



SPECIFICITY OF USING ICT IN TEACHING THE RUSSIAN LANGUAGE AND RUSSIAN LITERATURE

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ABSTRACT

In this article it is observed specific peculiarities and ways of effective using ICT in classes of Russian and its Literature.

KEY WORDS: *innovation, technology, specificity, information-communicational technologies, didactic principles.*

DISCUSSION

Main objectives of innovational education are:

- To develop of intellectual, communicational, linguistic and creative skills of the learner;
- To form personal qualities of the learner;
- To elaborate the abilities influencing on teaching-cognitive process and the transition to the level of productive creativity;
- To increase various types of thinking;
- To form qualitative knowledge, abilities and skills.

Via the above pointed objectives it will be determined the tasks of the innovational education:

- To make optimum teaching-educating process;
- To create the atmosphere of co-operation between the teacher and the learner;
- To elaborate long-term positive motivation towards education;- join learners in creative activity;
- Thorough selection of materials and the ways of its presentation.

On the base of innovational education lie the following technologies:

- developing education;
- problematic education;
- critical thinking development;
- differentiational approach to education;
- Establishment of situation for progress in class.

Main principles of innovational education are:

- Creativity, catering for creation;
- mastering the knowledge in the system;

- Non-traditional forms of lessons;
- using visual aids.

And now we pass from general methodical principles of education to concrete technologies, for instance, to specific peculiarities of using ICT in classes of the Russian language and Literature.

Having used computer technologies in classes and extracurricular activities for many years you begin to treat more fastidiously to ready-made computer programs, usage moments of them and you learn to estimate their strong and weak points, merits and demerits.

Especially teachers of the Russian language and Literature treat more fastidiously to using a computer in classes by force of clear reasons. The tasks standing in front of the language teachers differ a lot from the goals and tasks of others subject teachers. Undeniable helpers in the solution of these tasks are the information-communicational technologies.

By and large our main purpose is the soul of a child, the problem of morals, development of creative person and also the problem of training a learner as a language master. First of all these tasks, of course, intend to work with a text, a literary word and a book. Therefore in front of the language teacher who is planning to take advantage of the opportunities of the computer in his classes, always appear questions about expediency of its usage in Russian language and Literature classes, concerning how much the computer can take the place of the teacher and what steps of the lesson in, and also what kind of didactic functions it can be entrust to the computer. Teachers



use a computer in their classes, first of all, in order to solve special practical problems: to form firm orthographical and punctuation knowledge and skills; to increase word stock; to master the literary language norms; to train the knowledge of linguistic and literary terms; to form common educational abilities and skills. In fulfilling such kind of tasks the computer is a good assistant for the language teacher along with other means of education. Preparation and leading classes with a computer assistance demands from the teacher a good deal of time and patience, arise some inconvenience in organizational character, for it often demands to divide the class into groups. But such kind of classes turns out to be much pleasurable both for students and the teacher. But many teachers use the computer only for the demonstration of separate slides, texts, though it can be quite possible to do with the help of books avoiding from unreasonable waste of time and electricity.

As a model for using a computer can serve the manual by N.N. Algazina "Didactic materials on orthography with computer support" (M., 1997), in which it is described the experience of using the opportunities of the computer in learning and increasing the materials on orthography. Working at the rules (or the blocks of the rules) in the first step supposes to learn or review appropriate materials to the school textbook. After that schoolchildren with the help of series of computer programs again learn the norms of spelling, then train with writing selections on the base of algorithm, inserted in the program, controlling their works in every step of using the rules, including the last, ending step, in which writing selection is done. With the help of the computer, students master orthographical analyses, the diagram displayed on the computer gives the chance to judge about the level of students' mastering the theory of orthography, and also about the ability of using this theory in practice.

Using the computer in Russian classes does not appear to be end in itself. Its usage gives the opportunity to fulfill a number of didactic tasks: to intensify the teaching process, optimize it, make students' cognition more active, arouse interest to learning, develop the level of their knowledge, to achieve appreciable results on making abilities and skills perfect. Using computer programs provides with differential and individual approach to education, as in it is foreseen the opportunity of providing with training work in different duration depending on concrete learner's mastering the action way. In the training process the program foresees using in various difficulty degree variants that can be offered the learner with due regard for his potentialities. Computer support, perhaps in learning different themes of school program, first of all in

learning punctuation, computer tasks on speech ethics have been worked out.

Many teachers work, mainly in the following direction: using ready-made program products, working with MS Office programs, working with Internet resources, and also use ready-made program products, Internet resources, textual materials, tests, presentations of teaching material.

For instance, working with Microsoft Publisher, creating projects and presentations demands to approach creatively to using research methods, mastering computer technologies from the teacher. A didactic material presented in computer variant fulfills several tasks: increases productivity of the teacher's labour and the learner in class; enlarges the volume of using visuals in class; saves teacher preparation time for the lesson.

It is interesting to work using the program Power Point. It leads to a number of positive effects: enriches the lesson with emotional colour; psychologically lightens the process of learning; arouses lively interest to the object of cognition; increases the learner's general outlook.

Working with the program Microsoft Publisher permits to get real product of his activity in the type of newspapers, journals, books, pamphlets and so on. It is used for designing the results of group work in publishing newspaper, information list. Many additional materials can be found on the Internet that permits to create a bank of visual and didactic materials, critical articles, journals and etc. Listening to a literary work in an e-variant assists then, when the learner cannot find the needed work in the libraries or just if it is easier for them to listen than to read.

E-dictionaries and encyclopedias create the opportunity of gaining additional knowledge in mobile form and use it in classes. Every teacher knows how the usage of video materials that can be added in the presentation animates it.

Using ICT in Literature classes leads to a number of positive outcomes: teachers and students' creation the media materials, including presentations about biography and literary activity of writers and poets; develops the quality of education; motivates i.e. strengthens interest to learning the subject; teachers rationally set the time limits of the lesson stages; to explain the material intelligibly and make them interesting.

Forming the skill of working with e-textbooks takes a special place. In explaining a new material in class item collections, tables and graphs are used by displaying them on the large screen. Naturally the technology of explanation is changed through it – the information appearing on the screen is commented, if it is necessary it is accompanied by examples and extra explanations.



Using ICT is effective for teachers in preparing different types of lessons: multimedia school lessons, observation – lessons, seminar - lessons, practicum - lessons, virtual excursion – lessons and others, as organization of virtual excursion to nature, to the museum, to the Motherland of a writer or a poet and etc.

So, the benefit of using ICT in teaching the Russian language and Literature is obvious, therefore they are successfully implemented not only comprehensive schools, but also at the courses of developing the qualification of Russian language teachers.

Using information-communication technologies permits: to provide the class with new substance; to develop critical approach to surrounding world, curiosity of learners; to form the elements of informational culture; to foster the skill of rational work with computer programs; to support selfness in mastering computer technologies; to go hand by hand with the time, as it is impossible to imagine a modern school without the process of informatization.

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