
INNOVATIVE TECHNOLOGIES IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract:

Over the past decade, the use of innovative technologies in the method of teaching the Russian language as a foreign language has become more and more relevant. This article provides an overview of materials on modern computer technologies released over the past few years. The methods of research were descriptive, continuous sampling, statistical analysis. During the study, the main directions were identified that allow us to draw conclusions about the possibilities of using and expediency of using innovative technologies in the process of teaching the Russian language to foreigners. The significantly increased number of publications on the declared topic indicates the prospects for innovative technologies in classes in a foreign audience.

Keywords: innovative technologies, Russian as a foreign language, training, educational process efficiency, virtual environment, methodological potential, Internet resources, online courses.

The issue of using innovative technologies in the teaching process as a whole and in the teaching of the Russian language as a foreign language (RCT) in particular seems to be especially relevant in recent decades in connection with the increase in the general technical level of support, the development of the methodology itself, which is constantly in search of the most effective, accessible methods, techniques, methods of training aimed at "achieving the maximum possible mutual understanding in a multipolar world". This term has become widely used in the literature of the second half of the XX century due to the development of programmed learning. Currently, the term includes two concepts: technology of Teaching and Technology in Teaching. This division occurred due to the differentiation of the two components of the content. The first concept allows us to designate "methods of scientific organization of the teacher's work, thanks to which the set learning goals are best achieved", and the second – "methods of using technical means of teaching in the educational process and such means themselves"

Among the main characteristics of learning technologies, it is customary to single out efficiency and cost-effectiveness, ergonomics, high motivation in studying the subject. "The current stage in the teaching methodology of RCT can be characterized by such words as innovation, development, and moving forward." This definition leads to the

idea that innovations and productive changes, new methods and technologies that can contribute to improving the effectiveness of classes, as well as ways to evaluate their results, are currently appearing in education. If we talk about innovations in learning technologies, then, first of all, it is also necessary to provide a definition explaining what exactly is included in this concept. According to V.G. Kolosov, "innovative technologies are a set of methods, tools and measures that ensure innovative activity" The term "innovative technologies in vocational education" means "technologies focused on the formation of systemic creative technical thinking of students and their ability to generate non-standard technical ideas when solving creative production tasks." Among the variety of technologies, the following can be distinguished: – training in cooperation; – project technologies (project method); – tandem method; - case study technology; – edutainment technology, – distance learning; – computer learning technologies; – game learning technologies, etc.

The use of innovative technologies is possible not only as a way of transferring material to students, organizing remote language learning, testing, etc., but is also a useful source for the teacher himself. These can be ready-made resources (reference, open educational resources, simulators) or services for developing materials and organizing training (services for creating educational materials, test constructor, classroom management, etc.). Let's look at the works on this topic in more detail. In 2018-2019, PhD theses were defended, exploring the introduction of innovative technologies into the learning process. For example, V.A. Zhiltsov in his work suggested considering the possibility of using distance learning as one of the promising forms of education. The author has launched a trial project called "Three-dimensional active-communicative educational environment", which examines the potential of a virtual platform as a means of recreating the Russian language environment. I.V. also considers the possibilities of using electronic educational resources in his work. Voronina, who suggests perceiving them as special means to form the communicative skills of future teachers in the study of multimedia and Internet technologies, In addition to the direct use of distance education and computer technologies, the issues of the application and use of specific interactive learning technologies are considered.

Thus, in the work of I.O. Amelina, it is said about "the possibility of combining the didactic potential of media resources and interactive technologies to enhance the development of relevant competencies of students" and "creating ... a model ... based on the convergence of case technology and media resources, in particular authentic films and television films, as a means of teaching within the framework of the university course of the RCT" In the study of V.M. Filippova considers the linguodidactic potential of the project method and its implementation in teaching RCT "as an effective method of teaching and controlling the level of formation of communicative competence, as well as a means of developing search, creative, practical skills of a foreign student". As mentioned above, innovation in education presupposes some kind of innovation, some kind of innovation. Russian as a foreign language teaching methods and methods of teaching Russian as a foreign language – scientific disciplines related to the methods of

teaching a non-native (Russian) language in national schools - have always been no stranger to new ideas. Advanced teachers in Tajikistan sought to use new teaching methods and techniques, especially since their pedagogical creativity was not limited to either instructions from above or a subject program. The interactive method, like other methods based on the idea of the communicative-activity principle of learning, is based on the psychological principles of speech interactions and relationships between people. For practical mastery of Russian (non-native) in a language where the main goal is the formation of communicative competence, it is important to use the concept of "situativeness", which is also the basis of a set of interactive methods. The speech situation in the theory of speech activity is described as an indispensable condition for the origin of speech intention (French intention, German. Intention, lat. Intendere to conceive, to plot). This linguodidactic and psycholinguistic term implies intention, intent and is used in terminological phrases: the communicative intention of the speaker or the writer. Communicative intention most often occurs in the process of any subject activity within the framework of a speech situation. Distinguish between real and educational speech situation. An educational speech situation is "a model of such a set of circumstances, conditions and relationships that encourages potential interlocutors to communicate through the use of language tools for the development of oral and written speech" In the structure of the educational speech situation, which acts as a model of a natural speech situation, there are at least two communicants, the subject of speech activity and the conditions of the speech situation, as well as mandatory requisites. Such types of tasks of innovative methods as reading the text by roles, dialogization of the text, dramatization of the text (oral speech) and some others are based on the implementation of the educational situation. Russian folk tales, known to children from cartoons, are successfully used in elementary school, in the process of developing reproductive speech, in teaching Russian accent and intonation of sentences. Experienced teachers necessarily use props at the same time: a red riding hood, an apron, a basket, a napkin, a wolf mask, etc. To awaken the creative thinking of younger schoolchildren and facilitate the transition from reproductive to productive speech, you can give a task to come up with your own end to a well-known fairy tale and play a fairy tale with a new ending. The educational speech situation sets the motive, the context of the activity, the relationship of the communicants, the topic of communication and communicative tasks. The educational speech situation can be created by means of visual and auditory visualization and verbal description. Verbally created situations arise mainly on the basis of imagination. For example: Imagine that your class is going on an excursion, and you want to go too. Call the homeroom teacher and find out all about the trip. Or: Imagine that your best friend now lives and studies in Russia. Write him a letter asking him about studying at a Russian school. However, the speech situation is important not only in productive types of speech activity, but also in reproductive (receptive) types. For example: You received a letter from your friend from Russia. Read it and tell your classmates what they are writing to you about (motivation for reading). Listen to a program for children on the radio about the first cosmonaut

Yuri Gagarin and tell the guys about this person (listening motivation). That is, the situational basis is important for the course of any kind of educational speech activity – both for productive speech and for reproductive speech; it is important not only to formulate a communicative task, but also to take into account the addressee of speech activity. In primary and secondary school, the communicative task can be complicated: convince someone of something, convey your joy, regret, etc. in speech. Interactive methods and, in particular, a competence-based approach in teaching a non-native language allow, firstly, to motivate students' learning activities based on its practical orientation, and secondly, they change the status of the student in the educational process: the student with a new approach to the organization of learning becomes the discoverer of new knowledge and patterns. This allows you to dramatically increase the motivation of the teaching. However, when organizing interactive methods, the specifics of our academic subject should also be taken into account. If in teaching physics, chemistry, biology, students within the framework of interactive methods, in particular, the competence approach, can act as a "discoverer of new knowledge", a "researcher", then in teaching a non-native language, which is based on grammar, a student cannot become a discoverer of new grammatical knowledge. Moreover, the assimilation of a non-native language occurs with the help of such mental processes as memory, will, emotions, imagination. The development of thinking in a non-native language is carried out only if there is a sufficient number of language units (words, syntactic models) in the memory of the student, if the known and mastered grammatical patterns are used by the student to operate with language material (he can compose phrases and sentences in a non-native language, understands the text read or heard). "In school teaching of non-native languages, based on the work of memory and involving the use of volitional efforts to memorize language units, with a competence-based approach, other, specific forms of cognition and assimilation should actually work" The student's speech-thinking abilities, when using innovative methods, will develop in the process of semantic processing of meaningful, interesting and understandable texts for the student. Consequently, interactive methods in teaching a non-native language and the means of their implementation will be different than when studying other subjects at school. Grammatical knowledge in teaching a non-native language is important, but not in the form of grammatical rules that some teachers require the student to know by heart. Grammar should be learned on a practical level. And today, the most important for many teachers of the Tajik school remains a set of questions: What to teach – grammar or speech? What place should grammar occupy in the lesson, because without it there is no correct speech? Interactive teaching methods establish in the system of proposed active tasks precisely the forms of mastering practical grammar.

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no correct speech? Interactive teaching methods establish in the system of proposed active tasks precisely the forms of mastering practical grammar. In modern methodology, "the role of grammar is not underestimated or exaggerated. Grammatical phenomena are approached from the position of understanding the triune essence of language: language – speech – communication. Grammar is taught taking into account three types of competencies: linguistic (understanding, analysis, knowledge of grammatical phenomena), speech (the ability to perceive and use speech patterns saturated with a certain grammatical form) and communicative (the ability to perceive and create texts using this grammatical category) In modern methodology, "the role of grammar is not underestimated or exaggerated. Grammatical phenomena are approached from the position of understanding the triune essence of language: language – speech – communication. Grammar is taught taking into account three types of competencies: linguistic (understanding, analysis, knowledge of grammatical phenomena), speech (the ability to perceive and use speech patterns saturated with a certain grammatical form) and communicative (the ability to perceive and create texts using this grammatical category) The authors point to the relationship of grammar with phonetics, vocabulary and stylistics: "The connection between grammar and vocabulary is inherent in the very functioning of language: the relationship between words can be expressed by both grammatical and lexical means, in some cases, only lexical means can express a generalized grammatical meaning, "for example: to speak is to say, good is better.

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