

## INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE RUSSIAN LANGUAGE LESSONS

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### Abstract

Teachers of the new generation must be able to skillfully select and apply precisely those technologies that fully correspond to the content and goals of studying a particular discipline, and contribute to the achievement of the goals of the harmonious development of students, taking into account their individual characteristics. The relevance of this work is due to the insufficient development of the problem of introducing modern technologies into the educational process. Computerization of educational institutions began relatively recently, and teachers experience a number of difficulties caused by objective factors, including students' insufficiently developed ability to use a computer as a means of working with information. The purpose of the article is to consider the use of information and communication technologies in practice and analyze lessons from the use of ICT.

**Keywords:** knowledge, educational problems, cognitive activity, verbal method, expert design, procedures, methods, organizational forms.

In recent years, pedagogical science has been enriched with new concepts and terms borrowed from other fields of knowledge. This concept includes the concept of "pedagogical technology". Technology translated from Greek means "art" [6]. As for educational technology, researchers have a wide field of activity to explore this concept and develop specific ways to apply them in specific practice. An analysis of domestic and foreign scientific and pedagogical literature on the problem of technology of the educational process and its management shows that the origin of the idea is associated with the success of scientific and technological progress and the dissemination of its achievements in a variety of areas of knowledge and practice [1].

Researchers date the massive introduction of pedagogical technologies into practice to the early 60s and associate them with the reform of American and then European schools. The most famous authors of modern educational technologies abroad include J. Carroll, B. Bloom, G. Geis, P. Mitchell, V. Coscarelli, etc. Russian theory and practice of implementing technological approaches to teaching is reflected in the scientific works of P. Y. Galperin, N.F. Talzina, K. Babansky, L. Ya. Zorina, V. P. Bepalko, M. I. Makhmutov, T. I. Shamova, etc [5].

Currently, pedagogical technologies in science are considered as one of the types of human science technologies and are based on the theories of psychodidactics, social psychology,

cybernetics and management. A number of reasons contributed to the emergence and practical application of educational technologies. The most important of them is the need to introduce a system-activity approach into pedagogy, which makes it possible to implement the results of research in many branches of knowledge in solving educational problems. The second reason is the need to motivate and intensify the educational and cognitive activity of students, replacing the ineffective and verbal method of transferring knowledge and education [2].

The possibilities of expert design of a technological chain of procedures, methods, and organizational forms of interaction between teachers and students, providing guaranteed learning results and reducing the negative consequences of the work of an unqualified teacher, determined the third reason for the emergence of a technological approach in pedagogy. The Pedagogical Encyclopedia defines pedagogical technology as a complex of knowledge, abilities and skills necessary for a teacher in order to effectively apply in practice the methods of pedagogical influence he chooses both on individual students and on the students' team as a whole.

Pedagogical technology must consistently put into practice a pre-designed educational process, which presupposes [3]: a) the possibility of developing various verified pedagogical technologies by specialists with deep theoretical training and rich practical experience; b) free choice of technologies in accordance with the goals, capabilities and conditions of the interconnected activities of the teacher and students. In terms of goals and objectives, pedagogical technologies can differ for various reasons. Some can ensure the formation of students' knowledge and skills, others – the targeted development of thinking [4].

Further development of research in the field of educational technology somewhat expanded its content. Pedagogical technology has come to be understood not simply as research in the field of using technical means or computers, but as research aimed at identifying principles and developing techniques for optimizing the educational process by analyzing factors that increase educational effectiveness through the design and application of techniques and materials, as well as by evaluating the methods used.

The main form of organizing the educational process is the lesson. Therefore, the issues of developing effective pedagogical lesson technology are in the field of view of many researchers. When developing lesson technology, it is necessary to consider it as a form of educational activities, consisting of interconnected and interacting parts. The procedural side of technology consists of teaching methods - ways of interconnected activities of the teacher and students to achieve specific goals.

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