USAGE MODERN EDUCATIONAL TECHNOLOGIES AT THE LESSONS OF THE NATIVE LANGUAGE AND LITERATURE

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Abstract: The article gives opinions on the use of modern methods of education in the classes of mother tongue and reading literacy of primary school. Theoretical ideas are explained on the basis of examples.

Keywords: primary education, mother tongue and reading literacy, educational methods, modern methods.

The priority goal of teaching the native language and literature is the formation of the reader's competence of the younger student, self-awareness as a literate reader capable of creative activity. Traditional teaching methods are focused on the average level of readiness of students and in the new conditions do not give a sufficiently high result. Of course, I want the lesson to be interesting and informative. What can help make the lesson bright, emotional, able to involve each student in the process of independent search, arouse students' interest in the subject? How to teach a student to work independently and in a team, to express their point of view and take into account someone else's, to reflect and ask questions? To answer these questions and achieve high results in literary reading lessons, modern educational technologies help me, which should form in children key competencies that contribute to the success of students in modern society. I consider the definition in the book by T.I. Shamova, T.M. Davydenko "Management of the educational system": Educational technology is a system of joint activities of students and teachers in designing (planning), organizing, orienting and correcting the educational process in order to achieve a specific result. Among the variety of modern educational technologies, I chose for myself those that, in my opinion, can be effectively used in working with primary school students in literary reading lessons.

The technology for developing critical thinking through reading consists of three stages: the challenge stage, the semantic stage, and the reflection stage. Such a structure of the lessons helps you first tune in, remember what you know about this topic, then get acquainted with new information, then think about what the

knowledge gained is needed for, then how you can apply it. Each stage has its own goals and objectives, as well as techniques that allow for learning through collaboration, joint planning and reflection. In the Challenge stage, I use techniques such as the Basket of Ideas, Prediction Tree, True or False, and Cluster. With the help of these techniques, students' knowledge and skills are activated, and interest in the topic is awakened. At the "Comprehension" stage, "Thick and Thin Questions", "Bloom's Chamomile", "Reading with stops" are interesting for children. In the course of comprehension, the child works with information, learns to formulate questions not only to the read text, but also learns to formulate his position. The "Reflection" stage involves such techniques as "Flight Log", "Sinquain". Here, children will be able to analyze whether we have achieved our goals. They must necessarily speak the thoughts that have arisen, since only in this case they will be able to realize what they have learned.

Technology of productive reading (E. V. Buneeva, O. V. Chindilova) means formation of reading techniques and techniques for understanding and analyzing text; introducing children through literature into the world of human relations, moral and ethical values; formation of aesthetic taste; development of oral and written speech, mastery of speech and communicative culture; development of children's creative abilities. This technology consists of three stages:

- work with the text before reading (anticipation and goal setting),
- during reading (primary reading of the text, rereading of the text and conversation on the content),
- after reading (semantic conversation, acquaintance with the writer, work with the title and illustrations, and creative tasks).

It also allows you to have a dialogue with the author of the text. Dialogue with the author is a method of working with the text while reading it, it will help to find direct and hidden author's questions in the text, ask your own questions, check whether they coincide with the author's intention, and think over assumptions about the further content of the text. In elementary grades, such a technique must be formed in the process of joint reading of the teacher's text with children.

Game technologies are one of the unique forms of learning that allows you to make interesting and exciting not only the work of students, but also everyday steps in studying a subject. The use of game technologies in the lessons of literary reading contributes to solving problems of working with a literary text, to determine the main idea and heroes of the work; evaluate the actions of the characters, form their attitude towards the heroes of the work; determine the main events and establish their

sequence; title the text, conveying the main idea of the text in the title; ask questions about the content of the work and answer them, confirming the answer with examples from the text and telling on behalf of one of the characters or an inanimate object; work in a group, creating scenarios and staging what they read, etc. "Guess the author and work", "Dark Horse" - guess the characters from the description. Also, children are interested in quizzes, competitions, travel, excursions, role-playing games, disputes, and dramatizations. Thus, the use of gaming technologies in the lesson of literary reading creates an activation of cognitive activity and the disclosure of the creative abilities of students, creates a situation of psychological looseness, contributes to an increase in overall development, the ability to navigate in various life circumstances.

In the classroom, it is important to show children that everything needs to be done creatively. It is important to show that creativity makes life more exciting, interesting, brighter. A creative, non-standard attitude is always needed, no matter what a person does. Therefore, it is important to develop the ability to creatively comprehend the work. To do this, the following techniques can be used in literary reading lessons: "Change the plot" - change the characters, add a new character, tell the opposite; "Come up with a continuation" - come up with a continuation of the work in different versions.

Project technology is one of the personality-oriented technologies, which is based on the development of students' cognitive skills, the ability to independently construct their knowledge, navigate the information space, and develop critical and creative thinking. In grades 1-4, it is still problematic to draw up large projects, but in terms of visibility, template, plan, map, they can also cope with the tasks of the project. At the lessons we are working on projects: "Cheerful alphabet", "Fairytale house", "My family", "ABC of riddles", "Nature and us", "My village", "Rules of courtesy". These projects are short-term and carried out in the classroom, because the child is not yet ready for independent projects, so they are collaborative.

ICT technology activates the attention of students, enhances their motivation, develops cognitive processes, thinking, attention, develops imagination and fantasy. I use both audio and video recordings, presentations, cartoons that teach expressive reading, the ability to feel the mood, determine the character and feelings of the characters.

To teach children to read and understand a work meaningfully, such techniques as interpreting the lexical meaning of a word, working with an exhibition of books by poets and writers, or on certain topics will help: "Love the living", "Me and my friends", "Writers for children", "Literary Tales", etc. Classes in the library help to find

the necessary information, necessary books, develop speech, learn to make lists of books, draw illustrations for works. Keeping a reader's diary helps train a child's memory, teaches you to analyze a work, understand it, find the main thing and express your thoughts, but it also has a controlling function: both parents and teachers can check how often and how much a child reads.

Thus, the lessons of literary reading are a subject for the formation of a readership. (a set of skills and abilities of semantic reading) and literary (the formation of motivation for independent reading; awareness of oneself as a reader, understanding the role of reading in the success of learning and everyday life) literacy of a younger student. Modern educational technologies that I use in these lessons will help to solve not only the tasks of the VPR, diagnostic work, but will help children become a competent reader. Also, by the end of primary school, children will be ready for further education and systematic study of literature in secondary school.

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