



The ways of using Modern Merthods and Technologies in Russian Language Lessons

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Abstract: *The article contains theoretical information about new technologies that can be used in the lessons of the Russian language and literature in order to draw the attention of schoolchildren to the material being studied, to intensify their independent work in the classroom, and to increase interest in the subject.*

Keywords: *stick, failure, knowledge, skills, abilities, didactic portrait, teacher-class-student, challenge - comprehension – reflection.*

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A lot has changed in education over the past two decades. I think that there is no such teacher who would not think about the questions: “How to make the lesson interesting, bright? How to captivate students with your subject? How to create a situation of success in the classroom for each student? Every modern teacher dreams that in his lesson the children work voluntarily, with interest, creatively. After all, it is interest that is the main stimulus for the child’s activity, his learning, and development. In the modern lesson there is no boredom, coercion and laziness, there is no passivity and fear of waiting for a “stick” - two, there is no “failure” on a test or exam and a desire to dodge it; but there is joy in overcoming the difficulties of teaching. The student discovers the world for himself and himself in this world, and the teacher leads the child along the path of subjective discovery, he manages the problem-search or research activity of the student [1].

Today, the main goal of education is not only the accumulation by the student of a certain amount of knowledge, skills, abilities, but also the preparation of the student as an independent subject of educational activity. At the heart of modern education is the activity of both the teacher and, no less important, the student. It is precisely this goal - the upbringing of a creative, active personality who knows how to learn, improve independently, and the main tasks of modern education are subordinated. An innovative approach to learning allows you to organize the learning process in such a way that the lesson is both fun and beneficial for the child, without turning into just fun or a game. And, perhaps, it is at such a lesson, as Cicero said, that “the eyes of the listener will light up against the eyes of the speaker. [2]”

First of all, it is necessary to understand what the technology of training is. Let's turn to the dictionary. Technology is a set of techniques applied in any case skill, art. Pedagogical technology is thoughtful in all details the joint model pedagogical design activities, organization and conduct of the educational process with unconditional provision of comfortable conditions for students and teachers [3].

The definition of "innovation" as a pedagogical criterion is often encountered and, as a rule, is reduced to the concept of "innovation", "novelty". Meanwhile, innovation in exact translation from Latin means not "new", but "into the new". It was this semantic load that was put into the term "innovative" at the end of the last century by J. Botkin. He outlined the main features of the "didactic portrait" of this method, aimed at developing the student's ability for self-improvement, independent search for solutions, and joint activity in a new situation [4].

The methodology for the development of critical thinking includes three stages or stages. This is "Challenge - Comprehension - Reflection".

The first stage is the challenge. Her presence at every lesson is mandatory. This stage allows:

- to update and summarize the student's knowledge on a given topic or problem;
- arouse a steady interest in the topic being studied, motivate the student to learning activities;
- to formulate questions to which it would be desirable to receive answers;

Encourage students to be active in class and at home.

The second stage is comprehension. There are other tasks here. This stage allows the student to: get new information, comprehend it, correlate with existing knowledge, look for answers to the questions posed in the first part.

The third stage is reflection. Here the main one is holistic understanding, generalization of the information received, appropriation of new knowledge, new information by the student, the formation of each student's own attitude to the material being studied.

At the stage of reflection, analysis, creative processing, and interpretation of the studied information are carried out. Work is carried out individually, in pairs or groups. I find the technique of "reading with stops" effective. This technique requires preparatory work:

1. The teacher chooses a text to read.

Text selection criteria: it must be unknown to this audience (otherwise the meaning and logic of using the technique is lost);

- dynamic, eventful plot;
- Unexpected denouement, problematic ending.

2. The text is divided into semantic parts in advance. Directly in the text it is noted where you should interrupt reading, make a stop.

3. The teacher thinks through the questions and assignments to the text in advance, aimed at developing students' various thinking skills.

The teacher gives instructions and organizes the process of reading with stops, carefully monitoring compliance with the rules for working with the text. (The described strategy can be used not only for independent reading, but also for listening to the text)

I often use this technique when preparing students for writing an essay-reasoning, because. this work involves not only a thorough analysis of the text, but also the ability to "follow" the author, "see" how he creates the text, what he wants to "tell" the reader at this stage.

When working on part "C", the ability to find text problems (as a rule, there are several of them) is of particular difficulty for students. Compiling a cluster will help in this.

A cluster is a way of graphic organization of the material, which makes it possible to visualize those thought processes that occur when immersed in a particular topic. The cluster is a reflection of a non-linear form of thinking. Sometimes this method is called "visual brainstorming".

The sequence of actions is logical and simple:

- in the middle of a blank sheet (or blackboard) write a keyword that is the "heart" of the topic, idea;
- around "throw" words or sentences expressing ideas, facts, images suitable for this topic (model "planet and its satellites");
- as you write, the words that appear are connected by straight lines with the key concept. Each of the "satellites" has new "satellites", new logical connections are established.

The result is a structure that graphically reflects our thoughts, defines the information field of this topic.

I will give an example of a cluster that turned out at a Russian language lesson in grade 5. Theme of the lesson: "The noun as a part of speech." Students are invited to remember what they know about the noun (frontal conversation, the results of which the teacher records on the blackboard). Pupils draw up the information received in notebooks in the form of clusters. The system of clusters makes it possible to cover an excessive amount of information.

5 minute essay. This type of written assignment is usually used at the end of a class to help students summarize their knowledge of a topic. For the teacher, this is an opportunity to get feedback. Therefore, students can offer two points:

1. write what they learned about the new topic;
2. ask one question that they never got an answer to.

Particularly promising is the method of projects, which allows you to effectively develop critical thinking, research abilities of the audience, enhance its creative activity, media competence of students. To use this method in the lesson, you need to prepare the children gradually. So already in the 7th grade in the Russian language, you can prepare several projects with students on the studied parts of speech. Morphology topics are very extensive, have several micro topics, require a lot of work in developing skills and abilities, so at the consolidation stage, you can also prepare a project on the topic studied. Another plus of this work is psychological: the 7th grade is the so-called "difficult" age, when it is difficult to interest a child in something. A new type of work is always interesting, especially since you can work in groups, which is also of no small importance for children of this age. If the work in this direction is carried out purposefully by the teacher, then by grades 10-11, students already have enough skills to create a project to do this work on their own.

Increasingly, modern teachers began to use cinquain. (Acceptance of technology for the development of critical thinking, at the stage of reflection).

Cinquain means "five lines" in French. Cinquain is a blank verse that helps to synthesize and summarize information. At first glance, this technology may seem complicated, but if you look at it, everything is simple. The kids love it.

Systematics of questions, based on the taxonomy of educational goals by levels of cognitive activity (knowledge, understanding, application, analysis, synthesis and evaluation), created by the famous American psychologist and teacher Benjamin Bloom, is quite popular in the world of modern education.

The experience of using this strategy shows that students of all ages (from the first grade) understand the meaning of all types of questions (that is, they can give their own examples).

One of the main methods of comprehending information is asking questions to the text and searching for answers to them.

The most successful classification of questions was proposed by the American psychologist and educator Benjamin Bloom.

The students have fun making a chamomile with a different type of question written on each of the six petals. Work can be individual, pair or group. The goal is to use 6 questions to reach an understanding of the information contained in the text, to comprehend the author's position (in fiction and journalistic texts).

When practicing the technique, it is necessary to indicate to students the quality of questions, filtering out uninformative, random ones.

Non-traditional lessons also contribute to the development of critical thinking, which allow increasing the student's interest both in the subject and in learning in general. Getting into an unusual situation, the child is involved in activities, cooperation with the teacher, while creating a positive emotional background, the intellectual and volitional spheres begin to function actively, knowledge is easier to assimilate, skills and abilities are formed faster. This is facilitated by the creation of conditions at non-standard lessons for the mobilization of creative reserves of both the teacher and the student.

Speaking about the modern lesson, we should not forget about information and communication technologies (ICT). The use of ICT allows you to immerse yourself in another world, see it with your own eyes. Management of learning with the help of a computer leads to an increase in the efficiency of assimilation, intensification of the mental activity of students. One of the main purposes of a computer as a learning tool is to organize the work of students with the help of software and pedagogical tools, the degree of perfection of which determines the effectiveness of learning. The introduction of a computer and a computer training program into the traditional "teacher-class-student" system radically changes the nature of the student's learning activity and the role of the teacher. The interactive and illustrated capabilities of the computer significantly affect the motivational sphere of the educational process and its activity structure.

Information technologies significantly expand the possibilities of presenting educational information. The use of color, graphics, sound, all modern video equipment in presentations allows you to recreate the real environment of the activity. The computer can significantly increase the motivation of students to learn. ICT involve students in the learning process, contributing to the widest disclosure of their abilities, enhancing mental activity.

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