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THE USE OF DEVELOPMENTAL EDUCATION TECHNOLOGIES IN RUSSIAN LANGUAGE LESSONS IN ELEMENTARY SCHOOL

Abstract: One of the main tasks of the modern education system is the restructuring and adaptation of schoolchildren to today's realities, instilling in them the skills of self-education, the creative use of knowledge gained. The successful solution of these problems is associated with overcoming the internal stereotypes that have developed over the past few generations.

Key words: Russian language, linguistics, methodology, innovation, psychology, adaptation.

Language: English

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Introduction

The Russian language takes a leading place in primary education; it is aimed at the formation of functional literacy of primary school students. Teaching the Russian language in primary school is the initial stage of the language learning system. Here, not only preparation for language learning (the period of literacy) is carried out, but also language learning at a conceptual level accessible to children 6-10 years old.

The content of teaching the Russian language creates the necessary prerequisites for the formation of educational activities in the process of mastering it by students. One of the fundamental principles of teaching the Russian language is the upbringing and developmental nature of instruction.

One of the fundamental requirements that didactics makes to the Russian language is the consciousness of learning the teaching material. An important methodological principle in language is also the versatile study of the native language, the principle of continuity and prospects. The task of forming educational activities is very important, but it is not the only task of the initial training of the Russian language. The task of forming educational activities in the process of language learning not only includes the task of forming writing and reading skills (spelling

skills), but also creates favorable conditions for its solution.

The specifics of the initial course of the Russian language lies in its close relationship with literary reading. These two subjects represent a single philological course, in which the study of the mother tongue is combined with the initial literary education and teaching reading. [1,p.34]

Learning the Russian language in first grade begins with an integrated course "Literacy"; In literacy, three periods are distinguished: pre-literary - preparatory; alphabetic - main, post-alphabetic - final. The sequence of work, the nature of the exercises at each of the stages of literacy are determined by the laws of sound analytical-synthetic method. Learning to write goes in parallel with learning to read, taking into account the principle of coordination of oral and written speech. Children master the writing of a new letter, learn to combine it with previously learned letters, and practice letter combinations in syllables, words, sentences, small texts. The language material is represented in the sample program by the following substantial lines: phonetics, graphics, morphemic, grammar (morphology and syntax), spelling and punctuation. Along with linguistic knowledge, the sample program includes information from the field of speech: text, types of text, topic and main idea of the text, etc. [2,p.44]

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Studying all aspects of the language in interconnection allows students to form an idea of the language as a complex, developing phenomenon that has different levels that are in interaction with each other.

In primary education, the subject “Russian Language” occupies a leading place, since success in learning the Russian language largely determines the results of teaching students in other school subjects. [3,p.11-12] Teaching methods are methods of joint activity of a teacher and students aimed at solving learning problems.

Modern didactics pays great attention to the stimulating function of the teaching method. The purpose of the method is not to simply transfer knowledge, but to awaken the student’s cognitive need, his interest in solving a particular problem. New aspects are opening up in the developing and educating function of the method. The method is closely related to activity. The use of various means in the learning process changes the method of activity itself. The use of various means leads to a change in the structure of the educational method. In practice, you can find a large number of diverse teaching methods. Some of them are common to many subjects, others are applicable only when teaching this subject. The earliest classification is the division of methods into teacher’s working methods (story, explanation, conversation) and student’s working methods (exercises, independent work). [4,p.34]

Recently, a classification of methods has been proposed according to the nature of the management of students' mental activity: explanatory, illustrative, reproductive, problem statement, partially search, research method. The most accepted is the classification of methods according to the source of knowledge (word, visual aids, practical activities). In accordance with this approach, methods can be combined into three groups.

1. Verbal methods; story, explanation, conversation, work with a textbook and a book. 2. Visual methods: observation, demonstration of visual aids, films and filmstrips.

3. Practical methods: oral and written exercises, graphic and laboratory work.

A lesson is a combination of two or more forms of organization of educational work. Since the lesson can be used in various forms of organization of the educational work of students, we can consider the lesson as a set of organizational forms of learning. In modern didactics, the concept of “general forms of educational organization” combines frontal (general class), group (brigade) and individual forms of educational work. [5,p.44]

The front-line form of organizing the educational activities of students is the kind of activity of the teacher and students in the lesson, when all students simultaneously perform common work for all, the

whole class discusses, compares and summarizes its results.

The individual form of organization of work of students in the lesson suggests that each student receives an assignment for himself, specially selected for him in accordance with his training and educational capabilities.

The group form of organization of student work. The main features of group work of students in the lesson are:

- the class in this lesson is divided into groups for solving specific learning problems;
- each group receives a specific task and performs it together under the direct supervision of the group leader or teacher;

• tasks in the group are carried out in a way that allows you to take into account and evaluate the individual contribution of each member of the group. There are currently many different learning systems in modern schools. But not every one of them involves the cooperation and interaction of the teacher with the students. Like any learning technology, traditional learning has its strengths and weaknesses. The positive aspects in the first place include the systematic nature of training; an ordered, logically correct flow of material; organizational clarity, optimal cost of resources for mass training. But the preservation of the traditional lesson, the traditional class-lesson system, unfortunately, leads to formalism in assessing the activities of students and teachers, in the impossibility of solving many vital tasks of training and education.

A new organization of society, a new attitude to life, and present new requirements for the school. Modern standards in the Russian language and literature require the education of a spiritually developed personality, capable of creative activity in the modern world, the formation of a civic position, a sense of patriotism, love of literature and language, and the values of Russian culture, socialized and adapted to living conditions. This is the essence and purpose of teacher work. In the last decade, pedagogical innovations, an attempt to update, modernize modern education, introduce new technologies into the pedagogical process have taken on special significance. In order for schoolchildren to become active participants in the learning process, it is necessary to organize educational activities so that they are interested in acquiring new knowledge, skills and abilities. Outwardly, this attitude is expressed in curiosity, in the curiosity of students, in their attention and activity in the lesson. [6, p.19]

A strong position is held by developing training. Developing education involves involving students in various activities, using didactic games, discussions, and teaching methods to enrich imagination, thinking, memory, and speech in teaching. The aim of developing education for schoolchildren is to achieve the optimal overall development of each student based

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on the assimilation of subject knowledge, skills. The ultimate goal of technology is to have a need for self-change and to be able to satisfy it through learning, i.e. want, love and learn [7, p.8]

Teaching the Russian language provides the teacher with great opportunities in working on the development of students' thinking. The potential for the development of the personality of a primary school student is realized in the content of textbooks and teaching aids in the Russian language. Properly, systematically organized work in the Russian language lessons can provide an excellent opportunity for the development of the personality of a younger student, his thinking and speech, perception and memory, abilities and talent. Teaching the child to comprehend new material, to comprehensively examine various linguistic phenomena, developing the inquisitiveness of his mind, the teacher lays the foundation for the student's successful mental activity. Not everyone is born creative. However, when certain conditions are created, a forward movement along the path of cognition, development, and creativity will follow. Lessons by means of a subject provide a significant impact on the development of students' speech, thinking and imagination. [8, p.28]

A sufficient degree of development of thinking, speech imagination is the most important indicator of personality development. The main task is to help each child realize his significance, not to get lost, but to establish himself in the world around him. The use of developing education in Russian language lessons, where students are active participants in the educational process, can not only enhance the cognitive activity of students, but also make the lesson more vibrant, diverse, and therefore productive, save time often spent on ineffective front-end polls.

Many tasks in the Russian language, designed for independent execution, reveal only the ability to act according to the model. Although, reproductive activity is an essential component of thinking. Many tasks cannot be solved only at the reproductive level, but require independent creative thinking. These should be tasks requiring the implementation of mental operations in new conditions, i.e. in the context of an unusual formulation of the task, a note of the new language material, the need to draw an independent conclusion, generalizations. For example: the words are written on the board: Povy_ka, ulo_, rabe_, st_kloe, poho_ka, proru_, warehouse_ka, oz_ro, and much more.

- What are the words like? (Nouns)
- What task can you offer? (Divide into groups)
- What groups can I get? (by composition, by gender, by spelling)

Having completed this task, the teacher can, together with the children, come up with an explanation of the new material on the subject "Nouns 3 cl. In Russian language lessons it is also possible to

use tasks aimed at creating a new product, which are of great importance for the development of creative thinking: to select words that are similar or opposite in meaning; continue the story; make a memo; come up with a phrase; make a sentence with a given word; from these words, according to the picture, according to the scheme, with the proposed phrase; make the proposal widespread, compose a story from pictures, etc.

Thought in the poem sounds beautiful, it appears in the form of images. Poems allow us to express what is not always possible to convey in prose. Using the technology of critical thinking, one can propose poetic forms that require a fairly rigorous algorithm, which at the same time will not cause significant difficulties for the vast majority of students. [9, p.15]

There are interesting tasks of a creative nature: sincwain, diamond, diamond, haiku.

Diamond is a special form of performing creative work. Diamond consists of 7 lines. Two nouns (the first and last lines) express two opposite concepts. The second line - two adjectives or participles, revealing the signs of the first noun. The next line is three verbs or participles that express the action. The central fourth line consists of four words, two of which characterize the first noun, and two - a contrasting concept to it, completing the diamond. The remaining lines are a mirror image of the third and second lines, only these characteristics already reveal the noun in the last line. Algorithm for writing syncwain.

- 1st line. Who! What? 1 noun.
- 2nd line. Which one? 2 adjectives.
- 3rd line. What is he doing? 3 verbs.
- 4th line. What does the author think about the topic? 4-word phrase.
- 5th line. Who! What? (New theme sound). 1 noun.

Name Independent, subject

Calls, concretizes, abstracts.

May be any member of the proposal.

Noun

Haiku - Students can be asked to write a haiku according to this scheme:

- Line 1: "I saw" someone or something
- Line 2: Which?
- Line 3: How?

Bullfinch

I saw a bird

Arrived in the winter

Handsomely...

A haiku poem is a bit more difficult to write because it expresses a person's personal experience. However, this poetic form also has certain advantages. In haiku, work with the concept and emotional attitude to it are most harmoniously combined. Diamonds are a seven-line poetic form, the first and last of which are concepts with the opposite meaning. This type of verse is composed as follows:

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- line 1: subject (noun)
- line 2: definition (2 adjectives)
- line 3: action (3 verbs)
- line 4: associations (4 nouns)
- line 5: action (3 verbs)
- line 6: definition (2 adjectives)
- line 7: subject (noun)

Writing diamonds is useful for students to understand the essence of differences and the interconnection of concepts that are opposite in meaning. [9, p.22]

The inclusion of such tasks in the structure of the lessons makes it possible to engage in creative activities that are feasible for them, which is a prerequisite for the formation of various creative qualities of students' thinking. Tasks to the greatest extent encourages students to be independent in setting goals, in drawing up a plan, and in achieving a new result.

Our task, as teachers, is to take into account the developing role of teaching and upbringing in the formation of the child's personality and focus on the search for those psychological and pedagogical means with which you can have a significant impact on the

overall mental development of children and on development their special abilities.

A lesson using developing technologies, aimed at the development of students, built with age-specific features using different forms of learning. The needs of children in self-development, imitation, and the acquisition of experience were taken into account. The beginning of the lesson organized with the creation of an emotionally positive background. The children took an active part in setting the goal of the lesson. Stimulation of motivation for the success of training was carried out, support was provided to each child. Positive emotions prevailed, emotional discharge was used in sufficient quantities (energizing exercises, autogenic training, emotional mood). [10, p.32]

The steps in the lesson are logically related. The material studied in the lesson is distributed according to the degree of complexity and relevance. Active teaching methods were used: search, dialogic, game, research, creative freedom, development of imagination and various personality-oriented techniques (the game "The Problem on the Palm), work in pairs, group work.

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