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THE USE OF TYPES OF TECHNOLOGIES IN THE LESSONS OF THE RUSSIAN LANGUAGE

Abstract: This scientific article reveals the types of gaming technologies in the Russian language lessons, which are designed to activate the learning process, make it more productive, and also form and further develop the motivation of learning. The use of the game learning method also contributes to the implementation of important methodological tasks, such as: creating students' psychological readiness for professional voice communication. Examples from experience in the application of gaming technologies in the lessons are given.

Key words: investment attractiveness, innovative technology, interactive training, professional skills, global changes, gaming moments.

Language: English

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Introduction

By the nature of the pedagogical process, games are distinguished: educational, training, controlling, generalizing, cognitive, educational, developing, reproductive, creative, communicative, diagnostic. You can distinguish these types of lessons using gaming technology:

- role-playing games in the lesson;

-game organization of the educational process using game tasks (lesson - competition, lesson - competition, lesson - travel, lesson - KVN);

-game organization of the educational process using tasks that are usually offered in a traditional lesson (find the spelling, make one of the types of analysis, etc.);

-use of the game at a certain stage of the lesson (beginning, middle, end; acquaintance with new material, consolidation of knowledge, skills, repetition and systematization of the studied);

- various types of extracurricular activities in the Russian language (linguistic KVN, grammar races, excursions, evenings, olympiads, etc.), which can be held between students of the same parallel.

II.Literature review

The main goals of the game lessons:

Didactic: broadening the horizons, cognitive activity, the formation of certain knowledge and skills necessary in practical activities, the development of labor skills.

Educators: education of independence, will, cooperation, collectivism, sociability, communicativeness.

Developing: development of memory, attention, speech, thinking, imagination, imagination, creativity, ability to compare, contrast, find optimal solutions.

We believe that the use of game learning forms makes the educational process more qualitative, as: the game draws into the active cognitive activity of each student individually and all together and, there by[1-750].

It is an effective means of managing the educational process; Learning in the game is carried out through the students' own activities, which has the character of a special type of practice, during which up to 90% of information is acquired.

III.Analysis

The game is a free activity that provides an opportunity for choice, self-expression, self-determination and self-development for its participants; the game has a definite result and stimulates the student to achieve the goal (victory) and to understand the path to achieving the goal. In a game, teams or individual students are initially equal(there are no good and bad; there are only those who play); the result depends on the player himself, his level of preparedness, ability, endurance, skills, character. Competition - an integral part of the game is attractive to students; the pleasure received from the game creates a comfortable state in the Russian language classes and strengthens the desire to study the subject [2-90].

There is always some mystery in the game — an unreceived answer, which activates the student's mental activity, pushes him to search for an answer. The game occupies a special place in the system of active learning: it is synthetic, as it is both a method and a form of training organization, synthesizing in itself practically all the methods of active learning. The use of the game learning method also contributes to the implementation of important methodological tasks, such as: creating students' psychological readiness for professional voice communication; ensuring the natural need for repeated repetition of language material; training students in choosing the right speech option, which is a preparation for professionally oriented speech.

Game technology in the learning process performs the following functions:
- educational
-Educational
- entertaining
- Communicative
-Developing

We will reveal in more detail the features of all these functions.

- The learning function is to develop memory, attention, perception of information, the development of general educational skills, and it also contributes to the development of skills in the studied language in all types of speech activity;

- The educational function is to cultivate such qualities as an attentive, humane attitude to a partner in the game, also develops a sense of mutual assistance and mutual support. Students are introduced to clichés of speech etiquette for the improvisation of speech treatment to each other in the language being studied, which helps to educate such qualities as politeness. The entertaining function consists in creating a favorable atmosphere in the classroom, turning the classroom into an interesting and unusual event, an exciting adventure.

- The communicative function is to create an atmosphere of communication, to unite students, to establish new emotional and communicative relationships based on interaction in the language being studied.

- The developing function is aimed at the harmonious development of personal qualities to enhance reserve capabilities. In the lessons of the Russian language, educational, analytical, associative, contextual, language, creative games are used. As in the traditional lesson, 3 periods of lessons with the use of gaming technologies can be distinguished (especially if a big game is played for the entire lesson). For example: A lesson on the topic "Oil and gas deposits" (in the direction - Technology of the petrochemical industry).

- Preparatory. Students, along with the teacher, actively participate in it. They are divided into groups, teams, perform certain tasks that need to be completed before the lesson, prepare the necessary didactic material on the origin of oil and gas, on the system for developing oil fields [3-153].

- Actually a lesson. Problems are being set to remember and learn terms and terminological phrases on a new topic (collector, litho logically screened deposit, etc.), the degree of readiness to find ways to achieve the objectives of the lesson is determined, that is, make sentences with new words, which team will have more sentences, etc. d. The better the students completed the preliminary tasks, the more effective the lesson will be. Control in this lesson is carried out at each stage.

Consider the forms of didactic games in the lessons of the Russian language.

Lesson travel. Welcome to the country of the Russian language. Most often these are introductory or final lessons. Such trips can be accompanied by travel notes, which set out the rules, definitions and other wisdom. So in the lesson of the Russian language while passing grammar. we make a trip to the magical land of the Russian language and visit its capital, Spelling, walk along the streets of the city (Graphic, Pristavkina, Glasnaya, etc.), cross the bridge across the river Chistopisanie. We fall on the Great Word Formation festival, where the parts of the word form the most different words, making sure that no mistake crept into the word. The laws in the country are strict: errors are punishable by a fine. Often during travel, students move from station to station, completing assignments. When repeating material about the verb, they will visit the station "Type of verb", "Transitive and intransitive verbs", "Conjugation of verbs", "Verb-toiler", "Verb-magician". For example, at the Spryazh station, they answer questions:

- What is conjugation?
- Which verbs belong to 2 conjugations? Give examples.
- Define the conjugation of verbs: drives, think, shoot.
- Do all the verbs 1 and 2 of the conjugations differ in endings?

- Form from these verbs the form 3 of the person plural. h.: grind, weed, prick. What conjugation do they belong to?

- Work on punch cards: we distribute verbs 1 and 2 conjugations into 2 columns, writing them out from proverbs:

a) The world holds true.

b) Without wind and grass does not sway.

c) Gently stretches, but sleep hard.

d) The heart sees before the eyes.

e) A good deed praises itself.

f) You can't keep up with the wind, etc.

At the station "Verb Magician" the tasks are differentiated: students of the 1st group are invited to write a miniature essay on the topic: "If I were a magician ...", and then read several versions of what was written. 2 the group performs creative tasks of a developing nature: at the station "Verb-laborer "proverbs are selected, including the verb 2 persons h. At the lesson, the students 'knowledge of the verb was tested in a playful way, practical and creative tasks were completed, work was done to develop speech, enrich the vocabulary, since it is very difficult for students with a non-Russian language of instruction to remember the rules. Many tasks were differentiated, performed in groups.

IV. Discussion

Lesson excursion. Correspondence excursions that take place in the classroom enrich with knowledge and allow you to simultaneously repeat the material covered. This kind of game is very popular with students. This can be done in different cities of the country, in art galleries, in libraries, etc. In such lessons, students learn a lot of new things, they contribute to their intellectual development. I believe that it is advisable to conduct such lessons when systematizing the lessons learned in the classifications, generalizing repetition. A didactic game is a game designed for learning. It is used to clarify, consolidate and bring to the system the acquired knowledge, as well as the formation of skills of students. The introduction of the game plot allows you to attract the active attention of the group. The positive thing is that the lesson is based on educational texts related thematically, which allow developing oral and written speech and words in different areas: energy, oil and gas, construction, architecture and others. At such lessons, there are great opportunities for using computer technology: multimedia teaching aids created by students of presentations themselves.

Language games, helping to learn various aspects of the language (phonetics, vocabulary, grammar, syntax, style), are divided into phonetic, lexical, grammar, syntactic, stylistic, respectively. Speech games are aimed at the formation of skills in certain types of speech activity, i.e. training, listening; professional monological and dialogical speech; reading, writing. [4-232]We believe that the use of game forms of training makes the educational process more qualitative. The game draws into the active cognitive activity of each student individually and all together and, thereby, is an effective means of managing the learning process. Learning in the game is carried out through the students' own activities, which has the character of a special type of practice, in the process by which up to 90% of information is acquired.

The game is a free activity that provides an opportunity for choice, self-expression, self-determination and self-development for its participants; the game has a certain result and stimulates the student to achieve the goal (victory) and to understand the path to achieving the goal. The game occupies a special place in the system of active learning: it is synthetic, as it is both a method and a form of training organization, synthesizing practically all methods of active learning.

The use of the game learning method also contributes to the implementation of important methodological tasks, such as: creating students' psychological readiness for professional voice communication [5-54].

V. Conclusion

The use of gaming technology contributes to the development of skills of cognitive interests of students. In classes where these technologies are used, they feel confident, freely express their thoughts and calmly perceive comments, because they are active participants in the educational process. In an atmosphere of trust and mutual assistance, it is easy to make discoveries, to realize the importance of the knowledge gained. It is under such conditions that it is possible to educate a specialist who is prepared for the future, in which it is necessary to solve problems and make specific decisions.

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