Pedagogical Technologies and Their Practical Implementation in Literature Lessons

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Abstract: The article considers the technological aspect of the professional didactic activity of a teacher. In this regard, the pedagogical technologies used in the modern education system are presented, as well as the most effective pedagogical technologies used by the teacher in the pedagogical practice of teaching literary disciplines; attention is paid to the development of a flexible learning model that takes into account various technologies of mastering the material; the task is to create an effective technology for managing the speech-thinking, intellectual and cognitive activity of students in order to form communicative competence.

Keywords: innovative pedagogical technologies, professional competence, literary activity, pedagogical tasks, flexible learning model, teaching methods and techniques, technical means, information means, quality of training.

In modern conditions, in the process of teaching literary disciplines, the teacher has to solve such professional tasks as the analysis and choice of strategies for teaching literature, the integration of authentic materials in the learning process, the management of cognitive and communicative actions of students, the interpretation of sociocultural phenomena, the expansion of the system of guidelines for textual activity, the development of new forms of employment, etc. This is due to new requirements in the communicative, socio-cultural and technological aspects of the activities of a literature teacher in order to develop his professional linguodidactic competence, which includes not only didactic, but also cognitive-thesaurus, motivational-pragmatic and socio-cultural components.

At present, the central figure of the educational process is the student, and the focus of the teacher is his cognitive activity, i.e. the process of cognition. The task of the teacher is to involve the student in an active cognitive process, in the process of active cognitive activity in order to apply the knowledge he has gained in practice within the framework of professional competence. The solution of this problem is impossible without the introduction of new forms and methods of teaching. The development of new teaching methods and techniques, the use of new teaching aids - all this contributes to the development of new teaching technologies.

In other words, a deeper and more complete learning and development of the student's personality is possible with the mastering, effective implementation and continuous use of new pedagogical technologies by the teacher, which undoubtedly contributes to improving the quality of teaching literature.

I must say that in the last decade the term "pedagogical technology" has become quite popular. There are many definitions of the essence of pedagogical technologies.

Pedagogical learning technologies are also systemic categories, the structural components of which are: learning objectives; content of training; means of pedagogical interaction; organization of the educational process; student, teacher; activity result.

The task of the teacher is to select the necessary content, apply the best methods and means of teaching in accordance with the Program and the pedagogical tasks set.

Such pedagogical technologies as innovative are considered as: 1) technology of critical thinking; 2) technology of collective mental activity; 3) natural learning technology; 4) control and corrective technology of education; 5) modular training; 6) heuristic learning technology; 7) case technology; 8) distance technologies in vocational education; 9) multimedia technologies; 10) technologies of copyright schools; 11) developmental learning technologies, etc. [1]

It is not our task to describe these technologies. For us, the more important question is: "What technologies are effective?" in relation to the set goals. In the pedagogical practice of teaching students, informational technologies still prevail, i.e. traditional, which have their positive aspects: a clear organization of the educational process, the systematization of the content and teaching methods, which allows us to solve the problems of working out the reproductive actions of students.

Let us briefly dwell on some of the pedagogical technologies used by us in the classroom. First of all, it is the technology of critical thinking. Recall that critical thinking is evaluative, reflective, open thinking that does not accept dogma, developing by imposing new information on personal life experience. This pedagogical technology is a set of strategies, techniques aimed at developing thinking skills - collecting information, memorizing, organizing, analyzing, generating, integrating and evaluating, which are necessary in learning. The purpose of this educational technology is the development of the mental skills necessary for teaching, in our case, literature. The basis of the technology for the development of critical thinking is the three-phase structure of the lesson, which includes challenge, comprehension, and reflection.

At the challenge stage, the task is not only to activate, interest the student, motivate him for further work, but also to "call up" existing knowledge or create associations on the issue under study. At the stage of comprehension, there is direct work with information, and the techniques and methods of critical thinking allow you to keep the student active, make reading or listening meaningful. At the stage of reflection, information is analyzed, interpreted, creatively processed.

In the classroom, we also use heuristic learning technology

When designing heuristic-type classes, priority is given to the goals of students' creative self-realization, then to the forms and methods of teaching that allow organizing the productive activities of students. I, then - the content of the educational material. It should be noted that the organizational forms and methods of heuristic learning have priority over the content of the educational material, actively influence it, can modify and transform it. This approach enhances the personal orientation of learning: the focus is not on the educational material, but on the student himself, his learning activities. We add that the main unit of heuristic learning is the heuristic educational situation - the situation of actual activating ignorance. The purpose of this situation is to ensure the "birth" of a personal educational result (ideas, problems, hypotheses, versions, schemes, experiments, texts) by students in the course of specially organized activities).

At present, the problem of widespread introduction of multimedia technologies, developmental learning technologies and student-centered technologies into the process of teaching foreign students is relevant.

Since the personality of the student, his originality, self-worth is put at the head in the personality-oriented technology, the center of the entire educational system is the individualization and differentiation of the educational process. Therefore, for each student, we try to create a versatile educational environment in order to provide an opportunity to express themselves.

Using the activity approach, we try not only to explain the new material, but to give the student the opportunity to "discover" new knowledge himself, i.e. students in the classroom themselves observe, compare and summarize the results, solving a specific communicative task.

For the methodology of teaching literary disciplines, the study of the individual characteristics of cognitive activity is of great interest. Each student has already formed his own cognitive style, reflecting the uniqueness of this person in the processing of information (by cognitive style we mean the way a person's perceptual and intellectual activity proceeds). Therefore, the teacher is required to develop a flexible learning model that takes into account the dominant channel of perception, the type of mind, thinking style, etc. In addition, a flexible learning model should take into account various language acquisition technologies, providing each student with the opportunity to use the usual cognitive strategy, which is especially important in elementary level of mastering the material, when students experience serious psychological overload.

It should be said that, despite the development of multifunctional computer technology, which makes it possible to create a training module that meets the cognitive preferences of different types of students, the problem of developing a flexible learning model that matches the cognitive styles of students requires further consideration.[2]

Therefore, in the classroom we pay great attention to linguo-cognitive methods that ensure the processing of a variety of information and determine the strategy of the cognitive process. For example, in a theoretical aspect, we use cognitive schemes, procedures for predicting, modeling, etc., in a practical aspect, cognitive actions for identification, processing, memorization and reproduction of information.

The implementation of these methods involves the ability to manage the cognitive attention of students, i.e. the teacher here becomes the organizer, the manager of the cognitive activity of students for the successful acquisition of knowledge.

We associate the greater efficiency of knowledge assimilation and significant opportunities for the development of thinking with the problematic method, since it is associated with the emergence of a cognitive need and the optimal degree of intellectual activity of students. It should be noted that this ensures the assimilation of general patterns, methods and conditions of action, which creates great opportunities for using the acquired knowledge and methods of action in solving new communicative problems.

Undoubtedly, it is also important to use modern computer educational technologies in the educational process, to work on the development of specific technologies and methods for conducting multimedia classes, which allows you to effectively and creatively conduct training

sessions. It should be noted that new information technologies change not only the structure of any activity, but also lead to the integration of various activities.

With the programmed method, we use educational and methodological material presented by various teaching aids: in the form of printed editions of educational computer programs, electronic textbooks. We believe that the advantage of programmed learning lies in the implementation of the principle of an individual approach. We also use high-tech software products broadcast by modern information systems: video, multimedia, Internet, which involves mastering new information technologies in a creative range: integration and combination

The use of various sources of information in the process of teaching literature is adequate to the individual and personal needs of students.

Thus, the didactic skills of using video help to evaluate and select video materials, use ready-made video programs, include video in the structure of the lesson and in the independent work of students; linguodidactic skills in the use of multimedia involve the use of hypertext and hypermedia as a synthesis of several information systems (video + computer + traditional means); linguodidactic skills of using the Internet involve the integration of materials obtained on the Internet with their own educational and didactic materials and methodological developments, etc.

One of the important professional linguodidactic tasks facing the teacher is the task of mastering the basic units of the language and sociocultural concepts associated with the sociocultural space of the life of the people whose language is being studied. Therefore, of course, it is necessary to apply cultural methods in the classroom, including the use of modern cultural concepts, cultural interpretation of the phenomena of language, the process of communication and social interaction. In this case, in our opinion, the teacher becomes not so much a source of knowledge, but acts in a new status as a mediator, repeater and interpreter of Russian culture.

We try to apply these and other teaching technologies in various forms, which are determined by the didactic purpose of the lesson, because "educational work, like any other, is interesting when it is diverse" [1].

Note that the principle of integrativity, implemented by us in our
pedagogical activity, focuses on the use and content of approaches, methods and means for the formation of professionally significant competencies, including the combination of a systematic approach with synergy, cognition and communication. It involves the use of different means and learning options that provide the teacher and students with a space of alternative opportunities in choosing the means of the language and the formation of behavioral strategies in social interaction in the classroom and in extracurricular activities.

It must be said that the trend of an integrated approach to learning has brought to life the technology of integrating the literary discipline as a basic subject with cognitive psychology, cultural studies and other disciplines, thanks to which students actively apply their knowledge in practice.

The task of the teacher is to create an effective technology for managing the speech-cogitative intellectual and cognitive activity of students in order to form communicative competence.

Thus, the technological aspect of the teacher's professional linguodidactic activity is considered by us from the standpoint of creative activity, which appears to us as a kind of space of alternative possibilities. Professional activity, implemented from such positions, involves the

variability of means, techniques and methods, taking into account the cognitive features of the activity (cognitive actions and cognitive styles) and taking into account the cognitive characteristics of linguistic, didactic and electronic means used in literature lessons.

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