

FEATURES OF ICT IMPLEMENTATION IN THE PROCESS OF TEACHING RUSSIAN LANGUAGE AND LITERATURE

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Abstract

The article is devoted to the study of the specifics of the use of information and communication technologies (ICT) in teaching Russian language and literature. The key advantages of the introduction of ICT are considered, such as increasing students' interest in the subject, enhancing the visibility of the material and developing independent work skills. Particular attention is paid to the role of interactive tools - boards, digital textbooks, tests - in creating a productive educational environment. Examples of the use of ICT at different stages of the lesson are given, including learning new material, consolidating knowledge and preparing for exams. It is emphasized that a competent combination of technologies with traditional methods contributes to the growth of the quality of knowledge and motivation of schoolchildren, and also helps the teacher adapt to modern educational requirements.

Keywords: Digital technologies, ability, education, training, study, digital technologies, digital textbooks, knowledge, skills and abilities, thinking, to form, analysis, programs.

Introduction

Our century can be called the era of digital technologies, which have penetrated all spheres of human life, leaving none of them unattended. Educational approaches have also been influenced by the global wave of computerization. Today's update of the content of school programs requires a revision of the methods and tools of teaching.

These changes are aimed at developing students' skills in finding and processing information, promoting their independence, and fostering the ability to make informed decisions and act responsibly.

In this regard, there was a need for a new education system focused on humanistic principles and based on the use of advanced information technologies that support the idea of an individual approach to each student. Thus, the introduction of information and communication technologies (ICT) into the learning process has become one of the key tasks of the modern school.

Nowadays, it is important that every teacher, regardless of the subject, knows how to organize and conduct a lesson using ICT. This allows making lessons more intense, interesting and effective. A humanistic approach to education implies respect for the individuality of each child, where knowledge is not an end in itself, but a tool for the formation of personality. Modern digital technologies (ICT) offer enormous potential for the implementation of such tasks. [1]

Nowadays, access to a variety of educational materials is no longer a problem: every school has interactive whiteboards and the ability to connect to the Internet. Almost every teacher dreams of classes with students being lively, exciting and emotionally charged, and most importantly, useful, helping schoolchildren to form their own vision of the world and perception of the surrounding reality.

The use of information and communication technologies (ICT) in Russian language and literature lessons helps to increase the effectiveness of teaching. This allows for a vivid demonstration of key aspects of philological topics, bringing to life the idea of clarity, as well as highlighting the most significant features of the material being studied that correspond to educational goals and objectives. [2]

The development of a new type of thinking is closely connected with the information environment in which the student lives, where he studies the world around him and actively interacts with it. The computer becomes an integral part of all stages of the educational process: from familiarization with a new topic to consolidation of knowledge, repetition of what has been covered and testing of acquired skills.

At the same time, it plays different roles for the child: a mentor, a tool for work, an object of study, a partner in joint activities, or even a space for play. In the role of a mentor, the computer acts as a source of knowledge (replacing the teacher or textbook completely or partially), provides next-level visual materials (using multimedia and communication capabilities), creates a personalized information environment, serves as a simulator and helps evaluate learning outcomes.[3]

On the other hand, improving communication skills and joint search for solutions to complex learning problems using a computer as an effective stimulus for learning significantly enhances interaction in a group. The solution to this problem from a methodological point of view can be organized as follows. At the start of the lesson, a computer connected to a projector is used for general work with the class: updating knowledge of the Russian language and literature through modern digital technologies helps us to tune in to active work. This is explained by the high social value of using advanced educational tools. [4]

The exchange of practical experience between teachers who actively use information technologies in teaching is of great importance. Many classrooms already have computers, multimedia projectors and interactive boards, selections of media materials on the topics and sections of the program have been created, and constant access to the Internet is also provided. ICT is used not only in core lessons, but also in additional classes, including electives and preparation of 9th and 11th grade students for final exams. The computer becomes a useful tool at all stages of education. For example, when studying new material, a teacher can use digital



textbooks, pre-prepared diagrams, flipcharts, presentations or individual slides - the choice depends on the topic, lesson format and the tasks that the teacher sets for himself and the class. Students especially like the stage of practicing what they have learned, because the interactive board allows you to move words and pictures, turn on the timer, add sound effects and much more. At this stage, you can use tests using active elements, which helps the teacher track the results of the entire class and each student individually, and students - immediately notice their mistakes.

Using a computer in lessons gives several advantages at once. Firstly, it helps solve practical problems provided by the Russian language and literature program: reinforce spelling and punctuation skills, expand vocabulary, develop speech skills and instill the norms of literary speech. Secondly, digital learning and testing tools are used for independent work of students, as well as for checking and recording their knowledge. Computer tests allow to determine what the student has learned and what he has not more quickly and accurately than traditional methods. This approach is convenient and easy to analyze in modern data processing systems. Thirdly, the use of information technology contributes to the development of key skills of schoolchildren.

The use of an interactive whiteboard helps to create a comfortable atmosphere in the classroom and maintain students' interest in the subject through such an important element as a game-based learning experience. Vivid images, bright colors, and room for creativity allow middle school students to easily master the material in a playful manner. For example, in class they write on the board using different shades, or use ready-made pictures and resources from the library.

Knowing the capabilities of the interactive whiteboard and taking into account the characteristics of a particular class, the teacher can prepare text and graphic materials in advance and then use them in a suitable rhythm. This significantly increases the productivity of the lesson and eliminates monotony in teaching. Anything children see on the big screen, especially with music or visual effects, is permanently imprinted in their memory. Students are less distracted and focus on the topic at hand.

These tasks are successfully solved by specialized computer programs for the Russian language and literature, of which there are many developed today. They increase interest in the subject, improve academic performance and depth of knowledge, reduce the time for checking, allow students to study independently both in class and at home, and also help teachers improve their professional skills.

Like any technical device, the interactive whiteboard is not designed to work throughout the entire lesson: according to sanitary requirements, its use is limited to 20 minutes. The teacher organizes the remaining time of the lesson at his/her own discretion.

Here are some options for using ICT that can be included in Russian language and literature lessons:

1. Working with digital textbooks in Russian language and literature lessons.
2. Preparing slides on individual topics or sections of the program.
3. Developing bright flipcharts using ready-made images and resources.



4. Creating expressive and understandable diagrams, tables for studying Russian language and literature.

5. Searching for and demonstrating illustrations, as well as information about writers and poets via the Internet.

6. Showing videos, cartoons or listening to audio recordings related to the curriculum using Internet resources.

7. Organizing interactive games, tests and dictations in digital format.

Of course, one of the most effective ways of teaching remains the principle of visibility. It helps schoolchildren to better absorb the material and, if necessary, recall it. Information and communication technologies and the capabilities of an interactive whiteboard successfully cope with this task. For example, when studying the topic "Verb", you can independently develop and use bright slides or flipcharts.

In a Russian language lesson, you can organize an exciting game using pictures on a flipchart. One of these games is called "Auction". It can be used to reinforce or review a section, for example, phonetics. A flipchart with an image of an apple is prepared for the game.

The goal of the game: to summarize the students' knowledge on the topic "Phonetics".

Rules: Lot No. 1 is put up for auction - grade "5". The cost of the lot is determined by the students' answers. They take turns naming (one fact at a time) everything they know about the word "apple" from a phonetic point of view. The winner is the one whose answer is the last.

Example answers:

1. The word "apple" consists of 6 letters and 7 sounds.
2. It has three vowel sounds.
3. The word is divided into three syllables.
4. The stress falls on the first syllable.
5. The word has four consonants.
6. There is only one soft consonant sound - [y].
7. There is only one voiceless consonant sound - [k] (and so on).

Another useful feature of the interactive whiteboard is the ability to create reference tables and diagrams.

For example, a simple sentence diagram not only shows the entire syntax structure in one view, but also serves as a handy hint when performing a full sentence analysis. An interactive whiteboard, coupled with Internet access, turns literature lessons into vibrant and lively activities, allowing students to deepen their knowledge and go beyond the curriculum.

Thus, when studying the works of writers and poets in senior grades, you can show not only biographical videos and audio recordings, but also fragments of film adaptations of their works. For middle-aged students, it is useful to include cartoons based on the texts being studied, for example, in the 5th grade - "Grandfather Mazai and the Hares".

In school practice, the computer is becoming an important tool for preparing 9th and 11th grade students for final exams. It acts as a digital link between the teacher and the student, helping to organize individual testing of each student's knowledge. This is the key advantage of the computer in education: it interacts with each student individually. [5]



The main contradiction of a traditional lesson is the difference between the group form of learning and the individual process of acquiring knowledge, as well as the personal development of each student. Personalization of the educational process increases its effectiveness. This becomes possible due to the active feedback that occurs when a student interacts with a computer. During tests, quizzes or independent assignments, each student completes exercises and immediately sees the result on the screen. This creates a transparent and objective assessment of knowledge, which is very important for the child. He understands that the result does not depend on the teacher's opinion, but on his own skills and efforts. This helps to get rid of the fear of grades. The student can see for himself how well he did, in percentage or by level of knowledge. Electronic testing teaches to perform tasks responsibly and attentively, developing the ability to control oneself.

Tests can be used for current and intermediate knowledge checks, most often in Russian language lessons. The results will help plan further work on the material so that students learn it better. Digital tests make it possible to assess not only the volume of knowledge, but also its depth. In a modern controller, you can focus on correction, and during an intermediate or final turn, use the analysis function, which shows the level of preparation of students, their skills and abilities. Thanks to this, the introduction of information and communication technologies in Russian language and literature lessons significantly improves the quality of teaching, creates a lively and exciting atmosphere in the classroom, and increases interest in the subject. In addition, the ability to work with ICT makes a teacher a more sought-after professional.

The use of modern digital technologies in teaching Russian, taking into account the different levels of preparation of students, has made it possible to achieve higher results, strengthen a conscious desire to learn, increase interest in the subject and create a positive attitude towards lessons. This has also diversified approaches to teaching, improved the literacy of schoolchildren and helped them successfully prepare for final tests. [6]

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