THE USE OF MODERN TECHNOLOGIES IN LITERATURE LESSONS

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Abstract

In computer science lessons, students gain both an idea of the possibilities of certain information and communication technologies, as well as specific practical skills. Therefore, the application of knowledge and skills acquired in computer science lessons is necessary in other subjects to ensure a single approach to solving educational tasks.

Introduction

New needs of society and new whole educations lead to serious changes in the position and function of the teacher's role. The main task for improving the professional competence of a modern teacher in the field of computer science is the competent and justified use of computer technology in the classroom.

It should be noted that the use of multimedia technologies in the learning process opens up wide opportunities both in teaching a particular discipline and in mastering it. Electronic manuals created on the basis of multimedia have a strong influence on memory and imagination, facilitate the memorization process, make the lesson more interesting and dynamic, "immerse" the student in the environment of an era, create the illusion of presence, empathy, contribute to the formation of voluminous and interesting ideas about something.

Today, existing publishing houses, such as C-1, Intersoft, Cyril and Methodius, and others produce a variety of multimedia products: electronic textbooks, tutors, reference books, monitoring programs, etc. This is a good teaching aid.

For the successful implementation of a systematic approach in the use of ICT, it is necessary that the subject teacher be able to:

1. Process text, digital, graphic and audio information to prepare didactic materials (task options, tables, diagrams, drawings) in order to work with them in the classroom.

2. Create slides based on this tutorial using the Microsoft PowerPoint editor.

3. Use the available software products in your field.

4. Apply educational software tools.

5. Search for necessary information on the Internet in preparation for classes and extracurricular activities.

6. Organize work with students to find the necessary information on the Internet.

7. Independently develop texts or use ready-made shell programs, conduct computer testing.

The use of ICT allows you to realize:
• ideas of individualization and differentiation of studies;
• increase the information saturation of the lesson, go beyond school textbooks, supplement and deepen their content;
• development of students' creative abilities.

The software is used in three directions: illustrative, schematic and interactive. The schematic method allows you to use the capabilities of computer programs to build structural logic diagrams and reference notes. After computer processing, the reference notes become clearer and more interesting. The PowerPoint application helps this. Multimedia learning tools help to strengthen the motivation of learning, diversify the forms of information presentation, strengthen the co-creation of teachers and students in the classroom, and expand the student's independence.

Let's highlight the main forms of work using a computer in world literature lessons.:

1. Students study the topic of the lesson independently or in pairs using certain software. The same applies to completing a specific task. The teacher directs his work to correct the students' activities. The difficulty of this area lies in the fact that the teacher does not always have free access to computer equipment for at least half of the students in the class to work at the same time.;

2. Using the Internet and CD-ROMs to complete a project, write an essay, or perform any creative task.;

3. Conducting various surveys, tests, and thematic assessments. It should be noted that computer support of the textbook as a means of enhancing the functionality of the content and providing motivation for learning is extremely necessary today. An electronic textbook or manual performs the same didactic tasks as a traditional one. But at the same time, it has a number of advantages. The main one is the use of multimedia, which makes it possible to recreate visual and audio information (newsreels, excerpts from feature films and documentaries, animation diagrams).

Modern computer technologies enable the teacher to improve the teaching process of the material in the process of preparing for the lesson. First of all, the issue of implementing the idea of "pedagogy of cooperation" is relevant. Combining the efforts of students and teachers provides an opportunity to reveal the individual characteristics of each child as much as possible, to interest him, to determine the essence of the problem under study, and to achieve mutual understanding.

The main purpose of using computer technology is to enhance students' cognitive activity; to strengthen independence in mastering knowledge, skills, motivation and interest in learning, as well as to improve students' academic achievements.

It is possible to apply ICT elements at different stages of the lesson. Thus, when studying new material, the teacher is required to coordinate, direct and organize the educational process. And a computer can "tell" the material instead of the teacher. The usual blackboard is replaced by a monitor, and if there is a slide projector, a large electronic screen is also possible. The wealth of meaningful support makes the lesson not only easier to learn, but also extremely exciting.

A lesson created with the help of ICT is a priori integrated (an integrated lesson is considered to be one that is the result of the joint active activity of two or more teachers and students). The lesson is prepared by computer science and literature teachers and students, using materials from the Moscow Art Museum, history, and the like.

An integrated lesson is not always created on the basis of a presentation, but it is often created using ICT (searching for information on the Internet, making didactic and methodological developments). In addition, during the preparation of the literature lesson, materials are provided that contribute to the establishment of integration links. All school disciplines have a unique integration potential, but their ability to connect and their effectiveness depend on many conditions. Therefore, before creating an integration program, teachers need to take into account a number of circumstances: the level of preparedness, psychological characteristics and cognitive interests of the student group.

An integrated approach to teaching can further expand the limits of mutual cooperation between subjects. When such work also becomes a reason to use IT - to realize the creative and intellectual potential of participants in the educational process, to attract them to modern ways of obtaining and "processing" information - this contributes to a greater mutual enrichment of the relationship between teacher and student.

For more clarity, you can enter a presentation demonstration setting. You can also create slide notes that display transitions, comments, questions and assignments to slides and materials about them, that is, the methodological tools of the presentation, the "score" of the lesson. If the presentation occupies only a part of the lesson, one of its stages, then it is necessary to clearly formulate the purpose of using the presentation and, based on it, select, structure and arrange the material. In this case, it is necessary to clearly limit the time of the presentation, and consider options for working with the presentation in the lesson: questions and assignments for students. It is extremely justified to use the presentation during the teacher's lecture.

The positive thing is that at any moment the teacher can change the content of the presentation, improve or supplement something. If the presentation is the creative work of a student or a group of students, then it is necessary to formulate the purpose of the work as precisely as possible, determine the context of the work in the structure of the lesson, discuss the content and form of the presentation, and time to defend it. It is better if you get to know the presentation created by the student ahead of time, especially if it plays a conceptual role in the lesson. Using the presentation development program allows you to turn the assignment of writing students' project papers into a creative process that involves a large audience, followed by a presentation discussion and the identification of the best works.

Discussing the advantages of using the latest information technologies in the study of literature, it is advisable to note that, undoubtedly, the use of new information technologies of study does not negate traditional technologies, but the problem of human information adaptation in the new information environment forces us to revise the content of traditional technologies with a more frequent inclination towards choosing more effective methods and means of providing educational services.

Information technology in literature lessons can be used in the following areas::
1. Visual information (illustrative, visual material);
2. Interactive demonstration material (exercises, reference diagrams, tables, concepts);
3. The simulator;
4. Control of students' skills;
5. Independent search and creative work of students;
6. Reading literature in electronic form;
7. Using ready-made software products;
8. Working with Internet resources.

As practice shows, using information technology in the educational process, you should not do it sporadically, haphazardly, otherwise they will not affect learning outcomes. But do not forget that using a computer should not be considered as an end in itself, but as one of the ways to enhance the creative development of a person and cannot completely replace traditional teaching methods and techniques.

In modern society, education can be organized in such a way that not only the teacher, but also the computer, TV, and video act as a source of knowledge. Accordingly, students should be able to comprehend the information received, interpret it, apply it in specific conditions; at the same time, they should be able to think, understand the essence of things.

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