



Pedagogical Technologies In Teaching the Russian Language

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Abstract: The article analyzes modern pedagogical technologies in teaching the Russian language, for example, student-oriented educational technologies; technologies based on student activity activation; technologies based on the effectiveness of organization and management of the educational process. It is concluded that the teacher needs to use various pedagogical technologies in order to systematize all the students' knowledge in science, to improve or develop their speech skills.

Keywords: pedagogical technologies, Russian language, interactive methods of teaching.

Introduction:

The introduction of pedagogical technologies into the educational process helps the teacher create conditions for the formation of the student's personality in educational activities and engages each student in active knowledge activities. It will also be possible to create problem-based learning situations where students are forced to search for solutions and collaboratively plan joint activities. [1 - 5].

Main Part

One of the main tasks of teaching the Russian language is not only to convey information to students, but also to arouse personal motivation, develop interest in science, as well as the desire to self-improve speech. It is necessary to find effective work methods and forms for its implementation. Pedagogical technologies satisfy this requirement, because their use allows to achieve educational results and stimulates the interrelated activity of the student and the teacher.

Modern education is built within the framework of a person-oriented approach, where the main directions are the formation and development of intellectual and speech skills of students, their moral development, as well as the formation of critical and creative thinking. Pedagogical technologies used at this stage of education take into account the age and individual psychological characteristics of students, which helps to organize effective cooperation between the teacher and the student, which is necessary at the stage of preparation for passing the main state exam. [6]

At this stage of educational development in the teaching of the Russian language, several classes of pedagogical technologies are distinguished. The selection takes into account the target direction, the nature of the interaction between the teacher and the student, and the organization of teaching.

Person-oriented educational technologies. With this approach, it is believed that each student is a separate person, a subject of learning and personal development, and he should acquire the experience that is recognized as necessary in everyday life, that is, life experience. The main purpose

of such technologies is the creative and versatile development of the child's personality [1, p. 44]. In the framework of person-oriented education, collaborative technologies, human-personal technologies and free educational technologies are distinguished.

1. Human-personal technologies imply psychotherapeutic attention and support of the child's personality. "Smooth" (English - smooth, fluent) here is also learning for the development of the student's personality; to strengthen human, moral relations to everything that surrounds him; paying special and careful attention to the student's inner world, his interests and needs, enriching his mental and spiritual potential [2, p. 41]. Self-education is the ideal of education and training in this technology. To implement all of the above within the framework of the educational system, the academician himself recommends using the traditional class-lesson system, adding elements of differentiation and individualization to the system of small groups.

2. Collaborative technologies enable collaboration, democracy, and equality in teacher-student relationships. The characteristics of this technology are that each student should be involved using the form of group work; eliminate the element of competition between groups; the group and each member must understand its ultimate goal and the role of each group member. When using such technology, the teacher must create and assign student roles, because the existence of roles is a prerequisite for collaborative technology.

3. Free educational technologies provide the child with freedom of choice and independence. The introduction of such technology can be effective at the following stages of preparation for the main exam in the Russian language: familiarization with the exam, its content and requirements; work with creative activities in the main exam.

Technologies based on the effectiveness of organization and management of the educational process. These technologies provide results through the work of 3 channels: transfer of information from the teacher to the student; management, including planning of the main flow of information; transfer of information from the student to the teacher (feedback, control).

1. Differentiated educational technologies imply a form of educational process in which a teacher works with a group of students, considering their general qualities that are important for the educational process. Differentiated education has different classifications: according to individual psychological characteristics of children (age, gender, interests, level of achievement, etc.); by organizational level (type of school, intra-class, inter-class, etc.); according to the conditions and components of the educational process (purpose, teaching content, teaching methods and technologies, pace) [2, p. 82]. In Russian language classes, this technology is used as a differentiation within the class.

2. The technology of individualization of education implies 2 important aspects: the teacher communicates with only one student; the student only interacts with the learning tools. The main advantage of such training is the ability to adapt the entire process to a specific student and his characteristics. In the framework of school education, it is not possible to use such technology continuously, therefore, the technology of individualization of education is the organization of the educational process, in which an individual approach and an individual form of education exist and are of priority [2, p. 96]. Also, this technology is considered "pervasive" because it is somehow present in all existing educational technologies. When preparing for the ADI (Main State Exam) in Russian, every student should use this technology to achieve the desired result. This can be done in this way: for example, difficulties in specific students are identified, their personal characteristics are known, tasks and recommendations are created for implementation.

3. Information and communication technologies (ICT) are one of the most widely used technologies in modern education. They include the use of computers, the Internet, other devices and information sources. This is a set of technologies that use several information media at the same time:

graphics, text, video, photography, animation, sound effects, high-quality sound [5, p. 65]. At the current stage of education, it is difficult to imagine the educational process without the use of ICT. These technologies allow teachers to conduct lessons more energetically, interestingly, and most importantly, effectively [12, 13].

4. Integrated educational technologies. The introduction of such technologies into teaching serves to comprehensively study science, as well as students' understanding of the direct connection between education and real life. There are the following types of integration: problematic, thematic, interdisciplinary, etc. [14].

Interactive methods in teaching the Russian language. The interactive teaching method is innovative. The concept of "interactive methods" ("interactive" in English: "inter" means "between"; "active" - from "movement" - to action, action) methods of interaction between participants and these training using methods can be considered interactive, that is, based on interaction. By organizing Russian language lessons using interactive methods, it is possible to achieve a transition from the formal performance of certain tasks with the passive role of students to cognitive activity with the formation of their own thoughts. Interactive learning is a complex interaction process based on communication between the teacher and students.[7]

Interactive methods of education are very effective because they provide a high level of motivation, maximum individuality in teaching, and create ample opportunities for students' creativity and self-awareness. There is a more solid mastery of the material, because students experience each stage of independent, conscious learning of knowledge.

Interactive methods require the ability to share responsibilities, set goals, make balanced, correct choices, analyze the situation, as well as creative thinking, joy and deep satisfaction in one's work. Interactive teaching methods such as brainstorming, business games, role-playing games, simulation games, discussions, presentations, and essays can be used in the lessons. Interactive technologies help students' personal growth. When learning vocabulary and phraseology, the game "Identify the pair" is offered. Phraseological units are written on the board, then other phraseological units are read, students find their synonyms. [7]

Brainstorming. This method originated in the 1930s as a way of co-producing new ideas. The "Brainstorming" method allows for the development of logical thinking, reasonable expression of one's point of view, and activation of speech skills. The "Brainstorming" method also helps to increase efficiency in Russian language lessons, for example, changing the topic "Word Formation" to "What do you think are the ways to form new words?" in entering the question. In response, the most original ideas are expressed.

In Russian lessons, students actively participate in the use of the "Take your place" method. In the group hung posters saying "yes" and "no". First, the teacher offers a statement. A student who agrees with this opinion takes the "yes" position, and a student who disagrees takes the opposite position, i.e. takes a "no" position.

"Problematic teaching" is the name of one of the interactive methods that allows all students to participate in the discussion, divided into 2-3 groups. They solve the dilemma for 5-7 minutes, then present the result to the group. The result of this method requires subtlety of mind, because a dilemma is a judgment or conclusion that requires the choice of two mutually exclusive positions. Conducting a round discussion should become a natural component of the process of teaching the Russian language, because it is this interactive method that allows a person to defend his opinion, find the right solutions, and objectively evaluate his speech and speech.

Case study - this method was used at Harvard University in the second half of the 19th century. With this teaching method, the student is forced to make decisions independently and justify them. There is only one topic for debate, but the first team must support it with their own arguments and

facts, and the second team must skillfully refute them, which requires painstaking work on materials from various sources. [7]

Interactive methods are innovative forms of teaching that help to activate the cognitive activity of students and to independently understand the educational material. By using interactive methods in the lesson, conditions are created for self-awareness of students who can think creatively and find reasonable ways to solve various situations.

Conclusion

Pedagogical technologies in teaching the Russian language are important in learning to teach the learning process for learners. For example, interactive tutorials, online resources, and games can be used to make learning more fun. Teachers should also use modern technologies to tailor learning to learners.

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