GRAPHIC ORGANIZER "BEHIND THE ARROW" AS AN ASSISTANT IN STUDYING GRAMMAR TOPICS IN RUSSIAN LANGUAGE LESSONS

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Abstract
This article proposes the effective implementation of the author's graphic organizer "Behind the Arrow" in the process of studying grammatical topics in Russian language lessons, the main goal of which is to develop students' conscious mastery of complex concepts of Russian grammar. The "Behind the Arrow" organizer helps simplify the study of grammatical topics.

Keywords: Graphic organizers, communicative competence, learning tools, "Behind the Arrow" organizer.

Introduction

The main task of teaching languages is the formation of communicative competence of students, the gradual and regular development of all types of speech activities: listening, reading, speaking and writing. Speech activity is an intensive and systematic, purposeful process of perception and transmission of information, expressed through the language system and dependent on the communication situation. Without mastering the grammar of a language, it is impossible to achieve full culture and pure speech.

Modern teachers, developing the communicative competence of students, introduce practical work methods into the learning process to form and consolidate knowledge, skills and abilities. And at the same time, various teaching aids are successfully introduced, in particular, graphic organizers.

Graphic organizers develop the ability to work with text, any information, since they highlight the main topic, thought, and it is revealed in various aspects, which is presented in a concise form in verbal and schematic form in some organizer, graphic diagram, or table.

Graphic organizers are the structuring of information in a logical order on a piece of paper, board (or technical screen) that are used to improve memorization, assimilation, analysis or application of what has been learned. These tools help the student to schematically present complex information in a simple form [6, p. 23].

During the learning process, working with graphic organizers can be carried out in pairs, in groups, together with a teacher, or individually. The teacher can also create a graphic organizer

to explain new material. A well-designed organizer promotes correct and accessible mastery of the learning material.

In the process of explaining new material through graphic means, you can increase the level of mastery of grammatical or lexical material and thereby contribute to the formation of speech activity. We often use a cluster, Euler circles, Venn diagram, mental map, T-chart, Fishbone diagram, etc. in our lessons.

This article proposes the effective implementation of the author's graphic organizer "Behind the Arrow", the main goal of which is to develop students' conscious mastery of complex concepts of Russian grammar. The "Behind the Arrow" organizer helps simplify the study of grammar topics. We recommend using it when explaining and reinforcing educational material, especially grammatical topics. Mastering grammar, a set of structural rules governing the composition of sentences and phrases, is not easy. Grammar leads to the recognition of the structure of linguistic units, which contribute to the development and formation of types of speech activity. Without grammar, you cannot achieve good language proficiency and understanding. But when studying it, there is often a lack of introductory material showing the overall picture, which in an overview gives concepts on subsequent topics. The organizer ensures the unification of repeating concepts in several rules, develops a systematic, analytical worldview, skills in proper structuring and visual systematization of information. For example, when starting to study the members of a sentence, it is important to present them in a general scheme in order to connect them in subsequent lessons; we believe it is important and effective to present the material being studied in such a form as the graphic organizer "Behind the Arrow". By reading the information behind the arrow, we get definitions, rules: (see Figure 1).

The subject is the main member of the sentence, which denotes the subject of speech (the subject of the action) and answers the questions who? What? is emphasized by one feature. For example: Karim is reading an interesting book. Karim (who?) is the subject.

Subject   Predicate Object   Attribute Adverb Main members of minor memebers
Sentence Which determines

Subject	Predicate		Object	Attribute	Adverb
Main members of				minor memebers	
Sentence				stntence	
		Which determines			
Object of speech	action,state		subject,object	attribute of an	sign of action or other sign, place,
(subject of action)	or sign of subject		action	jbject	time, method of action
		Answers question			
Who	Who does	Who?What?		What?	Where? Where?
What	What шы doing?	Whom?What?		Which	When? How?
	What?	Who?What?		Whose?	How?
	Who is he?	Whom with?What with?			Why? etc
	What is this?	Whom about?What about?			
		Underlined			
	Single line	Double line	dotted line	wavy line	dotted line,dot
		For instance:Karim is reading an interesting book at home.			
Karim(who?)	is reading(what is doing?)	is reading(what) a book	interesting(what)		is reading(where) at
home Subject	predicate	object	attribute		adverb

Figure 1. Graphic organizer "Behind the arrow" for sentence members

The predicate is the main member of a sentence, which denotes an action, state or attribute of the subject, answers the questions what does it do? what is being done? what? who is he? is emphasized by two features. For example: Karim is reading an interesting book. Reads (what does?) - predicate.

"Behind the Arrow" is a graphic organizer, an auxiliary teaching tool that reflects the general, essential properties and relationships of categories. This is a kind of illustration and visualization of educational material for its understanding, memorization and ease of application.

Such systematization of information obtained during practical work ensures correct analysis and selection of grammatical forms when applied in speech situations.

The purpose of application is to develop students' conscious mastery of complex concepts of Russian grammar and to facilitate the perception of these concepts.

In scientific publications we find many rules for one concept, therefore, the graphic organizer "Behind the Arrow" can be compiled in different versions. Trainees who have worked with the ready-made "Behind the Arrow" organizer can easily compose it on other topics, and this makes it easier to perceive and convey the material during feedback.

Writing repeated words together on one line reduces the number of words to be learned, as in a table. In this case, the perception of material through vision and hearing gives good results.

Technology for creating a graphic organizer "Behind the Arrow":

1. Familiarity with the rules for creating an organizer;

2. Definition of concepts, rules or objects with general categories, entered into the organizer, in the characteristics of which there are repeating verbs, phrases and expressions;

3. In the rectangles of the first line, concepts of one category are recorded, which, when defined, have repeating parts; in the following figures, the main verbs and verbal combinations and expressions that allow you to combine fragments of the information received;

4. These figures refer to all concepts (the main member of the sentence that denotes) and are therefore located in the middle;

5. What follows is what they are and what they signify;

6. In the next line, what questions are answered, and continues until the desired exhaustion of these concepts;

7. Indicating with an arrow the order of reading, memorizing rules, descriptions;

8. Presentation of the results of the work (if the organizer was compiled by the teacher - an explanation of the new material).

Preparing new organizers on certain topics makes the material understandable and makes it easier to study. Writing repeated words together on one line reduces the number of words to be learned, as in a table. If the table or organizer is clear, the material seems easier and is easy to learn.In this case, we perceive through sight and hearing. And it will be easier to imagine, reproduce in memory or imagination visual diagrams, tables that have been completed, and the information received. Facilitation of perception, which allows one to obtain information about phenomena and objects in general, in the totality of their properties, gives good results. Such rules can also be presented in the form of a categorical table 1.

Table 1.Categorical table for minor members of a sentence

minor members of a sentence	What does it mean	question	which member of the sentence depends on	Way of expression
attribute	attribute of an object	What? Whose?	from subject, object or adverbial	adjective participle ordinal number noun, etc.
object	the object on which the action is directed	whom? what? to whom? what? whom? What? by whom? how? (o) whom? (about what?	From the predicate	Noun, personal pronoun, cardinal number, etc.
adverbial	place, time, purpose, reason, etc.	Where? When? For what? Why? etc .	From the predicate	adverb noun with preposition, gerund, etc.

It is not always possible to understand grammatical topics. Students answer questions, but, of course, it's not easy to comprehend. And the teacher must simplify the concepts, present it in a simpler form so that it is visible and understandable, as if arranging it on shelves, look at the ready-made organizer "Behind the Arrow" for Russian grammar (Figure 2).

Adverb

Course of measure and place time comparison reason aim condition concession
Action degree

Designate

Patern of measures and place time compares reason aim of condition in spite
 action degree of direction of ways of per of per perfor of perfor what is
 Committed action of action action forming an forming ming ming
performing

action An action an action
Answers questions

How,what what, Where, When How Why Why What in spite
Condition measures Where Still when Like who from what what for condition
of what
 degree Where from until when like what what reason what aim of
 How long of of
Underlined dotted dot For instance

Figure 2. Graphic organizer "Behind the Arrow" for different types of circumstances

The graphic organizer "Behind the Arrow" was tested in schools in the Surkhandarya region, Namangan and Tashkent regions of the Republic of Uzbekistan. Teachers from school 3 of the Kumkurgan district of Surkhandarya region participated in the implementation of the organizer in classes in grades 9-10 (with Uzbek language of instruction). Khudaykulov A.A., from school

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58 of the Davlatabad district of the Namangan region - Ismailova N.R., Tursunbaeva G.T., Djurabaeva N.A., Sotivoldieva R.O. and from school 49 Zhumabaeva S.O., Rakhmanova M.D., Kirgizboyeva I.T., from school 17 of the Bustanlyk district of the Tashkent region Idirova S.Yu., from school 19 of the same district Salimova G.V., Karabaeva A.Kh.

Drawing conclusions from the experiments, it should be emphasized that in these classes the use of the graphic organizer "Behind the Arrow" increased communication skills by up to 25% and the effectiveness of mastering a grammatical topic, contributed to the development of speech and allowed:

1. Students must master grammatical topics qualitatively and consciously;

2. Structure information in accordance with the focus of the educational material;

3. Increase the effectiveness of teaching in the study of the division of sentences and various types of circumstances;

4. Bring information to the maximum perceivable and accessible level.

The introduction of new pedagogical technologies and graphic organizers into the educational process is the call of the times. A teacher must constantly work on himself, show a creative approach, create various forms and methods of new pedagogical technologies, and skillfully use them in the educational process.

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