

Relevant Pedagogical Technologies in Teaching Russian Language and Literature

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Abstract: This article defines modern education as one focused on the implementation of innovative pedagogical technologies. It describes the process of teaching Russian language and literature in terms of developing critical thinking and value-based orientations. The article also examines pedagogical technologies that effectively promote independent learning.

Keywords: modern, pedagogical technologies, cognitive activity, interact, educational, modern education, critical thinking, significant goals, objective, require, primary school.

Introduction

Modern primary education is focused on the implementation of innovative pedagogical technologies aimed at achieving significant goals and objectives that require a high level of student preparation.

Today's society needs graduates who possess strong cognitive activity, are capable of self-development and self-realization, can apply knowledge in practice, navigate the information space freely, interact effectively with others, and objectively evaluate their own achievements.

To develop these qualities in students, teachers must use modern educational technologies that foster the development of both subject-specific and cross-disciplinary (metadisciplinary) skills.

One of the key tasks of pedagogy today is the integration of teaching methods and techniques that not only ensure the acquisition of knowledge, skills, and abilities, but also contribute to the development of students' creative potential. In this process, Russian language and literature classes play a particularly important role, as they are essential for forming language culture, critical thinking, and personal values.

The search for answers to fundamental pedagogical questions—"What to teach?", "Why teach?", "How to teach?"—as well as the increasingly relevant question "How to teach effectively?" has led researchers and practitioners to the necessity of technologizing the educational process. In other words, there is a growing need to transform teaching into a managed system that operates according to the principles of a production process, with predictable and stable outcomes. This gave rise to an independent branch in pedagogy—pedagogical technologies.

Pedagogical technology is a clearly structured, pre-planned model of collaborative activity between teacher and student, aimed at designing, organizing, and implementing the learning process while ensuring a comfortable environment for all participants.

Modern educational technologies offer new approaches to organizing the learning interaction, centered around active cooperation between the teacher and the student, which focuses not only on mastering educational material but also on solving meaningful real-life problems. These technologies align with the goals of personal development, as each provides space for shaping

students' individual abilities.

Modern pedagogical technologies include the following approaches:

1. Subject-content-oriented technologies
2. Learner-centered approaches
3. Heuristic (research-based) methods
4. Dialogic (discussion-based) technologies
5. Game-based learning methods
6. Information and communication technologies (ICT)
7. Health-preserving and health-promoting technologies

In my professional practice, I actively apply elements from several of these technologies, especially subject-oriented ones. Chief among them is differentiated instruction technology.

The essence of this approach is not simply dividing the material based on volume for different students, but rather presenting the same content with different levels of learning requirements.

In doing so, the teacher must take into account:

- the student's overall level of preparation,
- characteristics of their mental development,
- individual abilities,
- possible difficulties in mastering the subject,
- and their interest in the subject.

Based on these parameters, students can be conditionally grouped. However, it is important to understand that movement between groups should remain flexible and dynamic. Therefore, regular assessment of learning levels is recommended (approximately once every six months).

To organize classroom activities, task cards can be used. These may be implemented throughout the entire lesson or during 15–20 minute segments, depending on the goals of the lesson.

An Example of Implementing the Technology of Differentiated Instruction in Russian Language Lessons

A practical example of applying differentiated instruction technology in Russian language lessons is the division of educational material into three levels of difficulty:

- Level A — Basic: intended for general education classes, as well as those with a technical or natural sciences focus.
- Level B — Intermediate: designed for students oriented toward the humanities.
- Level C — Advanced: involves in-depth study of the topic and the development of analytical skills.

Below are examples of multi-level task cards I use in 9th-grade Russian language classes when reviewing material studied in grades 5–8.

Level A (Basic)

I. Identify which of the following sentences are two-part and which are one-part. Underline the grammatical bases:

1. The navigator, you know, is a cunning person.
2. People wish us sailors a safe voyage...
3. Quiet fishermen, like ours.

II. Find and correct the mistakes in the following sentences:

1. The thirst for fame was the hero's most important quality.
2. In my essay, I wanted to show the importance of sports and why I love it.
3. In the painting, the Cossacks are laughing and having fun about something.

Level B (Intermediate)

I. Perform a syntactic analysis of the sentences; describe their structure and composition:

1. My head is buzzing from constant tension.
2. The journal was returned to me only at the end of the week.
3. The lady with the dog came out into the yard.

II. Compose sentences using the words fortunately, definitely, finally. Use them:

- once as introductory words,
- and once as parts of the sentence.

Indicate which part of speech they belong to in each case.

Level C (Advanced)

I. Perform a full syntactic analysis of the sentences and insert the missing punctuation marks:

1. Nikolka frowned and glanced sideways like a bird at Vasilisa.
2. I confess to being in the wrong.
3. What's going on with you?

II. Create two sentences using the word like:

- in the first — as part of the predicate,
- in the second — in a comparative phrase.

Methodological Explanation

The use of differentiated tasks in the classroom allows for the **effective implementation of an individual approach** within the traditional classroom system. This contributes to the **unfolding of students' creative potential**.

It is important to note that working with high-achieving students should **not** be built solely on increasing the volume of material. Instead, the focus should be on the **variety of learning activities**. Examples include:

1. Creating texts for dictations;
2. Developing task cards based on studied topics;
3. Designing summary tables and charts;
4. Writing short stories in the genre of a linguistic fairytale;
5. Working with supplementary literature;
6. Reviewing classmates' individual work;
7. Acting as a consultant during group activities.

Meanwhile, students who face learning difficulties receive tasks appropriate to their level of preparedness. This enables them to reach the **basic level of mastery** of the material **without unnecessary stress**. For example, during a dictation, these students may work on simplified assignments provided on task cards.

Conclusion

The goal of concentrated learning is to improve the quality of education and upbringing by creating an optimal organizational structure for the learning process and aligning it with the natural psychological features of human perception.

A "deep dive" into Russian language precedes the study of literature and serves to spark interest in the texts and authors students will encounter in upcoming literature lessons. To foster a desire to read a particular book, engaging episodes are read, and stories about the writer's or poet's life are shared.

Whenever possible, task cards are based on literary works, and even here, the principle of rhythm and pacing is respected. For example, in 6th-grade lessons.

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