

# Innovative Technologies in Russian Language and Literature Lessons

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**Abstract:** The use of information technologies is one of the pressing issues in modern education.

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**Introduction:** In today's educational environment, it is objectively necessary for teachers to master and implement innovative technologies in their teaching. Nowadays, every teacher must ask themselves: "How can I make my lesson interesting and vibrant? How can I get students interested in my subject? How can I create a success-driven environment in the classroom for every student?" These are vital questions. The transformation of society and new attitudes toward life also impose new demands on education. The main goal of education today is not only the accumulation of knowledge, skills, and competencies, but also the development of the student as an independent agent of educational activity.

Modern education is based on student activity, guided by the teacher. This is why the primary goal of contemporary education is to foster a creative, active individual capable of learning and self-improvement. What is "innovative learning" and what are its features? Innovative learning (from the English innovation) is a new approach to education that includes a personalized learning model, fundamental knowledge, creativity, professionalism, and the use of advanced technologies.

The relevance of innovative education lies in the use of student-centered approaches and in creating conditions for unlocking students' creative potential.

The main goals of innovative education are:

- The development of students' intellectual, communicative, linguistic, and creative abilities;
- The formation of students' personal qualities;
- The cultivation of skills that influence educational and cognitive activities, and the transition to productive creativity;
- The formation of key competencies.

These goals define the objectives of innovative learning:

- Optimizing the educational process;
- Creating a collaborative atmosphere between student and teacher;
- Forming lasting motivation for learning;
- Careful selection of materials and methods of delivery.

The following technologies form the foundation of innovative learning:

- Developmental learning;
- Problem-based learning;
- Critical thinking development;
- Project-based learning;
- Differentiated instruction;

- Creating a success situation in the classroom;
- Information technologies.

The main principles of innovative education include:

- Creativity (focus on innovation);
- Systematic acquisition of knowledge;
- Non-traditional lesson formats;
- Use of visual aids.

The use of these technologies in lessons has major advantages. Lessons become more engaging, which increases student activity and develops their independent learning and research skills. The quality and retention of knowledge improve. Students also enhance their research abilities and analytical thinking. Simultaneously, communicative and leadership qualities are formed.

Among the variety of pedagogical technologies, I most frequently use problem-based learning. Its key feature is the development of strong motivation for academic activity and the stimulation of students' cognitive interest, which becomes possible through the resolution of contradictions and the creation of problem situations during the lesson.

When students overcome achievable challenges, they develop a constant need to acquire knowledge and skills. Problem-based learning can be applied at any stage of the lesson.

In teaching Russian language and literature with innovative technologies, I use the following methods: associative chains; guided note-taking; INSERT (Interactive Noting System for Effective Reading and Thinking); brainstorming; group discussions; stop-and-think reading with Bloom's Questions; cluster mapping; cinquain poetry; "Advanced Lecture"; essays; key terms; scrambled logic chains; media projects; educational games; linguistic maps; linguistic allusions; text analysis; test work; and non-traditional homework assignments.

Let us consider a few of them in detail.

Essay – a form of criticism and journalism, a free exploration of a literary, philosophical, aesthetic, moral, or social issue. Essays are a widely used form of writing in Western pedagogy and are best used as a short written task during the reflection stage. Students usually have opinions on many issues but, due to their age-related psychological characteristics, may struggle with restraint. As a result, better-prepared students often dominate, not giving others time to think. This is where the essay becomes essential: each student can reflect, analyze, and independently make a decision.

The main rule of freewriting is: do not stop, do not reread, do not correct.

A 5–7 minute essay is usually written at the end of the lesson to help students summarize their understanding. For the teacher, it is a form of feedback. Students can be asked:

What did you learn from today's topic?

What question do you still have?

The project method is particularly promising, as it effectively develops critical thinking, research abilities, creativity, and students' media competence.

Types of projects in Russian language and literature lessons:

Group project, where the entire group works together and each student focuses on one aspect of the topic.

Mini-research project.

Literature-based project, involving selective reading on a topic of interest – suitable for individual work.

Project work starts in class and is continued at home. Presentations are held during lessons. Evaluation focuses not just on knowledge but on the efforts of the students. If a "weaker" student can present the results of group work and answer questions, the goal has been achieved.

Experience shows that the use of information technologies in Russian language and literature lessons, as well as in extracurricular activities, expands the creative capacities of both teachers and students, increases interest in the subject, motivates students to master modern computer technologies, intensifies the educational process, and improves learning outcomes.

True engagement in the informatization process can only occur when all participants in the educational environment are meaningfully and consciously involved. This is impossible without the teacher's guidance, pedagogical relevance, and compliance with psychological and pedagogical standards.

ICT use in lessons allows students to immerse themselves in another world and experience it visually. Computer-assisted instruction improves knowledge retention and activates thinking.

The use of computers and multimedia tools is essential:

- First, to solve practical problems outlined in the Russian language and literature curriculum.
- Second, to support independent work within the school framework.
- Third, to develop key competencies.

There is much to say about the modern lesson. But how can one not get lost among all the technologies and methods? How can they all be applied in one lesson? The answer is – through an adaptive lesson made up of elements from various technologies, which creates a

comfortable learning environment.

By applying and varying innovative technologies, we undoubtedly achieve success: learning becomes more robust. Teachers become more confident, as they help students navigate and process information, and support their self-determination and adaptation in society.

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