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Using Innovative Technologies in Russian Language Lessons

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Annotation. *This article examines the role and effectiveness of innovative technologies, particularly information and communication technologies (ICT), in teaching the Russian language in primary school. The study aims to explore how modern pedagogical approaches contribute to the development of students' cognitive abilities, speech competence, and overall personality formation. The research is based on a systematic analysis of contemporary educational practices, integrating theoretical perspectives with practical classroom experience.*
Special attention is given to such innovative approaches as project-based learning, collaborative learning, problem-based learning, and the use of digital and internet resources. These methods are considered as key tools for increasing students' motivation, enhancing engagement, and supporting individualized learning processes. The article also highlights the importance of adapting teaching strategies to the psychophysiological characteristics of learners, especially for children experiencing speech and learning difficulties.
The findings demonstrate that the integration of ICT into Russian language lessons significantly improves students' academic performance, promotes independent thinking, and develops essential communicative competencies. The use of multimedia tools, interactive exercises, and electronic educational resources allows teachers to shift from traditional explanatory methods to activity-based and student-centered learning models. As a result, students become more active participants in the educational process, showing increased interest and improved learning outcomes.
Furthermore, the study reveals that innovative technologies facilitate differentiated instruction, enable continuous assessment, and create a psychologically comfortable learning environment. The practical significance of the research lies in providing effective methodological recommendations for teachers aimed at optimizing the teaching process in primary education.
In conclusion, the use of innovative technologies in Russian language teaching not only enhances the quality of education but also prepares students for successful adaptation in the modern information society.

Keywords: *innovative technologies, speech, computer, internet resources, project-based learning, collaborative learning, and play-based learning*

Introduction

The 21st century is the age of advanced computer technology. What does a modern young person need to feel comfortable in the new socioeconomic conditions? What role should school play, and what should it be like in the 21st century, to prepare people for a fulfilling life and work?

A modern school graduate, who will live and work in the coming millennium in a post-industrial society, must be able to act independently, proactively, make decisions, and flexibly adapt to changing living conditions [1]. It is clear that using traditional teaching methods alone is impossible to solve this problem.

Methodology

Primary education is the foundation for general education. It is in primary school that students master reading, writing, arithmetic, basic academic skills, basic self-control skills, elements of theoretical thinking, behavioral and speech culture, the basics of personal hygiene and a healthy lifestyle. Thus, I consider the following to be the main areas of my activity:

- the use of an individualized educational strategy and tactics for the comprehensive development of the child's personality;

- a differentiated approach to teaching, taking into account psychophysiological characteristics and educational needs;

- socialization of the student's personality through the use of modern educational technologies in a health-preserving educational process.

The topic of my self-education is "The Use of Information and Communication Technologies in Russian Language Lessons in Elementary School."

What are my goals in choosing this topic?

1. To increase the level of motivation for learning in the subject. (Compared, for example, to mathematics, it is lower.)

2. To improve academic performance in the subject.

The Russian language is a crucial factor in the development of students' mental abilities, their speech, moral qualities, and the child's overall personality. Many progressive public figures, linguists, and 19th-century methodologists (F.I. Buslaev, V.G. Belinsky, L.I. Polivanov, D.I. Tikhomirov, and others) wrote in their works about the enormous developmental value of the native language as a school subject.

Results

Speech, as a means of forming and formulating thoughts through language, is the foundation and essence of communicative-social activity, the activity of communication. Communication is considered a necessary and specific condition for the process of appropriating by individuals the achievements of human historical development. Communicative-social activity includes all forms of mediated human interaction – verbal forms, gestures, facial expressions, vocal responses, conventional sign systems, etc.

The term "Innovative Technologies" may imply new approaches to addressing a particular impairment in oral or written speech, as well as hardware and software technologies that assist in this work [2], [3].

Children with speech impairments experience problems in the development of perception, attention, memory, and thought processes, varying degrees of motor underdevelopment and sensory functions, spatial representations, and the peculiarities of receiving and processing information. These children experience decreased interest in learning and increased fatigue. Children often feel ashamed of their speech imperfections and become nervous, irritable, and unsociable, which leads to feelings of inferiority and a difficult character. This contributes to a negative attitude toward learning. Such children require immediate assistance and an individual, gentle approach [4].

To engage children and make learning meaningful, innovative approaches, individual development programs, and new, innovative technologies are needed. The process of presenting material in class should be slightly different, more individualized and personalized.

One such innovation is computer technology, which has recently been widely used in the field of special education as adaptive and easily individualized teaching tools.

A personal computer equipped with a variety of application software, in the hands of a trained specialist, is a powerful developmental tool, capable of quickly accomplishing tasks that would take years with traditional approaches. Thanks to a computer, tasks such as expanding vocabulary, developing grammar, filling gaps in speech sound development, and developing coherent speech can

be accomplished more quickly. Children become more interested in the learning process and develop independent work and self-control skills.

Today, the focus is on the student, their personality, and their unique inner world. Therefore, the primary goal of the modern teacher is to select methods and forms of organizing students' learning activities that optimally align with the stated goal of personal development.

Modernization of Russian education presupposes the development of individuals who strive to maximize their potential, are open to new experiences, and are capable of making informed and responsible choices in various life situations. It is essential, first and foremost, to teach students to use language to solve various communication problems in various spheres and situations—that is, to develop communicative competence. Today, a search is underway for a teaching paradigm that corresponds to new conditions in a changing world. This is about innovation. School education reform is gradually abandoning traditional forms of instruction, raising the challenge of generating interest in learning.

The question of using new information technologies in primary schools is increasingly being raised. This involves not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The teacher's task is to create conditions for practical language acquisition for each student and to select teaching methods that allow each student to express their activity and creativity. The teacher's goal is to activate the student's cognitive activity during the learning process. Modern pedagogical technologies such as collaborative learning, project-based methods, the use of new information technologies, and internet resources help implement a student-centered approach to teaching, ensuring individualization and differentiation of instruction based on students' abilities and their level of learning [5].

Forms of work with computer-based learning programs in Russian language lessons include: vocabulary learning, pronunciation practice, teaching dialogic and monologue speech, writing, and practicing grammar.

The possibilities for using internet resources are enormous. The global internet creates the conditions for obtaining any information students and teachers need, located anywhere in the world. Students can participate in tests, quizzes, competitions, and Olympiads held online.

A computer can communicate "friendly" with the user and at times "support" them, but it will never show signs of irritation or boredom. In this sense, the use of computers is perhaps most useful for individualizing certain aspects of teaching.

One of the technologies that ensures student-centered learning is the project method, as a way to develop creativity, cognitive activity, and independence [6].

The project method develops students' communication skills, a culture of communication, the ability to formulate thoughts concisely and clearly, tolerantly regard the opinions of their communication partners, and develop the ability to obtain information from various sources and process it using modern computer technologies.

Project-based work is one of the most relevant technologies, enabling students to apply their accumulated knowledge on a subject. Students expand their horizons and language proficiency by gaining experience from practical use, learning to listen to speech, hear, and understand each other while presenting their projects. Children work with reference books, dictionaries, and computers.

Project work is a creative process. Students, independently or under the guidance of a teacher, search for a solution to a problem. This requires not only language proficiency but also a broad scope of subject-matter knowledge, creative, communicative, and intellectual skills. Project work develops imagination, fantasy, creative thinking, independence, and other personal qualities.

This technology enhances essential language skills, engaging students in all types of speech activity (speaking, listening, reading, writing), and improves their ability to work with texts of different styles and types of speech, primarily at the level of informational and semantic processing [7].

Modern technologies also include collaboration technology. The main idea is to create conditions for active, collaborative activity among students in various learning situations. Children are grouped into

groups of 3-4 people, assigned a single task, and each student's role is defined. Each student is responsible not only for their own work, but also for the results of the entire group. Therefore, weaker students try to clarify any confusion with stronger ones, while stronger students strive to ensure that weaker students thoroughly understand the task. This benefits the entire class, because gaps are addressed together.

To increase interest in the Russian language, I am making changes to the curriculum:

- I am introducing additional vocabulary during vocabulary and spelling work, consolidation, review, and summarization of what has been covered;

- I am increasing the number of proverbs, sayings, and phraseological units at different stages of lessons;

- I am expanding the scope of work with concepts and terms;

- I am including various types of educational and cognitive texts in lessons.

The principle of child participation in the learning process has been and remains one of the fundamental principles of didactics [8], [9]. Children's engagement in class rarely arises spontaneously; it is a consequence of targeted pedagogical interventions and the organization of the pedagogical environment, i.e., the applied pedagogical technology.

K.D. Ushinsky once said that knowledge will be more solid and complete the more senses it is perceived. As the proverb goes:

"If they tell you, you'll forget; if they show you, you'll remember; if you do, you'll understand." Today, with minimal classroom equipment, it is quite difficult to maintain students' constant interest. Often, the equipment in the classroom consists of textbooks, a textbook, a notebook, and reproductions. ICT is a significant help in solving this problem.

In the 2004/05 academic year, I began using electronic teaching aids in the educational process. I conduct research under the scientific supervision of A.V. Molokova, Candidate of Pedagogical Sciences. I am a teacher-researcher at the Scientific and Methodological Center "Modern Technologies" of the Scientific and Methodological Institute of the Russian Academy of Sciences.

Currently, I am testing various computer-based approaches in traditional lessons, using individual, group, and face-to-face learning activities with electronic teaching aids, and actively incorporating the potential of information technology into my educational work [10].

The use of ICT in Russian language lessons allows me to move from an explanatory and illustrative teaching method to an activity-based one, in which the child becomes an active participant in the learning process. This promotes conscious acquisition of knowledge by students. I use electronic teaching aids at all stages of the learning process: explaining new material, reinforcing, reviewing, and monitoring.

Every computer-based lesson evokes an emotional uplift in the children. Analyzing my experience using ICT in lessons, I can confidently say that the use of ICT allows me to:

- Enhance students' cognitive activity;

- Conduct lessons with a high aesthetic and emotional level;

- Ensure a high degree of differentiation in learning;

- Increase the amount of work completed in lessons;

- Improve knowledge assessment;

- Organize the learning process efficiently and increase lesson effectiveness;

- Develop research skills;

- Provide access to various reference systems, electronic libraries, and other information resources [11].

I believe that no positive learning outcomes can be justified by a deterioration in children's health,

including its psychological component. In my class, the results of a three-year assessment of students' school anxiety levels attest to the emotional and psychological comfort of learning. My work using information technology has, in my opinion, contributed to improved learning outcomes for all children, but individual computer work is particularly effective for those with special educational needs: those who are intellectually and creatively gifted, and those who experience learning difficulties.

I believe that the use of computers in combination with traditional methods for developing voluntary attention has led to excellent results. The number of children with a high level of voluntary attention has doubled over two years [12].

As a result, during the study period, it was noted that the level of children's proficiency in Russian increased by 10.4%. Significantly, despite the absence of underachieving students, the proportion of children achieving "B" and "A" grades increased by 12%. This, in my opinion, is not the limit of my students' capabilities.

Information and communication technologies are a field of knowledge that is advancing at a rapid pace, and to keep up, it is necessary to constantly learn. Participating in scientific and practical conferences and seminars allows me not only to share my work with colleagues but also to hear their feedback. Sharing experiences with like-minded people allows me to learn new and interesting techniques, methods, and innovations that each of us has discovered through our daily, painstaking work.

When combined with other methods and techniques, games enhance teaching effectiveness, make the learning process more engaging, promote successful acquisition of material, and develop teamwork skills. The typology of pedagogical games based on the nature of their game-based methodology is extensive. I will only mention the most important types used: subject-based, story-based, role-playing, business-based, and simulation-based [13], [14].

Problem-based learning is highly effective today. Today, problem-based learning refers to the organization of lessons that involves creating problematic situations under the guidance of a teacher and actively engaging students in independent work to resolve them. This results in the creative acquisition of knowledge, skills, and abilities, and the development of thinking abilities. The teacher creates a problematic situation, guides students toward solving it, and organizes the search for a solution. Thus, the student becomes the subject of their own learning, and, as a result, they acquire new knowledge and new methods of action. Innovative technologies combine activities that develop communicative competencies (analysis, comparison of phenomena, justification, argumentation, and generalization) [15].

Speech is a highly complex human activity, and a creative one at that, involving the ability to observe, think, imagine, as well as listen and hear. First and foremost, those who have something to say learn to speak, so it's important to teach children not just the technical formulation of statements, but verbal thinking, verbal creativity, and the adequate perception of others' speech.

Innovative technologies make Russian language lessons more interesting and vibrant. Independent search for solutions and active thinking contribute to a more effective learning process.

Conclusion

Properly organizing lessons using innovative technologies requires that each child be engaged in solving a task within their capabilities, as this helps maintain their interest in learning. Therefore, the teacher faces the challenge of seeing the lesson not only as an educational and developmental problem, but also identifying ways to resolve it for each child. A differentiated approach is essential at all stages of knowledge and skill acquisition.

Using new technologies in Russian language and speech development lessons allows for the stimulation of students' cognitive interests, monitoring each student's activity, significantly increasing the pace of work, and solving several problems simultaneously: learning new material, reinforcing it through practical work that includes various types of exercises, deepening knowledge, and conducting assessments. It is crucial that students work with enthusiasm at every stage of the lesson, as this maintains interest in the subject as a whole.

Thus, the use of innovative technologies in Russian language lessons demonstrates that students' attitudes toward the subject are changing.

Children are not afraid to take initiative in solving assigned tasks, express their own opinions, and strive to master the curriculum material at a higher level in order to cope with the assignments.

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