Pedagogical Technologies in Teaching Russian as a Non-Native Language

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ABSTRACT: The article deals with the expansion of independent creative activity of students and the systematization of the phenomena of the Russian language. It also analyzes the issues of instilling self-control skills, self-correcting mistakes; development of cognitive abilities and integrated teaching of the subject. It also analyzes the development of motivation among students, saving time and highlights the relevance of introducing information technologies in the teaching of the humanities, including the Russian language.

KEYWORD: Expediency, didactic, integrated, systematization, efficiency, formation, multimedia, multifunctionality, cultural approach.

At present, computerization has covered almost all spheres of human activity. It is no longer possible to get an education without a computer.

When analyzing the feasibility of using a computer in the educational process, the following didactic possibilities can be identified: expanding the independent creative activity of students, especially in the study and systematization of the phenomena of the Russian language; instilling skills of self-control, self-correction of mistakes; development of cognitive abilities; rapid development of the material; integrated teaching of the subject; development of students' motivation; saving time.

These didactic possibilities prove the effectiveness and relevance of using a computer in teaching the humanities, including the Russian language.

Unfortunately, when using multimedia technologies in the classroom, a number of problems arise: insufficient provision of the educational process with differentiated programs; lack of software in a multicultural region.

Nevertheless, the use of multimedia technologies in the classroom is considered as an effective teaching method, because contributes to the development of creative, research abilities of students, increases their activity. It should be noted that not all topics and aspects of the work can be computerized. First of all, the use of multimedia technologies is possible for:

➢ explanations of new material in order to maximize its assimilation;

➢ optimal consolidation of the material covered;

➢ the formation of strong spelling and punctuation skills;

- ➢ vocabulary enrichment;

- ➢ mastering the norms of the literary language;

- ➢ study of linguistic and literary terms;

- ➢ improving the control of student knowledge (conducting testing lessons, testing on various topics, vocabulary-spelling and control dictations, etc.).

In the conditions of multilingualism of the Republic of Kazakhstan, the use of innovative technologies in teaching the Russian language is due to modern trends in teaching, which involve:

- ➢ communicative orientation (work with text, analysis of current problems, mastering the rules in the process of completing tasks);

- ➢ text-centric approach (multifunctionality of the text: text as a standard for one's own text; text as a basis for organizing conversations and discussions);

- ➢ functional approach (what, how and why is used in the text?);

- ➢ cultural approach (expansion of students' knowledge with the help of textual material about Russian and national culture, about the relationship of Russian culture with the cultures of other peoples);

- ➢ comparison (one of the most important methods of teaching in a multilingual environment).

Effective use of multimedia technologies is possible at the stage of explaining a new topic. For example, when studying any topic, you can use a hypertext document created by l WORD. A blank sheet is taken, the text of the proposal is typed on it, from which links are made to other documents.

If the student does not remember, for example, what "classicism" is, then the link provides information about this literary movement. Such work is good because you can repeat almost all the material yourself with the help of a computer. A favorable psychological climate is created at the lesson, since the student does not have complexes because of ignorance of the topic, but independently obtains knowledge with the help of hypertext.

The organic connection of literature and art in the process of studying the course of literature is one of the options for implementing integration in education. According to our observations, the educational impact of literary lessons, when they are enriched with reference to the materials of art, is significantly enhanced. By activating the independent activity of students and expanding the palette of the vocabulary with new materials and new methods of work, the involvement of art contributes to the solution of one of the cardinal issues - the spiritual development and emotional and aesthetic education of students.

Knowledge in the field of related arts contributes to a more meaningful and deep look at the literary process. A broad art history approach to the study of the historical and literary process helps students to be convinced of the complexity and unique richness of their native culture.

The integration used in teaching the humanities allows raising students to a new, higher level of their cognitive activity, activating the creative element in it, and has a positive effect on enriching the educational potential of classes.

So, the computer is a good assistant along with other means of teaching such sections of the Russian language as:

- ➢ word formation: "research laboratory" (analysis of the structure of words); "Disassemble the word" (find part of the word); "Assembly shop" (to form new words from these morphemes); "Collect the word"

(compose words according to the model); "The fate of words" (to analyze the etymology of the words of Russian and native languages);

➢ morphology: "Song" (find the given parts of speech in a song work);

➢ lexicology: "Textologist" (among the three versions of the text with a synonymous-antonymous replacement, find the author's one);

Computer learning technologies are convenient due to their versatility. They can be used by students both for self-control and for control by the teacher.

The implementation of the connection between the humanitarian and aesthetic disciplines in the learning process meets the requirements of the time, the needs of the university, the purpose of which is to educate a comprehensively developed person. According to the fair statement of the famous Russian psychologist B. G. Ananiev, "the most far-reaching successes in science and technology are designed not only for a thinking person, but also for a feeling person." After all, it is art that brings up deep interests, moral purity, responsiveness of the soul, breadth of views. It is also well known that only in the process of communication with different types of art is formed the breadth of horizons.

The appeal to various types of art is selective, which is explained by the specifics of the literary text being studied and the specific material on other types of art that the teacher has at his disposal. In some cases, it is more appropriate to turn to works of fine art, in others - to music. For example, in the study of lyrics, illustrations are least of all needed and music is most needed, which is akin to the very nature of poetry and helps to develop the imagination (and this is what lyric poems aim at). When we read Pushkin's "I loved you..." or Lermontov's "It's both boring and sad..." we don't get any visible picture. These verses are like melodies; their phrases directly express certain thoughts and feelings.

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