



INNOVATIVE METHODS OF TEACHING THE RUSSIAN LANGUAGE FOR STUDENTS OF NON-PHILOLOGISTS

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Abstract

The article examines various innovative methods of teaching the Russian language for non-philologist students and the feasibility of their use in order to improve the quality of students' knowledge, develop their intellectual and speech abilities.

Keywords: innovative methods, teaching, intellectual and speech abilities, students of non-philology, Russian as a foreign language.

At present, conditions have developed when the demand for a specialist in the labor market, his competitiveness largely depend on the availability of competent speech (oral and written), the ability to communicate effectively, on knowledge of the methods of speech influence, persuasion. According to K.D. Ushinsky, “a child enters the spiritual life of the people around him only through the medium of the native language ...”.

The Russian language is an academic subject, the cognitive value of which is extremely high: in such lessons, thinking is formed, a feeling of love for the native language is instilled, universal human values are comprehended through the language, personality is brought up, with the help of the language the intellectual development of the child takes place, 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, to raise the bar for the intellectual development of the student.

The traditional system of education lags behind the needs of society somewhat. The concept of modern education has determined the goal of a teacher's professional activity - to form students' ability for successful socialization in society, active adaptation in the labor market. The consequence of this is the development of innovative technologies in education. Innovative methods are characterized by a new style of organization of educational and cognitive activity of students. Modern teachers recognize that in the development of creative abilities, intellectual activity, the technology of problem-based learning presents the maximum opportunities. N.A. Menchinskaya, P.Y. Galperin, N.F. Talyzina, T.V. Kudryavtsev, Y.K. Babansky, I.Y.





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In general, we can talk about two groups of strategies: those that directly affect learning and those that promote learning.

The first may include: cognitive strategies that are used by students to comprehend the material, memorization strategies - to keep it in memory, compensatory strategies - help to cope with the difficulties that arise in the process of communication.

Among the second are strategies associated with the creation of conditions for learning and helping to overcome psychological difficulties in mastering the language.

Features of innovative learning are:

- ✓ work ahead of the curve, anticipation of development;
- ✓ openness towards the future;
- ✓ orientation to the personality, its development;
- ✓ mandatory presence of elements of creativity;
- ✓ partnership type of relationship: cooperation, co-creation, mutual assistance, etc.

Innovations in education are innovations, innovations in the content of education, in the forms and methods of teaching, in the relationship "teacher - student", the use of information technology in education, the introduction of new equipment, in the organization of the educational process, its management, etc.

In the lesson, promising methodological techniques should be used to develop the creative abilities of students: clusters, insert (with independent study of theoretical material), filling in tables, a two-part diary, reading with stops, joint search, cross discussion, round table; apply elements of TSIP (technologies for solving inventive problems): "Surprise!" (when getting acquainted with the biography of the writer), "Catch the mistake!".

To develop interest in the Russian language and literature, historical, etymological references should be included in the lesson, which may interest children, and playful forms of work should be carried out: "Make a word", "Third extra", "Translator", "Erudite", "Collect a proverb", "Line", "Changeling", "Web of words", etc., use creative experiments, project method, non-standard lessons, competitions, olympiads.

In the modern (information) society, one of the rapidly developing methods and causing great interest from the students is the use of Internet resources as an innovative approach to learning.

The idea of using the Internet in education is not new. Since the beginning of the 1990s, national and international computer networks have been widely used for educational purposes within the framework of various educational approaches. Both





students and teachers were able to exchange information in a move that does not depend on time and place. New digital technologies have freed the human mind for more creative tasks, which contributes to the development of the individual. This allows students to interact creatively with both classmates and the teacher.

The Internet can be considered as a "means of production", including in the educational process. It is used both as an inexhaustible source of information and as a new communicative environment in which one can organize educational work in a new way.

The Internet allows you to organize a real, mobile information environment in which you can not only draw information, but also solve many other communication tasks. Its use helps to increase the motivation of students, because in the case of using the Internet during classroom and individual lessons, modern students get the opportunity to immerse themselves in the information environment they are used to. On the Internet, for educational purposes, resources of various sizes are used - from web pages with interesting educational materials (often test ones) to large-scale projects for full-fledged, from the point of view of compilers, distance learning.

The teacher, using the Internet, can update the material of their own textbooks:

- find additional information;
- self-control;
- materials;
- place educational information;
- develop interactive training to apply various forms of control and organize feedback;
- to communicate between different members of the group; work with hypertexts, audio and video files and blogs.

It is especially good to use Internet communication with students of universities in foreign countries when studying the classics of Russian literature, which is of great interest to foreign youth. This allows students to consider the meaning of the work from different angles.

The Internet allows you to implement various techniques, provide methodological developments, diversify the educational process, make it more attractive, take into account the needs and interests of the subject of education, the level of his training, quickly and purposefully control the work of students, and effectively manage it.

Speaking about the shortcomings of working with the use of the Internet, researchers mention the isolation of educational materials on themselves (the inability to enter a live network) as the main one. This shortcoming can be overcome by directing students to specific segments of the Internet related to the topics being studied.





Even Alexander Adamsky argued that: "Only a naive or deluded person can believe that innovative pedagogy is a universal replacement for traditional teaching methods".

This problem can be solved in the following way. It is necessary that traditional and innovative teaching methods be in constant relationship and complement each other. These two concepts must exist on the same level.

Discussion is one of the most complex forms of speech, which requires preliminary preparation with speech stamps that help children express their thoughts. This technique is especially effective in literature lessons when discussing and analyzing a work of art. Group discussion can be used both at the challenge stage and at the reflection stage. Moreover, in the first case, its task is to exchange primary information, identify contradictions, and in the second, it is the possibility of rethinking the information received, comparing one's own vision of the problem with other views and positions. The form of group discussion contributes to the development of dialogic communication, the formation of independent thinking.

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. I see creativity in such lessons not in entertainment, but in the selection of such tasks, such didactic material, which, with its novelty, unusual presentation (travel, meeting, competition, game, etc.), causing surprise, activates the attention, thinking of the student. 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. Preparation for non-traditional lessons is carried out very carefully, and this, as a rule, requires a lot of effort and time from both the teacher and the student. In my practice, I most successfully use several non-traditional forms of the lesson: workshop, quiz, research, travel, dialogue based on a problem situation, business game, test. The choice depends on several conditions: firstly, I take into account the age characteristics of students, and secondly, the tasks, goals, content of education in connection with the topic being studied.

For example, a lesson-seminar has a repetitive-generalizing character.

In accordance with the tasks of repeating sections, seminars can be organized on the following topics: "Word composition and word formation", "Morphology. Independent and auxiliary parts of speech", "Punctuation of a simple sentence", etc.





One of the modern requirements for a Russian language lesson is working with text. In this regard, I use in my work such a form of lesson as research. The very name "lesson-research" shows the main task - the study of language material based on texts. Particular attention in preparing for such a lesson should be paid to the choice of text. The text should be highly artistic, while it is necessary to take into account both the age characteristics of the students and the volume of the studied material. It is advisable to use for analysis the texts of different authors, united by a common theme, texts of different styles and types of speech, in order to subsequently conduct a comparative and contrastive analysis.

At such a lesson, the teacher faces a task: to explore the language of a literary text / several texts / "under a linguistic microscope" and at the same time not to deprive a work of art of its poetic charm and integrity. As a rule, before such a lesson, I introduce the work to the literature lesson so that they have an idea about the work as a whole. With all the variety and effectiveness of non-traditional lessons, it is often impossible to use them for a number of reasons.

But you really want each lesson to be special, with its own "zest". Therefore, I often resort to non-standard, creative elements of a separate traditional lesson. This is a lexical dictation or dictation - a crossword puzzle, as the guys call it, and making up riddles in the lesson, and a commented letter or warning dictations with a "car driver", and a task like "find the extra", which instills the ability to synthesize and comprehend information. The main thing is that the children have no time to be bored in the lesson, so that they want to work, study, and in fact, for this, the situation of success, which, as a rule, is created by non-standard lessons or elements of lessons, and the independence that children are taught in such lessons, and creative attitude to the Russian language, which is brought up only in creative lessons.

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