

Die Verwendung von Methoden und Techniken der Theorie zur Lösung
erfinderischer Probleme im Unterricht der russischen Sprache beim Studium der
Kategorie der bedingten Beziehungen

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Zusammenfassung: Der Artikel wirft die Frage nach der Wirksamkeit der Anwendung von TRIZ-Methoden und -Techniken beim Studium der Kategorie der Bedingungen im Russischunterricht in der 9. Klasse auf. Es werden Fragmente einer Syntax-Lektion präsentiert, in der beim Studium der Bedeutung einer Bedingung auf der Ebene eines komplexen Satzes und eines nicht-vereinigungskomplexen Satzes Elemente der Theorie des erfinderischen Problemlösens verwendet werden. Die Konsistenz der Verwendung von Sprichwörtern mit bedingten Zusammenhängen, Sonderfallaufgaben, Forschungsspielen und Unterstützungen im Unterricht wird begründet. Es wird der Schluss gezogen, dass bei der Untersuchung syntaktischer Beziehungen, der Bedingungen pädagogischer, kommunikativer und kulturologischer Aufgaben, die Methoden und Techniken der TRIZ voll und ganz und in vielfältiger Form angewendet werden können.

Schlüsselwörter: Bedingungskategorie, Theorie des erfinderischen Problemlösens, pädagogische Technologie, Konditionierung, kreative Aktivität, nicht gewerkschaftlicher komplexer Satz, komplexer Satz, Sprichwort, formale Indikatoren für Unterordnung und Nicht-Gewerkschaft, Gewerkschaften.

**The use of methods and techniques of the theory for solving inventive
problems in the lessons of the Russian language in studying the category of
conditional relations**

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Abstract: The article raises the question of the effectiveness of the application of TRIZ methods and techniques when studying the category of conditions in the Russian language lesson in the 9th grade. Fragments of a lesson on syntax are presented, where, when studying the meaning of a condition at the level of a complex sentence and a non-union complex sentence, elements of the theory of inventive problem solving are used. The consistency of using proverbs with conditional relationships, special case tasks, research games and supports in the lesson is substantiated. It is concluded that when studying syntactic relations, the conditions when educational, communicative and culturological tasks are posed, the methods and techniques of TRIZ can be used to the full and in a variety of their forms.

Keywords: condition category, theory of inventive problem solving, pedagogical technology, conditioning, creative activity, non-union complex sentence, complex sentence, proverb, formal indicators of subordination and non-union, unions.

Teaching the Russian language in all types of educational institutions requires a scientific basis that focuses on “mastering the language in its main functions - as a means of communication, communication, cognition, planning and organizing activities (especially collective), emotional, aesthetic and moral impact and education - with the priority of the communicative function” [1, 262].

It is necessary to form the trainees' ability to think independently critically, analyze the conditions for the fulfillment of planned plans, generate new ideas, predict, be able to make choices, be sociable, contact in various social groups, be able to work together in various fields, preventing conflict situations; to work independently on the development of their own morality, intellect, creativity, cultural level. After all, we solve any problems every day, look for solutions, select ways, build a sequence of our actions, try to do everything as efficiently and quickly as possible, while benefiting and bringing something new to life. Very often we use thinking techniques that are included in the Theory of Inventive Problem Solving or TRIZ.

The founder of TRIZ is Genrikh Saulovich Altshuller. This theory originated in technical science, but over time it entered many areas of human activity. There are a large number of tasks in pedagogical activity, therefore TRIZ has found its reflection in pedagogy. The organization of work on teaching methods of creative activity helps to resolve the contradictions between the need of students for self-realization and the pedagogical influence on the part of the teacher, between self-government and the pedagogical management of the student's creative activity. This is possible by raising the students' need for creative expression.

The advantages of TRIZ pedagogy were formulated by G.S. Alshuller: having a great life purpose, purposefulness; the presence of a plan for achieving the goal, organization; high efficiency; ability to solve creative problems; the ability to "take a hit" (to continue working despite obstacles); the ability to see intermediate results [2, 99-100].

Various forms of work in TRIZ are known: the use of single elements (separate heuristic techniques, models, inventive problems) of TRIZ in traditional classes in various educational subjects); creation of extremely simplified courses with TRIZ elements for preschoolers and primary schoolchildren; full-fledged TRIZ training for schoolchildren (primarily high school students) in order to prepare future users of the theory, consultants, researchers, etc.

This technology implies a methodology for the formation of conscious and controlled technologies of thinking activity, as well as a process of search, inventive, and creative activity. The most common form of teaching is educational dialogue based on subject-subject relations. Since teaching TRIZ techniques requires an active position of both the student and the teacher, only the pedagogy of cooperation is

possible at the basis of interaction between them. When using TRIZ technology, the teacher himself must select exercises and form classes, but always taking into account the age characteristics of the students and the material taught. Experienced teachers and developers of TRIZ pedagogy, such as A.A. Gin, A.A. Nesterenko, G.I. Ivanov, and others recommend preparing for each lesson with the utmost seriousness, mentally replaying its entire course, striving to create an atmosphere of free conversation, not crushing authority, not interrupting children, more often admire their answers and, if necessary, answers students repeat, imperceptibly changing the content in the right direction. In the classroom, there should be a relaxed atmosphere of equal people and high activity of children.

It is desirable to create an atmosphere of some exclusivity and even mystery in TRIZ lessons. Problems should be presented in the form of an adventure or fantasy situation. The teacher does not need to express the decision himself, he must lead the students to it. If you can't solve a problem in class, you need to ask it at home for an independent solution. First of all, students need to create motivation and desire to develop their thinking [3, 48]. The teacher should try to protect students from rash inert solutions in the form of shouts, give time to think about a possible solution to the problem, and only then give an algorithm for its solution.

Taking all this into account, we prepared a number of tasks, gave methodological instructions to them, which allowed teachers to successfully use this educational material in practice when studying conditional relationships in Russian.

Syntactic conditional relations are those relations in which any action, event or phenomenon becomes possible or impossible, is realized or not realized, depending on another action, event or phenomenon that creates conditions for the realization or non-realization, the possibility or impossibility of the action, events or phenomena.

A modern teacher understands that learning a language is not an abstract goal, but something that will allow students to expand their understanding of the world, the culture of other peoples, which will have a positive effect on the enrichment of their own culture, will allow them to navigate in the modern socio-cultural space.

In the practice of teaching the Russian language, the rich possibilities of proverbs are taken into account almost everywhere, so we used them. It is no coincidence that textbooks and teaching aids for students of schools and other types of educational institutions offer tasks and exercises aimed at assimilating the meaning of proverbs, their grammatical meanings, and features of use in a suitable speech situation. In working on conditional relationships, we remembered that students should not only complete assignments, but also enjoy the realization that they are remembering or learn new proverbs that they can use in speech if necessary.

We will show a fragment of a Russian language lesson in the 9th grade using some of the techniques of TRIZ technology. The teacher announces that a game called "The Gardener" will take place today. A garden is drawn on the board, on the meadow of which nothing grows yet. The group is divided into two teams of five people. Then the teams receive the task. It will be necessary to plant flowers in a meadow of proverbial "flowers". And it will be good for everyone if bright flowers

delight the eye - proverbs that are made up of two parts, and white clouds floating across the sky - proverbs selected for certain speech situations.

Task 1. Classification method. Sort the "flowers": put the blue "flowers" - words with the conditional meaning expressed in the SPP, plant them in the clearing on the left; plant red "flowers" - words with a conventional meaning expressed in BSP, plant on the right.

1. There is no one to ask when he is to blame. 2. If you miss the reins, you won't catch it soon. 3. The day is boring until the evening, if there is nothing to do. 4. To live near the forest - not to be hungry. 5. Do you want to eat rolls, do not sit on the stove. 6. Do not take care of the undergrowth, not to see the tree. 7. There would be a forest, nightingales will fly. 8. Snowdrifts in the fields - grain harvest in the bins. 9. Hood lunch when there is no bread. 10. The claw got stuck - the whole bird is lost. 11. And the hare is stronger when there are many friends. 12. When your friends are with you, you can cope with any trouble. 13. If there are many friends, then life is more fun. 14. If you start a job, be able to finish it. 15. No need to shout if you need to be silent.

Guideline 1. Classification method. The teacher prepares stickers in the form of flowers, "flowers" - phrases, where the conventional meaning is expressed at the level of a non-union complex sentence or a complex sentence. All flowers must be glued onto cardboard. There is a proverb written on the white side of the flowers, and this is the side that students see. Having determined the type of sentence (a non-union complex sentence or a complex sentence), the student can turn the flower over with its colored side facing him, make sure that he answered correctly. If a student incorrectly indicated the structural type of a complex sentence (mixed up blue and red flowers), then the "flower" does not grow in the clearing, it is put into the basket. In the course of work, the meaning of proverbs is explained, formal indicators of subordination and lack of union are indicated, the correct intonation of the structure is being worked out. As a result of sorting "flowers", blue (left) and red (right) flowers appear in the meadow.

Task 2. Search for matches. In order for new flowers to appear in the clearing, select a suitable end to the beginning of the sentence.

| STEM | | FLOWER | |
|------|--|--------|---------------------------------------|
| 1 | There is no one to ask from ... | 1 | ... the sword does not cut. |
| 2 | Without courage ... | 2 | ... if there is nothing to do. |
| 3 | The day is boring until the evening, ... | 3 | ... When he himself is to blame. |
| 4 | A guilty head ... | 4 | ... you can't hatch chickens. |
| 5 | Having spent life at home ... | 5 | ... you won't take the fortress. |
| 6 | On cuckoo eggs ... | 6 | ... will not tell you about anything. |
| 7 | You will sleep a lot ... | 7 | ..., No good to be seen. |

Guideline 2. Finding matches. A proverb with a conventional meaning is divided into two parts, which are written on "stem" and "flower". Taking the "stalk" (the first part of the proverb), the student attaches it to the board with tape, then picks up the appropriate "flower" (the second part of the proverb) and attaches it to the "stalk". The whole group is watching the "planting of flowers". If the "gardener" makes a mistake, he is given the opportunity to rehabilitate himself: to recall 2-3 proverbs with conditional relationships that have already been worked out in previous tasks. If he cannot remember them, then he goes to the "greenhouse" (to his place) and finds the necessary sentences in the notebook. In the course of "planting flowers" the meaning of proverbs is explained, the syntactic form is characterized, and for 2-3 the situation is determined when such a proverb can be used. As a result of working on the board, bright flowers appear.

Task 3. Reception "What do you think?" So that white clouds float over our clearing in the sky, and not thunderclouds accumulate, indicate a suitable proverb for the following situations.

1. *On Sundays Sergey invited his friend Anvar to his dacha. Anvar began to refuse, said that he was tired, wanted to rest, and Sergei told him: "...".* 2. *Early in the morning, Anvar called Sergey and said that his younger brother Sarvar was asking for him, from whom you simply cannot get rid of. Sergei laughed and replied: "...".* 3. *Sarvar turned out to be a tongued boy and on the way he kept repeating how lucky they were to take him with them, because "...".* 4. *At the dacha they were met by Sergey's grandfather, greeted everyone and, smiling, said: "...".* 5. *Then the grandfather invited his friends to the table to treat them. After eating, the guys thanked their grandfather for the treat, and Sarvar concluded: "...".* 6. *Grandfather smiled and invited the guys to work a little, help him, because "...".* 7. *Anwar volunteered to cut firewood. The grandfather praised the guy who had never done this in the city, and added: "...".*

Methodical instruction 3. Technique "What do you think?" The teacher suggests choosing from all the worked out proverbs with a conditional meaning those that are suitable for the given speech situations. If students name not one, but several proverbs for the same situation, the teacher invites them to justify the possibility of using the proposed proverb (its meaning, imagery, relevance). A suitable proverb gives the right to pin the "cloud" on the board. If the proverb does not fit, a gray "cloud" appears. It is possible not to hang clouds in the sky, provided that the rest of the students disagree and justify the possibility of using the proposed proverb. As a result of work on the board, white clouds appear and a complete picture is formed.

The teacher summarizes the lesson, comments and announces grades, encouraging individual and group work of students.

By organizing the educational work, we were convinced of the validity of M.L. Vaysburd on the mutual influence of the activities of the teacher and the student. This activity fruitfully proceeds on the basis of subject-subject relations, which is not an exclusive factor, but, on the contrary, rather obligatory, since it is in these conditions that the complementarity and mutual enrichment of the activities of the teacher and students takes place. The richness of the pedagogical process is created by the deep erudition of the teacher, his skill in organizing the independent activity of students. And it is here that a single activity, merging in its goals and motivation, takes place. Here the teacher, relying on the activity and independence of students, relies entirely on their creative abilities, predicts the results. The student opens up prospects for learning with enthusiasm, entering into relationships, not adhering to standards, including his life experience, looking for not one, but several solutions [4, 30].

In conclusion, we can conclude that with the use of TRIZ technology techniques in the classroom, a number of educational, cognitive, developmental, aesthetic problems were solved, and at the same time the students had the opportunity to activate their knowledge about the specifics of proverbs with conditional relationships. When studying syntactic relations, the conditions when educational, communicative and culturological tasks are posed, methods and techniques of TRIZ can be used to the full and in a variety of their forms.

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