Using modern technologies in teaching Russian language in non-linguistic universities

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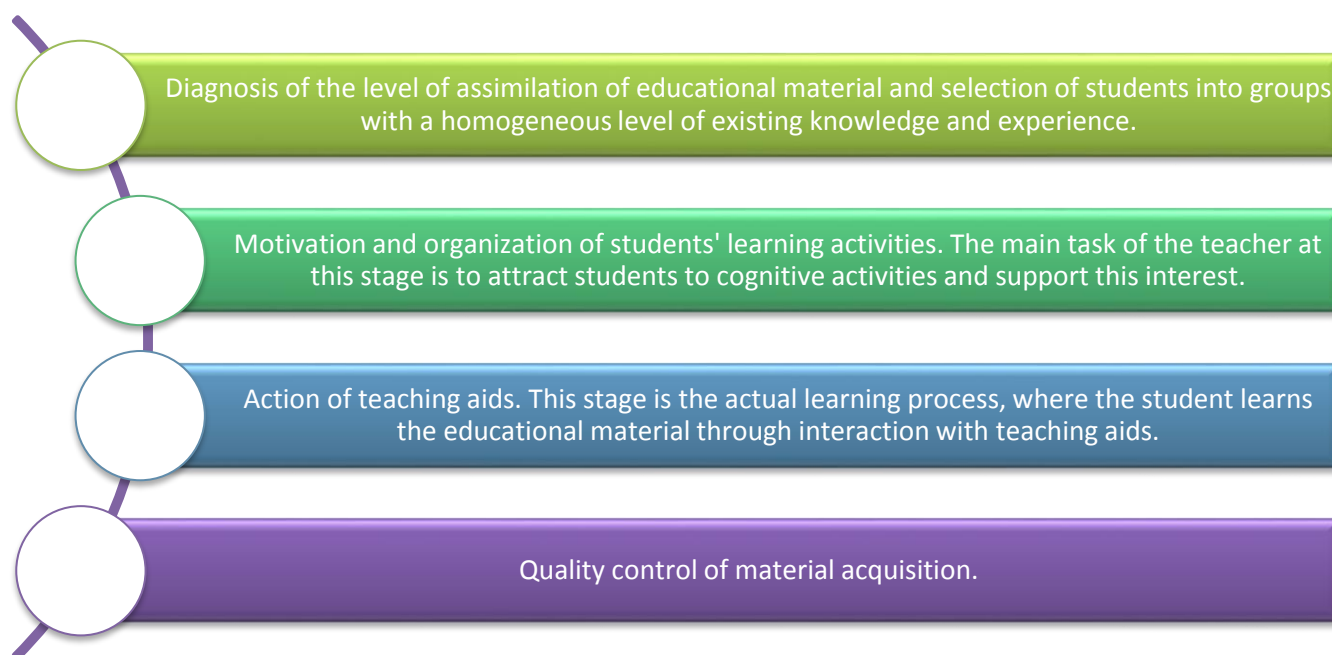
Abstract: This article discusses the use of modern technologies in teaching Russian language in non-linguistic universities, as well as the use of various educational technologies such as the project method and the technology of level differentiation in the development of spoken language in students, taking into account their levels of language proficiency. One of the main tasks of teaching Russian is not only to give knowledge to students, but also to awaken a personal motive, instill interest in the subject, and develop a desire for speech self-improvement. In this regard, modern methods specify the goals of training, change the content and structure of education. Accordingly, the forms of training are improved, the methods and techniques of teaching are specified.

Introduction: In modern didactics, the term modern technology is encountered in many methodological works. In practice, such terms as pedagogical technologies, educational technologies, new pedagogical, innovative educational technologies are encountered. However, the concept of "technology" is still being clarified, the term is used in a fairly broad context [1]. Modern educational technologies are a set of certain forms and methods of teaching that ensure that students solve an educational problem as a result of independent actions. Thus, educational technologies are based on the goals that must be achieved, the way the teacher and student interact, and their role in the educational process [3]. The needs of society determine the goal of modern universities - to form a person capable and ready for systematic independent self-study and self-development. Modern personality-oriented educational technologies take into account the age, individual psychological characteristics of students, focus on the student as a subject of the educational process, who, together with the teacher, can determine the educational goal, plan, prepare and implement the educational process, analyze the achieved results [2]. In accordance with this approach, the role of the teacher in the educational process can be characterized as follows: the teacher creates conditions for the formation of the student's personality in educational activities, involves each student in active cognitive activity, organizes educational situations in which he can try his hand at solving emerging educational problems, helps to solve them with joint efforts, plans joint work in cooperation in solving various educational tasks, introduces ways of obtaining the necessary information in order to form his own reasoned opinion on a particular problem, the possibility of its comprehensive study [5]. It is obvious that the development of personality-oriented technologies is a search for ways to obtain a guaranteed high-quality educational result.

In modern didactics, theoretical prerequisites have been created for the development of this idea, and structural components of educational technology have been defined. As a rule, the following components are distinguished in the structure of educational technology:

Diagnosis of the level of assimilation of educational material and selection of students into groups with a homogeneous level of existing knowledge and experience.

Motivation and organization of students' learning activities. The main task of the teacher at this stage is to attract students to cognitive activities and support this interest.

Action of teaching aids. This stage is the actual learning process, where the student learns the educational material through interaction with teaching aids.

Quality control of material acquisition.

Modern educational technologies offer innovative models for constructing such an educational process, where the interconnected activity of the teacher and the student, aimed at solving both an educational and a practically significant task, comes to the fore. For example, one of the current modern technologies for teaching Russian in non-linguistic universities is the technology of level differentiation, in which the transition from the assimilation of all the educational material presented by the teacher to the obligatory assimilation of only the precisely specified is mandatory. The educational process is built so that students with different abilities and training could achieve results in studying the subject. Level differentiation of training is based on traditional forms and methods of work that teachers possess, but it gives fundamentally new results, as evidenced by the results of its implementation in the practice of the university in Russian language lessons. The advantages of using level differentiation are that the problem of academic failure is solved to some extent, because everyone studies as best they can, psychological discomfort in the classroom is removed: the right to choose the level of the material to be learned allows for a reduction in overload, relieves anxiety, and forms a sense of self-worth [4]. Thus, the technology of level differentiation helps to form a positive motivation of the student in relation to the subject, since it provides for the achievement of academic success by the student regardless of his or her level of preparation, intellectual abilities, family and social status.

Among modern pedagogical technologies, the most adequate to the set goals of teaching Russian in non-linguistic universities is the technology of projects, or the project method. It is known that the project

method has a long history both in world and in domestic pedagogy.

The technology of projects, or the project method, due to its didactic essence allows solving the problems of forming and developing intellectual skills of critical and creative thinking [3]. Work on an educational project, as a rule, is carried out throughout the academic year and includes several stages: preliminary selection of a topic by the student, taking into account the teacher's recommendations for independent work; drawing up a plan, studying literature on this topic and collecting material, creating your own text containing an analysis of the literature and your own conclusions on the topic, defense, which involves an oral presentation by the student, containing a brief description of the work, answers to questions on the topic of the work. To some extent, this brings the educational project closer to the already traditional form - an essay. However, the point of view that an academic project is an independent research activity of a student, which has not only educational but also scientific and practical significance, well understood by both the teacher - the project manager, and its executor, is becoming increasingly accepted. This is a solution to a problem that requires integrated knowledge, research search for its solution. Therefore, the presentation of the project results can be different: a scientific report with the formulation of problems and scientific conclusions about the trends traced in the development of this problem; creation of a dictionary of modern vocabulary, preparation of computer programs for the Russian language, etc. The project method is currently being actively established in universities, including in teaching Russian. This method involves the organization of joint or individual work of students on

a particular problem with the obligatory presentation of the results of their activities. In educational activities organized by the project method, it is possible to develop intellectual skills.

Firstly, analytical thinking in the process of analyzing information, selecting the necessary facts, comparing, contrasting facts, phenomena.

Secondly, associative thinking in the process of establishing associations with previously studied, familiar facts, phenomena, establishing associations with new qualities of an object, phenomenon, etc.

Thirdly, logical thinking, when the ability to build the

logic of the evidence of the decision being made, the internal logic of the problem being solved, the logic of the sequence of actions taken to solve the problem is formed.

In addition, a student of a non-linguistic university develops the ability to consider a problem in its entirety of connections and characteristics, as well as to establish cause-and-effect relationships, look for new solutions, and transfer knowledge from different areas to solve a problem. Thus, this technology actualizes the most important speech skills, including students in all types of speech activity:
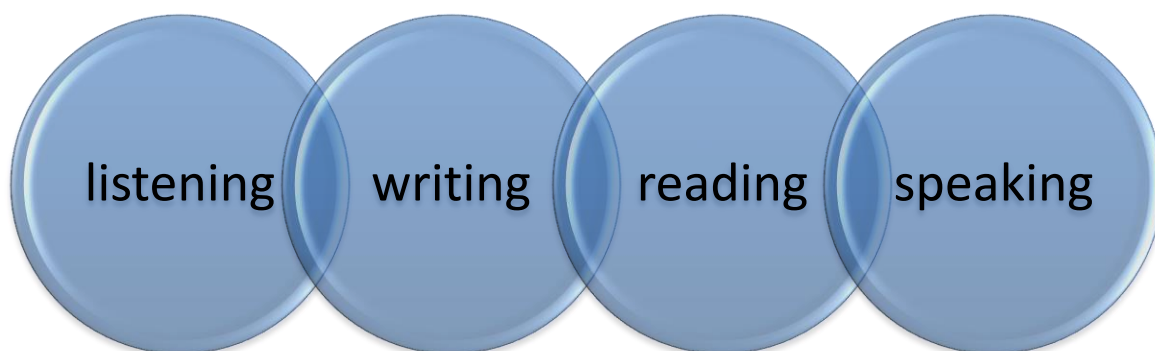
improves the ability to work with texts of different styles and types of speech at the level of information-semantic processing in the first place.

The implementation of the project method in practice leads to a change in the position of the teacher. From a bearer of ready-made knowledge, he turns into an organizer of the cognitive, research activities of his students. The project method is of interest to teachers of the Russian language in non-linguistic universities, but the experience of creating projects in the Russian language is still small. The more attention of teachers and methodologists is attracted by attempts to create an educational project that meets the technological requirements. Teachers always start with choosing the topic of the project, its type, determining the number of participants. Then the teacher needs to think over the problems that are important to study within the framework of the intended topic, and help students to understand them, formulate them: leading questions, situations that help to identify problems, video sequence, etc.

The teacher encourages students to discuss possible research methods, independently search for information, and come up with creative solutions. Usually, a pre-defense of the project is held, where comments are made and advice is given on the final presentation of the results. Project defense involves collective discussion, examination, opposition, external assessment results, and conclusions. The best works are published in student conference collections. Thus,

the academic project will only take place when a socially significant problem is identified in each topic, research methods are defined, and the student's activities are planned. The ability to use the project method is an indicator of the high qualification of a teacher who is able to manage the student's research activities, namely, to help formulate the project problem taking into account the interests and age characteristics of the student, to organize the student's independent research activities, having planned its stages, helping to distribute tasks for each project participant, to conduct consultations, to develop reflection skills, to cultivate tolerance for each other, the ability to communicate in the process of collective activities [2]. Thus, modern educational technology precisely defines the way of interconnected activity of the teacher and the student, their role in the educational process, strict adherence to the technology allows achieving the set goals.

Modern educational technologies are a set of certain forms and methods of teaching, ensuring that students solve an educational task as a result of independent actions. Thus, educational technologies are based on the goals that must be achieved, the method of interconnected activity of the teacher and the student and their role in the educational process, especially in teaching Russian in non-linguistic universities.

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