

**METHODOLOGY FOR THE USE OF MODERN EDUCATIONAL  
TECHNOLOGIES IN RUSSIAN LANGUAGE LESSONS**

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**Annotation.** At the heart of modern education is the activities of the teacher. In the system of primary education, the science of the Russian language occupies a central place. It was thought about various pedagogical methods and forms that develop the knowledge skills of the Russian language of students.

**Keywords:** methodology, author-unconventional lessons, Russian language, control lessons, didactic goal, unconventional, integrated lesson, traditional school lessons, skills

Radical changes in the life of our society affected all aspects of his life, including folk education. Of particular importance were the changes that took place in national schools of various regions, where the process of teaching all academic disciplines, first of all, the Russian language and literature, underwent significant changes. The language situation formed in most Republics, insufficient attention to the teaching of the native language led to a significant reduction in the hours allocated for the study of the Russian language and literature. In this regard, the issues of developing new programs based on the principles of interconnected study of these disciplines in the subjects of the Russian language and literature have become relevant on the agenda. Today, new requirements have been imposed on a new attitude to life, including the education system. The main goal of education is not only to collect a certain amount of knowledge, skills, qualifications of the student, but also to prepare the student as an independent subject of educational activity. At the heart of modern education is the activities of the teacher. In the system of primary education, the science of the Russian language occupies a central place. As a means of knowing reality, the Russian language provides not only linguistic knowledge, but also the intellectual development of the child, forms a conceptual-categorical apparatus, develops abstract thinking, memory and imagination. In recent years, unfortunately, students have no desire for a sharp decline in interest in Russian language lessons, expansion of children's language skills, increased literacy and speech culture. Currently, the most important problem that interests all teachers is to increase the effectiveness of the Russian language lesson as the main form of education and training of students. Classes held in the same form tire the student. The monotony of classes for the student and teacher reduces the effectiveness of educational activities. Do not force to teach, but arouse interest, it is the teacher's task to provoke a constant desire for knowledge in the student. The young reader has its own age characteristics: unstable attention, the predominance of visual-figurative thinking, increased motor activity, the desire for gaming activity, a variety of knowledge. All this complicates the work of the teacher. To maintain the attention of children during the lesson, it is necessary to organize active and interesting thinking activities. Since traditional methods of education are not always able to ensure the assimilation of the material by all students, it will be necessary to skillfully organize educational activities in the lessons. To create conditions for the formation of this activity, it is necessary to form cognitive motivation. A creative approach to preparing and conducting classes for teachers can positively change a lot in relation to children. In order to activate students, develop interest, motivate them to acquire knowledge, the teacher must introduce work and other forms of classes - their interesting varieties - into practice and, as a result, create author-unconventional lessons. The teacher of the Russian language can not be guided only by the official requirements for the lesson. To improve the methodological activity, the teacher must know the traditional and non-traditional forms of Russian language lessons, their typology, the peculiarities of classes in the educational system. Lesson-a form of Organization of education for the purpose of mastering the materials studied by students (knowledge, skills, worldview and moral and aesthetic ideas). According to the main didactic goal, such lessons are distinguished as follows: - a lesson in acquaintance with new materials; - a lesson in

strengthening the learned; - a lesson in the application of knowledge and skills; - lesson of generalization and systematization of knowledge; - lesson of verification and correction of knowledge and skills; - combined (mixed) lesson. The main stages of the educational process are distinguished as follows: - introductory lessons; - lessons of preliminary acquaintance with materials; - lessons of studying concepts, laws, rules; - lessons of practical application of knowledge; - mixed or combined lessons. Control classes serve to form the educational process and its results, the level of assimilation of the knowledge system (subject, section, entire course), the skills of educational and educational activities of students. Control can be carried out both orally and in writing. Any lesson, traditional or problematic, interesting or boring, has its own structure. The stages of the lesson include the concepts of goals and didactic tasks of the lesson aimed at the implementation of the educational, educational and developmental functions. There are different approaches to choosing the main structural elements of the lesson. From the above facts, it is known that today the issue of providing educational institutions with Qualified Foreign Language teachers, training personnel with in-depth knowledge is also paid attention at the level of Public Policy. As mentioned above, in higher education institutions, foreign language students are required to have an appropriate certificate so that they can operate as a foreign language teacher with special requirements. It is also required to have a certificate of knowledge of one of the foreign Tis in order to enter the magistracy, which is also considered the second stage of higher education, and the doctarantura, which is considered post-higher education. In addition, the teaching staff of higher education institutions are prescribed to know foreign languages in stages. Moreover, after the specified period, it was established that specialist disciplines are also carried out in foreign languages in higher educational institutions. It can be seen that special importance is attached to the teaching of foreign languages, including English, in higher educational institutions. We consider it appropriate to carry out the following in order to ensure the implementation of these tasks, to bring the teaching of foreign languages in higher educational institutions, including English, to the demand of the times, to improve students' learning of foreign languages. At the same time, the general didactic structure of the lesson is distinguished by three main (generalized) structural elements: - updating previous knowledge and methods of action; - formation of new knowledge and methods of action; - application of knowledge and the formation of skills and abilities. It is clear to all of us that traditional school lessons include learning new materials, strengthening knowledge, qualifications and skills, checking and accounting for acquired knowledge, analyzing control work, summarizing and systematizing what has been studied, repeating a topic or section. In recent times, along with these forms of education, non-traditional or non-standard are also widely used. These are: contests, trips, integrated lessons, fairy tales, themed game lessons, theater performances, contests "cheerful and resourceful", through excursions, students learn programming materials faster and better. A non-standard lesson is an educational lesson that has an unconventional (unspecified) structure, contributing, first of all, to the interest of students, the development of their creative potential, their optimal development and upbringing. Unconventional forms of classes include endless possibilities in eliminating overload of students with homework by applying various methods of learning new materials in the lesson. As an example of non - traditional lessons, we give the following: types of lessons, lesson forms: - lessons for the formation of new knowledge, - lessons for teaching skills and abilities, - lessons for repeating and generalizing knowledge, - strengthening skills lessons for checking and accounting of knowledge, training lessons (travel)-integrated lessons-creative seminars, practical work role-playing games: KVN. "What? Where? When?", "Field of miracles", "happy chance" integrated theatrical lessons-lessons-competitions: tests, contests children they are very fond of such lessons as lesson-communication, lesson-concert, lesson-stage, lesson-excursion, lesson-travel, lesson-game. Integrated lesson. Integration, on the one hand, allows students to show "the whole world". The methodological basis of an integrated approach to education is the formation of knowledge about the environment and its entire laws, as well as the establishment of

Science and inter-subject relations in mastering the basics of science. The effectiveness of the educational process largely depends on the teacher's ability to correctly organize the lesson and correctly choose a specific form of the lesson. Unconventional forms of conducting classes make it possible not only to increase the interest of students in the subject being studied, but also to develop their creative independence, to teach them to work with various sources of knowledge. In conclusion, we believe that even the most effective use of poems, games, Proverbs, quick sayings, riddles, fairy tales, which is easy for a child to master, taking into account the age and individual characteristics of children when studying the topic in Russian language lessons, allows them to fully implement integration in language learning.

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