

УДК: 13.00.02

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**USE OF INTEGRATION TECHNOLOGIES IN TEACHING THE  
RUSSIAN LANGUAGE**

*Annotation: This article discusses the new developments in the educational process*

*Keywords: Integration, Russian language, learning, lesson*

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**ИСПОЛЬЗОВАНИЕ ИНТЕГРАЦИОННЫХ ТЕХНОЛОГИЙ В  
ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ**

*Аннотация: В этой статье рассматривается новая веяния в образовательном процессе*

*Ключевые слова: Интеграция, русский язык, обучения, урок*

Integration - (from the Latin integer - whole, recovery). Integration is a relatively new trend in the educational process and is becoming popular in the modern school, where an active search for innovative educational technologies is launched. Formation of students' worldview and their cognitive competence is the main thing in training. Integration contributes to the formation of a holistic view of the world, an understanding of the essential relationships, phenomena and processes. In an integrated lesson, students have the opportunity to gain deep and diverse knowledge using information from various subjects, in a completely new way of comprehending events and phenomena. In an integrated lesson there is an opportunity for the synthesis of knowledge, the ability to transfer knowledge from one subject to another is formed. Due to this, a holistic perception of reality is achieved, a personality is formed creative, independent, responsible, tolerant, competent. An integrated lesson has advantages: it arouses

interest in the subject, relieves tension, uncertainty, helps the conscious assimilation of details, details; forms the cognitive competence of students.

The task of the integrated lessons is to contribute to the active and conscious learning of the educational material by students, the development of logical thinking; the formation of the cognitive competence of students; give the opportunity to use in the course of learning modern interactive techniques and objectively assess the achievements of students. Difficulties in education arise due to the fact that the curriculum reduces the time spent studying certain classical school subjects, including the Russian language and literature. These circumstances create the basis for new theoretical studies in the field of teaching methods, require new approaches in the organization of the educational process. In the practice of developing education, the question arose of an integrated approach to teaching various subjects at school. The problem of interdisciplinary communication in training is due to objective processes in the modern world.

The main properties of the integrated lesson - synthetic, versatility. The lesson allows you to devote the student to the ultimate goal of studying not only the topic, section, but also all the material, quickly incorporating it into the cognitive process. Integrated lessons are effective regardless of whether students are learning new or summarizing the material already covered. These lessons deal with multidimensional objects that are the subject of study of various academic disciplines.

The idea of integration has recently become the subject of theoretical and practical research in connection with the beginning of the processes of differentiation in education.

The methodological basis of an integrated approach to learning is the formation of knowledge about the world and its laws in general, as well as the establishment of intra-subject relationships in the assimilation of sciences. In this regard, an integrated lesson is called any lesson with its structure, if its conduct involves knowledge, skills and results of the analysis of the material

being studied by methods of other sciences, other subjects, therefore integrated lessons are also called interdisciplinary, and the forms of their holding are very different: seminars, conferences, travel and so on.

I have been using integrated lessons for a long time in my work. Initially, there were just lessons in Russian language and literature, then middle-level literature lessons began to be combined with lessons in English and mathematics. When studying the poem of M.Yu. Lermontov "Borodino", the themes on the Russian language "Name is numeral" conducted binary lessons: literature, Russian and mathematics. At the lessons of literature on fairy tales G. Andersen used the elements of mathematics as a game stage of the lesson. Lessons on fables I.A. Krylov assumed the use of music, from. When studying the story "The Captain's Daughter" appealed to the history teacher. Great scope for the lessons of literature gives the study of the novel "War and Peace." Here I used both history, and music, and from. This year I tried to combine a Russian language lesson and an extra-curricular event dedicated to V.I. Dahl. The theme of the event was "The Man of the Word Gathered", the topic of the Russian language lesson is "Composition of the Word" (generalization of the theme). When studying the creativity of V. Shakespeare, his sonnets, I was helped by an English teacher. She also used music here. More recently, in grade 8, we talked about the story of A. S. Pushkin's "The Snowstorm." The music of Sviridov "Romance" helped the children to penetrate into the very depth of the spiritual conflict of the heroes. I often use music in literature classes. This is the first ball of Natasha Rostova, and the lyrics of nature, and other works. In studying the biography of writers, I introduce elements of geography. We work with the map. I also teach world fiction. This subject is very closely intertwined with music, art, literature, geography, history, oral folk art and other subjects. When conducting an open lesson on the topic "Decorative - Applied Art" I was helped by a teacher of visual arts and labor education.

Integration is not always a clear delineation of objects, it happens that only some fragments from other objects are introduced. For example, in the lessons of the Russian language, artistic texts by K. Paustovsky, Prishvin, A.S. Pushkin are used, and when writing essays on a painting we use reproductions of paintings by Shishkin, Yablonskaya, Perov, Reshetnikov and other artists.

Thus, the lesson often uses a consistent type of integration. This is the simplest type of integration links in a lesson, which makes it possible to conduct the lesson with peculiar blocks by two subject teachers (binary lesson). As practice has shown, this lesson is more convenient for middle-level students. To work with senior students, it is better to use a mixed type of integration links, since it can include both the sequential type and the parallel type. This type has a more flexible structure and allows you to comprehensively attract different types of art in the lesson of literature and the Russian language. This type of lesson is advisable to use during the analysis of a work of art, as well as at the introductory, final stages of studying literature, in the study of survey topics.

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