

INTERACTIVE METHODS OF LEARNING RUSSIAN

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Abstract:

Methods of teaching the Russian language (MPRY) - the science of the goals, content, principles and methods of teaching the Russian literary language, ways and conditions of students' acquisition of knowledge and development of Russian language skills in primary school. MNR as a science answers the following questions: What should be taught? As an answer to this question, it is possible to cite the content of education - the development of educational programs in the Russian language, the creation of textbooks and study guides for students, their continuous improvement, and checking their usability and effectiveness.

Keywords: elementary school, linguistic culture, ethnopsychology, effective methods, practical tasks.

Introduction

How to teach? In accordance with this issue, methods and techniques of teaching, systems of exercises, recommendations for the use of certain types of tasks, manuals, etc. are being developed. Why so, and not otherwise? This question refers to the study of the comparative effectiveness of methods, the rationale for the choice of methods, the experimental verification of recommendations, etc. The MNR is an applied science. Based on theory, it solves practical learning problems:

1. Determination of goals, objectives, content and volume of the school course of the Russian language, its distribution by stages of study and classes.
2. Development of the most rational and effective teaching methods and techniques.
3. Drawing up programs and creating an educational and methodological complex for teaching the Russian language.
4. Identification of patterns of effective study of the Russian language by students, the formation of communicative skills and abilities. The purpose of the MTNR is to create, based on the study of the laws of the system of education, corresponding to the modern tasks of the speech development of the personality of a younger student.

Russian as a foreign language (RFL or RFL) is one of the sections of linguodidactics, which deals with the study of the Russian language in order to develop methods, techniques, technologies for its description for teaching to speakers of other languages living in territories where Russian is not widely used. "Russian as a foreign language" is also a specialization of educational institutions that award the qualification "teacher of Russian as a foreign language".

For the needs of teaching the Russian language to foreigners, special textbooks and grammars are compiled that describe the language from the point of view of a native speaker of another language. The subject area of Russian as a foreign language is closely related to a number of related scientific disciplines: general, comparative, structural and applied linguistics (linguistics), psychology of learning and activity, pedagogy, cultural studies and linguoculturology, ethnopsychology, Russian history and general history.

Teaching Russian as a foreign language is also used in universities in Russian-speaking countries to prepare students for studying in Russian.

The study of any phenomenon should proceed in its historical development: without understanding how the phenomenon under study arose, how it developed, it is impossible to understand its state today and the prospects for its development. The emergence of the methodology of the Russian language as a science is associated with the appearance in 1844. book by F.I. Buslaev - an outstanding linguist, historian, teacher - "On the teaching of the national language." Fedor Ivanovich Buslaev is a humanist: for him, a person is a bearer of beauty, high impulses of the soul. Teaching a language means developing the spiritual abilities of students, and this is impossible without "methods". Buslaev distinguishes between "educational method" and "scientific method", i.e. methods of teaching and research. The objectives of the teaching methodology: to rely on teaching experience. on the analysis of learning outcomes: to study the student's personality: to ensure the scientific reliability of the material: to instill in the student "a desire for serious studies and arouse a love for science." F.I. Buslaev created a methodology for studying the living Russian language at school based on the analysis of samples of fiction. folklore: taught to take the language as a whole, in the inseparable connection of all its elements: reading, writing, speech development, work on grammar, vocabulary, etymology are considered together.

The methodology of teaching the Russian language is among the pedagogical sciences. It can be called applied science, since, based on theory, it is designed to solve practical problems of education, training and development of students.

Like any other science, the technique of the Russian language has its own subject. The subject of its study is the process of mastering the native language in terms of learning (mastery of speech, writing, reading, grammar, phonetics, etc.). The methodology of the Russian language is designed to study the patterns of formation of skills and abilities in the field of language, the assimilation of systems of scientific concepts in grammar and other sections of the science of language. The results of this study form the fundamental basis for solving problems: on the basis of the learned patterns, it is necessary to develop an optimal language teaching system. This system (or, rather, these systems) should provide each student with the necessary minimum of skills, abilities and knowledge of the language. At the same time, the methodology takes into account a number of social requirements for education: it provides such a construction of education that would maximally contribute to the communist education of students, the development of their thinking, and would also be effective, quite economical.

According to tradition, when speaking about the tasks of methodology as an applied science, three of its tasks are called:

What to teach? The answer to this question is the development of the content of education - programs in the Russian language, the creation of textbooks and various teaching aids for students, their continuous improvement, verification of accessibility and effectiveness.

Methods of teaching the Russian language is an intersectoral discipline, located at the intersection of pedagogy, psychology, philosophy and a special discipline; for the methodology of teaching the Russian language, this is linguistics.

The subject of the methodology is the process of teaching the Russian language, and the concept of learning includes: a) the content of education, the language material that is being studied, the

language skills that must be learned; b) the activities of the teacher in selecting and “presenting” material to students, in organizing their educational work, in developing them, in revealing their knowledge and skills; c) the activity of students in the assimilation of knowledge, their creative work in the application of knowledge, the development of skills and abilities. The result of training is also included in the scope of the concept of the subject of the methodology as its most important link.

The methodology solves four problems: the first is “why study”, i.e., the definition of the goals and objectives of teaching Russian as a native language; the second is “what to teach”, i.e. determining the content of training; substantiation and preparation of the program, textbooks and training complexes for students, manuals. The methodology determines the maximum knowledge, skills in the language, the criteria for their identification and evaluation. The third task is “how to teach”: the development of teaching methods and techniques, the design of lessons and their cycles, teaching aids and educational equipment. The fourth is “how to control what has been learned”, i.e. determination of evaluation criteria, control methods.

Learning objectives are the definition of the educational, cognitive and practical purpose of the subject, that is, its place in the education system (today, taking into account military types of educational institutions).

The concept of the content of training includes: the choice of a specific scientific concept; selection of the necessary and sufficient conceptual and terminological apparatus; determination of the knowledge, skills and abilities that a student should master when studying a subject.

L.V. Shcherba, a linguist and methodologist, was looking for answers to the questions: is the methodology a science or an art? What should be taken into account when choosing a teaching method? How does language acquisition work in a bilingual environment? How to develop listening comprehension of native speech? He was the first to understand the need to apply the theory of speech in school methodology: distinguishing speech activity in the language (speaking, listening, writing, reading), language material (the totality of everything spoken and written) and the language system, he made an attempt to put this distinction in the basis of teaching methodology. He paid much attention to the method of spelling, the most acute issue in the school of the 1920s, which has not lost its sharpness even today.

For example, a lesson-seminar has a repetitive-generalizing character.

It contributes to the formation of a scientific style of speech, self-assessment of their own statements, it turns out to be an effective form of control and self-control, the guys learn to work independently, use scientific literature. The basis of the content of the lesson-seminar is theory. The leading goal is the formation of theoretical thinking, which will allow students to independently select, study information and apply the knowledge gained in practice.

In accordance with the tasks of repeating sections, seminars can be organized on the following topics: “Word composition and word formation”, “Morphology. Independent and auxiliary parts of speech”, “Punctuation of a simple sentence”, etc.

Lessons of such a plan require careful preparation of both the student and the teacher. The educational and educational value of the seminars is undeniable. It consists, first of all, in the fact that schoolchildren learn to work independently with scientific literature, build their presentations in accordance with the proposed plan, and this prepares students for university studies.

One of the modern requirements for a Russian language lesson is working with text. In this regard, I use in my work such a form of lesson as research. In the very name "lesson-research", the main task is visible - the study of linguistic material based on texts.

As a rule, before such a lesson, I introduce the work to the literature lesson so that they have an idea about the work as a whole. With all the variety and effectiveness of non-traditional lessons, it is often impossible to use them for a number of reasons. But I would like each lesson to be special, with its own "zest". Therefore, I often resort to non-standard, creative elements of a separate traditional lesson. This is a lexical dictation or a crossword dictation, as the guys call it, and making up riddles in the lesson, and a commented letter or warning dictations with a "car driver", and a task like "find the extra, which instills the ability to synthesize and comprehend information. The main thing is that the children have no time to be bored in the lesson, so that they want to work, study, and in fact, for this, the situation of success, which, as a rule, is created by non-standard lessons or elements of lessons, and the independence that children are taught in such lessons, and creative attitude to the Russian language, which is brought up only in creative lessons.

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