

FOR THE FORMATION, IMPROVEMENT, APPLICATION, IMPLEMENTATION OF INNOVATIONS IN THE STUDY OF RUSSIAN LANGUAGE AND LITERATURE

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Annotation . Definition of the concept and grouping of educational methods and techniques. Methods of communication and obtaining knowledge in the Russian language. Training methods in the lessons of the Russian language. Visualization and technical teaching aids. The method of teaching the Russian language is a pedagogical science that determines the goals, content, volume and structure of the subject "Russian language", as well as studying and describing the most rational methods and techniques for teaching the Russian language and exploring the conditions and ways for students to assimilate a precisely defined range of knowledge, master certain skills and abilities.

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introduction .The methodology of teaching the Russian language in the national school provides answers not only to the questions traditional for any methodology “what to teach?” (learning content) and “how to teach?” (methods and techniques of teaching), but also to the question “whom to teach?”, which is characteristic of this technique. Indeed, for the correct solution of the first two (general) questions, it is necessary to bear in mind the following:

1. whether the language being studied is native for the students or whether they start learning it only at school;
2. whether the students have any Russian speech skills or not;
3. whether the native language of students is closely related to Russian (for example, Belarusian or Ukrainian, etc.) or not closely related, heterogeneous (for example, Turkic, Finno-Ugric, etc.).

Teaching the Russian language in the national school has educational, educational and communicative significance. The objectives of the training are to help students master the Russian language as a means of communication, arouse interest in learning the Russian language, the desire to master it, develop strong spelling, spelling and punctuation skills.

The successful fulfillment of these tasks depends, in particular, on the content of training, which is understood as a system of knowledge, skills and abilities that students must master in the learning process.

Main part. The educational task of the Russian language course is to promote the mental and cultural development of students in the process of learning (together with teaching other academic subjects), remembering that at school age (in particular) a person’s worldview is formed, therefore, one must strive to In the course of teaching the Russian language, in every possible way to develop in students a sense of beauty: love for the word, love for nature, for man, for the whole world around them, to arouse in them a desire to learn new things, to perceive the beauty that surrounds them. In accordance with this, it is desirable to select texts, excerpts from texts of Russian classical fiction as material for exercises, so that students see all the richness of the Russian language, and they have a desire to get acquainted with Russian literature, for which it is necessary to master the Russian language. Texts describing nature contribute to the awakening of a sense of beauty and educate the soul of the student.

The educational task is to equip students with accessible information about the Russian language, about its sound, grammatical structure and lexical composition, as well as about its greatness and meaning.

Since in the conditions of the national school the study of the Russian language as an academic subject is carried out, first of all, in the process of teaching speech activity, students need to memorize a certain vocabulary, learn to use them in speech according to the laws of this language, master the skills of pronunciation and spelling.

Training and education, therefore, are carried out in an organic connection. The practical value of teaching the Russian language is provided by the solution of communicative (speech) tasks of the course. All training should

be aimed at ensuring that students master new skills and abilities from lesson to lesson. At the same time, it is important that mastering speech at school is not only the assimilation of ready-made samples, but the ability to put into practice the learned language material, which is associated with the awareness of certain patterns of a given language, the knowledge of its rules and laws, the assimilation of a certain amount of knowledge, on the basis of which appropriate language skills.

The communicative orientation does not mean limiting the objectives of the course to mastering colloquial speech. Solving communication problems, ensuring the formation and consistent development of speech skills, should lead to the fact that graduates of the national school have a good command of their native and Russian languages. Thus, the educational, educational and communicative tasks of the course are closely related to each other and mutually conditioned.

It should be noted that the communicative orientation of education and at the same time the complexity and versatility of the Russian language, the richness of lexical, grammatical, word-building and other means make it necessary to limit the language material intended for the national school. In this regard, an important linguistic problem of language minimization for educational purposes has arisen. Thanks to the possibility of compressing (compressing) the language without violating its system, this task turns out to be real.

In the methodology and practice of teaching the Russian language to students of a national school, the term "learning method" is used in various meanings.

A method in a broad sense is understood as a set of specific teaching aids, a certain direction in the educational work of a teacher and students. In a narrower sense, a method is a certain way of teaching.

For the purposes of the national school, the division of methods in a broad sense into direct, transferable and combined (mixed) has become widespread. This division was based on the attitude to the use of the native language in teaching non-native. The direct method involves the study of a non-native language directly and directly without connection with the native language of the students. The translation method is associated with the study of a non-native language with the help of a native one.

This provides for the semantization of words mainly by translation into the native language and the study of the grammatical structure of a non-native language by comparison with the grammar of the native. The combined method is generally accepted in the national school, excluding the extremes of the above methods and combining their positive aspects. This method involves referring to the native language of students only when necessary, it must combine techniques and means that ensure the formation and development of students' Russian speech skills. Such techniques and means include conversational situations and conversations, reading, games, translation from one language to another, interlingual comparisons, etc.

The socio-practical method, justified by the psychologist Belyaev, also received wide recognition. This method provides for the introduction of language forms and constructions into students' speech on the basis of awareness of their functions and the rules for their use.

In the modern methodology of teaching the Russian language in the national school, however, more attention is paid to the didactic understanding of methods as ways of teaching. There are various interpretations of this concept and, in connection with this, different groupings of educational methods.

Methods as ways of work of the teacher and the student were classified according to various bases. The most common source of knowledge was the teacher's word, conversations, language analysis (for example, grammatical analysis), exercises, work with a textbook, etc.

In the understanding of the famous didacts I.Ya. Lerner and M.N. Skatkin, the method was determined by the general nature of the cognitive activity of schoolchildren, and the techniques were determined by the specific actions of the teacher and the student in the implementation of the methods. In this regard, Lerner and Skatkin distinguish five main methods: explanatory and illustrative, reproductive, method of problem presentation, partial search and research method.

In private methods, this typology may vary.

The grouping of methods based on the nature of students' learning activities does not contradict their more general traditional typology based on the main goals of learning.

The general goal of all training courses is the acquisition by students of a certain range of knowledge in the subject. Appropriate methods can be conditionally called cognitive. The most important goal of the subject

"Russian language in the national school" is the formation and development of speech skills. And training methods correspond to this goal. Control methods correspond to the accounting and verification of acquired skills. Among the methods of teaching the Russian language, didactic-methodical and subject ones stand out. The techniques of the first group are methodical varieties of the actions of the teacher and the student, leading to the assimilation of the material. Some of them correspond to different goals, stages and methods (the use of visual aids), others clarify, concretize certain teaching methods (teacher's messages, performing one or another kind of exercise). This group also includes logical methods of communication, comparison, systematization, analysis, synthesis, etc.

Subject methodological techniques are specific to this training course. They depend on the nature of the material being studied. Examples of such techniques can be considered techniques for highlighting the root, distinguishing between adverbs and nouns with prepositions, etc.

The speech orientation of teaching the Russian language in the national school and the general nature of the educational process determine the specifics of the application of educational methods and techniques, which are often not only interconnected, but also interpenetrating. Thus, the elements of linguistic knowledge in the conditions of the national school are usually given in connection with certain speech actions. Therefore, cognitive and training methods in some cases function in a complex and simultaneously.

Similar connections are also characteristic of various types of techniques. Thus, the methods of comparison are among the didactic and methodological ones, but when using it, specific subject methods can also be used at the same time. For example, the comparison of adjectives and participles (didactic and methodological device) is accompanied by an indication of their specific features (objective device).

Visualization is also used as a technique for creating a speech situation. Depending on the goal set in the lesson, visual aids can be used at various stages of teaching Russian to schoolchildren: when repeating previously studied material, when explaining and consolidating new ones. Showing objects by the teacher facilitates the memorization of words, since the word is associated with schoolchildren with the visual perception of the object itself. The most common form of visualization in Russian language lessons are tables.

They help to concretize abstract grammatical material, sentence constructions. Tables in the Russian language differ in their content (lexical, orthoepic, morphological, spelling, syntactic, punctuation), purpose (comparative, reference), form (static, mobile). Lexical tables serve to assimilate the meanings of words and enrich the vocabulary of students, to conduct exercises to activate the studied vocabulary. Phonetic and spelling tables improve the skills of pronunciation and spelling of Russian words. In grammar for the national school, it is important to present the essence of linguistic phenomena that facilitate the assimilation of difficult patterns of the Russian language, they are recommended when teaching, for example, the coordination of adjectives, pronouns, ordinal numbers, participles with nouns, changing parts of speech, types of verbs, prepositions, word order in a sentence.

The tables used in Russian language lessons are mostly static. But along with static tables, there are also mobile (dynamic) ones, in which words or parts of words, individual letters appear or disappear. Such tables are convenient when studying the phenomena of word formation and shaping. Reference tables are lexical, orthoepic, spelling tables. They illustrate the use of words in speech, words that are difficult to pronounce, thematically combined words.

When teaching the Russian language, various schemes are widely used. A grammatical scheme is a graphic representation of the main features of linguistic phenomena. The schemes are distinguished by the brevity of the notation, the use of the main features of linguistic phenomena. They help students to clearly understand the mutual relations of words and parts within a complex sentence. Depending on the purpose and task of the lesson, when using diagrams, students are given various tasks: determining the topic that the diagram is devoted to; compiling your examples in accordance with the scheme; an image in the form of a diagram of the connection of words in a sentence or parts in a complex sentence.

In the activation of the language material, in the formation of the speech skills of students in non-Russian schools, the role of educational and artistic visualization, which includes drawings, paintings, postcards, is great. They provide the learning process, develop attention, activity, observation, creative abilities of schoolchildren. Among the various types of visualization in teaching the Russian language in non-Russian schools, educational films and

television play a special role. They create a natural speech situation. This is achieved by the mobility of the image, the connection of the image with speech, music.

The methodology of working at Russian language lessons with the use of films usually consists of the following: an introductory conversation, in which the purpose of watching the film is reported, issues that should be paid special attention are highlighted; vocabulary work, watching a movie. The teacher can comment on certain parts of the film, explain the meaning of new words for students. When working on the content of the film, the teacher asks questions to find out the extent to which students understand the material being shown.

Then, collectively or independently, a film plan is drawn up. The film is re-watched; fully, briefly or selectively, students retell the plot, write a summary. On the material of the films watched, various kinds of oral and written creative work can be carried out.

The core of educational work on mastering the language should be the attractive force of the native language. Students should learn that their native language is the most valuable national asset, part of the national culture. Such giants as Lomonosov and Pushkin stood at the origins of the Russian literary language. Without a good knowledge of the native language, one cannot become a cultured person.

Setting the tasks of not only education, but also the upbringing of a linguistic personality, the teacher can, firstly, present the language as a self-justifying system that ensures fruitful communication at a perfect stage in the development of society; secondly, with the help of a historical commentary, to illustrate the features and patterns of the native language; thirdly, to orient students to natural, free speech in their native language in different communication conditions. Introductory lessons and summarizing lessons on the topic "General information about the language. The Russian language, its originality and development trends". But this is not enough. Introductory lessons and lessons of generalization are just a frame for the necessary huge work on the language at school. The idea of forming national self-consciousness is connected with the implementation of a number of important functions of consciousness: cognitive, evaluative, mobilizing, communicative and protective.

For the education of national self-consciousness, it is important to tell students about the struggle for the purity of the language and the palette of opinions of those who argue. The names of scientists - linguists and writers, whose works contributed to the development of the language, can be named in introductory lessons, learned when working on special texts included in the lessons during the academic year. The statements of writers about the Russian language as one of the richest and most expressive languages in the world contain textbooks on the Russian language. You can draw students' attention to the fact that language is the most important sign of a person's belonging to a certain nationality.

A cycle of lessons united by the idea of presenting the basic concepts of social speech culture, namely the following: "conversation", "dialogue", "dispute", "discussion", "message", "speech". Such a cycle can be associated with repetition lessons, usually multifaceted, or with speech development lessons, moreover, the message and speech can be considered as a form of a monologue, and dispute and discussion - as dialogic forms.

When studying any section, students can share their observations on the speech of others, which does not always meet the studied norms of the language. Such work can take place in a special section of the lesson "In the Wasteland of the Ignorant". For example, observations of the inclusion of borrowed words in the native language will reflect the conditions of its development at the present time and not always sufficient scrupulousness in the use of foreign vocabulary instead of native. In the linguistic consciousness of students, a clear idea can gradually develop that "language is from people and for people". This thesis applies to any language, but first of all, it is necessary to prove it in relation to the native language. The teacher should explain that among the great discoveries of mankind are images in the field of language - the most important achievement of any human culture. Perhaps a game of imagination would be appropriate - a journey to a distant point on the planet. What language will you need to speak? Will it be an easy conversation? You can offer another situation - a conversation in which it is forbidden to name something, but at the same time it is necessary to convey or find out what is needed. The situation, the behavior of the characters, the motivation for their behavior - everything is fictional, invented by children. Only the purpose of the conversation is set, for example, an invitation to visit one of the interlocutors and the refusal of the other with an explanation without words of the reason for the refusal ("I can't, I have to go to the doctor"; "I'm late for training", etc.). Will others understand what the participants in the

conversation wanted to say? Most likely no. It is interesting to note that we do not always read even expressive gestures and facial expressions, right.

The native language can also be shown from the side of the means of creating the comic. We will find many examples in the works of S. Marshak, Daniil Horms , B. Zakhoder and other authors. For example, sound recording is usually talked about when studying phonetics.

The works of Russian poetry make it possible to show the intonational and lexical expressiveness of the national poetic style, its features in the field of morphology and syntax.

The task of the teacher is to systematically and consistently include local language material in the general education course of the Russian language, i.e. regional component.

The regional component of a school linguistic course is understood as language factors specific to a particular area, both thematically and purely linguistically. The living word of fellow countrymen and about fellow countrymen in the lessons of the Russian language fosters interest in what is called the small motherland, expands the understanding of its history and today, and ultimately contributes to the humanization of school education. At the same time, the territorial definiteness of the word does not mean its territorial isolation. The unified Russian national language only acquires in it a specific individuality and joyful recognition for students. One's own becomes a necessary step in the cognition of the universal, the national, helps to comprehend the phenomenality of Russian thinking, to feel oneself a part of a great whole - one's own people. In addition, the idea of the geographic nature of the language environment aims at a comparative study (introductory at the first stage) of the languages of the neighboring peoples. Such a comparison brings up not only a careful attitude to the unique language of their people, but also respect for the worldview, the worldview of a non-Slav , the desire for contacts and good neighborliness, a sense of belonging to world culture. The educational potential of the local material is associated with its educational qualities. Combining linguistic theory with the daily practice of the student, the regional component allows you to push the walls of the school class, bring the lesson to local history museums, local libraries, writers' associations, i.e. to make it lively and interesting not only for the future philologist. Educational research (analysis of materials from the local press, radio, television, fiction, speech characteristics of your school, family, etc.) is not only a lively and interesting work, it allows you to make students and teachers equal participants, co-authors of scientific research and discovery. The real socially useful activity of describing a literary art publication, therefore, naturally flows into the general process of democratization of today's school.

Naturally, work with regional language factors is conceived only as a component of a complex, multifaceted activity of a teacher of language and literature at school; it must and cannot displace thematically diverse materials from the lesson. However, the reasonable inclusion of the regional component in the basic and additional part of the linguistic education of schoolchildren seems to be a matter of social significance, and most importantly, relevant. A language that preserves in itself spiritual wealth, freshness of thinking, ingenuity, not somewhere far away, but nearby living compatriots, not someone else's , but our ancestors, is one of the real forces reviving Russia.

Here, only some approaches to the education of national self-consciousness in teaching the native Russian language are noticed. The main thing is that it is the native language that provides for each compatriot the opportunity to understand the other and to be understood, to join the historical fate of the people, to experience aesthetic pleasure from the culture of speaking. It is necessary to preserve this great gift, the people's memory of what has been achieved.

The explanatory method involves the transfer of ready-made information to students. It corresponds to such techniques as the teacher's message, obtaining ready-made knowledge from a textbook, transferring and receiving knowledge through visual aids, etc. Using the search method, students, under the guidance of a teacher, acquire knowledge themselves in the process of observing and reflecting on the facts of the language. At the same time, an independent search can be guided by leading questions, instructions and tasks of a different nature. The search method is concretized by such techniques as question-answer conversation, solving various cognitive tasks, etc.

Often both methods work in combination. When implementing the explanatory method, various techniques are used. One of the main methods and at the same time sources of obtaining information on the Russian language is the word of the teacher. Very high demands are placed on the speech of a Russian language teacher in a national school. It is a model not only for schoolchildren, but often for the adult population.

Therefore, any mistakes and even a noticeable accent in the speech of a Russian language teacher are unacceptable. Of great interest is the bright, non-standard beginning of the story, when the teacher starts from some life fact. For example: "In one class, a dispute arose: what to call a woman who defended her degree in engineering, won the title of master of sports. Opinions differed." The dispute gave rise to a conversation about the use of the masculine words doctor, master (of sports), engineer in relation to women. In the course of the teacher's story, students can answer questions addressed to them, solve problematic and cognitive tasks, and perform various tasks. These elements of the search method are very active for students and enliven the lesson even in cases where the bulk of the knowledge is reported in finished form. A big role in teaching the Russian language is played by the work with the textbook.

Schoolchildren continue to interact with the textbook at home, while the teaching functions of the teacher outside the classroom are carried out only in exceptional cases. Systematic work with the Russian language textbook in the conditions of the national school is especially useful. At the same time, the student not only acquires the ability to independently work with a textbook, understand and analyze the material, but also trains the necessary reading technique in Russian. In the overwhelming majority of cases, the information in the Russian language textbooks for the national school is given in finished form by the explanatory method. This is mainly due to the speech orientation of knowledge of the Russian language in the conditions of the national school and the function of consolidating the material, which is one of the main ones for a school textbook. Very often, knowledge received from a teacher or from other sources is consolidated here in the classroom or at home according to the textbook. The use of an explanatory or search method in the lessons depends on a number of conditions.

Among them, the specifics of the subject, the level of language knowledge and the development of speech in a given language, the cost of study time, the nature of the information received, the ratio of Russian and native languages are especially important. Teaching the Russian language in a national school has an even greater practical focus than studying it as a native language. Therefore, the scope of application of the search method here is somewhat narrower. It can be said directly that, as a rule, in the lessons of the Russian language, particular cognitive tasks are set that require a minimum investment of time. This is especially convenient in cases where the material for observations is prepared in advance on a blackboard, projected onto a screen, or given in a textbook, on a table, on cards, etc. Speech training methods serve to develop the skills and abilities of speech in a given language. The attitude to these skills is the main one for highlighting the imitative (imitative), operational and communicative methods adopted by speech practice. Unlike voluntary and purposeful skills, skills involve involuntary actions that are usually not realized.

The method of speech imitation is aimed at the formation and development of automated speech skills. When imitating, the student tries to accurately reproduce in speech or in writing what he has just heard or seen. Relevant imitative techniques include repeating something after a teacher or a tape recorder, rewriting a text without any operations on language units, without solving language or speech problems. The imitation method is adjoined by the method of pronunciation of the word by syllable in accordance with its spelling: go-lo - va , blu- va - ty . But even in the conditions of studying Russian as a native language, this technique has a very limited application.

It is ineffective, for example, in relation to most doubled consonants (press, process, hockey). And in the conditions of the national school, such "spelling" pronunciation is dangerous because it can fix the incorrect pronunciation of sounds. You can use this technique only in cases where the spelling and pronunciation of vowels are the same.

A very convenient projection device for language teachers is a codoscope . With the help of this apparatus, records made in ink or ink on a transparent polyethylene film or cellophane are demonstrated. Recordings are projected onto a screen or blackboard in multiple enlarged form.

Conclusion. The teacher, when preparing for the lesson, can pre-record the material necessary for the lesson on film. Of all the types of screen aids used in Russian language lessons, the most common are transparencies and filmstrips. Displaying transparencies and filmstrips in daylight has advantages from a pedagogical and hygienic point of view. This allows you to make notes in notebooks, read, etc. during the demonstration of frames. Filmstrips allow the teacher to conduct a conversation, ask questions. When demonstrating them, it is possible to fix the attention of students on individual frames, return to them for a detailed description.

Among the technical means of teaching, a special place is occupied by sound means that reproduce speech. An electric record player, an electrophone and a radio make it possible for us to hear correctly sounding speech, to listen to the exemplary speech of the announcer, artists. With the help of a tape recorder, you can not only play back, but also record speech with subsequent listening. Tape-recording exercises help the teacher to ensure the development of such types of speech activity as listening and understanding, listening and speaking. They contribute to the development of the correct Russian pronunciation, the development of the expressiveness of speech, the corresponding intonational structures at a certain rate of speech, the improvement of skills in the use of grammatical forms and structures, the development of schoolchildren's speech.

Tape recording creates an additional language environment. The student is placed in conditions that are closest to real life. Tape recording allows you to perceive speech from different voices, with different timbre, tempo, melody. With the help of tape recording, the ability to listen and understand Russian speech without visual perception is developed. This teaches students to perceive Russian speech by ear.

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