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THE PLACE OF MIND MAPS IN TEACHING STUDENTS RUSSIAN AS A SECOND LANGUAGE

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ABSTRACT

In this article is seen methods of raising motivation of learners for Russian literature lessons of students who is learning Russian language in Uzbek groups.

KEYWORDS

Mind map, stimulation, interests, method, learners, teacher.

INTRODUCTION

One of the main tasks of higher educational institutions today is to release from their walls a harmoniously developed personality who will not get lost in the information society. That is why the strategy for modernizing education, as well as the message of the President of the Republic of Uzbekistan Sh. M. Mirziyoyev, speaks of the need to change teaching methods and technologies at all levels, to increase the weight of those that form practical skills in information analysis, self-study, and stimulate independent work of students.

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“A lesson is a mirror of the teacher’s general and pedagogical culture, a measure of his intellectual wealth, an indicator of his horizons and erudition,” argued V. A. Sukhomlinsky.

These words have not lost their significance today. In order for students to be interested in learning, and for us, teachers, to be interested in teaching, we need to improve our information culture, keep up with the times and master. Every teacher today must be modern, combining both traditional and new innovative teaching methods in his teaching activities.

That is why I actively use innovative teaching methods in my teaching activities, not as a tribute to fashion, but as an opportunity to conduct lessons at a new modern level, I study the experience of other teachers on this topic and have my own experience.

Today there should not be a teacher who would not think about the questions: "How to make the lesson interesting and bright? How to get kids interested in your subject? How to create a situation of success for each student in the classroom?"

And this is no coincidence. The new organization of society, a new attitude to life also places new demands on universities. Today, the main goal of education is not only the accumulation of a certain amount of knowledge, skills and abilities. The basis of modern education is the activity of the student, directed by the teacher. It is precisely this goal - the education of a creative, active personality who knows how to learn and improve independently - that the main tasks of modern education are subordinated to.

When preparing for classes, I really want each lesson to be special, with its own "zest".

In my speech I would like to dwell in more detail on one of the most interesting and effective methods - the use of mental (intellectual) maps in literary reading lessons.

In training and education, mind maps are becoming increasingly popular. They are created for the purpose of greater convenience and efficiency not only in the learning process, but also in other industries that use intellectual work and require mental effort. And, as has been repeatedly noted, the human brain does not always perceive with delight the fact that it needs to work. It's hard to perceive and remember boring diagrams and tables.

On the contrary: bright drawings, graphic images and words, an associative series are much easier to remember and reproduce later. This is what brought the increasing popularity of the technique of mind mapping.

The most significant is the mind mapping method, which is based on the research and development of the English psychologist and consultant on intelligence, psychology of learning and problems of thinking, Tony Buzan. In English it is called "mind maps".

Literally, the word "mind" means "mind", and the word "maps" means "maps". The result is "mind maps".

The effectiveness of using this method is associated with the structure of the human brain, which is responsible for processing information.

Mind maps are a very beautiful tool for solving problems such as giving presentations, making decisions, planning your time, memorizing large amounts of information, brainstorming, self-analysis, developing complex projects, personal training, development and many others.

Mind maps are compiled by students individually when studying new topics in class and at home. Good help with studying, reviewing homework, preparing for

exams and during the exams themselves. Less time is spent on memorizing key information, but the greatest effect is obtained when the information is subsequently reproduced.

The features of the cards are such that attention is concentrated on the task in a natural way, without coercion, and productivity is significantly increased. No need to spend extra effort to keep your attention.

Mind maps allow you to collect all the information related to a task on one sheet and look at it at a glance.

Keep in mind all the pros and cons of a particular decision.

Activating associative thinking allows you to include important factors that would be missed in traditional analysis.

Using colors and images activates intuition.

How to draw a Mind Map?

Drawing up a memory map involves the use of various graphic tools (drawings, symbols, arrows, fonts).

It is advisable to place the sheet horizontally: this will allow more space for the drawing, which will allow it to be expanded and modeled. The main idea (for example, the name of a new topic) is written and highlighted in the center of the page. Using multi-colored pens, lines (branches) are drawn from the “main idea,” each of which is allocated to a specific moment of the main topic under consideration. Each branch is signed. In order to name a branch, it is necessary to select a specific keyword, such that it most fully corresponds to the topic of this branch. Smaller branches are placed on large branches, and the

most suitable keywords are also selected to name them.

You can detail the map as much as necessary to understand the text.

Keywords are written in block letters and legibly. The font size is selected according to the importance of the given keyword. Intellectual maps should be abundantly supplied with various drawings and their own symbols (the right hemisphere in its activity is guided not by words, but by images, spatial structures). Different arrows show connections between different ideas.

The intellectual development of a child with the use of cards is carried out through the development of children's associations, replenishment and activation of vocabulary, the development of coherent speech, and imagination. A student, working with such maps, progresses in his development from simple logical operations: comparison, juxtaposition of objects, location in space, to the ability to analyze, differentiate, classify objects, learn to distinguish specific concepts.

Moreover, communicative skills develop, the ability to listen to a teacher, a group mate, a desire to be active, to take initiative is formed, leadership qualities are cultivated and at the same time respect for others. That is, collective work on mind maps contributes to the formation of motivation for learning, the emotional-volitional sphere, the ability to work in a team, attention, perseverance, perseverance.

In modern conditions, a teacher must not just “feed” a child information, but teach him to “get” and use it.

Mind maps can be used at almost all stages of the lesson.

Drawing such maps is an unusual activity - it is an effective way of working with information. Visibility, attractiveness, memorability, stimulation of creativity, reflection.

Educational visual aids facilitate the perception of theoretical material, promote its rapid memorization, and not mechanical and thoughtless, but meaningful and more durable, since with such presentation of educational information the logical connections between language phenomena are clearly demonstrated.

In my practice, I begin teaching students how to make mind maps from the 7th grade when studying the topic: &9. How to point to a person, an object, a sign (grammatical topic: study of demonstrative pronouns: this-that, this-that, this-that, these-these, such-a-th-, oe,-e) using examples of work done by students past years, whose works I carefully preserve.

When doing homework, students are divided into groups, pairs, choose a subject: wild or domestic animal, fruits, vegetables, food, etc., and make a mind map. To collect information when doing homework, they use Internet resources, go to the school library, work with encyclopedias, i.e. collect information material. The task is completed on sheet A-3. At the next lesson, students present their work; when “reading” the table, they use the demonstrative

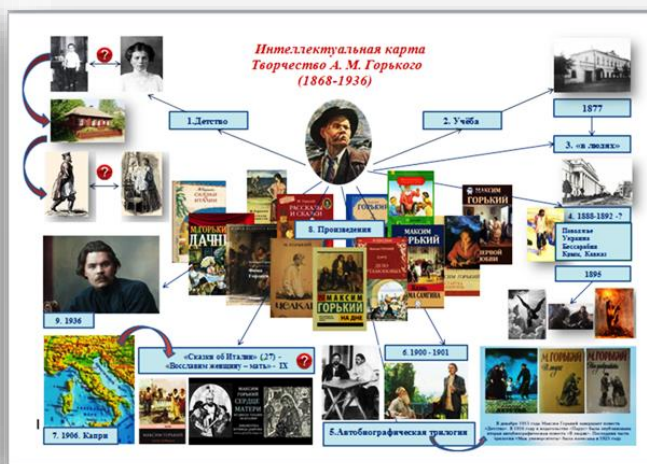
pronouns studied in the previous lesson. The map is “read” by students from left to right, clockwise, in blocks.

Already in the 7th grade in the Russian language, you can prepare several projects with your students on the studied parts of speech. Another advantage of this work is psychological: 7th grade is the so-called “difficult” age, when it is difficult to interest a child in something. And a new type of work is always interesting, especially since you can work in groups, which is also of no small importance for children of this age.

So, a diagram as a form of visualization in teaching is not so much an illustration that is given in parallel with the oral or written presentation of theoretical material, but rather a key to solving practical problems.

Psychologists believe that if a student experiences situations of choice throughout his school life, then he develops independence, without which a creative personality is impossible..

An innovative approach to teaching allows you to organize the learning process in such a way that the child finds the lesson both enjoyable and beneficial, without turning into just fun or a game. And, perhaps, it is precisely in such a lesson, as Cicero said, “the eyes of the listener will light up in the eyes of the speaker».



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