Effectiveness of Using Interactive Technologies in Improving Speech-Thinking Mechanisms, Interpersonal Interaction and Communication Skills

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Annotation: When working with students of national groups and studying Russian as a foreign language, practice has shown that the use of innovative technologies helps to increase the efficiency of language teaching and to correctly use case constructions with spatial and temporal meanings. Learning foreign languages is the most important condition for active communication, broad knowledge of what is happening in the modern world, and mastery of the world's enormous intellectual wealth.

Keywords: efficiency, education, interactive methods, communication technologies, thinking, multimedia capabilities, improving skills and abilities.

In Uzbekistan, over the years of independence, the main priority of state policy has become the concern for raising a developed young generation - physically healthy and spiritually mature, intellectually rich, possessing not only versatile knowledge, but also able to think independently and boldly look into the future.

Today, socially active, comprehensively developed and independently thinking individuals emerge from the walls of the educational institutions of the republic, with their own views, a strong civic position, and the right to choose. The new generation of purposeful young men and women masters at least two or three professions, foreign languages, information technologies, and modern knowledge. It is ready to compete on equal terms with its peers from developed countries.

In the modern world, the best way to improve learning efficiency is to organize interactive lessons.

So what are interactive methods? What teaching opportunities do they have? What are the advantages of using interactive methods in the learning process?

In our education system, we attach great importance to students mastering not only broad knowledge and professional skills, but also the mandatory study of foreign languages as the most important condition for active communication with their peers from foreign countries, broad knowledge of everything that is happening in the modern world, mastering the vast global intellectual wealth.

The use of ICT enables students to acquire a large amount of knowledge, increases their creative activity, and allows them to acquire a wide range of practical skills and abilities. The use of ICT in the practice of teaching Russian as a foreign language (RFL) provides an opportunity to improve and optimize the educational process. New technologies enrich the arsenal of methodological tools and techniques, make it possible to teach students at a qualitatively new level, develop the learning process and strengthen the motivation for learning Russian as a non-native language. In addition,

the use of ICT allows the teacher to differentiate the learning process, take into account the individual characteristics of students, expand the amount of educational material used, educational information and more flexibly manage the educational process.

The use of such forms of presenting material and assessing knowledge with the help of information technologies, such as information and training programs, tests, projects, visual aids, slide presentations, video lessons, allows you to achieve maximum learning of the material

Today, based on multimedia technologies, curricula and teaching aids have been developed; various visual illustrations and sound accompaniment create a favorable motivating environment in the classroom, contribute to a better implementation of the principle of visualization in teaching, and make it possible to use interactive teaching methods. Vivid visualization increases interest in the study of any subject, including language; with its help, ideas are formed that correctly reflect objective reality. It helps memorization, which "depends on many processes, in particular, on the attention, imagination, thinking and emotional experience of students.

The experience of using ICT in Russian language classes testifies to the advantages of their use: this is additional material for textbooks, which allows you to broaden the horizons of students, and quick control of their knowledge, and new entertaining information that increases the cognitive interests of students, and more effective conditions for conducting individual, frontal and group forms of activity.

Multimedia capabilities make Russian language classes bright, interesting, and effective. The concrete visual basis of the lesson makes it possible to make ordinary training sessions spectacular and therefore easy to remember. Computer information technologies make it possible to prepare a presentation of illustrative and informational material (a set of illustration slides, reproductions, portraits, photographs, handouts and reference material, equipped with the necessary comments for work in class).

Of course, our acquisition of a worthy place among modern developed countries of the world is, first of all, associated with the development in the country of science, education and upbringing, and our competitiveness in these areas.

The task of IC technologies is to identify a set of patterns in order to determine and use in practice the most effective, consistent educational actions that require less time, material and intellectual resources to achieve any result.

Based on the above: the relevance of using innovative methods lies in the fact that they allow:

1. the need to create conditions to increase students' learning motivation in Russian language lessons;

2. the need to improve the quality of knowledge of the Russian language in national groups;

3. searching for rational ways to introduce information and communication technologies in the Russian lessonlanguage;

4. The need to develop methods, techniques and forms of teaching the Russian language using ICT that help increase the internal motivation of students to learn.

5. Further improvement of skills and abilities in expressing spatial relationships in simple and complex sentences:

➢ familiarity with the main communicative tasks and forms, theirimplementation, teach how to extract basic and additional information from the text;

➢ development of skills in structural text analysis;

➢ development of text development skills (composing text based on the proposed microtexts);

➢ the ability to create questions that require answers containing structures with spatial relationships;

➢ ability to solve situational tasks;

➢ The ability to reduce the content of a text to 1-2 sentences.

The priority task of teaching the Russian language in national groups at a university is to develop students' lexical competence.

Practice shows that the use of innovative methods gives positive results.

Let's look at this using one lesson as an example.

Grammar topic: Expressing temporal relations in a simple sentence.

➢ teach students to navigate a thematic situation;

➢ be able to divide the text into semantic parts, highlighting and writing down the main information;

Cognitive tasks:

➢ Use of temporary relations in a sentence based on regional studies material.

Students are asked to review (write down) the words and expressions used in constructing sentences with time relations.

For example: WHEN? - Before, now, later, in the morning, in the afternoon, in the evening

➢ last (this, next, future) year

➢ on the last (this,next week

➢ before after,during, on the eve of) the holiday, before the holiday

➢ a year (month, minute) ago, in a year (month, minute)

➢ in the past, currently, in the future

➢ at the entrance (Peter the Great, meeting)

HOW MUCH TIME? - From 3 to 6, from morning to evening,

➢ from Tuesday to Friday, from September to June, - all (whole) day, all

(whole) week, all (whole) summer

HOW OFTEN? - on Tuesdays, mornings; every day, year, every week, minute; every morning, summer every holiday

IN HOW MUCH TIME? - per hour, week, summer, etc. (explanation of the meaning of the highlighted words (repeat gender and number)).

As classes progress, explain the meaning of the words and give translations in your native language:

The day before - arafasida; at the entrance - Kirishdan Oldin

Under Peter the Great - Peter Birinchi Davrida,

at the meeting - uchrashuv vaktida (uchrashganda)

from 2 to 6 soat 2 dan 6 gacha, from morning to evening - ertalabdan to kechgacha.

Students must make sentences using these words and

phrases. Then transition to the lexical topic (country studies material): "General information about Russia."

Students are asked to fill out the cluster: "What do I know about Russia?" ("brainstorming"), this gives us information: what is the level of knowledge of students at this stage of work.

After showing the slide presentation work, students are asked to read the text about Russia, and then fill out the "Dju" table.

The interactive learning model (inter (mutual) + act (act)) helps teach students communication skills, develops independent learning skills, and teaches them to work in a team. In the process of communication, the set goals are achieved. Particularly important in the practice of teaching foreign languages is the dialogue interaction of participants in the educational process. Various types of dialogues are used (teacher - student / group, student - teacher / group).

The topic "Travel" was studied in class using a map of Russia. Students displayed the "My Way Home" diagram on the map using icons: "plane", "train", "bus", "car", "ship".

Each student wrote a complete story. Students actively participated in the work and corrected each other.

To consolidate this topic "country, language being studied", as homework and independent work, an assignment on "Intelligence map (mind map)" was proposed. Using this type of work, we once again repeat and consolidate the material covered.

"Modern methods of teaching the Russian language in national groups represent a constantly developing and updated level of existing methods and techniques, offering a fairly wide range of interactive technologies, while each teacher can independently develop and select new ones, combine and adapt existing ones depending on the language level of students, their abilities and motivation."

The experience of our teaching the Russian language to students of national audiences testifies to the effectiveness of using interactive technologies to improve speech and mental mechanisms, interpersonal interaction and communication skills.

Thus, when teaching the Russian language to students of national groups who speak Russian at an elementary level, in the Russian as a non-native language method, there are great prospects for the further use of various techniques of interactive technologies.

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