



THE ESSENCE OF AN INNOVATIVE APPROACH TO UNIVERSITY EDUCATION

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Abstract

This article discusses the issues of an innovative approach to university education, motivation of students to learn foreign languages. The article also presents the theoretical foundations of an innovative approach to university education. The essence of innovative teaching methods is analyzed.

Keywords: essence, motivation, innovation, differentiated approach, intercultural communication.

Teaching numerous groups of students, differing in mental characteristics and the environment of education, requires the search for such methods and teaching methods that would allow students to fully realize their natural abilities, develop them, and give them knowledge in the field of the Russian language.

The main principle in achieving such a pedagogical task is the problem of choosing methods of teaching the Russian language and checking their effectiveness. When teaching the Russian language, individualization of learning and the educational process should be carried out at all levels of education in the sense that its depth and forms should be adapted to the developing capabilities of each student.

The desire to put into practice the principle of a differentiated approach to the personality of the student, the desire of teachers to go beyond the outdated education system led to the emergence of new methods of teaching Russian with non-traditional content. Effective teaching methods can qualitatively change the level of knowledge and increase interest in the subject. Currently, in the world practice of teaching languages of international communication, the tasks of teaching a foreign language are set as a means of intercultural communication as an instrument of mutual enrichment of peoples, countries, continents, as a way of learning the achievements of national and universal culture, as a way of understanding oneself by citizens of their country and members of the world community.

The high level of motivation of students to learn foreign languages, the level of their preparation for speaking, reading, writing and listening in a foreign language and, accordingly, their linguistic and psychological readiness to communicate with people who also speak foreign languages, makes it possible to complicate the goals of





teaching a foreign language, expand them and, thus, bring them closer to European standards.

As you know, the Russian language has been and remains one of the most difficult subjects to learn. In addition, at present, traditional forms of work in the classroom do not arouse interest and, therefore, do not serve to improve the quality of knowledge and literacy.

Language should become a communication tool that allows you to penetrate into another culture, determine its characteristic features for yourself and learn a type of behavior that is adequate to the perception of representatives of another culture. Only in this way future students can become full-fledged participants of the intercultural dialogue. Language acquisition is a long, time-consuming, and most importantly, an individual process.

An innovative approach to learning allows us to realize modern learning goals – the formation of students' communicative competence and the education of tolerance in a multicultural society. The new approach to teaching Russian as a foreign language is based on methods and techniques that contribute to effective learning. It is known that some can master the language immediately, some language acquisition is difficult. Despite the complexity of the process of learning foreign languages, the teacher is looking for ways, ways in which language learning will be effective and useful for everyone.

Effective organizational and pedagogical forms and means of spiritual and moral education of the younger generation based on rich national cultural and historical traditions, customs of the people and universal values are being developed and implemented in our country.

The teacher is obliged to master the art of making the lesson lively and fascinating. In the arsenal of the art of teaching there should be an individual set of methods, means and methods of teaching. This includes the correct construction of the lesson, taking into account the psychology of students, an uncomplicated joke of the teacher, the use of visual and audio materials. The process of teaching the Russian language is a process of joint activity of the teacher and the students, it is the transfer of the teacher and the assimilation of the social culture of the people by the students. To achieve the learning goals, the teacher must have methodological knowledge, the ability to use this knowledge and the ability to implement the decision.

The methodology of teaching the Russian language is a science that explores the goals, content, methods, principles and means of teaching, as well as ways of teaching and educating students on the material of the language. The methodology of teaching a foreign language is closely related to linguistics, psychology, psycholinguistics,





didactics and other sciences. The methods of language teaching have close links with the psychology of learning, which deals with the processes and mechanisms of educational activity, explores the optimal, most effective ways to master language knowledge, the formation of speech skills and speech skills. For a methodologist, language is a subject of study, and in turn, learning is not only the communication of knowledge, but, above all, the development of students' ability to use language as a means of communication and obtaining information.

Considering the essence of methods of teaching a foreign language, it should be assumed that in teaching methods and related sciences, the term "method" is explained in two ways. The method acts as a way of cognition, a way of research, a way to achieve some goal or solve a problem problem. In the methodology of language teaching, the acquisition of knowledge, the development of a worldview based on the material of the studied language plays an important, but not the main role. The main importance is the search for effective ways of mastering speech skills, which ultimately makes the use of the language being studied a communicative process.

The use of active and interactive modern methods in the educational process of the Russian language will improve the effectiveness of teaching.

Traditional education has a goal: to transfer to students and assimilate as much knowledge as possible. The teacher translates already meaningful and differentiated information by himself, determines the skills that, from his point of view, students need to develop. The task of students is to reproduce the knowledge created by others as fully and accurately as possible.

The knowledge gained in the process of such training is encyclopedic in nature, represents a certain amount of information on various academic subjects, which exists in the student's mind in the form of thematic blocks that do not always have semantic connections.

The essence of innovative teaching methods is to focus on the mobilization of cognitive forces and aspirations of students, on awakening an independent interest in knowledge, the formation of their own ways of activity, in the development of the ability to concentrate on the creative process and enjoy it. Interactive methods appeal to the subjective experience of students and help them in the learning process to master their own ways of discovering social experience.

The characteristic, essential feature of interactive methods is a high level of mutually directed activity of the subjects of interaction, emotional, spiritual unity of the participants.





The use of interactive learning is carried out through the use of frontal and cooperative forms of organization of educational activities, interactive games and methods that promote the learning of the ability to discuss.

Interactive methods make it possible to create an educational environment in which theory and practice are assimilated simultaneously, and this allows students to form a character, develop a worldview, logical thinking, coherent speech; form critical thinking; identify and realize individual opportunities, form students' positive motivation for linguistics, awareness of the importance of this science in practice.

The educational process is organized in such a way that students are looking for a connection between new and already acquired knowledge; make alternative decisions, can make a "discovery", form their own ideas and thoughts using various means; learn to communicate and work in a team.

Thus, interactive technologies apply techniques and methods that make the lesson unusual, more intense and interesting, master the educational material qualitatively and include the motivational sphere of the student.

The purpose of active learning is the creation by the teacher of conditions in which the student himself will discover, acquire and construct knowledge. This is a fundamental difference between the goals of active learning and the goals of the traditional education system.

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