THE USE OF INTERACTIVE EXERCISES AND TASKS IN RUSSIAN LANGUAGE LESSONS IN SECONDARY SCHOOLS

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Abstract
This article discusses the use of interactive teaching methods in Russian language lessons in secondary schools. The essence of interactive learning is determined, the role of tasks and exercises using this method is determined.

Introduction
With the development of society, the priorities in education are also changing. Only recently have we begun to introduce active teaching methods. And today many of the main methodological innovations are already associated with the use of interactive teaching methods Interactive ("Inter" is mutual, "act" means to act) means to interact, is in the mode of conversation, dialogue with someone. In other words, in contrast to active methods, interactive methods are focused on a wider interaction of students not only with the teacher, but also with each other and on the dominance of students' activity in the learning process. [3, 18]

The essence of interactive learning is that the educational process is organized in such a way that almost all students are involved in the process of cognition, they have the opportunity to understand and reflect on what they know and think. The joint activity of students in the process of cognition, mastering the educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, methods of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to obtain new knowledge, but also develops the cognitive activity itself and interaction skills, transfers it to higher forms of cooperation and cooperation. [2, 56]

In the course of dialogue learning, students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, and communicate with other people. For this purpose, individual, pair and group work is organized in the classroom, research projects, role-playing games are used, work is carried out with documents and various sources of information, creative work is used. The place of the teacher in interactive lessons is reduced to directing the activities of students to achieve the goals of the lesson.

The main components of interactive lessons are interactive exercises and tasks that are performed by students. An important difference between interactive exercises and tasks and ordinary ones is that by performing them, students not only and not so much consolidate the already studied material, but learn new ones. [3, 24]

Interactive teaching methods in primary school include: "Mosaic", "Take a position", "Microphone", "Prima", "Icebreaker", "Decision tree", "Carpet of ideas", "Empty chair", "6x6x6", "Brainstorming", "Unfinished sentence", role-playing games, project activities of students, etc.

Method 6 x 6 x 6 ("Six by six").

The work takes place in two stages.

At the first stage, each group receives a separate task. As a result of the work, participants in groups gain new knowledge and skills, while each of them prepares to present the results of the work of their group to the participants of other groups.

At the second stage, there is a change of groups in such a way that each of the new groups has representatives of all groups from the first stage. First, each participant in the new group presents the results of the work of his group from the first stage, and then the whole group together performs tasks, using the knowledge or skills gained at the first stage, i.e. they consider one issue from three positions and work out a common conclusion of tripartite cooperation. [1, 72]

"Empty chair" is a discussion technique.

The purpose of this method is to find an answer to a clearly posed question through an exchange of opinions. This search should lead students to the discovery of the truth, to the determination of the actual state of things.

The "*Empty Chair" method* develops critical thinking, teaches to argue, ask questions, activates a large number of participants, and teaches the culture of discussion.

On 3-4 chairs, lay out the opinions of different people on the problem posed, written on album sheets of paper and a sheet with a question mark "?". Students get acquainted with different opinions and come to the chosen point of view. Someone who has a completely different opinion stands at the "?" sign. Each group discusses the selected opinion and nominates a representative for discussion. All participants in the discussion sit in a circle. The discussion is started by representatives of groups who sit on chairs facing each other. The leader (teacher) puts another chair. If someone else wants to speak, then he sits in an empty chair. You can only sit in the chair for one minute at a time. As soon as the teacher (facilitator) hears what is most important, he stops the discussion. [1, 93]

Interactive activity in the classroom involves the organization and development of dialogue communication, which leads to mutual understanding, interaction, to the joint solution of common, but significant for each participant problems. Interactive learning excludes the dominance of both one speaker and one opinion over another.

References

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