

Specific Peculiarities of Using of New Information Technologies in Russian Language and Literature Lessons

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Abstract: The Education Modernization Strategy emphasizes the need to change teaching methods and technologies at all levels, increasing the weight of those that develop practical skills in information analysis, self-study, stimulate independent work of students, and form the experience of responsible choice and responsible activity. There is a need for a new learning model, built on the basis of modern information technologies, implementing the principles of personality-oriented education.

Information technology is considered as one of the components of an integrated education system. They not only facilitate access to information, open up opportunities for variability in educational activities, their individualization and differentiation, but also allow for a new organization of interaction between all subjects of learning, and to build an educational system in which the student would be an active and equal participant in educational activities.

The introduction of new information technologies into the educational process makes it possible to intensify the learning process, implement the ideas of developmental education, increase the pace of the lesson, and increase the amount of independent work of students.

Today it is necessary that every teacher in any school discipline can prepare and conduct a lesson using ICT, since now the teacher has the opportunity to make the lesson more vibrant and exciting.

The content of the developed state standard for the Russian language is presented in the form of a system that ensures the interconnected development and improvement of communicative, language and linguistic competencies.

The development of information technologies has made it possible to intensify the teaching of the Russian language and solve pressing problems related to the variety of student activities in the process of conscious mastery of competencies. The tasks facing a language teacher when using information technology differ in many ways from the goals and objectives of other subject teachers. These tasks involve working with a text, with a literary word, with a book. A philologist teacher needs to develop strong spelling and punctuation skills, enrich students' vocabulary, teach them to master the norms of the literary language, and give children knowledge of linguistic and literary terms.

Controlling learning with the help of a computer leads to increased learning efficiency and increased mental activity of students.

One of the main purposes of a computer as a teaching tool is to organize students' work using software and pedagogical tools, the degree of perfection of which determines the effectiveness of teaching.

The computer has quite a wide range of capabilities for creating favorable working conditions for understanding spelling (punctuation) rules.

Training programs can use a variety of forms of visualization. They demonstrate not only static information, but also various linguistic phenomena in dynamics using color, graphics, flickering effect, sound, pictography, “revitalizing” illustrations, and so on.

The use of ICT in language lessons allows you to diversify the forms of work and student activities, activate attention, and increase the creative potential of the individual. Building diagrams and tables in a presentation allows you to save time and design the material more aesthetically. Assignments followed by testing activate students' attention and form spelling vigilance. The use of crosswords, illustrations, drawings, various entertaining tasks, and tests foster interest in the lesson and make the lesson more interesting. In literature lessons, the use of ICT allows the use of a variety of illustrative and informational material. Moreover, the students themselves find the material on the Internet and make presentations. Thus, ICT develops students' independence, the ability to find, select and organize material for the lesson. The use of tests not only helps to save teacher time, but also gives students the opportunity to evaluate their knowledge and their capabilities.

Computer simulators and tests add variety to mastering the rules of spelling and punctuation, providing an alternative to tedious and monotonous writing exercises.

It is often overlooked that the means of communication themselves are rapidly evolving. Thus, today the importance of written speech has grown significantly: many schoolchildren correspond in chat rooms no less than they write in lessons at school. This skill can also be used in the lessons of subject teachers. The importance of “graphic literacy” is growing with the advent of text editors with built-in dictionaries of synonyms and homonyms, spell checkers. The use of computer dictionaries in Russian language and literature lessons can increase the density of the lesson.

One of the possibilities of using multimedia technologies in the classroom is the preparation and conduct of integrated lessons. You can teach a lesson by preparing a multimedia presentation with vivid video footage (illustrations, video clips, sound). This presentation can be used during various forms of lessons or as a multimedia aid for students' independent work in preparation for a lesson.

Traditionally, studying a topic or section ends with repetition, consolidation and generalization. All these elements can be combined by inviting students to create a multimedia project at the end of each topic, instead of a traditional essay. By creating a presentation, students are given an excellent opportunity to systematize acquired knowledge and skills, their practical application, as well as the opportunity to realize their intellectual potential and abilities. It is very important for students to feel an interest in independent creative work, to feel the significance of the results of their work, because a presentation is ready-made teaching material for a lesson.

In your work you can use ready-made software products, Internet resources, text materials, tests, presentations of educational material, etc.

Didactic material, presented in a computer version, solves several problems:

- ✓ increases the productivity of teachers and students in the classroom;
- ✓ increases the use of visuals in the lesson;
- ✓ saves the teacher time when preparing for the lesson.

When explaining new material in a lesson, you can use subject collections (illustrations, photographs, portraits, video clips, video excursions), tables and diagrams, projecting them on a large screen.

In recent years, the project method has been actively introduced into teaching, which allows students to develop research skills, intensify their activities, and use the knowledge they acquire in practice.

A lot of additional material can be found via the Internet, which allows you to create a bank of visual and didactic materials, critical articles, abstracts, etc.

Listening to fiction in electronic form helps out when students cannot find the works they need in libraries or it is simply easier for them to listen than to read. Electronic dictionaries and encyclopedias allow you to gain additional knowledge on the mobile and use it in the classroom.

Every teacher knows how the use of video materials that can be included in the presentation brings life to the lesson. The use of ICT in literature lessons leads to a number of positive results:

- ✓ creation by the teacher and students of a media library, which includes presentations on the biographies and works of writers;
- ✓ an increase in the number of students wishing to participate in CPD in literature;
- ✓ improves the quality of training;
- ✓ increases interest in studying the subject;
- ✓ rationally distribute lesson time;
- ✓ explain the material clearly and make it interesting.

The use of computer technology allows:

- ✓ fill lessons with new content;
- ✓ develop a creative approach to the world around us, the curiosity of students;
- ✓ form elements of information culture;
- ✓ instill skills in rational work with computer programs;
- ✓ maintain independence in mastering computer technologies;
- ✓ to keep up with the times.

Information technologies significantly expand the possibilities of presenting educational information. The use of color, graphics, sound, and all modern video equipment allows you to recreate the real environment of the activity. The content of the teacher's activities changes; the teacher ceases to be simply a "reproducer" of knowledge, he becomes the developer of a new teaching technology, which, on the one hand, increases his creative activity, and on the other, requires a high level of technological and methodological preparedness.

A computer is a tool with which learning can become more interesting, faster, simpler, and the knowledge gained can become deeper and more generalized.

The use of ICT is effective when a teacher prepares and conducts various forms of lessons: a multimedia school lecture, an observation lesson, a seminar lesson, a workshop lesson, a virtual excursion lesson. Using a computer, you can organize individual, pair and group work in the lesson.

In the information society, when information becomes the highest value, and a person's information culture becomes the determining factor in their professional activity, the requirements for the education system also change, and the status of education significantly increases.

Thus, the use of ICT in the classroom creates a high level of motivation, interest in educational activities, contributes to the development of each student's own educational trajectory, the formation of language and communication skills that ensure fluency in the Russian language in different areas and communication situations.

However, it must be remembered that a computer cannot replace a teacher in the classroom. It is necessary to carefully plan your time working with a computer and use it exactly when it is really needed.

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