



IMPROVEMENT OF MECHANISMS FOR TEACHING THEORY AND PRACTICAL SKILLS OF FUTURE RUSSIAN TEACHERS USING MEDIA TECHNOLOGIES

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ABSTRACT

The article deals with the improvement of the system of teaching theory and practical skills by means of media technologies, as well as the content of media education and mechanisms for the development of media culture for future teachers of the Russian language.

Keywords: educational goals, external orientation, internal focus, intrinsic motivation, systems approach.

Improvement of mechanisms for teaching theory and practical skills of future Russian language teachers using media technologies have specific features.

As we know, in pedagogy, the goal is understood as an ideal representation of the result of future activities or expected results of education. "Traditionally, educational goals are defined as the formation of knowledge, skills and abilities in a learner, familiarizing a person with culture and preparing him/her for work. The development of goals of varying degrees of generalization and the implementation of these goals in educational practice is an important task of pedagogy. At the same time, improving the speech of future specialists within the framework of the literary language in the context of socio-cultural knowledge, especially teaching Russian as one of the priorities of the state educational policy, is an independent direction of scientific research and one of the urgent tasks of pedagogical science."

Theoretical and methodological basis of pedagogy consists of systemic, national and territorial, situational, reflective and effective approaches in education. Consequently, the system of media services in the management of higher education institutions is based on functional, synergetic and functional approaches to education. As a result of the improvement of the system of information and media services in the management of higher education institutions, the possibilities of optimal planning, management and control over the activities of educational institutions are being expanded.

The possibility of improving the system of teaching theory and practical skills of future Russian language teachers using media technologies depends not only on their educational activities, but also from the teacher's work to set a learning goal and use media technology in their work.

In my opinion, the requirements for improving the system of teaching theory and practical skills of future Russian language teachers using media technologies and activities should be identified as the following learning objectives:

- motivated task definition: the task should make sense for the student, which is ensured by the interrelation of the goal and motivation. This connection must be real and correspond to the individual's ideas about the surrounding reality;

- clear, comprehensible formulation of the educational task: use of available concepts, taking into account their understanding in the context of the task; simple sentences and style of presentation, at the same time not impoverishing the language experience of future teachers; consistency (consistency, consistency) of presentation. Use of examples, analogies and means of visibility, relying on experience;
- a clear and specific formulation of the educational objective that facilitates an unambiguous understanding of the stages and ways, conditions for achieving a learning outcome and its qualitative and quantitative characteristics;
- a concise formulation of the task to be performed, allowing future Russian teachers to perform all tasks, as well as the stages of their performance, to memorise and keep in memory throughout the work, thus ensuring that individual characteristics are taken into account;
- figurativeness and emotionality of the educational task as a factor in the goals and meaning of the forthcoming activity; improvement of the system of teaching theory and practical skills of future Russian teachers using media technologies;
- reliance on internal motivation: cognitive interest as one of the most important motives for the future teachers' activities and a condition for accepting the educational task as personally significant;
- increasing the degree of independence and creativity of future Russian teachers in performing their tasks, increasing cognitive activity by involving them in the process of independent goal-setting;
- Monitoring the performance of the educational task by future teachers to provide additional motivation and maintain the intention of the task;
- using team and group learning as an additional motivation factor, a condition for successful acceptance and retention of the goal and for independent goal-setting and target-setting;
- creation of a favorable psychological background for future teachers: organization of interaction and cooperation, respect for each other's interests, sympathy, friendliness, openness, emotional contact, correctness and tactfulness, uniformity of educational influences on the personality, reliance on a positive start in it, creation of a situation of success, self-confidence, interest and activity in work, creativity of future teachers.

"The difference in approaches to defining educational goals is to understand the essence of the expected result. In the traditional approach, educational goals are defined as the personal neoplasms that are formed in students. Therefore, improving the system of teaching theory and practical skills of future Russian language teachers by means of media technologies is sufficient.

But the level of education, especially in modern conditions, is determined not by the volume of knowledge, but by their encyclopedic nature. From the standpoint of a competent approach, the level of education is determined by the ability to solve problems of varying complexity on the basis of available knowledge. The concept of media education environment is an open system and combines personality-oriented electronic educational resources, media, software, organizational and technical resources.

Improvement of the system of teaching practical skills of future Russian teachers using media technologies.

Type of speech activity	Speech skills
Listening	<p>Listen to the main contents of authentic socio-political, publicistic and pragmatic texts, as well as texts using special vocabulary in pedagogy;</p> <p>Understand the basic content of authentic socio-political, publicistic and pragmatic texts relating to different types of speech (message, story);</p>

	Identify relevant information according to the problem in authentic socio-political, publicistic (media) and pragmatic texts using special pedagogical vocabulary;
Reading	<p>To search for information in accordance with the task at hand;</p> <p>To understand the main content of simple authentic socio-political, publicistic and pragmatic texts of pedagogical orientation (advertising and information booklets, brochures/pamphlets), scientific popular and scientific texts, blogs/websites related to pedagogical activity;</p> <p>Detailed understanding and analysis of social, political and publicistic texts, as well as texts using special vocabulary in pedagogy;</p> <p>- highlight relevant/requested information from pragmatic texts of pedagogical orientation of reference, information and advertising nature;</p>
Writing	<p>Fill in forms and forms of a pragmatic nature (questionnaires, visas, etc.);</p> <p>Keep a record of the main thoughts and facts (from video and text format) on the topic under study;</p> <p>Form Curriculum Vitae/Resume and cover letters required during hiring;</p> <p>Perform written project tasks (written presentations, advertising and information booklets, posters, etc.).</p>
Speaking	<p>Build a monologue description, a monologue narrative and a monologue reflection on what you see and read;</p> <p>Ability to lead/support and finish a dialogue-discussion about what you have seen, read;</p> <p>Ability to lead/maintain and finish a dialogue/exchange of opinions and a dialogue/interview/interview during a job interview, respecting the norms of speech etiquette;</p> <p>Clarify information (questioning, paraphrasing, etc.);</p> <p>Asking the interviewer, asking questions and answering them;</p> <p>Make (brief/ detailed) messages about what he or she has seen and read;</p> <p>Show his/her point of view on what he/she has seen and read.</p>

As can be seen from the table, we made a selection in the content of education, which was carried out according to the principle of integrativeness (coverage of the main historical, political, economic and cultural aspects); acquaintance with modern trends in education in the world and the most developed countries in the field of education; review of social and cultural traditions; acquaintance with realities, lacunae, habits of peoples, problems; and reliance on the general principles of education: consciousness, activity, autonomy, visibility, accessibility, methodological principles: to

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