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Nontraditional Forms of Teaching in Lessons of Russian in the Technical Higher Educational Institutions

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Abstract: In the following article nontraditional forms of teaching in lessons of Russian in the technical higher educational institutions. The peculiarities of the technical universities are taken into account.

Keywords: information, decision, lesson, goals, reproduction, language, university, communication

INTRODUCTION. Currently, technical universities still continue to focus on learning Russian as a foreign language, releasing a trained person - a qualified performer into life, while today’s information society asks for a learner who is able to independently study and repeatedly retrain during a constantly lengthening life, ready for independent actions and decision-making in the teaching of Russian. Non-standard forms and methods of teaching will make it possible to ensure entertaining classes, take into account the individual characteristics of the group, use the content of the educational material, intensify cognitive activity, find reserves of time, and establish the process of cooperation between the teacher and the student. Non-standard lessons bring up a general culture and culture of opinions, the ability to competently develop their own active, highly moral position. As it is noted by the prominence of Russian in Internet as the second most used.

LITERATURE REVIEW. Innovative methods are characterized by a new style of organizing educational and cognitive activities of students. Modern teachers recognize that the

technology of problem-based learning presents the maximum opportunities in the development of creative abilities and intellectual activity. N.A. Menchinskaya, P.Ya. Galperin, N.F. Talyzina, T.V. Kudryavtsev, Yu.K. Babansky, I. Ya. Lerner, M I. Makhmutov, A. M. Matyushkin, I. S. Yakimanska, A. K. Mynbaeva, Z. M. Sadvakasova.

DISCUSSION. How to make your Russian lesson interesting? This problem has long attracted the attention of language teachers. The variety of searches for its solution is reflected both in the attraction of bright, unusual didactic material that arouses interest in its content, and in the use of non-standard tasks that arouse interest in the very forms of work. Non-standard lesson is an educational lesson that has an unconventional structure. Non-standard forms of conducting lessons attract the attention of students, increase their interest in the subject and, as a result, contribute to a better assimilation of the program material.

Lessons, varied in form and content, open up scope for creativity both for students and for the teacher himself. Well-prepared and conducted non-standard lessons become a real treat for its participants. In the process of work, children are always lively, passionate, internally focused.

Preparation for non-traditional lessons is carried out very carefully, and this, as a rule, requires a lot of effort and time from both the teacher and the student. In my practice, I most successfully use several non-traditional forms of the lesson: workshop, quiz, research, travel, dialogue based on a problem

situation, business game, test in the lessons of Russian language. The choice depends on several conditions: firstly, I take into account the age characteristics of students, and secondly, the tasks, goals, content of education in connection with the studied.

A non-standard task is a very broad concept. It includes a number of features that make it possible to distinguish tasks of this type from traditional (standard) ones. The main distinguishing feature of non-standard tasks is their connection “with the activity that psychology calls productive,” creative. There are other signs:

- students' independent search for ways and options for solving the set educational problem (choosing one of the proposed options or finding their own option and justifying the solution);
- unusual working conditions;
- active reproduction of previously acquired knowledge in unfamiliar conditions [1].

Non-standard forms and methods of teaching will make it possible to ensure entertaining classes, take into account the individual characteristics of the group, use the content of the educational material, intensify cognitive activity, find reserves of time, and establish the process of cooperation between the teacher and the student. Non-standard lessons bring up a general culture and culture of opinions, the ability to competently develop their own active, highly moral position. Non-standard lessons of Russian in technical universities are always holiday lessons, when all students are active, when everyone has the opportunity to express themselves and when the class becomes a team.

And it is in such a lesson, as Cicero said, that “the eyes of the hearer will light up against the eyes of the speaker”.

The main task of a foreign student of the preparatory faculty is to enter the first year of a Russian university. Since training at a Russian university is conducted in Russian, the main goal of teaching foreign students at the stage of pre-university training is the practical mastery of the Russian language as a means of obtaining a specialty in the profile of the educational institution. Pre-university training of foreign students has its own features. Pre-university training is “teaching in a foreign language

of students, simultaneously mastering the language of instruction, focused on a specific professional area and having nationally-specific experience in educational activities, in conditions of intensive socio-biological adaptation and intercultural interaction” [2]. As a student of freshman year all students should learn how to use the grammatically correct Russian.

RESULTS. Groups of non-standard lessons:

1. Lessons in the form of competition and games: competition, tournament, relay race (linguistic battle), duel, KVN, business game, role-playing game, crossword puzzle, quiz, etc. Groups of non-standard lessons:

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2. Lessons based on the forms, genres and methods of work known in public practice: research, invention, analysis of primary sources, comments, brainstorming, interviews, reporting, review.

3. Lessons based on non-traditional organization of educational material: lesson of wisdom, revelation, lesson-block, lesson-“understudy” begins to act.

4. Lessons reminiscent of public forms of communication: press conference, auction, benefit performance, rally, regulated discussion, panorama, telecast, teleconference, report, dialogue, live newspaper, oral journal.

5. Lessons based on fantasy: a fairy tale lesson, a surprise lesson, a gift lesson from Hottabych.

6. Lessons based on imitating the activities of institutions and organizations: court, investigation, tribunal, circus, patent office, academic council.

7. The traditional forms of extracurricular work carried over within the framework of the lesson: KVN, “experts lead the investigation”, matinee, play, concert, dramatization of a work of art, dispute, “gatherings”, “experts' club”.

8. Integrated lessons;

9. Transformation of traditional ways of organizing a lesson: lecture-paradox, paired survey, express survey, lesson-test (defense of assessment), lesson-consultation, defense of the reader's form, TV lessons without television [3].

All students are provided with course materials and have full access to all Institute facilities and resources including language labs, video and computer-equipped classes, library, audio, video and computer programs developed at the Institute. The course duration is 1-10 months.

The programme of the technical universities can be tailored to students' needs. Students can choose courses of the following groups of subjects:

- Russian Language Improvement
- Russian Culture and Literature
- Russian Teaching Methodology and Techniques [3].

As a special module for those willing to spend their vacations studying Russian, Russian Language International Summer Courses which could be held throughout June-August. Residential students could be accommodated in the Institute's hall of residence. The full program may provide:

- 24 academic hours of language classes per week;
- excursions to Bukhara's historic sites and museums accompanied by Russian language guide (for some educational programs). [3].

Of course during the lessons the opportunities of the Ojegov dictionary may be used. Besides to that In addition to offering the only full undergraduate and graduate programs in Quebec, The Department of Languages, Literatures, and Cultures - Russian and Slavic Studies continues to attract one of the largest student enrollments in North America. We are proud to have approximately twenty-five students graduate each year in the undergraduate programs, many of whom have received credit for courses taken in Russia during their programs. Due to expanding global links - both business and institutional - many opportunities are open to students with qualifications in Russian studies. Students may be interested in the organization of human society, comparative literature, linguistics - Russian studies are highly relevant to all of these.

After graduating from the bachelor's program, students of the teacher's program will not be able to work as teachers, because from the language disciplines they do not pass the stylistics of the

Russian language, didactics and other subjects related to the study of literature, which appear only in the master's program. They can only work in schools as assistants for the minimum wage. We guarantee free three-year bachelor's studies and two-year master's degrees, but usually in technical universities, students have the right to choose a four-year bachelor's program, which gives them the opportunity to better distribute their forces so as to pass all the necessary examinations, defend their bachelor's work and successfully pass state examinations by specialty.

Also the help from mobile apps such as:

1. **Memrise**
2. **Busuu**
3. **Duolingo**
4. **Clozemaster**
5. **HelloTalk could be used during the conduct of lessons.**

CONCLUSION. Non-traditional forms of conducting lessons make it possible not only to raise students' interest in the subject of Russian textual curricula being studied, but also to develop their creative independence, to teach how to work with various sources of knowledge.

The developmental and upbringing potential of non-traditional forms of lesson can be characterized by defining the following learning objectives:

- developing students' interest and respect for the subject
- fostering a culture of communication and the need for the practical use of knowledge;
- development of intellectual and cognitive abilities, development of value orientations, feelings and emotions of the student.

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