



## ORGANIZATION OF DEMO LESSONS IN RUSSIAN LANGUAGE IN TECHNICAL UNIVERSITIES

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### ABSTRACT

*This article is devoted to the issues of teaching Russian language in groups with the national language of instruction in non-philological universities. The article discusses the principles of approach to the assessment of pedagogical skills through demo lessons, which use various methods of innovative educational technologies, interactive tasks: "Pen on the table", "Domino", "Knew. Want to know. Have known", a Blitz survey, work in small groups (pairs), etc. Demo lessons, which are a source of innovative experience and pedagogical skills, provide a higher efficiency of the educational process.*

**KEYWORDS:** *teaching of the Russian language, education, open class, methods, pedagogical skills, educational process, educational technologies.*

### INTRODUCTION

New trends in development of the Uzbekistan Republican education system determine the processes of renewal in the political, economic and social life of society. New conditions of the labor market demanded a revision of such an important document as the Law of the Republic of Uzbekistan "On Education", which was adopted in a new edition on September 23, 2020 [1]. The document aims to regulate relations in the field of education, the formation of highly qualified, competitive specialists for all spheres of the republican economy and society. These tasks closely linked with the educational impact of teachers on the formation of a specialist's personality and the need for masterful teaching of academic disciplines at all stages of lifelong education.

The modern methodology of teaching the Russian language aimed at preparing students for the independent fulfillment of various communicative tasks arising in the process of human activity, the search for the necessary information. The implementation of innovative approaches to teaching the Russian language in national universities

promotes the activation of students' activities, allows diversifying the learning process, increases interest in the language, stimulates their creativity and thinking, contributes to broadening their horizons, speech culture, and the introduction of integration processes. Republican higher school today is actively introducing new teaching technologies, which based on the latest achievements of psychology and didactics. They embody the collective intelligence and experience of many generations of theoretical psychologists, academic educators and educational practitioners in communication.

Based on his own experience, the famous teacher V.N.Sorokin-Rossinsky noted: "The teacher influences the pupils not only by what he teaches, what he teaches and what he says, - the teacher educates, first of all, directly with the whole person, with all his spiritual appearance ... "[3].

The ability to influence others includes didactic, organizational, constructive and communicative skills, as well as methods of making demands, managing communication, organizing collective creative affairs, etc. All these skills, skills,



pedagogical experience are mandatory when conducting a modern lesson or class.

Pedagogical excellence implies a humanistic orientation of the teacher's personality, his professional knowledge, pedagogical abilities and pedagogical technique; it presupposes the teacher's mastery of the ability to control himself and the ability to influence others. As V. A. Sukhomlinsky noted, "every teacher must be a skillful educator of the student's mind; this is the law ... "[5, p. 8].

## LITERATURE REVIEW

Fundamental provisions and general scientific methodological approaches of A.P. Avdeev, A.B.Barannikov, A.M. Matyushkin are devoted to the problems of education and self-education; development and self-development of personality - B.G. Ananyeva, L.S.Astafieva, A.S. Makarenko; organization and development of an integral pedagogical process - Y.K Babansky, P.L Galperin, M.A Danilov, V.V Kraevsky, B.T Likhachev, V.A Slastenin, etc .; the formation of cognitive interests and needs - B.C. Ilyin, V.A. Sukhomlinsky, G.I. Shchukina, K.D Ushinsky and others; development of creative activity and independence of students L. S. Vygotsky, P. I. Pidkasiy, T. I. Shamova, I. P. Podlasogo and others.

The works of the above authors were the theoretical basis for the study of this research topic. The authors took personal part in obtaining the results of the study, the general concept, and the methodology for carrying out work on this problem. The methods of educational technologies used in practical classes for teaching the Russian language at a technical university. Open classes held in the educational process have become a kind of testing ground for the introduction and testing of technologies and methods of education.

## MATERIALS AND METHODS

The subject of our article is to consider the principles of an approach to assessing pedagogical excellence through the prism of open classes. Some experts argue that an open lesson should be conducted as usual, others - that students need to be prepared for such an activity. An open lesson is a form of advanced experience, the result of a teacher's methodological work, additional education and an effective element of the educational and educational process. Participation in an open lesson helps other teachers to critically evaluate the entire system of work and arouses a desire to improve it, makes it possible to objectively approach the assessment of the teacher's skill, since "the teacher prepares for a good lesson all his life" (V. A. Sukhomlinsky) [4, p. 2].

In educational practice, most often do not distinguish between open and ordinary classes, where the national contingent of students, as a rule, is

heterogeneous, and the base of knowledge of the Russian language leaves much to be desired. Even focusing on the majority, the teacher has no right to lower the level of the lesson. However, in contrast to the usual, open class is still a specially prepared form of organizing methodological work. It is in such classes that the real educational process takes place, where the teacher demonstrates to his colleagues his positive or innovative experience, the implementation of a methodological idea, the application of a particular teaching method.

Since it is recommended to conduct an open lesson under normal conditions and with a generally accepted duration, we propose, as an example, to consider the main stages of conducting two open lessons: one in a regular classroom, the other in a classroom equipped with modern technical teaching aids.

In order to design and conduct an open classroom lesson on the topic "Russia: history, literature, culture", we draw up a technological map, a model of educational technology or a scenario. We prepare a set of documents defining the methodological support of the lesson in advance: a technological map, a model of educational technology, a script, a teaching material for the Russian language, didactic materials; tables: in grammar, vocabulary, examples of forms of interactive learning used (diagrams, tables), photo collage. The most active students can be involved in the preparation of the lesson.

Since the lesson is held in a regular classroom, where there are no basic technical means (computers, video equipment), then we approach its preparation creatively, using additional reserves. An important part of this lesson is a photo collage. We prepare it without much effort and cost. We select illustrations that reflect the attributes of the state of Russia (flag, coat of arms, geographical map, portrait of the president, as well as the most famous monuments and museums of the country, portraits of famous writers and artists). We attach illustrations on the back, clean side of any table (there are plenty of them in any department) using scotch tape. After being used in an open lesson, the illustrations are placed in a folder and can later be used in regular lessons as visual material.

The grammar tables of the open lesson reflect the grammatical topic "The meaning of comparison in simple and complex sentences of the Russian language." New thematic vocabulary given with translation into the native language.

An open lesson, as a rule, begins with an organizational moment. We announce the goals and objectives of the lesson acquaint students with the order of work in the lesson. Using the "Pen on the table" method, we repeat parts of speech and members of a sentence of the Russian language with translation into the native language. We repeat and



generalize the previous topic ("Advertising genres. Official business style and its genres").

In order to attract the student audience to the discussion of a new topic and activate their thought process, the teacher, with the help of leading questions, clarifies the knowledge of students about Russia: where the country is located, what are the attributes of the state, who is the president, which of the writers, artists, and cultural figures they know. The presence of a collage helps students navigate the answers to questions. Only after that, the teacher expounds his information about Russia (no more than 10 minutes, since the national contingent of students is simply not able to assimilate much information in one lesson). Using a photo collage, the teacher focuses students' attention on basic information about Russia: the geographical position of the country, the size and composition of the population, inherent features: the presence of the deepest and largest lake (Baikal), the longest river in Europe (Volga). The cold pole of the Northern Hemisphere (Oymyakon) ; shows which states the country borders on, which seas it is washed by; shows on the map the length of borders and the total area, informs about the forms and subjects of government, minerals, memorable places: museums, monuments; names famous scientists, writers, artists, figures of history and culture of Russia. In order not to be carried away and save time, the abstract information can be prepared in advance.

**RESULTS AND DISCUSSION**

We outline the lexical-grammatical topic based on tables. Students read new words with Approximate filling of the table:

<b>Knew</b>	<b>Want to know</b>	<b>Have known</b>
1) The Tretyakov Gallery is located in Moscow. 2) There are paintings, sculptures, graphics.	1) Pictures of which artists of Uzbekistan are represented in the gallery? 2) Who is funding the museum? 3) Which museums in the world have paintings by Russian and Uzbek artists?	1) The first private collection was created by Pavel Mikhailovich Tretyakov. 2) The gallery owes its name to the Tretyakov brothers. 3) More than 2 million people visit the museum annually.

Then the students make a presentation of their work.

Another important point of the main stage is working with speech etiquette to create communication situations using comparison formulas. The teacher offers several situations to choose from: a conversation between a teacher and a student; the situation in the canteen, in the laboratory, in the stadium, students make up micro dialogues. The teacher marks the best.

After completing the main stage of the work, the teacher sums up the results, invites the students themselves to evaluate the successes of their

translation into their native language, make sentences with them. Consolidation of the grammatical topic "Expression of the meaning of comparison in a simple and complex sentence" performed orally and in writing with the help of exercises and relying on the second table with prepositional-case constructions and comparison unions. For the same purpose, we introduce the interactive technique "Domino": we collect proverbs and sayings with the meaning of comparison and juxtaposition in the form of dominoes. This method will relieve the tension of the audience, activate freethinking, replenish the student's vocabulary, and acquaint with folk vocabulary and, as a result, will make it possible to use new proverbs and sayings in their own speech.

Next, we divide all students into 4 groups. Two groups make up a Venn diagram for the comparative and distinctive features of the states of Uzbekistan and Russia. The other two - on the same basis - Tashkent and Moscow.

We use this method to compare, contrast or contrast two, three aspects, showing the common or distinctive features of two states. This form of consolidation of knowledge will contribute to systems thinking, the ability to compare, contrast, analyze and synthesize.

The next step is to work with the text "Tretyakov Gallery". We read and comment on the text, find new words, explain, translate into our native language, answer questions about the text. We invite students to fill out the "K.WK.HK" table. One or two students work at the blackboard, the rest in the field. Who can fill in the table individually.

comrades. Writes down the homework assignment and evaluates the work done.

Upon completion of the work, students are informed of the points they have gained during the open lesson.

The second type of open lesson on the topic "Business World" (2nd lesson). As we have already noted, this type of lesson is conducted taking into account the urgent problems of methodological science. The lesson is conducted in a classroom with computer support. It reflects the solution to the methodological problem that the teacher is working



on and is designed to show the advantage (high efficiency) of innovation.

The lesson contains both theoretical and practical material, in the amount that students can learn.

The possibilities of the classroom equipped with technical teaching aids are certainly much wider and more effective, since almost all the material being studied is introduced into the program. It contains a complete set of documents that determine the methodological support of the lesson: teaching materials, teaching aids, technological map and model of educational technology, multimedia material, tables, diagrams, dictionaries, interactive tasks and other material.

The procedure for conducting an open lesson is the same. After acquainting students with the goals and objectives of the lesson, as well as with the order of its conduct, the teacher, while repeating the covered topic, can use such interactive forms of teaching as a blitz survey, "Pen on the table", presentation. Students conduct a presentation of their

homework: they present their samples of advertising, determine its forms and types (visual, auditory, visual-auditory; informative, exhorting, reminiscent).

In order to consolidate the topic, it is proposed to discuss the concept of "What is he, a business man?" through the game "Sunflower" and trace how a person grows and forms. We planted a seed. It grows, the first leaf is a kindergarten, the second is a school, the third is an academic lyceum or college, the fourth is an institute, and a flower "Sunflower" has formed. Its center is a businessperson. The teacher distributes "petals" to students; each of them has the character traits of a businessperson. They choose from a variety of petals exactly those character traits that should be inherent in a businessperson and complement the sunflower with petals. This game can be played on the computer, or on the board.

We carry out the fixing of the business papers topic using the "Business documents" categorical table.

Name of the document	Name of the document
Receipt Autobiography Statement Power of attorney Ad	

Since each student has a computer on his desk, this type of work is done individually. Having opened a certain file as instructed by the teacher, students fill out the table.

The next stage of work is a new topic "Commercial Correspondence". The teacher demonstrates slides that define all types of commercial correspondence, which are accompanied by sound: What is a letter? What are its features? What letters can be by subject, function, addressee? The slides highlight the typical language formulas used in the introductory, body, and concluding parts of a letter. Attention is also drawn to how a letter of offer (offer), a letter of complaint, a letter of response, an agreement (contract), an employment contract are drawn up. In the work on a new topic, not only visual information is involved, but also auditory information, what the students themselves see, listen to and read. This form contributes to a

better assimilation of the theoretical material of the new topic. After watching the slides, students ask questions, clarify, express their opinions and demonstrate their knowledge in this area.

On the next slide, students are asked to complete the task: using language formulas to complete sentences. For instance:

- 1) In support of our preliminary agreement ...
- 2) In response to your letter ...
- 3) We are forced to inform you that ...
- 4) As per your request ...
- 5) We express our hope for the continuation of our ...

Further, a new task - the method "Who is more". Students are invited to pick up more words with the letters of the word "document" within one minute (the use of words corresponding to the topic of the lesson is only encouraged):

- Д** – дело, дом, дипломат, деятельность, деление, ... .  
**О** – огромный, ответ, открытие, один, опыт...  
**К** – компания, Карши, критерий, коммерция, который, казна, колледж ...  
**У** – учёба, университет, убеждать, усилие, увеличение, учение, Узбекистан...  
**М** – механизм, Москва, моральный, много, музыка, машина, можно...  
**Е** – если, естественно, его, ель, ежедневно, ежегодно, ежемесячно, еженедельник, ...  
**Н** – норма, новость, наш, независимость, надежда, нарушать, новый...  
**Т** - транспорт, течение, Ташкент, традиция, территория, Тимур ...



This work is carried out in pairs, it can be done both orally and in writing. The result of this work is a homework assignment from a textbook on the Russian language - two exercises on drawing up commercial documents, as well as a poem by S. Ostrovoy "And let it be hard in life."

5 tests on a computer help to complete the stage of work on a new topic, which are immediately graded. The teacher summarizes the results of the work and announces to the students the points they have gained during the lesson.

As we can see, the computer support of an open lesson provides a higher efficiency of the educational process.

### CONCLUSION AND FUTURE SCOPE

Both of the activities described above can be a source of innovative experience and teaching excellence.

Pedagogy claims that the personality of the teacher has a great influential force that cannot be replaced by textbooks, or technical teaching aids, or moral maxims, or a system of punishments and rewards. Specialists consider pedagogical skill "as a complex of personality traits, providing a high level of self-organization of professional pedagogical activity" [2]. The formation of certain components of the professional competence of teachers reflects the degree of their readiness for professional activity. The effectiveness of the professional activity of a university teacher depends on many factors. The constant development of the professional competence of a university teacher can help to increase the effectiveness of his professional activity.

The use of pedagogical technologies, undoubtedly, will ensure the high efficiency of the educational process. It is only important not to overdo it in the number of interactive tasks, take into account the degree of preparedness, the level of knowledge of the audience, be able to vary the types of work, make the necessary decisions in time in unexpected situations, give students the opportunity to show initiative and creativity. An open lesson should be relevant to the topic, be novel, conducted in normal conditions with a generally accepted duration. The teacher conducting it must have a high level of scientific and methodological training, and the pedagogical process must guarantee the achievement of the set goals.

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