DIGITALIZATION IN THE SPHERE OF TEACHING RUSSIAN LITERATURE

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АННОТАЦИЯ

Данная статья посвящается к одной из актуальных проблем в сфере преподавания русской литературы в условиях цифровизации. Рассматриваются вопросы исследования возможностей современных цифровых технологии и обучения с помощью новых методов и технологии.

Ключевые слова: интернет, цифровые технологии, педагог, мультимедиа, компьютер, презентация, смарт экран.

ABSTRACT

This article is devoted to one of the urgent problems in the field of teaching Russian literature in the context of digitalization. The issues of researching the possibilities of modern digital technologies, learning with the help of new methods and technologies are considered.

Key words: Internet, digital technologies, teacher, multimedia, computer, presentation, smart screen.

ANNOTATSIYA

Ushbu maqola raqamlashtirish sharoitida rus adabiyotini o'qitish sohasidagi dolzarb muammolardan biriga bag'ishlangan. Zamonaviy raqamli texnologiyalar imkoniyatlarini o'rganish hamda yangi uslub va texnologiyalar yordamida o'qitish masalalari ko'rib chiqiladi.

Kalit so'zlar: Internet, raqamli texnologiyalar, o'qituvchi, multimedia, kompyuter, taqdimot, smart-ekran.

In our time, the Internet is becoming the ultimate source for the education of modern society. Literary pedagogy does not know how to use this factor in its everyday pedagogical detailing. Mastering digital technologies is becoming one of the basic competencies of a teacher [1].

Digitalization of all branches of life has led to a change in the communicative activity of modern man. Now most of the communication takes place in the virtual realm, in writing and close to oral speech. In the form of correspondence in messengers, comments in various forums and social networks.

Changes in learning are also connected with the fact that the majority of students through the main channel of perception have become "visuals" and "digitals". If visuals are children who predominantly have visual memory, then digitals are those children who perceive information mainly through logical comprehension using symbols, numbers, signs, logical conclusions.

At the lessons of Russian literature, you have to work a lot with literary texts. At the same time, the main problem of our time is manifested in the fact that a significant amount does not accumulate for a long time and is read a lot. It is at these moments that digital technologies come to the rescue. At the stage of familiarization with the text, students can be offered an e-book instead of the paper version of the book. Modern youth often gives preference to their gadgets, some cumbersome books in their opinion.

At the same time, every language teacher understands that a computer and computer technology is just one of the convenient didactic tools, the effectiveness of which is determined by the appropriateness, expediency of its use, which in no case should destroy the main thing that exists in a literature lesson - its special aura, an atmosphere of trust between the teacher and students, without which it is impossible to evoke a personal attitude of children to the material being studied.[2].

With another master class, you can give an example for the stage of familiarization with the literary text as follows. During the lesson, instead of traditional sheets with a certain text, students can be given out cards that contain QR codes, and which, in turn, send the work of M.E. Saltykov-Shchedrin "The History of a City" to the site with a literary text. Surely students will be much more interesting if they sit with a sheet.

Another master class I can bring a primer for the stadium familiarization with artistic texts is the following. During the flight and during lessons, instead of traditional sheets with specific texts, cards containing QR codes with charitable texts can be made on the site. E. Saltykov-shchedrin "History of one city". Surely students will be much more interesting if they sit with a sheet.

To diversify the learning process, during a literature lesson on the topic of M. E. Saltykov-Shchedrin "The History of a City", students can be invited to listen to an excerpt from one can show, or rather listen to, how professionals read a poem, and give impetus to the desire to read expressively. And while studying the biography of the writer, you can listen to the original voice of the author himself so that the students get a complete picture of the writer or poet.

In order to interest the literary text, I introduced in the lesson work with diagrams that contribute to memorizing more material. If at first we drew diagrams on paper, now we create them in a specialized program for drawing and processing graphics. To perform tasks of this type, you need to know the work in detail. The student, in order to participate in the creation of the scheme and its interpretation, reaches out to read.

When using diagrams in computer graphics, independent work skills, research and design skills are formed, children show stronger knowledge in the subject [3]

What are the multimedia options during the class? Everything is simple here. Using a projector and a computer, it is possible to demonstrate a previously prepared presentation on the topic of the lesson. In our case, this is M.E. Saltykov-Shchedrin "The History of a City". We can present to students the images of heroes, the history of creation, the problems and themes of this work. With this, we can attract the attention of students much easier than in a regular lesson. If the presentation contains more pictures of the heroes of the work, the students will better perceive the information about the author and his work. Even right in the presentation, you can lay out a task on the topic. This way we make the job easier. Firstly, we will save our time, and secondly, funds for printing cards with the same tasks. And thirdly, it will be much more interesting for students to complete the task.

We can also put on a movie or a cartoon that was shot on the basis of a literary text, and in turn we go through this lesson. Luckily, this is not a problem these days. Since there is a lot of such material on the Internet.

Summing up, I can say that the personality of a teacher should not remain in the shadow of digital technologies. After all, in the first place should be philological, methodological, and psychological and agogical skills and abilities of the teacher.

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