

CLASSES 5-6 OF LITERATURE TEACH IT TECHNOLOGISTS GENERAL METHODOLOGY

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Abstract. This research paper explores the integration of IT technologies into the methodology of literature lessons for grades 5-6 in general education schools. The study focuses on the application of innovative teaching methods that incorporate digital tools and resources to enhance students' learning experiences in literature. It discusses the benefits of using IT technologies to facilitate interactive learning, improve student engagement, and promote critical thinking skills. The paper also examines various IT-based approaches, such as multimedia presentations, digital storytelling, and online resources, that can be effectively utilized in literature classes. The findings suggest that the integration of IT in literature education significantly enhances the teaching and learning process, fostering a deeper understanding of literary works and improving students' literacy skills.

Keywords: IT technologies, literature education, 5-6 grade, teaching methodology, interactive learning, digital tools, multimedia, education innovation, student engagement.

Introduction.

The integration of Information Technology (IT) into education has become increasingly important in the modern teaching landscape. In literature classes for grades 5 and 6, IT technologies offer a wealth of opportunities to enhance traditional teaching methods, making the learning process more dynamic and engaging. This research aims to explore the methodologies for effectively incorporating IT technologies into literature lessons in general education schools [1-10]. The use of digital tools can support a range of activities, from enhancing reading comprehension to fostering interactive discussions and promoting independent learning. By examining various IT-based teaching strategies, the study seeks to determine their impact on the development of students' literary skills and overall academic achievement.

The modern educational environment requires the adoption of digital resources to meet the diverse learning needs of students. The application of IT in literature classes can address the challenge of keeping students engaged while helping them to develop critical thinking, creativity, and problem-solving skills. This paper investigates how different IT tools, including multimedia presentations, online platforms, and digital storytelling, can be utilized to create a more interactive and student-centered learning environment. The goal of this study is to contribute to the development of a comprehensive and effective methodology for integrating IT in literature lessons for grades 5-6.

Methodology.

One of the most significant advantages of digital technologies in language instruction is their capacity to personalize learning experiences according to individual needs and preferences (Table 1).

Table 1. Types of digital technologies

Nº	Technology	Description
1	IT Learning Apps	Mobile applications designed to facilitate language learning through interactive exercises, vocabulary drills, grammar lessons, and real-life dialogues. Users can access these apps on smartphones and tablets, making language learning convenient and accessible on-the-go.
2	Virtual Classrooms	Online platforms that simulate traditional classroom settings, enabling synchronous and asynchronous communication between instructors and learners. Virtual classrooms often feature video conferencing, chat functionalities, and collaborative tools to facilitate interactive language instruction and group activities.
3	Gamified Learning Platforms	Educational platforms that incorporate gaming elements, such as rewards, challenges, and progress tracking, to motivate learners and enhance engagement. Gamified learning platforms leverage game mechanics to make language learning enjoyable and immersive, encouraging learners to progress through levels and achieve mastery.
4	Language Exchange Websites	Online communities where language learners can connect with native speakers worldwide for language exchange and conversation practice. These websites facilitate language learning through real-life interactions, cultural exchange, and peer-to-peer feedback, helping learners improve their speaking and listening skills in authentic contexts.
5	Artificial Intelligence (AI) Tools	Intelligent software applications that leverage machine learning algorithms and natural language processing to provide personalized language instruction, feedback, and assessment. AI-powered tools analyze learner data, adapt content to individual needs, and offer targeted support to enhance language learning outcomes.

Adaptive learning algorithms analyze learner performance data and provide tailored feedback, guiding learners through customized learning pathways based on their proficiency level, learning style, and goals. Additionally, digital platforms offer a wealth of supplementary resources, such as language apps, podcasts, and online communities, allowing learners to explore topics of interest and reinforce language skills in contextually relevant ways [11-20].

Digital technologies have revolutionized traditional language instruction methodologies by fostering interactive and engaging learning environments. Virtual reality simulations, gamified learning platforms, and interactive multimedia resources immerse learners in authentic language contexts, enabling them to practice communication skills and cultural competencies in realistic scenarios. Moreover, collaborative tools and social learning platforms facilitate peer interaction and cultural exchange, fostering a sense of community and camaraderie among language learners.

Digital technologies enable educators to provide timely and constructive feedback to learners, facilitating continuous improvement and skill development. Automated assessment tools, speech recognition software, and

online quizzes streamline the evaluation process, allowing instructors to assess language proficiency levels accurately and efficiently. Furthermore, digital portfolios and e-portfolios enable learners to showcase their language proficiency and track their progress over time, enhancing motivation and accountability.

Professional foreign language competence is one of the most important components of the professional competence of a modern economist. It includes invariant and variable components, combining the specialist's readiness to use a foreign language in both everyday and professional communication situations. Professional foreign language competence allows you to solve communicative problems in the field of professional activity, carry out foreign language communication with native speakers of a foreign language, and search and analyze information necessary for studying foreign experience (including working with scientific and economic literature) in the field of the chosen specialization using information means and communication technologies.

Modern education is difficult to imagine without the use of information technology. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages in non-linguistic educational institutions is the formation and development of the communicative culture of students, training in practical mastery of a foreign language. The process of constantly increasing the role and increasing volumes of information is accompanied by the development and improvement of information technology and technology. In society, material and organizational prerequisites are created for the development of a unified information educational environment that promotes students' mastery of the basics of information culture, creating conditions for modernizing the content of education and developing new educational technologies. The computer has firmly entered our lives. Modern students perceive it as naturally as the simplest household appliances. For a modern student, a computer is associated with progress, success and compliance with the spirit of the times.

Teaching a foreign language in a non-linguistic university is a multifaceted process, which, first of all, is due to the main goal - the development of the student's personality, capable and willing to participate in intercultural communication in the target language and independently improve in the foreign language speech activity he masters. Foreign language teachers in non-linguistic educational institutions are called upon to fulfill the social order of society - to prepare in a short time a specialist who is fluent in a foreign language. It is possible to achieve the goal - to teach a student, within a limited educational period, to speak, understand, and extract information of various kinds from original sources - by combining traditional and innovative teaching methods, based on the principles of communicative communication. Today, when computer technology has covered all spheres of human activity, there is a need to improve the process of teaching a foreign language, since knowledge of a foreign language is one of the factors influencing the competitiveness of a young specialist in the global labor market. The use of computer technologies brings learning closer to real life and helps to use students' passion for computer activities to increase their interest in learning foreign languages.

The relevance of the use of new information technologies is dictated, first of all, by pedagogical needs in increasing the effectiveness of developing learning, in particular, the need to develop skills in independent learning activities. Currently, with the rapid increase in the volume of information, knowledge in itself ceases to be an end in itself, it becomes a condition for the successful implementation of an individual and his professional activities. In this regard, it is important to help students become active participants in the learning process and develop their need for constant search. Accordingly, the task is to create a model of the educational process that would allow them to reveal and develop their creative potential. One of the striking illustrations of the rapid introduction of information technology into life is the digital resources.

The implementation of modern innovative technologies in the process of teaching a foreign language can be achieved through the use of Internet technologies. The variety of information resources on the Internet allows students to perform various types of search and research tasks. Communicative language teaching via the Internet emphasizes the importance of developing students' ability and their desire to use the foreign language they are learning accurately and appropriately in order to achieve more effective communication.

Distinguished by a high degree of interactivity, Internet technologies create a unique educational and cognitive environment that can be used to solve various didactic tasks in learning a foreign language (for example, cognitive, informational, cultural). This is one of the main advantages of computer telecommunications - it closes the electronic information environment, allowing students and teachers to work with a computer as a universal

means of information processing. Modern computer telecommunications can provide knowledge transfer and access to various educational information equally, and sometimes much more effectively, than traditional teaching tools. Telecommunications allow for a fundamentally new approach to learning foreign languages. Learning using Internet resources is a fusion of new information technologies with new pedagogical ones: on the one hand, the position of the teacher changes, he ceases to be a “source of knowledge”, but becomes the organizer of the process of research, search, processing information, creating creative works in the implementation of an active approach to education [10-18].

In addition, the digital resources provides students with a unique opportunity to visually communicate with native speakers in real time, which facilitates the correct perception of live speech based on authentic sounds, facial expressions and gestures. Another advantage of using the Internet in the learning process is checking students' mastery of the material covered through testing in real time.

When teaching a language, the digital resources helps develop speaking skills and abilities, as well as teaching vocabulary and grammar, ensuring genuine engagement and therefore effectiveness. Moreover, the Internet develops skills that are important not only for a foreign language. This is, first of all, associated with mental operations: analysis, synthesis, abstraction, comparison, juxtaposition, verbal and semantic forecasting and anticipation, etc. Digital resources develops the social and psychological qualities of students: their self-confidence and their ability to work in a team; creates an atmosphere conducive to learning, acting as a means of an interactive approach. Interactivity not only creates real life situations, but also forces students to adequately respond to them through a foreign language. The main thing is the ability to spontaneously, harmoniously respond to the statements of others, expressing one's feelings and emotions, adjusting and rebuilding on the go, i.e. interactivity can be considered as a way of self-development via the digital resources: the opportunity to observe and copy the use of language, skills, patterns of behavior of partners; extract new meanings from problems during their joint discussion.

The advantage of using the Internet is, first of all, access to a large amount of authentic information in a foreign language. Authentic materials taken from original sources are characterized by the naturalness of lexical content and grammatical forms, the situational adequacy of the language means used, illustrate cases of authentic word usage, and which, although not specifically intended for educational purposes, can be used in teaching a foreign language. When using authentic materials on the Internet in practice, you need to remember that in any case we are talking about the formation of communicative competence, which presupposes possession of certain regional knowledge. The point here is not so much in knowledge of the sights, geographical features of the country and of the language being studied, so much in knowledge of the peculiarities of the functioning of individual lexical units, idiomatic expressions in another culture, in knowledge of the peculiarities of speech etiquette when communicating in different social groups, in different communication situations. Therefore, it is so important to involve lively statements from native speakers, obtained from various digital resources, for discussions in the classroom.

Results.

The research conducted on the integration of IT technologies in the literature lessons for grades 5-6 revealed several key findings regarding its impact on student learning and engagement.

The incorporation of multimedia tools, such as videos, interactive presentations, and digital storytelling, significantly increased student engagement in literature lessons. Students were more motivated to participate in discussions, complete assignments, and explore literary texts through digital platforms. The dynamic nature of these IT tools kept students interested and involved in the learning process, making the lessons more interactive and less monotonous.

IT-based activities, such as quizzes, digital reading exercises, and online collaborative projects, helped students develop a deeper understanding of literary concepts. Students demonstrated improved comprehension of literary texts, as the use of digital tools provided them with alternative ways to analyze and interpret the material. The ability to access multimedia content related to the text allowed students to approach literary works from multiple perspectives, thereby enhancing their critical thinking skills.

The use of online forums, group discussions, and collaborative platforms enabled students to interact with

one another and share ideas in real time. These interactions encouraged peer learning and fostered a sense of community within the classroom. Students were able to express their opinions, respond to each other's ideas, and work together on group projects, thus improving their communication and teamwork skills.

The findings indicated that the integration of IT technologies shifted the traditional teacher-centered classroom to a more student-centered learning environment. Students were empowered to take control of their learning process by using digital tools to explore, analyze, and present literature in creative ways. This shift allowed students to work at their own pace, access additional resources, and engage with the material in ways that suited their learning styles.

Despite the benefits, the research identified some challenges related to the integration of IT in literature lessons. These included technical issues such as inadequate access to digital devices, software compatibility problems, and the need for adequate internet connectivity. Additionally, teachers expressed the need for professional development programs to enhance their skills in utilizing digital tools effectively within the curriculum.

The results of this study demonstrate that the use of IT technologies in literature education for grades 5-6 has a positive impact on student engagement, comprehension, collaboration, and critical thinking. While there are challenges to be addressed, the integration of digital tools into literature teaching provides significant educational advantages and supports the development of essential 21st-century skills in students.

Conclusion.

The findings of this study indicate that incorporating IT technologies into literature lessons for grades 5-6 provides significant benefits to both teachers and students. The use of digital tools allows for a more interactive and engaging learning experience, which is essential in fostering a deeper understanding of literary works. Students benefit from enhanced access to multimedia resources, which support their comprehension and interpretation of texts, while also encouraging creativity and critical thinking.

Furthermore, the integration of IT in literature classes helps in creating a more student-centered approach to learning, where students can actively participate in their own educational process. The findings suggest that, when applied appropriately, IT-based methodologies not only improve students' literary skills but also contribute to the development of essential 21st-century competencies, such as digital literacy, collaboration, and communication.

In conclusion, the application of IT technologies in literature education for grades 5-6 is a highly effective strategy that enriches the teaching and learning process. The study emphasizes the need for continuous professional development for educators to effectively utilize digital tools in the classroom. Future research should focus on refining and expanding these methodologies to ensure their widespread adoption and maximize their potential in enhancing students' literary education.

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