Modern Technologies in Teaching Russian Language

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ABSTRACT: Technologies used in the lessons of the Russian language and literature In my opinion, the elements of the following educational technologies should be used in teaching the Russian language and literature. Multilevel learning technology The modern information society makes high demands on schoolchildren in relation to the assimilation of educational material, in connection with which the overload of students increases sharply and the motivation for learning decreases.

KEYWORD: methodology, requirements, perception, experience, implementation, comprehension, consolidation.

Introduction

This problem in the technology of multilevel teaching is solved by introducing the so-called basic level: some students are given a smaller amount of material, and others more, and due to the fact that, by offering students the same amount, the teacher orients them to different levels of requirements for its assimilation. At the same time, it is imperative that all students master the general basic level of training. This technology embodies humanistic ideas in pedagogy, psychology and methodology, since the child is viewed as a unique person who strives for the maximum realization of his qualities, is open to understanding the meaning of activity and the perception of new experience, is able to understand life phenomena and processes and responsibly choose the right decision in different situations.

Technology of teaching in cooperation, teaching in small groups refers to the technologies of the humanistic direction in pedagogy. The main idea of this technology is to create conditions for active joint learning activities of students in different learning situations. Pupils are different - some quickly "grasp" all the teacher's explanations, easily master the lexical material, communication skills, others require not only much more time to comprehend the material, but also additional examples, explanations. This means that it is necessary to organize a practice on the formation of an indicative basis for actions. Such a practice, oral or written, is required for each student of the group. If the guys work frontally, then weak students run the risk of not understanding why it is necessary to perform tasks this way and not another. If the work is organized individually, then the weaker students will not be able to independently figure out the new material. In small groups, organized so that in each group of 3-4 people, there must be a strong student, medium and weak, when performing one task per group. Students are deliberately placed in conditions under which the success or failure of one person is reflected in the results of the entire group. This general assignment is also rated one per group. It does not have to be a mark (in points). These can be different types of encouragement, assessment of the group's activities. It should be noted that it is not enough to form groups and give them an

appropriate task. The point is precisely that the student wants to acquire knowledge himself. As the famous saying of the sages says: «I can bring a camel to a watering hole, but I cannot make him drink! » Therefore, the problem of motivating students' independent learning activities is no less, and perhaps more important, than the way of organization, conditions and methods of work on the task. But joint work just gives an excellent incentive for cognitive activity, for communication, since in this case you can always count on help from your comrades. The teacher can give much more attention to individual students, since everyone is busy with business. 3.3 Modular learning and its elements are actively used in the practice of teaching the Russian language

This is, firstly, planning the actions of each student in a certain logic, secondly, relying on activity and independence of actions, thirdly, taking into account the individualized pace of learning and, fourthly, constant reinforcement, which is carried out by comparing (checking) the move and the result of activity, self-control and mutual control. As a basis, a training module is highlighted, which includes a complete block of information, a target action program and teacher's advice on its successful implementation. The training material is divided into thematic blocks; each thematic block fits into the rigid time frame of a two-hour lesson. For a better assimilation of the content of the thematic block, the teacher follows the stages of the rigid structure of a modular lesson: repetition, perception of new things, comprehension, consolidation of what has been learned, and control. Each stage begins with a target setting and an indication of a system of actions; each stage of the lesson ends with a control, which makes it possible to establish the success of the training. With the help of modules, the teacher controls the learning process. At the very training session, the teacher's role is to form positive motivation of the student, in organization, coordination,

Pedagogical workshops. The workshop – an unusual form of conducting a lesson – was developed in the practice of French teachers, representatives of the new education group (P. Langevin, Henri Vallon, Jean Piaget, etc.). Obtain and comprehend knowledge on the subject.

In the traditional organization of the learning process, the source of knowledge is always only the teacher. In the workshop, conditions are created for students to independently put forward ideas, the further development of which takes place both in individual and in group and collective work. In the process of joint thinking about the problem, it is possible to transfer training to a new qualitative level, which leads to a new vision of the problem. The principles of building a pedagogical workshop are that the master (teacher) creates an atmosphere of openness, benevolence, co-creation and communication; includes the emotional sphere of the child, appeals to his feelings, awakens the student's personal interest in studying the problem (topic); working together with the students, the master is equal to the student in the search for knowledge; the master is in no hurry to answer questions; He gives the necessary information in small doses, having discovered the need for it among the children . Official assessment of the student's work (they do not praise, do not scold, do not put marks in the journal) is excluded, but socialization, presenting the work to the whole class gives the student the opportunity to evaluate its merits, change or correct it. One of the peculiarities of the work of the workshop is that the teacher as an orator, storyteller, and clarifier is needed by the students only when an independent search does not end with a discovery. However, discoveries will certainly await the student in the workshop. Comparing his old knowledge on some problem with the new knowledge that he «got» himself, the child opens up, begins to believe in his own capabilities. And this is the main point.

The technology of problem-based learning is a form of organizing the educational process with the help of problem tasks and problem situations, which give the training a search, research and interactive character. The method of problem learning is a problematic task or situation that requires the actualization of universal (general educational) knowledge. This technology is most often used

when explaining a new topic. Problem statement is the stage of formulating a topic or question for research. The specificity of our subject lies in the fact that in a work of art there is always a problem posed by the author. And the teacher's task is to catch those «signals» that the author and his work sends to the teacher. In practice, one of the most important tasks of a teacher is systematic preparatory work on the formation of skills for independent work, analysis, synthesis of information, development of techniques and achievement of feedback. The formulation of the topic is of great importance in matters of revitalization. From experience I know that a problematic and catchy name eliminates the monotony of the lesson style, increases the interest of students. The result of using problem-based learning: increasing motivation, deepening the level of understanding, the formation of educational, cognitive and information competence. In order to understand the student, his views, point of view, short written works, express polls (answers) and their deep analysis are required. In the course of studying and analyzing the work, strong students are given research assignments: 4. - analyze how the passage of time is conveyed in the story; 5. - to match sounds and colors; 6. - put forward a hypothesis and suggest what is the role of young people in revealing the main idea of the story?

The development of critical thinking through reading and writing is a pedagogical technology that allows you to focus on the internal motivation of students, which is more stable than external. Effective reading is a complex process of active perception and critical comprehension of information in order to be included in its own context. Reflexive writing implies the reflection on paper of the active process of perceiving information: the student does not record the flow of information, but those ideas that he somehow singled out for himself. The development of critical thinking through reading and writing is understood as a reflective learning activity based on deep processing of information in conjunction with personal experience. The technology is based on a model consisting of three phases: 1.call, 2. semantic stage, 3.reflection the challenge involves the student's appeal to their own knowledge, experience and skills. He formulates questions for himself, to which he subsequently wishes to receive an answer, sets goals that are independent of the goals of his group. The semantic stage involves the implementation by students of the goals stated at the challenge stage at the expense of material perceived with interest. In the reflection phase, students analyze the fulfillment of the assigned tasks and the achievement of the stated goals.

Technology of project-based learning: children in literature lessons are invited to create a presentation on a specific topic. Students, relying on the help of the teacher, outline a work plan, select materials, create a presentation and present it in the lesson. Often, the themes of such presentations make it possible to implement the principle of integration of subjects "The Art of the Silver Age" is used as in literature lessons. for celebrations we create thematic presentations. Gaming technology remains one of the traditional ones. The game form of classes is created with the help of game techniques and situations that act as a means of activating and intensifying educational activity. A pedagogical game has an essential feature - a clearly defined learning goal and a corresponding result, which can be substantiated, explicitly identified and characterized by an educational and cognitive orientation. The game form of classes is created with the help of game techniques and situations that act as a means of motivation, stimulation of students to learning activities. Gaming technology has tremendous potential. The game organizes the training itself. But playing seriously isn't easy. In the beginning, many problems can arise: how to play so as not to disrupt the lesson? How to behave? How do you want to play? What to play? Any game will be many times more effective if it is played openly, that is, to discuss with the children why the game is being played, why the rules are such, whether the game can be complicated, changed, improved, etc. Often such a discussion is more beneficial than the game itself, developing the creativity and thinking of the child and, in addition, laying the foundation for the play culture.

Russian language and literature are serious and complex subjects. Students have to write a lot in these lessons, and therefore the language teacher must pay special attention to health-preserving technologies. The organization of the lesson is of great importance. The teacher builds a lesson in accordance with the dynamics of students' attention, takes into account the time for each assignment, alternates types of work. So, for example, during an explanatory dictation, it is advisable not only to explain spelling, pictogram, but also to conduct morphemic, phonetic, lexical analysis.

To avoid student fatigue, it is necessary to alternate types of work: independent work, work with a textbook (orally and in writing), creative assignments - a necessary element in every lesson. They contribute to the development of mental operations of memory and at the same time to rest the children. Individual dosage of the volume of the training load and its rational distribution in time is achieved through the use of flexible variable forms of building a system of the educational process. The use of multilevel assignments in the classroom also contributes to the preservation of the health of students. Various test items with a choice of answer, with an open answer; regrouping missions; to recognize errors, to find errors allows you to avoid monotony in the lesson. In order not to overload students, it is necessary to strictly observe the volume of all types of dictations, tests for presentation, and control and test work should be carried out strictly according to calendar-thematic planning. At each lesson, during the lesson, it is necessary to spend physical education minutes, do game pauses, visual gymnastics and, of course, emotional relief The teacher should strive to evoke a positive attitude towards the subject. The benevolent and emotional tone of the teacher is an important point in the lesson.

The use of computer technology in a modern school in the context of universal computerization is an important and integral part of the educational process. The diverse interests of schoolchildren can no longer be satisfied only by the materials of the traditional textbook and the word of the teacher. Internet resources present extensive materials suitable for studying a literary work, both as a source of accumulation of literary knowledge (a kind of encyclopedia), and as a means of allowing the literary development of a student (literary projects, guest books, websites). One of the advantages of using new information technologies is the re-emphasis from verbal teaching methods to methods of search and creative activity. The use of educational information on discs is not a substitute for textbooks or a new version of it. It creates the basis for organizing students' independent activity in analyzing and generalizing material with the widespread use of individual and group forms of organizing the educational process.

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