

Modeling Method for Teaching Russian

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Abstract – This article presents the characteristics of the modeling method, reveals the features of the types of modeling used in the process of teaching the Russian language in groups with the Uzbek language of instruction, presents a system of exercises and tasks aimed at the conscious and lasting assimilation of educational material by using the modeling method.

Keywords – Need. Changing Teaching Methods, Reforms, Goals And Content, Modeling, Achievement Of Metasubject And Subject Results, Technology Of Educational Modeling, Stages Of Work, Practical Study, Epistemological Functions Of The Model, Stages Of Conducting Classes Using Modeling.

The ongoing radical reform of the lifelong education system in our country, along with the development of new educational standards, the introduction of new academic disciplines, a new generation of textbooks and teaching aids, have caused the need for a change in teaching methods. In the context of the implementation of the new Law "On Education", it is impossible to imagine the educational process without the use of design methods in teaching the Russian language.

Reforms in the development of the education system in the country, aimed at the formation of educational content and practical skills in the field of higher education, strengthening the infrastructure and material and technical base, expand the possibilities for a radical increase in the quality and efficiency of education, the introduction of advanced educational technologies

The renewal of the goals and content of school education, due to the introduction of the state educational standard, caused a change in the leading directions of work in teaching the Russian language in secondary schools. The focus of the educational process on achieving meta-subject and subject learning outcomes determines the selection of such content of the Russian language course in basic school, which ensures the formation and development of communicative, linguistic and linguistic (linguistic) and cultural competencies. The competence-based approach to education involves a change not only in the content side of teaching the Russian language, but also in the organizational, methodological one: new learning goals require new approaches to the organization of the educational process.

The role of the modeling method, which is an essential characteristic of the modern style of thinking, is extremely important in this process.

Modeling is an integral stage of any purposeful activity, which is commonly understood as a general scientific method of research and cognition of objective reality, and the process of constructing models of really existing objects of the surrounding reality.

Modeling is a specific means of assimilating both practical and theoretical material. It is through modeling that a theoretical relationship to things is carried out (as opposed to an empirical one), the essence of which is to highlight and fix the internal relations of the things being studied. A model is always a transitional link between theory, abstract thinking and reality, therefore teaching modeling, comprehending its essence in the process of cognizing reality contributes to the development of logical memory based on the development of elements of the students' rational activity.

The modeling method makes it possible to simplify the task of studying an object and its properties through the study of the internal structure, namely, through the study of individual elements of the object and the connections between them. Thanks to the modeling method:

- develops abstract and logical thinking;
- a holistic picture of the world is being formed;
- universal educational actions are developed;
- schoolchildren learn to apply the acquired knowledge in practice and clearly understand: where, how and for what purposes this knowledge can be applied [2.25].

In pedagogical practice, modeling is widely used due to the following epistemological functions of the model: experimental, descriptive, measuring, explanatory, heuristic, interpretive and predictive. The modeling method has tremendous heuristic power. The heuristic power of this method is determined by the fact that with its help it is possible to reduce the study of the complex to the simple, the invisible and imperceptible to the visible and tangible, the unfamiliar to the familiar, that is, to make any, any complex object available for thorough and comprehensive study. In the process of teaching modeling in the framework of the implementation of the state educational standard, it should be taken into account that it is necessary not only to teach students to use language models, but also to promote the mastery of the modeling method as a method of scientific research.

Instructional modeling technology is designed for teaching: it helps the student to learn and the teacher to teach. It acts as a component of the meaningful analysis of the object, allows you to overcome the elements of the mechanical assimilation of knowledge in teaching, to activate the mental activity of students.

The instructional model is a special form of visibility. Model and schema should not be confused. Model - a system, a generalized idea of a process, a phenomenon in nature, society, or a work. The model can be converted. A diagram is a visual aid to explanation, an illustration of individual knowledge. [Y.I, p.166]

Educational modeling is a component of meaningful analysis of an object. Its undoubted advantage is that this technology allows you to overcome the elements of the mechanical assimilation of knowledge in teaching, to activate the mental activity of students. The content and form of modeling depend on what exactly is being modeled, what is the subject of modeling at the particular stage of training under consideration.

Modeling - building copies, models of pedagogical materials, phenomena and processes. It is used for a schematic representation of the studied pedagogical systems. In this case, a model is understood as a system of objects or signs that reproduce some essential properties of the original, capable of replacing it in such a way that its study gives new information about this object [4.10].

Technology of teaching modeling lesson.

A lesson using instructional modeling consists of three stages:

Stage 1 of the lesson - transformation of the problem statement.

The lesson begins with the students returning to the learning task recorded in the workbooks in the previous lesson. For the convenience of finding a solution to the problem, the teacher, together with the children, can transform the condition of the problem in such a way that it is possible to isolate essential data in the problem being solved.

Stage 2 - modeling.

The children try to fix the revealed essential data of the task in a graphical model in order to identify the connections between them.

As a rule, at this stage of the lesson, group work of students is used to create different types of models that would most fully reflect the conditions of this problem.

Sheets with constructed models are hung out on the board and discussed. The model is chosen, with the help of which it is possible to study the properties of the object in a "pure form" most fully. [4.15]

Stage 3 - model transformation

After identifying the model that can help solve the proposed problem, students move on to work with this model. By changing the condition of the problem, they carry out the transformation of the model, which allows a comprehensive study of the identified connections and relationships between the constituent parts of the given problem.

The result of such a lesson is the fixation in symbolic form of the identified connections and relationships within this task.

For this work on the application of the modeling method in Russian lessons to be successful, it is important:

- Systematically refer to the models;
- Rely on the individual creativity of children when creating models.

The model is well known to the child: for him it is just a smart toy. The model replaces some phenomenon, reproducing more clearly those of its properties that interest us. By the training model, you can understand the principle of operation, the principle of operation. In addition, the model has an important advantage - it has volume. It has long been noticed: the easiest way is visual teaching - "on the subjects". Isn't this the strength of the "subject lesson"? The educational model, due to its objective, material properties, is an "objectified" concept.

The main objects of educational modeling are the skills and abilities formed in schoolchildren, that is, educational actions with given properties in the symbolic form of identified connections and relationships within a given task.

We will illustrate what has been said by the example of modeling a practical lesson in a practical course of the Russian language.

Technological map of the practical lesson "Using the modeling method when studying the topic" Using the modeling method when studying the topic "Using constructions with the accusative case without a preposition and with prepositions for, through, on when indicating the validity period. Lexical topic: My future profession"

A detailed outline of a practical lesson using the modeling method when studying the topic: "" The use of constructions with the accusative case without a preposition and with prepositions for, through, on when indicating the validity period. Lexical topic: My future profession "

FULL NAME. teacher:

Rabulin Rashid Ramilevich

Date and time of the lesson:

101 group

Audience: 310, December 2019

Topic of the lesson: "The use of constructions with the accusative case without a preposition and with prepositions for, through, on when indicating the validity period. Lexical topic: My future profession"

The purpose of the lesson: primary assimilation of the material.

Lesson number 1	
Course type:	Practical Time: 2 hours
Semester: S 1	Number of students: 21
Course of the lesson: I. Working on grammar material 1. Organizational part: checking readiness for work. 2. Activity # 1: Answers to focusing questions. 3. Activity number 2: Checking the degree of assimilation of the studied topic "". Work in groups 4. Activity # 3. Acquaintance with the teacher's message about the cases, the prepositions used with them, about the meaning of the accusative case, about the use of constructions with the accusative case without a preposition and with prepositions for, through, on.	

5. Activity No. 4. Acquaintance with the text "My future profession" and drawing up models on the topic of the text II. Work on the lexical topic. Educational text "Teacher" (Appendix 3) 1. Introduction by the teacher. Motivation theme. 2. Execution of pre-text tasks. 3. Work on the text. 4. Completion of post-text tasks 5. Drawing up a model based on the studied text on the topic "Primary school teacher" 5 .. Feedback: collective generalization on the topic covered. .Homework		
Objectives		Learning outcomes
- to provide an opportunity for students to determine their own level of knowledge, skills and abilities on the topic "Using the modeling method when studying the topic" Using constructions with the accusative case without a preposition and with prepositions for, through, at when indicating the validity period. Lexical topic: My future profession"; - raising the level of awareness of students through question-and-answer conversations on the topic; -to develop skills in using the method of modeling grammatical and textual material; -to improve the ability to work in close cooperation within the group and between groups; - expand students' knowledge of professions - to expand the scientific outlook of students; - improving critical thinking skills		By the end of the lesson, students should: - to generalize knowledge on the cases of nouns, on the use of constructions with the accusative case without prepositions with prepositions for, through, on - to master the models of using constructions with the accusative case without prepositions with prepositions for, through, on - supplement and expand your knowledge of the grammar of the Russian language; - improve the skills of a coherent presentation of thoughts in oral and written form
Used materials		Preparation (Support and Equipment)
1. Tashtemirova Z.S. Practical course of the Russian language.-Tashkent, "Uzbekiston", 2004 2. Akhmedova M.Kh. Russian language (direction of information technology). - Tashkent, 2016 3 Textbook on the Russian language for students of national groups of non-linguistic specialties / Under. ed. A.I. Nechaevoy - 1992, Tashkent: Ukituvchi		Flashcards, handouts, slides, blackboard, chalk, computer, LCD projector
Assessment type		
Continuous assessment, participation, exercise, presentation, self-assessment.		
Types of interaction		Duration of the lesson
Individual, small groups, intergroup, teacher-student (s)		2-hour class in the classroom
Stages and time	Procedure	
	Teacher activities	Student activities

10 min.	<table><tr><td rowspan="3">Suffix</td><td>masculine.</td><td></td></tr><tr><td>feminine.</td><td></td></tr><tr><td>neuter.</td><td></td></tr></table>	Suffix	masculine.		feminine.		neuter.		Get acquainted with the material answer questions, justifying their answers					
	Suffix		masculine.											
feminine.														
neuter.														
30 min.	What did we do? Build the model using the metrial learned above. <table><tr><td colspan="2">Accusative prepositions</td></tr></table> ↓ <table><tr><td>Preposition</td><td>Designated meaning</td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table> Work on the lexical topic) Introductory conversation. Motivation theme. At the age of 16-17, one of the most crucial moments in life comes - the choice of a profession. Of course, I don't want to be wrong. Who to be? Your parents, older siblings, friends' advice, and personal considerations help us find the answer to this question. Early in the morning a hard worker gets up and goes out to meet the sun. Truly, a man is beautiful in work. The hands of a worker are strong, smart, kind. It was they who welded the steel in the factory furnaces. They built houses of glass and metal. They raised tall wheat and fluffy cotton. They drive trains faster than the wind and spaceships at the speed of light. They treat the sick with sympathy and love, sew beautiful clothes. They are these hands - our hope and our pride. Smart hands are the foundation of success. Hands are a person's face. Arms! They say a lot. The eyes only see, but the hands create.	Accusative prepositions		Preposition	Designated meaning									Read text, perform pre-text and post-text tasks
	Accusative prepositions													
Preposition	Designated meaning													
	Question-and-answer conversation. (based on the material of the text "Teacher" Appendix No. 3) 1. When does a teacher become a favorite person for a student, according to V. Sukhomlinsky? 2. What is the first thing that captivates us in a teacher? 3. What does the teacher teach? 4. What is the lot of the teacher? 5. What are the teacher's words? 6. What did Jean-Jacques Rousseau write about? Do you agree with his conclusion? 7. What are the tasks facing the teacher? 8. What advice can you give young teachers? 9. What famous modern teachers have you heard and read about?	Models are compiled under the guidance of a teacher												
		Read text.												

2 min.		
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