MODERN INNOVATIVE METHODS OF TEACHING RUSSIAN LANGUAGE

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ABSTRACT

The essence of interactive learning is that the learning process takes place subject to constant, active interaction of all students. This co-education, mutual learning (collective, group, training in collaboration), in which both the student and the teacher are equal, equivalent subjects of learning, understand what they are doing, reflect on what they know, are able and create.

Keywords: Interactive learning, psychological research, modern textbooks, manuals, educational activities; development of communication skills.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Interactive learning is supported by psychological research by students. According to estimates, a senior student can memorize information depending on the type of activity as follows: 10% - reading to himself; 20% - listening; 30% - considering; 50% - listening and considering; 70% - discussing; 80% - personal experience; 90% - general activity with discussion; 95% - teaching others.

Interactive learning - a way of learning based on the dialogue forms of interaction between participants in the educational process; training immersed in communication, during which the students develop skills of joint activity. This is a method in which "everyone teaches everyone and everyone teaches everyone" (according to V. S. Dyachenko)

While preserving the ultimate goal and the main content of the educational process, interactive learning changes the usual broadcasting forms into dialogue based on mutual understanding and interaction.

The urgent task of a modern elementary school is the implementation of a competency-based approach in education, namely, the formation of key competencies, generalized and applied subject skills, life skills.

The issues of activating the teaching of schoolchildren are among the most significant problems of modern pedagogical science and practice. The implementation of the principle of activity in learning has a certain meaning, because training and development are active in nature and the result of teaching, development and upbringing of schoolchildren depends on the quality of learning as an activity.

Modern textbooks, manuals for teachers allow, with proper preparation, to build a lesson so as to develop students' thinking, attention and other types of cognitive activity. A productive lesson should not only form deep and strong knowledge, but also the ability to use it in various

situations, independently acquire knowledge, and form experience in solving problems. In this regard, there is an acute question of focused work on the development of students - intellectual, physical, emotional-volitional, cognitive skills. The best results in solving this problem can be obtained only if there is an active position of students in the educational process.

The principle of the child's activity in the learning process has been and remains one of the main ones in didactics. This implies a quality of activity that is characterized by a high level of motivation, a conscious need for the assimilation of knowledge and skills, effectiveness and compliance with social norms. This kind of activity in itself arises infrequently, it is the result of purposeful interaction and organization of the pedagogical environment, i.e., the use of pedagogical technology (teacher's work system).

Interactive learning is learning immersed in communication. Moreover, "submerged" does not mean "substituted". Interactive learning preserves the ultimate goal and main content of the educational process. It modifies the form from translating to dialogue, that is, including the exchange of information based on mutual understanding and interaction. The structure of educational interactions can be viewed from different points of view. First of all, the interaction of the teacher and student is associated with the form of organization of educational activities of individual, frontal and group.

Group work as a form of collective educational activity is a way of organizing joint efforts of students to solve the educational task set in the lesson. The group form of training should simultaneously solve three main tasks: specifically cognitive, which is associated with the immediate learning situation; communicative-developing, in the process of which the basic communication skills are developed inside and outside this group; socio-orientational, fostering civic qualities necessary for adequate socialization of the individual in the community.

Interactive learning is a special form of organizing cognitive activity. She has in mind very specific and predictable goals. One of these goals is to create comfortable learning conditions, that is, conditions under which the student feels his success, his intellectual viability, which makes the learning process productive. The essence of interactive learning is the organization of the educational process, in which almost all students are involved in the learning process, they have the ability to understand and reflect on what they know and think.

The joint activity of students in the process of cognition, development of educational material means that everyone makes their own individual contribution to this process, that there is an exchange of knowledge, ideas, ways of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to obtain new knowledge, but also develops the cognitive activity itself, translates it into higher forms of cooperation and cooperation.

Interactive activity in the lessons involves the organization and development of dialogue communication, which leads to mutual understanding, interaction, to joint solution of common, but significant for each participant tasks.

Interactive excludes the dominance of both one speaker and one opinion over others. During the on-line training, students learn to think critically, solve complex problems based on an analysis of circumstances and relevant information, weigh alternative opinions, make informed decisions, participate in discussions, and communicate with other people. For this, individual, pair and group work, research projects, role-playing games, work with documents and various

sources of information, creative work, drawings, etc. are organized in the lessons. Interactive learning partially solves another significant problem. We are talking about relaxation, relieving nervous stress, switching attention, changing forms of activity, etc.

"Aquarium" is a form of dialogue when the children are invited to discuss the problem "in the face of the public". The small group chooses the one to whom it can be entrusted to introduce this or that dialogue on the problem. Sometimes it can be several comers. You and all other students act as spectators. Hence the name of the technique - "aquarium".

At the end of work in groups, in many cases it is necessary to organize intergroup communication (in order to clarify the overall picture, build a system, generalize, provide opportunities for reflection and mutual appreciation). This is an additional opportunity to organize communication training (speech culture, logic, art of argument, etc.). As experience shows, group work is a form of organization of activity, but the main thing is still the content of the activity of groups. Therefore, it is necessary to solve the problem of the most efficient use of this form of work, that is, it is necessary to create conditions for the development of thinking, to select material on the principle of "from simple to complex." To work in a group after practicing primary skills, it is necessary to provide tasks of a constructive, creative nature.

The use of interactive learning technology in work gives the student: the development of personal reflection; awareness of inclusion in the overall work; the formation of an active subjective position in educational activities; development of communication skills; adoption of moral standards and rules of joint activity; increase in cognitive activity. The methodology for using the slides is determined by the tasks solved by the teacher in the lesson. The nature of the visual material allows the teacher to expand the range of tasks for students that are performed after viewing the slides and answers to the questions provided by the authors of the presentations and included in the accompanying text. These can be tasks of the type: preparing independent messages by students based on a group of personnel defined by the teacher, creating an accompanying text for a series of diacads, writing texts in newspaper genres (essay, reporting, interviews), creating comments for slides, creating texts for guided tours on slides and etc.

Dissatisfaction with the traditional educational system, the desire to radically restructure the educational process leads the teacher to comprehend the interactive learning system, to implement its didactic principles and typical properties. Thus, the lesson, due to its rich content, methods aimed at awakening the independent thoughts and feelings of the child, the nature of the relationship between the teacher and students can acquire the features of non-standard, brightness, and mobility. An increase in the mental load in the lessons makes you think about how to maintain students' interest in the subject being studied, their activity throughout the lesson. In order to maintain interest in the subject and make the educational process of high quality, I actively use information technology in the lessons of the Russian language and literature. Today, the introduction of computer technology in the educational process is an integral part of school education.

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