The Use of Innovative Technologies in the Process of Teaching the Russian Language

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Annotation: The Russian language is an educational subject, the cognitive value of which is extremely high: thinking is formed at such lessons, a sense of love for the native language is instilled, universal values are comprehended through language, personality is brought up, the intellectual development of the child takes place with the help of language, the assimilation of all other academic disciplines. The humanity of society, expressed through language teaching, consists in the desire to expand the scope of knowledge, raise the bar for the intellectual development of the student.

Keywords: innovative technology, educational motivation, an educational picture.

Language is connected with many spheres of human activity, which objectively determines the high need for it and its high value. However, the subjective need for language can be greatly reduced due to the limited social scope of its application and due to the lack of interest in it. Therefore, one of the most serious problems of today's school is a sharp drop in students' interest in Russian language lessons and, as a result, a decrease in literacy, inability to correctly, logically express a thought. As rightly pointed out. Razumovskaya, "the problem of reducing literacy is also that there are a lot of rules and it's not so easy to keep them all in mind."

The material and didactic side of the innovative technology is connected with a new function of linguistic clarity, which provides control of the cognitive activity of the student through the apparatus of emotions, and with the support of specially organized work with verbal associations. At the same time, the material and didactic side of innovative technology includes the main concept - innovative support (linguistic metaphor-image and text with a "transparent" associative series) - and the results of its transformation: scheme-support, drawing (picture)-support, croc, compact, educational video clip, innovative reference summary; thematic grid of text, etc. With such an organization, the innovative support that "provokes" the student to an educational action, to "decipher" the system-structural model in the mode of productive creativity, acts as an indicative basis for mental action.

A distinctive feature of educational and cognitive activity in innovative learning is the type of knowledge acquisition, in which conditions are created for the inclusion of students not just in activities, but in creative activities. This is achieved by

1) Using various sources of acquiring knowledge (innovative visibility, texts with a "transparent" associative series),

2) The type of educational activity (observation and practical actions prevail over listening, teacher's explanation or accompany it),

3) The logic of the cognitive process (induction accompanies deduction),

4) Taking into account the psychology of the cognitive process based on the mechanisms of creative activity (analysis through synthesis, associative and heuristic, connection of emotional and rational).

The method of innovative learning can be called synthetic (or multidimensional), since it simultaneously acts as a way of organizing educational and cognitive activity and a way of organizing linguistic content. This is both a way of practical comprehension of the structure of activity while simultaneously forming positive educational motivation, and a way of transferring performing activities to the level of productive creativity; it is also a way of

systematic assimilation of knowledge (using a system of innovative means and a system of arrangement of these means in the learning process).

Mandatory simultaneous attention to all sides of innovative technology makes it possible for a third party, structural, to form work in the mode of creative teaching, focused on removing the existing contradiction between the purpose of teaching and the organization of content and the process of its appropriation.

For different sections and stages of training, an innovative visibility (a kind of objectification of the language system) has been developed, transforming as needed from a support scheme or a support of an educational picture into a croc, shrinking to a compact, transforming into an educational clip or taking the form of a reference abstract.

So, the support scheme is a model of the language material being studied, an image of its "device", the main features, the relationship of parts; it is used in the lesson of primary assimilation.

Drawing-support is an educational tool based on plot-linguistic imagery, used both for learning the basics of the Russian language, and as a means of developing students' speech in the lessons of generalizing and introductory repetition in the 5th grade. With innovative learning of the Russian language from the 5th grade, starting from the 6th grade, it can be used in other types of lessons. Such a reference picture helps to "visually" see the content of the material in the system. In innovative teaching, support schemes and support drawings are used to create a problem situation in which the initial moment of thinking is helped by new information introduced into such visibility, a new way of presenting it or new conditions for its action.

Croc is an "afterword" to the lesson of primary assimilation of the material, drawing up a route diagram of a "linguistic journey" done in the classroom and restored at home from memory. This didactic tool performs a mnemonic function, contributing to the independent awareness and analysis of educational material with the help of a textbook. Croc acts as a means of developing spelling vigilance and oral speech.

Compact - derived from the support of the plot picture, its interpretation; display of the studied topic at the stage of fixing the material with a significant reduction of the reference signals while preserving the main thing; graphic "mini-portrait" of the studied topic, revealing not only the student's knowledge of the components of the linguistic material passed, but also an understanding of the nature of the connections and relationships between them.

Linguistic business card is a "business card" of the studied part of speech, for example, a participle, with "first name, patronymic, surname" (participle = verb + adjective), "place of work" (sentence), "position" (definition, predicate), "home address" (Linguistic Universe, Morphological galaxy, Effective-characteristic orbit), etc.

The training clip is the "gluing" of several "frames" into a visual linguistic plot, the author's protection of which takes place at the creative credit lesson. The frames of the clip can be all the teaching tools listed earlier and written during the study of the topic, the essay section-miniatures, Sochi-linguistic fairy tales, as well as a reference synopsis with additions by the student.

The technology of level differentiation is not a panacea for all problems, but it simply removes many issues of education and development of children. It tightens and disciplines everyone, increases responsibility for the results of their work, gives the strong the opportunity to reach a higher level, and the weak - to have the necessary knowledge base, skills and abilities and to promote them in learning the Russian language.

The workshop has been opposed to the lesson for a number of years. But experience shows that it is possible and useful to introduce workshops into the classical training program. One of the problems of organizing workshops in school practice arises from the reduction of study hours in literature, since this is primarily communication, and even more so than a lesson. And this communication takes time. The minimum time for the workshop is 2 hours.

Since the workshop focuses on the condition, thoughts, communication of students and creativity, there is a danger of losing or not noticing the actual educational component of the lesson.

Most often I use presentations. They can be used both when explaining new material, and when consolidating knowledge, and when performing creative tasks and physical education. You can insert everything that is possible into the presentation: drawings, diagrams, tests, and videos. Compared to other resources, the presentation can be considered universal. Using 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 teachers or students.

2. Presentations - "Posters" are a demonstration of illustrations, photographs with a minimum of signatures, 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 use the necessary information independently to study, consolidate new or self-control the results of assimilation.

4. Animations and illustrations, for example, I use when explaining new material: these resources clearly demonstrate the educational material, allow you to observe various phenomena of language. Also, these resources can be used to organize creative work (to make a story based on a picture).

Such homework helps to avoid monotony, routine in learning. A child can feel himself in the role of an author, and in the role of an illustrator, and in the role of a teacher, and in the role of a researcher. Unusual tasks activate thinking, force the child to generalize, systematize the material on the topic.

It is important that the interaction of the teacher and the student in the lesson is realized as much as possible. Students are interested in acting, actively participating in the lesson, making mistakes and looking for the causes of mistakes, formulating questions, and not just 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 to see his role in the lesson, to translate the student's educational activity into a creative plane. I think it makes no sense to prove that the use of new technologies at different stages of the lesson helps to make it effective, efficient, and the process of obtaining knowledge for students is interesting and productive.

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