Ways to implement innovative technologies in a secondary school with a non-native language of instruction

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ABSTRACT

The purpose of the article is how to present grammatical information so that they do not become the leading aspect of learning a non-native language, but fully contribute to the formation and strengthening of communicative competencies. Naturally, the question of how to organize the work on the development of grammatical regularity in a school lesson of the Russian language cannot be separated from other aspects of comprehensive education: lexico-semantic, orthoepic, spelling work, from the work on the formation of communicative skills and abilities in all types of speech activity.

Keywords:	Innovation, teaching, non-native language, technology, teaching, education, teachers, schoolchildren, conditions, goals, computers.

Innovations, or innovations, are characteristic of any professional activity of a person and therefore naturally become the subject of study, analysis and implementation. Innovations do not arise by themselves, they are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams. This process cannot be spontaneous, it needs to be managed. In the context of the innovation strategy of the holistic pedagogical process, the role of the school principal, teachers and educators as direct carriers of innovative processes is significantly increasing. With all the variety of teaching technologies: didactic, computer, problem, modular and others — the implementation of the leading pedagogical functions remains with the teacher. With the introduction of modern technologies into the educational process, the teacher and educator are increasingly mastering the functions of a consultant, adviser, educator. This requires special psychological and pedagogical training from them, since in the professional activity of a teacher, not only special, subject-specific knowledge is realized, but also modern knowledge in the field of pedagogy and psychology, technology of teaching and upbringing. On this basis, readiness for the perception, evaluation and implementation of pedagogical innovations is formed.

Distinguishing at the present stage two groups of innovative teaching technologies – 1) technologies based on the use of electronic learning tools, and 2) technologies that do not rely on electronic learning tools – we consider it necessary to determine the basic conditions for the use of innovative methods and techniques in Russian language lessons in secondary educational institutions with a non-native language of instruction precisely because that both of these groups are subordinated to the implementation of one leading learning goal in the Russian language lesson – the formation of students' communicative competence.

The first and indispensable condition is the desire of the teacher himself to bring something interesting and new to the lesson for students, to expand their knowledge of the world by

means of the language being studied; to show or demonstrate something that will arouse keen interest and the need to use the means of the language being studied to clarify knowledge about a new subject of speech, to express his point of view about it, to talk with friends about the problem presented by the teacher. The subject of speech activity in the lesson can be presented to the attention of students by various means: both in the form of text, and in the form of a multimedia display, and in a combined format (both text and visual materials accompanying the text, including sound).

Russian Russian Russian Russian The second condition is the teacher's knowledge of the modern psychological and pedagogical foundations of the methodology of teaching Russian and the specifics of teaching Russian in Uzbekistan, i.e. the specifics of integrated teaching of the Russian language, a clear understanding of the teacher about what the main purpose of teaching Russian as a foreign language is. The teacher should remember that the text is the main unit of teaching a non-native language, that it is the practical command of Russian speech that is the most important result of his work, and by all means to achieve this. Of course, the teacher needs to know what methods and techniques of activating educational cognitive and educational speech activity are available in the arsenal of modern methods. This requires serious popularization work of methodologists. In addition to methodological recommendations and guidelines for conducting lessons in a particular classroom (this form of methodological assistance to teachers is just beginning to appear in the education system of independent Uzbekistan), it is necessary to develop lessons performed by innovative teachers, popularize their activities. All this should confirm the idea of the variability of lessons, the idea of the need for a creative approach to the organization of training, in which each student will be able to realize their abilities, interests and cognitive capabilities.

The methodology of studying grammar is one of the most problematic issues of linguodidactics. Moreover, the need to know the grammatical features of the non-native language being studied is not denied by anyone. The main question is how to present grammatical information so that it does not become the leading aspect of learning a non-native language, but fully contributes to the formation and strengthening of communicative competencies. Naturally, the question of how to organize the work on the development of grammatical regularity in a school lesson of the Russian language cannot be separated from other aspects of comprehensive education: lexico-semantic, orthoepic, spelling work, from the work on the formation of communicative skills and abilities in all types of speech activity.

To organize work at a school where children cannot yet use personal computers in the classroom, high-quality visibility is needed: picture dictionaries, subject pictures, plot pictures and a series of plot pictures accompanying textbooks. Computers here can be used to demonstrate visual materials through a projector for perception by the whole class at the same time. This will discipline younger students well, increase the success of the formation of general academic skills (the key competence is "the ability to learn"). A reasonable alternation of different forms of work and the use of game elements, entertainment will make the lesson fascinating and interesting.

Russian Russian and computer science lessons will be available in middle and high school, when children will study computer science in accordance with the curriculum, it will be possible to conduct integrated Russian language and computer science lessons or Russian language lessons in a computer classroom. Russian Russian and computer science lessons will be available in middle and high school, when children will study computer science in accordance with the curriculum, it will be possible to conduct integrated Russian language and computer science lessons or Russian language lessons in a computer classroom. Here the teacher can develop both collective forms of work with the text, and a system of individual tasks on texts of various genres and styles. It is important, however, to remember the need to ensure the thematic integrity of the lesson, its informativeness,

because language is a means of transmitting information. The informativeness of the lesson, i.e. information about the world, about people, about animals, about life,

– this is the most interesting thing, which is an important incentive for practical language learning.

Even in the classroom, where there are no modern technical means of teaching, it is possible to conduct an interesting and informative lesson, useful from the point of view of the development of communicative competencies, if you use competence tasks compiled taking into account the conditions available in the republic. They are composed as educational activities aimed, on the one hand, at the formation of grammatical skills and skills necessary for correct speech, and, on the other, at the formation of communicative competence in all types of speech activity.

Russian language lessons in secondary school should really become lessons of preparation for learning at the next stage of the educational system - in higher school. Such work with educational, popular science, cognitive, literary and artistic texts should prevail here, which would allow to form the skills of freely presenting the content of source texts, compressing them and creating your own texts. At this stage of school linguistic education, as well as at the previous ones, it is not language theory that is important, but speech practice, corrected by language theory. This course should be a language/speech workshop in which students should work with thematic cycles of texts, performing competence tasks aimed at improving various types of speech activity: speaking, listening, reading and writing, and only if necessary turn to language theory in order to overcome grammatical errors and improve their own speech works.

Russian Russian language teaching at all levels of school education will be subordinated to the idea of a practical orientation and its content will take into account the age characteristics of children, students will be happy to master the Russian language in the process of their speech-thinking activities to process the content of the source text. The most difficult to fulfill is the first condition, depending on the so-called "human factor" - purely personal characteristics of teachers of the Russian language. Nevertheless, a teacher working in the education system should follow the recommendations to improve their teaching activities.

To conduct experimental testing of the hypothesis and materials of our study, several Russian language lessons were developed, the materials of which were transferred to teachers in schools participating in the experiment, or conducted by the author of the study acting as a teacher.

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