

**FEATURES OF THE USE OF REPRODUCTIVE AND RESEARCH METHODS IN
RUSSIAN LANGUAGE LESSONS.**

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Annotation: the article reveals a number of methodological techniques that contribute to the activation of students in the Russian language class. The author gives a detailed analysis of the explanatory, heuristic, reproductive and research methods. The publication provides a thorough and detailed analysis of the advantages and disadvantages of the reproductive method.

Key words: methodical technique, listening, reproductive method, research method, heuristic method.

The current stage of social development is characterized by a number of features that impose new requirements on education. It is known that education is one of the main institutions of the socialization of the individual. The main goal of education is the formation of a free, responsible, humane personality capable of further self-development. The modern school is in a difficult period of searching and acquiring a new meaning for its existence, without comprehending which it is impossible to fulfill its functions as a leading institution of education. Perhaps, for the first time in its history, there is such a keen interest of many teachers in various pedagogical concepts, the need for theoretical understanding, justification of their pedagogical activities and ongoing transformations.

Learning aids include a variety of materials and tools used during the learning process. Thanks to their successful selection, it is possible to achieve the set educational goals with great success in a short period of time. Teachers and students use learning tools during the learning process.

Various objects and ongoing processes belong to learning tools, which are a source of educational information and a tool for perception, assimilation and memorization of the material proposed as a study. The main didactic task is entrusted to teaching aids: they are designed to accelerate the assimilation of the required amount of material and at the same time contribute to the development and education of students.

Teaching aids are an obligatory element of equipping the educational process. Along with the goals, content, forms and methods of teaching, teaching aids are one of the main components of the didactic system. The main task of the teacher is to make the subject interesting for the student. The use of modern educational multimedia technologies requires the use of modern technical teaching aids in the university, which allow: to enrich the pedagogical, technological tools of teachers; automate administration processes, eliminates routine work. They contribute to the improvement of the methodological skills of teachers, the emergence of new electronic pedagogical tools, the use of electronic training programs, tests, and exercises. Every educational institution dreams of having modern technical teaching aids, electronic and practical teaching aids in its classrooms.

Modern equipment is a wide range of highly effective technical training aids. In addition to computers, which make it possible to simulate many processes and thereby make it possible to put into practice the knowledge of students, these are: digital projectors - for displaying computer information and video; projection screens - various models; overhead projectors; slide projectors; copy-boards - for replicating what is written on the board; interactive whiteboards - the ability to change demonstration electronic materials directly on the board; document cameras - desktop video

cameras for demonstrating objects and slides using a digital projector; videoconferencing systems - for effective communication at a distance; marker and textile boards; projection tables, etc.

To achieve modern goals of education and development of students in the educational process, new teaching methods are used: by the nature of the educational and cognitive activity of students in mastering the content of education (reproductive teaching methods; problem-search (productive) methods);

In the conditions of teaching the Russian language in higher educational institutions, there are four methods of obtaining knowledge: explanatory, heuristic, reproductive and research.

The most common method of the explanatory method is the word (story) of the teacher.

In practice, a number of methodological techniques are used that contribute to the activation of students in the process of the teacher's story, for example: drawing up the theses of the teacher's story; answers to the teacher's questions in the course of the story; formation of individual conclusions; inclusion of student messages in the teacher's story; work with a textbook, visual material, tables; independent recording of incomprehensible words and expressions.

This method contributes to the development of students' skills in listening to Russian speech and thereby improves the culture of their speech. Therefore, it is important to use every opportunity and ask students to express their attitude to a particular linguistic competence, draw a conclusion after observing the language, answer a problematic question, solve a problematic problem.

The reproductive method of teaching has been worked out in practice for many years. It is constantly being improved, using modern achievements in science and technology, and has proven to have a positive impact on improving the efficiency of students' cognitive activity.

With the reproductive method, the student receives information about the language for the second time (not from the teacher) in the process of repeating the material. The implementation of the reproductive method is carried out through the oral and printed word, the use of various types of visualizations. The work of students is to complete tasks based on a ready-made sample. The main techniques of this method: reproductive conversation, various types of oral and written retelling, memorization.

Repetition can be in various conditions: from a textbook at home or from other sources (when using, for example, any technical teaching aids) or during practical classes, listening to the answers of your fellow students to the questions of the teacher.

The reproductive method is aimed at enriching students with knowledge, skills and abilities, the formation of basic mental operations (abstraction, analysis, synthesis, etc.). However, despite the effectiveness of obtaining the necessary experience of activity, this method does not guarantee the development of creative abilities, does not allow them to be purposefully and systematically formed. However, the reproductive method has both advantages and disadvantages.

The advantages of this method include:

economy - does not require a large material base and additional costs, makes it possible to transfer a significant amount of information in a relatively short time to a large audience of students;

practical development of new material for its assimilation and consolidation;

universality - it can be applied to one degree or another in the study of any subject;

practicing memorization skills;

ability to work with theoretical knowledge.

The disadvantages of the method include:

ignoring a creative approach to solving problems;

suppression of independent thinking;

lack of opportunities for research activities;

decreased interest in learning due to low involvement in the process; stimulation of mechanical memorization of information instead of understanding it; the impossibility of an individual approach to students.

In teaching practice, reproductive discourse is often combined with heuristic discourse. The heuristic method is the frequent discovery method. The purpose of heuristic learning is to show the variety of methods for solving problematic, creative, non-standard, creative tasks under conditions of uncertainty. The main feature of the heuristic task

– its openness, i.e. the absence of a predetermined result of its implementation. Therefore, another name for heuristic tasks is open tasks. Another sign of a heuristic task is reliance on the student's creative potential, ensuring the development of his creative abilities. Another sign is the presence in the task of a problem that is relevant for solving, a contradiction or need that concerns the student and belongs to a given subject area.

The main techniques of this method are heuristic conversation and educational debate. Heuristic conversation is based on a carefully thought-out system of questions, creative tasks and exercises prepared by the teacher. These questions and tasks help to understand the contextual meaning of the word, its artistic, aesthetic function, to understand the content of the artistic image, etc.

Approbation of this technology in the Russian language lessons is as follows: to ensure heuristic activity, three groups of students' personal qualities are required: - creative: necessary for the student to learn the outside world. These include curiosity, inquisitiveness, insight, enthusiasm, ingenuity, analogy, a penchant for experimentation, and others.

- cognitive: inspiration, imagination, intuition, eccentricity, ingenuity, a sense of novelty, independence, risk-taking.

- methodological: goal-setting, sustainability in achieving goals, rule-making, planning, flexibility and variability of actions, reflexivity, introspection, self-assessment and others.

To enhance the cognitive activity of students, contributing to the development of their intellectual, creative potential, we use the following heuristic methods:

method of empathy (getting used to), the method of figurative vision, the method of symbolic vision, the method of figurative picture, the method of inventing, the method "If ... ", the method of hyperbolization, the method of facts, the method of comparison. All these methods allow students to form the motivation for learning, as well as a number of competencies: linguistic, linguistic, communicative and cultural studies.

The research method is close to the heuristic. The research method of teaching is the organization of the search, cognitive activity of students by setting cognitive and practical tasks by the teacher that require an independent creative solution. The essence of the research method of teaching is due to its functions. It organizes the creative search and application of knowledge, ensures the mastery of the methods of scientific knowledge in the process of searching for them, is a condition for the formation of interest, the need for creative activity, and self-education.

An important feature of the research method is that in the process of solving some problems, new ones constantly arise. In modern didactics, the research method is interpreted as follows: "It is designed to ensure, firstly, the creative application of knowledge, and secondly, mastering the methods of scientific knowledge in the process of searching for these methods and applying them. Thirdly, it forms ... the features of creative activity. And , fourthly, is a condition for the formation of interest, the need for this kind of activity, because outside the activity, motives that manifest in interest and needs do not arise. One activity is not enough for this, but without it this goal is unattainable. As

a result, the research method well-conscious, operational and flexible use of knowledge and forms the experience of creative activity. (I.Ya. Lerner)

At the same time, the research method involves a large share of independent work of students. If the heuristic method focuses students on independent search with the help of leading, targeting questions and tasks from the teacher, then the research method assumes that “the student is, as it were, put in the position of a researcher. Ready-made knowledge is not communicated to him, a problem (a cognitive task) is put forward before him, and he himself must solve it, independently acquire knowledge.

The research method is appropriate, first of all, in the preparation and conduct of practical classes, writing term papers and final qualifying works.

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