

THE USE OF INNOVATIVE TECHNOLOGIES IN TEACHING PROFESSIONAL RUSSIAN LANGUAGE

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For the formation of scientific content in higher education in general and its individual disciplines, in our case, professional Russian, mainly five directions are chosen: 1) consideration of science as a sum of concepts; 2) the study of science as a system of operating concepts; 3) the study of science as a system of knowledge about the relationships and relationships of objects, phenomena, their essences; 4) consideration of science as a factor of improvement, development of practical human activity; 5) consideration of science as a means of developing culture and a person's world outlook.

Teaching the Russian language is exactly the area where the use of information and communication technologies can fundamentally change both methods of work and, most importantly, its results. Improving teaching methods of the Russian language using information and communication technologies increases the pace of classes, and most importantly, increases the proportion of students' independent work. In the Russian language classes, with the help of information and communication technologies, it is possible to organize the implementation of all traditional types of exercises on visual perception, letter insertion, punctuation, and text editing. The necessary information can be highlighted, for example, in the tables and rules, the desired letter can be made larger than the others. Due to the properties of psych there is a need to consolidate the material. As known, for deep and lasting assimilation of knowledge, it is not enough to single out its perception; it is necessary to repeat the perception and, through this, be more clearly understood and more fully assimilated. The value of consolidating the explained new knowledge is that this verifiable reproduction of the material makes it possible to verify the extent to which the assimilation of what was explained has occurred and with what completeness.

The most effective forms of presentation of material on the Russian language should include multimedia presentations. This form allows you to present educational material as a system of bright

reference images, filled with comprehensive structured information in an algorithmic manner. In this case, various channels of students' perception are involved, which makes it possible to lay information not only in fact, but also in an associative form in the memory of student. The purpose of this presentation of educational information is the formation of a system of mental images among students. Submission of educational material in the form of a multimedia presentation reduces learning time, frees up student health resources. This is possible thanks to the interactivity properties of e-learning applications that are best suited for organizing self-cognitive activity of students. In addition, if you have a printer, they easily turn into a hard copy. The use of multimedia presentations on lessons allows you to build an educational process based on the psychologically correct modes of functioning attention, memory, thinking, humanizing the learning content and pedagogical interactions, reconstruction of the learning process from the standpoint of integrity. The use of multimedia presentations is advisable at any stage of studying a topic and at any stage of a lesson.

Such a methodically sound approach to teaching Russian is no longer a new phenomenon in the practice of language teaching. In particular, entire courses have been created on various topics, for example, "Text", "Communicative task of the text", "Types of text", "Actual segmentation", "Functional styles of the Russian language" and many others. The goal of the course is the further development and improvement of linguistic and communicative competence based on the scientific style and language of the specialty. As part of the course, students study:

- 1) to determine the scientific style, its main genres and their functional purpose;
- 2) to work with scientific literature, with the text in the specialty;
- 3) to make notes of various types;
- 4) independently compile secondary texts: annotations, summaries, abstracts, reports;
- 5) to make the actual scientific presentation;
- 6) to make theses on a specific topic for oral presentation (for the presentation of the report, for participation in dialogues, polylogs);

7) correctly use the skills and abilities of oral and written scientific speech (participation in discussions, conferences, round tables, etc.).

A multimedia teaching tool in its general didactic and methodological characteristics in many respects surpasses means of teaching in a traditional medium. In practice, this means that the use of modern innovative technologies makes it possible to replace the traditional set of audiovisual teaching aids - a textbook, a collection of exercises, a dictionary, an audio cassette, etc. ; It gives students the opportunity to work in the classroom, both under the guidance of a teacher and independently.

By breaking these directions to a specific science, in particular, to the professional Russian language at a higher educational institution, they can be considered as follows: the first, second and third directions contribute to obtaining a certain amount of program knowledge for students on the subject; the fourth direction is the development and improvement of skills and abilities to apply this knowledge in the course of practical classes in professional Russian language; the fifth direction is strengthening the interest of students in the profession they receive, in shaping the positive motivation of students in relation to their professional activities and in their self-improvement.

And one of the methods of implementing these directions in preparing students and future specialists is the use of the latest technologies in teaching professional Russian language, as they to a certain extent contribute to the development of the personality of the learner, preparing him for independent productive activity in an information society. The achievement of this goal contributes to the main direction of development of the information technologies themselves, namely, technologies to improve the efficiency and quality of the learning process with the help of additional possibilities of cognition of reality.

The present time dictates its requirements for the learning process at the university, and the use of innovative technologies in the teaching of the professional Russian language course is justified, since the university course must take into account the changes that occur in the education sector of the modern social development, and to a certain extent reflect with traditional points of view on language

teaching, and that new, which corresponds to the modern requirements of teaching Russian in general and practical classes in professional Russian in particular.

In innovative technologies in teaching the Russian language, many techniques are successfully applied.

We would like to dwell in more detail on some of them, which are used in the technology of developing critical thinking.

Critical thinking is a foothold for a person's thinking, it's a natural way to interact with ideas and information. We and our students often face the problem of choosing, choosing information. It is necessary to not only master the information, but also critically evaluate, comprehend and apply it. When meeting new information, students should be able to consider it thoughtfully, critically, evaluate new ideas from different points of view, making conclusions about the accuracy and value of this information.

The use of technology in the development of critical thinking, the most appropriate can be considered such techniques as discussion (from the Latin. - Study, analysis, discussion of any issue). Discussion is one of the most complex forms of speech, for which mastering is necessary preliminary training, therefore, when conducting practical exercises, students become familiar with the rules of discussion, with speech stamps that help them to express their thoughts.

The main objectives of the discussion:

exchange of primary information;

identification of contradictions;

rethinking the information received;

comparing one's own vision of a problem with other views and attitudes

Students are invited to share with each other knowledge, ideas, arguments. A prerequisite for the discussion is:

respect for the different points of view of its participants;

Joint search for a constructive solution to the differences that have arisen.

In our practice of teaching professional Russian, this technique is especially effective in the classroom on topics: "The objectives of language communication and the factors determining the success of communication: the topic, purpose, method, situation, form of communication", "Specially professional-oriented material and its

use in given professional situations ", " Introduction to the subject area of the specialty ", " Random and natural in the scientific discovery. " A group discussion can be used both at the call stage and at the reflection stage. At the same time, in the first case, its task is: the exchange of primary information, the identification of contradictions, and in the second, it is the possibility of rethinking the information received, comparing one's own vision of the problem with other views and attitudes. The form of group discussion contributes to the development of dialogue communication, the formation of independent thinking.

The main feature of the modern stage of using modern multimedia tools and information and communication technologies is the massive and purposeful use of the Internet space, professionally oriented computer programs of various types: educational, applied, instrumental telecommunications, in order to create an integrated computer learning environment which provides a more effective development of communicative competence of students. I would like to note the efficiency of using a computer in the classroom to watch films illustrating sounding texts, stimulating the creation of your own text to an image during secondary viewing, as well as the use of film rings during familiarization activities with language material, during preparatory and speech exercises aimed at developing skills and listening skills and speaking (depending on the content and structure of the movie), and also allows you to effectively use the information accumulated by mankind Advertising in various fields of knowledge by watching movies and documentaries in the classroom, etc.

Modern studies emphasize the special possibilities of the Internet for the study of the Russian language in general education and higher educational institutions, since Internet resources provide teachers and students with information on the most diverse aspects of the study of the Russian language. For example, for high school teachers and students, Internet resources such as specialized electronic libraries, search engines that provide search capabilities by subject and subject area, type of assignments (projects, systematic links, interactive tasks) and students' professional specificities, portals, a resource which allows you to participate in discussions, get acquainted with advanced scientific problems.

However, one should not forget about one of the most important problems in the use of Internet materials in teaching the

Russian language is the problem of worthiness, scientific and educational value and the meaningful significance of the information found. Obviously, the genre specificity of sites (news sites, personal pages, informational materials, scientific publications, etc.) implies their different content, and teachers and students must have the ability to critically perceive the information posted on the Internet to which they refer. .

The effective use of modern multimedia and communication technologies in teaching professional Russian language depends on many factors, leading among which are:

- provision of computer equipment and Internet access;
- availability of special training materials and the necessary complex of programs of various types;
- the educational quality of the used multimedia teaching aids;
- sufficient level of general computer literacy of students and teachers;
- special training of teachers in the field of computer linguodidactics;
- special organization of the educational process.

The significance of all these factors is obvious. However, it should be noted that the key figure in the integration of information and communication technologies and multimedia into the educational process is a teacher who has the necessary qualifications and desire to use them, synthesizing traditional methods and new technologies in teaching professional Russian language.

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ОБУЧЕНИЕ РУССКОМУ ЯЗЫКУ В РАМКАХ ОБНОВЛЕННОГО СОДЕРЖАНИЯ ОБРАЗОВАНИЯ

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Сколько существует система образования, столько и существует проблема эффективных методов обучения, которые бы активизировали познавательную активность учащихся.

Обновленное содержание образования должно было сместить акцент с активности учителя на самостоятельность обучающихся. Предполагалось, что все учащиеся будут осознанно заинтересованы в конечном результате, будут активны и мотивированы. Учитель же, управляя процессом, должен был предложить не «пассивные» методы и приемы, а «активные». Такие, как стратегии «РАФТ», «ФИШБОУН», «Дерево предсказаний» и т.д. На практике же учителя столкнулись с массой проблем:

- Отсутствие системы в изучении русского языка.
- Отсутствие правил и орфограмм в учебнике, особенно в учебнике «Русский язык» 7 класс.
- Отсутствие тренировочных упражнений для выработки навыка грамотного письма.
- Нежелание учащихся выполнять домашние задания, так как отсутствуют оценки и т.д.

Поэтому, выявив все минусы, учителя-практики стали приспосабливаться к тому, чтобы подготовить учащихся к СОР и СОЧ и в то же время изучить все правила, чтобы не растерять грамотность. Стали находить новые приемы, применять освоенные методы, адаптируя их к требованиям «обновленки». Учителя превратились в изобретателей.