modern lessons of the Russian language and literature.

**Keywords:** interactive teaching methods; interactive training; Russian language lessons; literature lessons; Russian literature; methods of teaching literature; methods of literature in school; Uzbek schools; pupils; cognitive activity; person-centered approach; gaming technologies; brainstorm; personal development.

Today, there is an urgent need to introduce innovative methods and new pedagogical technologies into the educational process, designed to ensure individualization of training and education, develop student independence, and also promote the preservation and strengthening of health. And interactive methods that fully meet these requirements can help with this.

The works of many scientists and specialists are devoted to the issues of interactive learning: S. Yu. Kurganova, V. Kh. Sheine, M. V. Klarina, etc. To carry out training using interactive methods, the teacher must have pedagogical skills. Teaching and educational skills must be brought to a high degree, reflecting a special refinement of methods and techniques.

Interactive learning is a special form of organizing cognitive activity. She has very specific and predictable goals in mind. One of these goals is to create comfortable learning conditions, such that the learner feels successful, intellectually competent, which makes the learning process itself productive.

Interactive learning is a complex process of interaction between teacher and students, based on dialogue. Participation in dialogue requires the ability not only to listen, but also to hear, not only to speak, but also to be understood. Therefore, the ability to build an interesting, constructive dialogue needs to be taught.

The main idea in education is the idea of development. This is a necessary condition for human life. Therefore, the teacher must be clear about the main goal of pedagogical activity - to give a person the ability to act and help in forming a method of action, to prepare the student for self-development. It becomes important for teachers to use modern technologies to enhance learning in their work. One of the innovative technologies for enhancing work is the use of interactive teaching

methods in lessons. Interactive methods in the educational process are understood as those methods in which the student acts in subject-object relations with respect to the learning system, periodically becoming its autonomous active element. Interactive learning is the organization and conduct of the educational process, which is aimed at fully enhancing the educational and cognitive activity of students. The choice of educational methods should be made by the teacher, focusing on the fact that he needs to develop such competencies that will advance students in their development relative to themselves, which will introduce resin into the lesson and lead to positive motivation for learning.

Interactive methods of work in the educational process are the most promising due to the fact that they provide the opportunity to organize an active and open discussion of educational material, modify it and supplement it during the discussion in real time. "Interactivity is a concept broad in content, with the help of which in modern science the nature and degree of interaction between objects is revealed, and in methodology it is used to describe the method of active interaction between the teacher, students and educational material."

Currently, an increasing number of teachers are using non-traditional lessons in their work. This is due to the fact that it is precisely thanks to this extraordinary content, methods and forms that the lesson gives the necessary acceleration to the development of personality.

We believe that the use of interactive games, warm-ups and exercises in the Russian language and literature lesson is always advantageous, since they contain components that provide interest in the tasks being performed. These elements help the teacher in conducting lessons based on various forms of collective and group work.

The use of gaming technologies and warm-ups as forms of consolidating the studied material in Russian language and literature lessons forms students' sustained interest in learning, enriches vocabulary, activates children's attention, and instills interest in the subject.

Interactive (from the English inter - "between"; act - "action") methods - methods that allow you to learn to interact with each other; and interactive learning is learning based on the interaction of all students, including the teacher. These methods are most consistent with a person-oriented approach, since they involve co-learning (collective, collaborative learning), and both the student and the teacher are subjects of the educational process. The teacher often acts only as an organizer of the learning process, a group leader, a facilitator, and a creator of conditions for student initiative.

In addition, interactive learning is based on the direct interaction of students with their own experience and the experience of their friends, since most interactive exercises address the experience of the student himself, and not only educational, school. New knowledge and skill are formed on the basis of such experience.

When using interactive methods, the teacher's activity changes radically. Now the main task of the teacher is not to "convey", "present", "explain" and "show" to students, but to organize a joint search for a solution to the problem that has arisen in front of them. Here the teacher begins to act as a director.

One of the effective forms of activating students' creative activity in literature lessons, in our opinion, is the "Brainstorming" method. The main condition for using this method is the novelty of the text for students. Example: Kuprin's story "The Garnet Bracelet", the teacher does not read the work to the end, but gives the creative task of finding the ending to the students, who must offer as many interesting ideas as possible. This method arose back in the 30s as a way to collectively

produce new ideas. The “Brainstorming” method makes it possible to develop logical thinking, express one’s point of view in a reasoned manner, activating speech skills. Algorithm for using the Brainstorming method: Step 1 - Formulate a problem related to the topic of the lesson. Step 2 - Divide students into several groups, taking into account their interests. Step 3 - Relieve tension and create a favorable atmosphere. Step 4 - Brainstorming: storming the problem at hand. Step 5 - Fix ideas on paper. Step 6 - Select and evaluate the best ideas. Step 7 - Organize an expert group of 3 students who select the best ideas. Step 8 - Report results. Step 9 - Public defense. Step 10 - Making a decision.

We use this method productively in literature lessons and when studying the lyrical works of Russian poets. The teacher writes only the initial lines of the poem on the board, for example: Night, street, lantern, pharmacy, Meaningless and dim light... (A. Blok) Then the teacher asks the students a question: “How would you complete the picture drawn in the work? What colors?” The best answers are encouraged and voiced during the analysis of the works.

Cognitive strategies in Russian literature lessons in schools of Uzbekistan make it possible to use the didactic potential of new pedagogical technologies aimed at working with literary texts, to use students’ own life experience, and awaken imagination and creative potential. Interactive methods are innovative forms of teaching that contribute to the activation of students’ cognitive activity and independent comprehension of educational material. Through the use of interactive methods in the classroom, conditions are created for the self-realization of the personality of students who can think creatively and find rational ways to solve various situations.

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