

THE LATEST TECHNOLOGIES AND THEIR APPLICATION IN RUSSIAN LANGUAGE LESSONS

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Annotation. The article discusses the use of the latest technologies in Russian language lessons, as well as their impact on the effectiveness of learning. Various approaches to the integration of digital educational platforms and technologies into the educational process are discussed.

Keywords: the latest technologies, the Russian language, educational games, individualization of learning, motivation of students.

Game technologies are implemented through interactive learning ("inter" is mutual, "act" is to act), which means to interact, to be 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. 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. 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 study new ones.

In a business game, several players interact to make decisions in a situation that simulates a real one, and the teacher directs the game, analyzes and evaluates the actions of the players. Each of the participants plays a role, he makes decisions and can quickly see the result, thus gaining his own experience. Business games in the study of the Russian language provide a directed activity of students' mental processes: they stimulate thinking when using problem situations, ensure memorization of the main thing in the classroom, arouse interest in the discipline being studied and develop the need for independent acquisition of knowledge.

To increase the motivation of the educational process, the use of the project method is one of the most successful ways to teach the Russian language. The project method is a flexible model of organizing the educational process, focused on the self-realization of students by



developing their intellectual and physical capabilities, creative abilities in the process of studying educational material. When learning Russian, students carry out various projects, such as, for example, the creation of crosswords, cartoons, educational and educational games, etc. The organization of teaching the Russian language on the basis of information and innovative technologies ensures a higher quality of students' knowledge due to clear planning of the lesson, increasing motivation in studying the content of the subject. In the process of teaching the Russian language, students form the ability to work with information to perform the assigned task, put forward their ideas, and analyze the educational material.



In the modern education system, the advanced training of each teacher, his mastery of the latest pedagogical technologies and methods is an important stage of the teacher's continuous education throughout the entire pedagogical activity. It is known that a teacher can be called a teacher with a capital letter if he learns himself.

The teacher's self-education should be aimed at the development of his personality as a whole, the system of

his value orientations, motives for action, the formation of the ability to reflect, adequate self-analysis and self-assessment, and not only to purely professionally significant knowledge and skills in the theory and methodology of the subject, although they are the basis for all the teacher's decisions.

Teaching Russian using the latest technologies

Teaching the Russian language using the latest technologies is the organization of the educational process in a new way, focused on the desire of students for active communicative activity, for dialogue, the inclusion of their emotional and intellectual potential in cognitive activity.

For this purpose, pedagogical technologies are used in the work: problem-based learning, technology for the development of critical thinking, game technologies, project method, ICT, health-saving technologies, technology for the development of students' independence.

The project method is not a new phenomenon in pedagogy. It was used both in domestic didactics (especially in the 20-30s) and in foreign ones. Recently, this method has been given close attention in many countries of the world.

The project method gives me the opportunity to evenly combine the study of new material with its practical application in the lesson. When preparing for a lesson using the project method, I always start with choosing a topic, type of project, and the number of participants.

It has long been known that games activate the learning process. The use of **game technologies** in the lessons of the Russian language and literature in combination with other



methods and techniques of organizing classes gives me the opportunity to strengthen the motivation to study my subject, maintain interest, enthusiasm for the process, cause positive emotions, that is, to create a favorable emotional mood of the lesson, to see the individuality of children. self-realization, self-expression, self-esteem.

The game forms I use in the lesson are diverse:

- outdoor games (physical training minutes, attention games);
- games-competitions (students are divided into groups, teams and fulfill the conditions of the game);
- dialogues with the characters of the books;
- role-playing games.

The task of any teacher, including a teacher of the Russian language and literature, is as follows: to create conditions for the inclusion of the child in the process of creativity and to find methods adequate to his psychophysiological characteristics.

Vocabulary work. Game technology.

The game "Hide and seek".

– By adjectives, "find" a noun with an unverifiable letter of an unstressed vowel in the root, write it down, mark the orthogram.

- ❖ Beautiful, sunny, frosty... (weather).
- ❖ Winding, mountainous, forest, automobile... (road).
- ❖ Long-tailed, curious, white-sided... (magpie).
- ❖ Fresh, Russian, interesting, daily ... (newspaper).
- ❖ Cargo, toy, passenger (car)

Weather, road, magpie, newspaper, car.

Throughout the study, information and communication technologies were used in the classroom. The use of ICT in Russian language lessons has created the basis for the organization of independent activities of students in the analysis and generalization of the material.

The Russian language is a serious and complex subject. In these lessons, students have to write a lot, and therefore the language teacher should pay special attention to health-saving technologies.

In order to prevent vision improvement, I conduct exercises that strengthen the muscles of the eyes in training sessions.

Exercises are performed sitting on a chair, the back is straight, the hands are on the knees, the body is relaxed.

Very often in the lesson I use the **technology of developing critical thinking**. For this purpose, I use techniques at the stage of actualization of students' knowledge, comprehension of new material, reflection.

"Did you know that...?" An effective method of the challenge phase, which allows students to set up for work, to interest them in the topic being studied.

"Do you believe?" can be used at the stage of challenge and at the stage of reflection.

"Key terms". 4-5 key terms from the text are given.



Students are asked to think for 5 minutes and give a general interpretation of these terms, to assume what is the connection between them.

This technique is especially effective in literature lessons when discussing and analyzing a work of fiction. Group discussion can be used both at the stage of challenge and at the stage of reflection. At the reflection stage, I use the following techniques:

"Prediction". To predict what will be discussed in the next chapter, paragraph, etc.

"Cinquain". It allows students to show creativity and express their attitude to the phenomenon, object, etc. Cinquain is a poem that requires the synthesis of material in short sentences (from French. "five", "poetic mood, poetic talent"). These poems, consisting of five lines:

In the first line, the topic is called by one word (usually a noun).

The second line is a description of the topic in two words (adjectives).

The third line is a description of the action within the framework of this topic in three words (verbs, adverbial participles).

The fourth line is a four-word phrase that shows the attitude to the topic.

The fifth line is a synonym (metaphor) of one word that conveys the essence of the topic.

Example of a cinquain:

Stars Distant, mysterious. Shine, shine, twinkle

We are attracted to these stars of the World

The formation and development of key competencies is impossible, from my point of view, without the use of ICT in the process of teaching the Russian language and literature.

The introduction of **information and communication technologies** into the educational environment of the lesson allows you to increase the interest of students, activate thinking activity and the effectiveness of assimilation of the material, as well as conduct emergency correction of knowledge. A variety of illustrative material, multimedia and interactive models, projects, virtual excursions raise the learning process to a qualitatively new level.

Using the wide possibilities of the global Internet, you can make the learning process more interesting and exciting. And therefore of better quality.

The student needs to understand the educational material as a whole, learn to separate the main from the secondary. The fulfillment of the task will teach the children to persistently strive for its fulfillment on their own, to be responsible for their activities.

The effectiveness of the use of modern pedagogical technologies is monitored through input, intermediate and final control sections, the purpose of which is to determine the degree of assimilation of educational material. From a wide range of technologies, each of us chooses those that are more consistent with the goals and objectives of his methodological system.

The use of modern educational technologies in the lessons of the Russian language and literature contributes to an increase in academic performance, increases the degree of self-confidence, and stimulates the desire of students to improve themselves.

The tasks that a language teacher faces when using information technologies are in many ways different from the goals and objectives of other subject teachers. These tasks involve working with the text, with the artistic word, with the book. A teacher of the Russian language needs to form strong spelling and punctuation skills and abilities, enrich the vocabulary of students, teach them to master the norms of the literary language, give children knowledge of linguistic and literary terms. An indisputable assistant in solving these problems



is electronic educational resources (e-Learning resources). By and large, the main thing for us is the humanitarian education of the child's personality, which is the basis of human morality and culture. But e-Learning resources become a good assistant to a language teacher, making the process of teaching the subject not only interesting, but also more understandable. E-Learning resources in Russian language lessons allow you to diversify the forms of work, the activities of students, activate attention, and increase the creative potential of the individual. The construction of diagrams, tables, presentations saves time, more aesthetically pleasing the material. The use of crosswords, illustrations, drawings, various entertaining tasks, tests fosters interest in the lesson.

The use of e-Learning resources in Russian language lessons allows you to use a variety of illustrative and informational material. Moreover, the material can be found by students themselves on the Internet. In this way, the lesson becomes vivid, imaginative, and active. The use of interactive tests not only saves the teacher's time, but also helps students to assess their knowledge and capabilities.

I would like to dwell on those resources that can be most often used in the lesson.

Presentations are most often used. They can be used when explaining new material, and when consolidating knowledge, and when performing creative tasks and physical training minutes. You can insert everything you can into the presentation: drawings, diagrams, tests, and videos. Compared to other resources, a presentation can be considered universal. The use of different types of presentations allows you to solve the following tasks:

1. Lecture presentation is visual materials that illustrate the content of lectures, reports, speeches of the teacher or students.

2. Presentations - "Posters" are a demonstration of illustrations, photographs with a minimum of captions, allow the active use of animation: moving pictures, rotating photos, etc., and create the maximum effect of presence.

3. "Interactive presentations" are most effective in organizing independent activities of students in the classroom during seminars and workshops. Hyperlinks to other sources of information, including the Internet, allow the child to independently use the necessary information to study, consolidate new or self-control the results of assimilation.

4. Animations and illustrations: these resources clearly demonstrate the educational material, allow you to observe various phenomena of the language. These resources can also be used to organize creative work (make a story based on a picture).

At the stages of repetition and consolidation of the material, interactive tests are also used. The advantage of electronic tests in a high degree of interactivity is that they control the level of knowledge, and, if necessary, help to remember the rule. The only problem is that no more than 3 students can work at the computer during the lesson: there is only one computer in the classroom.

Another type of electronic learning tools is electronic teaching aids: tutors, simulators, programs, interactive collections, dictionaries, reference books; electronic publications for monitoring students' knowledge, resources of electronic libraries and databases. Here are a few of them that have proven themselves well today:

Software and methodological complex for the formation of spelling and punctuation literacy skills "Electronic tutor - simulator "Russian language course (basic)";

- Lessons of Cyril and Methodius in the Russian language and literature;
- Tutors in the Russian language and literature of Cyril and Methodius;



- Spelling trainer.

Interactive lessons, built on the model of a school lesson, are created on the basis of animation and bring virtual learning as close as possible to real learning. Multi-level interactive tables of a complex structure, containing information on the topic, several topics, and sometimes on the entire section, can be used by the teacher as visual and reference informational material. The student can use tables to support the answer. A collection of animated plot-organized scenes, organized on the principle of "question and answer", focuses the student's attention on difficult or interesting linguistic phenomena, often associated with typical mistakes.

The relevance of using computer programs of this type for teachers and students is that the tasks offered in the program can be both simulator and control; there is an opportunity to revise the material and eliminate gaps in a specific section of the Russian language, based on the individual difficulties of the student; The programs provide an opportunity to get acquainted with examples illustrating the linguistic phenomenon.

When using new technologies in teaching the Russian language and literature, the following techniques are also successfully used in the classroom:

- 1) associative series;
- 2) a reference note;
- 3) brainstorming;
- 4) group discussion;
- 5) cinquain;
- 9) cluster;
- 10) key terms;
- 11) confused logical chains;
- 12) didactic games;
- 13) linguistic tasks;
- 14) study of the text;
- 15) work with tests;
- 16) tasks of a search nature;
- 17) non-traditional forms of homework.

For educational projects, it is important to:

- 1) to determine the purpose of research, practical or creative activity;
- 2) identify a problem that arises in the course of research or a specially created problem situation;
- 3) to put forward a hypothesis related to the ways to solve this problem;
- 4) formulate specific tasks of the project and determine the mechanisms for collecting and processing the data necessary for the project and analyzing the results;
- 5) based on these tasks, draw up a clear project plan (this can be, for example, a scenario for the future media text);
- 6) to carry out the practical implementation of the project plan;
- 7) Prepare a report on the results of the project and discuss its results.

The development of cognitive activity is also facilitated by non-traditional lessons, which allow you to increase the student's interest in the subject and in learning in general. Here are several classifications of non-standard lessons: lesson-seminar, lesson-lecture, lesson-conversation, lesson-workshop, lesson-excursion, lesson-research, lesson-game, lesson-



defense of the project, lesson-dispute, lesson-conference, lesson-theatrical performance, lesson-journey, lesson-test. Almost all of them allow you to ask problematic questions and create problem situations, solve problems of differentiated learning, activate learning activities, increase cognitive interest, and contribute to the development of critical thinking. Non-traditional lessons of the Russian language and literature provide a systematic analysis of linguistic information, develop linguistic observation. That is why I will be happy to apply all of the above types of lessons in my future work.

It is estimated that on average, a student speaks for 3-5 minutes during five lessons. I think that teachers will not be surprised by these data, but, undoubtedly, they will make them think about the problem. Therefore, lessons are relevant today - disputes, discussions. A large part of the work in preparing for such a lesson falls on the shoulders of the teacher: choosing a topic, approaching the problem, drawing up a discussion plan, selecting questions. This form of work is more effective in literature lessons.

With all the variety and effectiveness of non-traditional lessons, it is often impossible to use them for a number of reasons. But you really want each lesson to be special, with its own "zest". Therefore, you can resort to non-standard, creative elements of a separate traditional lesson. It can be a lexical dictation or a dictation-crossword, and composing riddles in the lesson, and a commented letter or warning dictations.



Another effective tool is didactic games that can arouse interest in Russian language classes. The purpose of the game is to arouse interest in knowledge, science, books, and learning. Along with learning, it occupies an important place in the development of the child. When children are included in the situation of a didactic game, interest in educational activity increases sharply, the studied material becomes more accessible to them, and working capacity increases significantly.

An important role of entertaining didactic games is also that they help to relieve tension in children, creates a positive emotional mood during the lesson. At present, a large number of didactic linguistic games are used: this is a task like "Find cases", Five-minute cards "cases", which instill the ability to synthesize and comprehend information. The main thing is that children have no time to be bored during the lesson, so that they want to work, study, and for this the situation of success, which, as a rule, is created by non-standard lessons or elements of lessons, and the independence to which children are accustomed in such lessons, and a creative attitude to the Russian language are important.

It is important that the interaction between the teacher and the student in the lesson is realized as much as possible. Students are interested in acting, actively participating in the course of the lesson, making mistakes and looking for the causes of mistakes, formulating



questions, and not only answering them, i.e. they want to take an active communicative position in the lesson. The task of the teacher is to help the student see his role in the lesson, to transfer the educational activity of the student to the creative plane. I think there is no point in proving that the use of new technologies at different stages of the lesson helps to make it effective, efficient, and the process of gaining knowledge for students - interesting and productive

The stage of comprehension of the content.

In the process of implementing the semantic stage, students come into contact with new information. One of the conditions for the development of critical thinking is to track the student's perception of the material being studied. This is the main task in the learning process at the stage of comprehension of the content. The organization of work at this stage can be different. These can be: lectures, a teacher's story, individual, pair or group reading, or watching video material students, their interest and the inertia of movement created during the challenge stage. Setting goals in the process of getting acquainted with new information is carried out when it is superimposed on existing knowledge. At the stage of comprehension of the content

, students:

1. Make contact with new information;
2. try to compare this information with existing knowledge and experience;
3. focus their attention on finding answers to questions and difficulties;
4. draw attention to ambiguities, trying to pose new questions;
5. Seek to trace the process of getting acquainted with new information, pay attention to what exactly attracts them, which aspects are less interesting and why;
6. Prepare for the analysis and discussion of what they have heard or read.

The teacher at this stage:

1. can be a direct source of information;
2. monitors the degree of activity of work, attentiveness when reading, if students work with the text;
3. offers various techniques for thoughtful reading and reflection on what has been read.

The stage of reflection.

Reflective analysis is aimed at clarifying the meaning of new material, building a further learning route. This stage actively contributes to the development of critical thinking skills. At the stage of reflection, schoolchildren systematize new information in relation to the ideas they already have.

Thus, the teacher, organizing the educational process, enters into reflexive interaction with students. Both the teacher and the student act as partners in the reflective comprehension of this kind of technology.

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