

NON-STANDARD FORMS FOR CHECKING HOMEWORK IN THE RUSSIAN LANGUAGE

Abdullaeva Dilfuza Sultanbaevna

Senior Lecturer

University of Tashkent for Applied Sciences

Abstract. This article examines non-standard forms of checking homework and provides methodological recommendations for Russian language teachers in non-linguistic universities. Working at home, students not only consolidate the knowledge acquired in class, improve skills and abilities, but also acquire the skills of independent work, cultivate organization, hard work, accuracy, and responsibility for the assigned work. In this case, checking homework plays a very important role. As a result of systematic checking of assignments, students receive the necessary advice and evaluation of completed assignments on time, which is very important in educational terms. The teacher can find out how deeply the material has been mastered and to what extent students are ready to acquire new knowledge.

Keywords: Non-standard forms, Russian, students, new knowledge, skills and abilities

One of the most important tasks of a comprehensive school is to increase student responsibility for the quality of studies and compliance with academic and work discipline. As one of the forms of organizing education at school, homework has great educational and educational significance. Working at home, students not only consolidate the knowledge acquired in class, improve skills and abilities, but also acquire the skills of independent work, cultivate organization, hard work, accuracy, and responsibility for the assigned work. The role of homework is practically devalued if it is not checked. As a result of systematic checking of assignments, students receive the necessary advice and assessment of completed assignments in a timely manner, which is very important in educational terms. The teacher has the opportunity to find out how deeply the material has been mastered and to what extent students are ready to acquire new knowledge. How can we ensure that checking homework does not turn into a standard requirement, into a banal, continuous reading by the student of words or sentences written down at home “in a chain”? How, with the help of homework and monitoring its implementation, can we develop students’ mental activity, self-analysis and self-esteem in children? Non-standard forms of checking homework are aimed at achieving these goals, promoting the development of inquisitiveness, curiosity, and a creative attitude to the task.

The technique of “Active Listening” is that while one student is answering, the rest of the students summarize what was said, filling out a friend’s answer card, indicating pros or cons in it. Then the teacher collects “active listening” cards and uses them to see students’ problems on the topic. This technique increases not only the activity of students, but also the effectiveness of checking homework.

“Blitz survey along the chain”: The first student asks a short question to the second. Second to third, and so on until the last student. Response time is a few seconds. The teacher has the right to remove a question that does not correspond to the topic or is not correct enough. Each student has the right to refuse to participate in a blitz tournament, therefore, to prevent the procedure from being disrupted, the teacher finds out in advance which of the students would



like to take part in this action.

As an option for checking homework or during a general lesson, you can offer to organize a competition between the rows against the clock, that is, which of the groups, without breaking the chain, will answer the questions correctly and faster than others. In this case, it is necessary to select referees who will control the correctness of answers and the time in which students complete the task.

“I believe it or not” - this technique can be used at any stage of the lesson. Each question begins with the words: “Do you believe that...” Students must agree or disagree with this statement.

Example. In the word “health” it is written “z”, because “d” is voiced, and “z” itself is a prefix. This statement is incorrect because the letter “z” is part of the root.

“Yes-no” is a universal game that children really like. The teacher makes a wish for something (object, literary character, etc.). Students try to find the answer by asking questions. The teacher answers these questions with the words “yes” - “no”, “yes and no”. The question must be posed in such a way as to narrow the search. The advantages of the technique are that it teaches you to systematize known information, connect individual facts into an overall picture, and teaches you to listen carefully and analyze questions. In high school, students are involved in composing questions. The main thing in this technique is to teach how to develop a search strategy, and not bombard the teacher with countless questions.

“Dictation for a spy”: This methodological technique allows you to develop visual memory, trains attention and responsibility for the final result. It works well in philological lessons, mathematics and geography lessons.

The class is divided into 5-6 teams. The dictation text is also divided into the same number of parts. Sheets with text are attached to the walls away from the team for which they are intended. Each team member becomes a “spy.” He approaches the text (as many times as necessary), reads it, remembers it, returns to the team and dictates his part to them. Teams compete, the group that finishes the work earlier and makes no mistakes (or makes fewer mistakes) wins.

“Intellectual warm-up” is 2-3 not very difficult warm-up questions. The main purpose of such a warm-up is to get the child ready for work.

The technique “Pencil notes in the margins” (“L” - easy, “T” - difficult, “S” - doubt made by the student at home in the margins of the notebook while doing homework) helps the teacher quickly see the problems of each student before the start of the lesson, and teaches the student to reflect. Subsequently, the content of the lesson is adjusted taking into account the identified problems.

“Find the mistake”: Option 1. If the material being tested is well known to the students, then this methodological technique provokes the emergence of a situation of success in the lesson. And if the material is new, then successful searches for errors, flavored with praise and admiration from the teacher, allow children to feel like researchers and experts. The teacher makes mistakes in his message that need to be found, or texts are distributed in which information is clearly distorted, definitions are confused, other people's thoughts and actions are attributed to the characters, and incorrect interpretations of events and processes are given. Teacher, please find errors in the proposed text; you can indicate the number of errors.

Option 2. The same method can be used as a team game. Each team prepares a text with errors on a certain topic at home (or in class) and offers it to the other team. To save time, you can exchange texts that were prepared in advance. The benefit is double and mutual - whose team will hide their mistakes better and who will find more and faster.



"Ping pong": Option 1. 2 students come to the board and take turns asking each other questions about their homework. In this game you can use a small bright ball. The student says a question and throws the ball to his opponent. The teacher evaluates their answers.

Option 2. One of the students prepared questions for homework. The answers to them should be monosyllabic. He goes to the board, throws the ball to any of the students in the class and at the same time asks him a question. The answer sounds and the ball returns to the first student. The teacher evaluates the quality and originality of the questions and the correct answers.

"Knight Tournament": The student comes to the board and, on the topic covered, poses pre-prepared questions to the teacher to which he would like to receive an answer. In turn, the teacher asks a question to the student. The entire action lasts no more than 5 minutes. The tournament is announced in advance. Questions should be concise, answers short and to the point. The referee may remove a non-specific question. Students evaluate the actions of the student and teacher by clapping or raising their hands (or marking a sheet).

"Snowball": Just as a snowball grows, this methodological technique attracts more and more students to active work. The algorithm for this technique can be briefly described as follows: Word - sentence - question - answer.

Option 1. The teacher points at the student and says: "Word!" He says a word that relates to the topic of the lesson. Points to another student and says: "Proposal!" The second student makes a sentence with this word. The third student offers questions to this sentence, the fourth student answers it.

Option 2. Each student adds his own literary "masterpiece" to the first phrase in such a way that a continuous chain of certain grammatical categories is formed.

Example. Russian language. Topic: Participial Circumstances.

Teacher. In the summer, on the street, I met a man wearing a coat.

1st student. In a coat turned inside out with fur.

2nd student. Fur, sticking out flaps.

3rd student. Flaps like a clown's hair.

"Traffic light": A very simple but effective method. Having prepared the material once, you will reap the fruits of your hard work for a long time. A traffic light is a long strip of cardboard (9 cm long, 4 cm wide), covered with red paper on one side and green on the other. The traffic light "works" very simply: when conducting an oral survey, all students signal to the teacher whether they know the answer to the question (green side - ready to answer, red side - not ready). The positive thing about this situation is that passivity is unacceptable during the survey. Whether you like it or not, you need to raise a card and say if you know this question. The teacher explains to the students that by holding up a red card and declaring ignorance, the student refuses to answer. Showed green - please answer.

When conducting an oral survey, you can do this: invite two or three (not necessarily strong, but responsible) students to the board and assign them the role of teacher assistants. Assistants should be given sheets of paper in advance on which the names of the students are written and the table is outlined. The role of the assistants is to mark the work of a particular student on a sheet, i.e. the number of green (+) or red (-) cards raised. The intrigue is that the class does not know whose names are written on the sheets, everyone works that way. After 5 minutes of conducting an oral survey, the teacher, firstly, has a clear idea of what the children learned well from what was proposed in the previous lesson, and what should be addressed again. Secondly, the assistants hand over to the teacher tables that already summarize the number of correct answers, and the teacher honestly and reasonably assigns several grades for the oral survey.

"Memory and attentiveness training": This is quite an interesting technique, and it is especially effective when students are ready to work with it. Warn them in advance to read the home paragraph carefully. The teacher gives the students a sheet of paper with text in the middle, part of a verse. The task is for students to be able to write the necessary text above and below the existing phrase, or try to express it orally - what should precede the phrase and how it should end.

"Get to know me": In a lesson in history, geography, chemistry, literature, you can invite students to speak on behalf of a famous person (scientist, literary or historical hero), without naming her, but describing actions, discoveries, reasoning.

The **"Educational dialogue with the author of the textbook"** technique is an excellent tool that puts the student in the position of a subject of learning and their own development. Students are encouraged to independently study the explanatory text of the textbook with new material at home. After reading it independently, students write down questions that arise along the way, addressed to the author. Then, during the lesson, one group of students reads them out loud, and the other group acts as the author, trying to find the answer on the pages of the textbook, and if there is no direct answer, then the suggested answers are heard. This technique allows dialogue to become a means of learning and feedback, as a result of which educational tasks and problems are solved; the technique teaches to analyze, compare, argue or agree with the author of the textbook, and makes it possible to provide feedback.

"Chain of words" allows for quick frontal verification of the definition of concepts, the formulation of rules, theorems (reproductive level). Its essence is that students, in a chain, name only one word from the definitions of concepts or facts being tested, and then one of them pronounces the wording in full. This technique can be carried out in the form of competitions in rows, and 2-3 students act as a jury, who record the answers of their comrades.

"Crew" - the class is divided into 4-5 groups. Each member of the group receives a "position": captain, 1st mate, 2nd mate, boatswain, sailors. 4-5 minutes are allotted for preparation, and then a survey is conducted by lot - whoever gets the question answers, the score is given to the whole team. In addition, there is also the choice "Everyone answers" and students especially like it when they get "Trust", in this case the team is exempt from answering and everyone receives a positive mark.

To summarize, we can say that the use of such methods of monitoring homework completion helps to develop a number of key competencies of students:

- Motivate students to carefully study the topic;
- Develops intellectual competencies: analysis, synthesis, comparison, highlighting the main thing;
- The creative nature of tasks allows you to develop creative thinking;
- The student learns to correctly formulate questions, offering possible answers, that is, to communicate through reflective dialogue with the intended interlocutor;
- Helps self-expression of the student's personality (personal competencies).

And, finally, the most important thing is that students who know that the teacher, using his arsenal of methods and techniques, will definitely check the level of knowledge, skills and abilities of each student in each lesson, begin to systematically prepare for Russian language lessons and gain self-confidence.

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