

THE ROLE OF TEACHING MEANS IN ORGANIZING EXTRACURRICULAR WORK IN THE RUSSIAN LANGUAGE

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Abstract

This article examines the use of teaching aids in organizing extracurricular activities in Russian. It classifies the main teaching aids that facilitate the development of extracurricular activities in Russian. It analyzes the functions of teaching aids, determines their importance in extracurricular activities, and presents scholarly opinions on this issue.

Key words: Classification, teaching aids, extracurricular activities, cognitive interest, state standard, multimedia

INTRODUCTION

Among the important factors in working with students within the educational process, extracurricular work is an integral part that helps develop an interest in the Russian language outside of class time. When organizing extracurricular activities, the use of modern teaching aids makes this type of work beneficial for students. The focus of attention is the availability of educational resources that can be used when working with students in an extracurricular setting.

These include:

- Educational materials;
- auxiliary aids;
- comprehensive teaching tools;
- technical teaching aids.

Teaching aids are all tangible objects that contribute to achieving goals and objectives in the learning process, reinforcing educational material, and making it understandable and accessible to the student.

As A.N. Shchukina wrote, "Teaching aids are a set of educational manuals and technical devices by which the activity of students in mastering a language is managed" [1, p. 416].

Researcher L.I. Karabaeva noted, "Through the use of various types of visual aids (technical teaching aids, diagrams, tables, pictures, objects), the quality of memorization of new lexical and grammatical material is enhanced, creating an opportunity for the active use of educational and speech-based situations in the lesson" [2, p. 21].

Therefore, the selection and use of appropriate teaching aids is a primary task. At the same time, it is necessary to consider the specifics and features of conducting club activities in the modern context.

The educational materials used in Russian language lessons in both national and Russian schools include curricula, textbooks, state standards, and a syllabus or calendar-thematic plan.

The grammatical material is aimed at the study of Russian syntax, and also takes into account orthographic and orthoepic norms (in all texts, word stress is marked). When studying each topic, a scholarly note and an explanation of new words are provided. A disadvantage of the textbook's curriculum is the lack of literary material; the main emphasis is on studying general topics (nature, art, sports, the animal and plant world). Now let us consider the role of tables in teaching Russian as a foreign language. Tables facilitate the presentation of material, as the student can visually and clearly see reference material with a specific set of Russian language rules. They differ in their content, highlighting lexical, orthographic, grammatical, syntactic, and word-formation aspects. Orthographic and orthoepic tables help practice and improve spelling and pronunciation skills. Grammatical tables allow for the expansion and deepening of knowledge in the study of grammatical rules. Educational materials can also include task cards for studying topics, which are distributed in different versions.

LITERATURE ANALYSIS AND METHODS

Teaching aids facilitate the work of both the teacher and students. These include a blackboard (or an interactive whiteboard), chalk or markers, a tape recorder, a

computer, a projector, and a language lab, as well as schematic visual aids. According to B. M. Madikhanova: "Information support for Russian language lessons opens up the prospect for the teacher to implement a fundamentally new didactic approach to teaching text creation, as it makes it possible to combine written and oral speech in a single utterance..." [3, p. 131]

The projector should be used as a visual teaching tool. Tape recordings are practically unused in modern lessons, as audio recordings are available on mobile phones. A computer is necessary because presentations and working with them are only possible when a computer is connected.

DISCUSSION OF RESULTS

Schematic visual aids involve the use of various drawings, posters, and pictures. They help to develop attention and stimulate creative activity.

Comprehensive teaching resources include the state educational standard, an exemplary subject curriculum, and a working curriculum compiled on the basis of the exemplary curriculum at the educational institution. When conducting extracurricular club activities, the working curriculum for the classes should be taken as a basis due to the absence of a state standard for the Russian language. Therefore, compiling a syllabus and lesson plan requires taking into account the competencies that are included in the working plan for the Russian language.

The widespread use of TDLs today is driven by both the need to intensify and individualize the educational process, as well as by scientific and technological advancements. As E. E. Polyanskaya writes in her dissertation: "the use of TDLs will contribute to the successful formation of fundamental concepts among high school students if the TDL complex acts as an intermediary between the teacher and the student in their interaction" [4, p. 191]. The advantages of TDLs include the ability to: individualize learning, organize students' independent work, broadly implement the principle of visualization, and effectively organize the teaching of speaking and listening. The disadvantages of TDLs, however, include: potential unavailability or malfunctions, high cost, and technical faults.

Thus, the availability and use of these teaching aids require a selective approach, as well as consideration of the student's individual characteristics and

interests. E. V. Sharun points out this fact: "The correct use of TDLs also has a significant impact on the organization of activities (collective, group, and individual), allowing them to be structured in accordance with the abilities of each student, to achieve a high level of learning individualization, and to implement control, self-control, and correction in the organization of students' educational and cognitive activities" [5, p. 82].

The basis of our research should be working with educational materials and the widespread use of tables and reference materials. The problem of using multimedia materials is solvable; therefore, their influence on extracurricular activities requires detailed study.

The next object of our work is an analysis of the requirements for modern extracurricular activities.

CONCLUSION

New research on this topic is associated with changes in the socio-cultural situation, the widespread penetration of information and communication technologies. The modern student demands that the material being studied be interesting to him, and if we use the old understanding of the teacher's primacy and the student's subordinate role, then the cognitive interest will begin to disappear, therefore, the technology of cooperation, when the teacher and the student work together on the result, is also applicable to extracurricular activities.

Learning tools perform three main tasks:

1. Cognitive: Conveying information about language (how words are written, how sentences are constructed).
2. Developmental: Formation of a culture of thinking, memory, and attention.
3. Educational: Through the best examples of literature and textbooks, love for native words is instilled.

Using various tools (for example, combining a blackboard table and an interactive test) allows for capturing students' attention and considering different types of perception.

The effectiveness of teaching Russian directly depends on the competent combination of traditional textbooks and modern digital resources. Teaching tools do not replace

teachers, but they become a powerful tool that helps transform the complex process of learning grammar into an engaging study of language.

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