

METHODS OF TEACHING RUSSIAN LANGUAGE TO THE STUDENTS

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Abstract:

Among the "world" languages as a means of international communication, the role of the Russian language is extremely great. The Russian language is rightfully considered the world language, which is due to the entire course of the socio-political, economic, scientific, technical and cultural development of mankind in the XX-XXI centuries. The role of the Russian language as an international language is also great for the exchange of scientific information. This is primarily due to the "international" nature of modern science and the unprecedented pace of its development. It is now important that every student speaks fluent Russian. In this regard, it is important to use new methods of teaching the Russian language. The article outlines the methodology of teaching the Russian language in the world experience.

Keywords: Methodology, Russian language, didactics, linguistics, psychology.

The word "method" comes from the Greek "metodos", which means "way". Now this word is used in two senses. 1. A set of techniques, methods, forms of work of a teacher in teaching any subject, i.e. art, the skill of the teacher. 2. A science that studies the possibilities and means of achieving the maximum result of the learning process, i.e. theory of teaching a subject.

Russian language teaching methodology is an interdisciplinary discipline located at the intersection of several sciences (pedagogy, psychology, philosophy, linguistics and social pedagogy), and defining the principles, methods, techniques and content of education, as well as the patterns of mastering knowledge and skills in this subject.

The subject of the methodology of teaching Russian is quite extensive and includes: the necessary language material, which must be mastered by students in order to obtain language skills; the activities of the teacher, aimed at selecting the necessary educational material and methods of its "submission" to students; the activities of the teacher in organizing the educational process, which includes not only the presentation of the necessary educational material to students, but also the implementation of diagnostic methods aimed at identifying the level of knowledge and skills; activities of students aimed at mastering the necessary knowledge and skills, as well as developing skills within the framework of the studied academic discipline.

In addition, the understanding of the subject of the methodology of teaching the Russian language also includes the expected learning outcome. The methodology is aimed at studying the patterns of formation of language concepts (knowledge), skills and abilities in the field of the Russian language. It should be noted that the methodology, in contrast to the didactics of pedagogy and psychology, does not study the general patterns of teaching the Russian language, but the specific ones that are associated with certain language material. The methodology considers the activities of the teacher and students as a process of interaction, expressed in joint activities, which is characterized by cooperation while

maintaining the leading role of the teacher. Thus, the method of teaching the Russian language is aimed at solving applied problems, which include the development of effective teaching methods and techniques. The purpose and objectives of the methodology The main goal of teaching, in accordance with the methodology, is to determine the place of the subject (Russian language) in the modern education system, highlighting its significance and necessity for the younger generation.

The solution of educational problems within the methodology of teaching the Russian language is carried out on the basis of the selection of the most optimal means that will be effective in use within the classroom system. In addition, the methodology takes into account the strictly established number of lessons in the academic year, the amount of educational material approved by the program and textbooks. The methodology implies the use of all means and teaching methods, both specific and general (textbooks, notebooks, blackboards, computer tools, etc.). All of them are used not separately, but in a complex. The technique is aimed at solving the following problems:

1. Why it is necessary to learn Russian - includes setting goals and objectives for learning.
2. What should be taught - reveals the content of training, the validity of the developed program, the use of specific textbooks and workbooks, manuals.
3. How to teach - includes the development of teaching methods and techniques, the structure of the lesson and the cycle of the subject, educational equipment and teaching aids.
4. How to monitor the assimilation of educational material - the definition of the main methods of control and evaluation criteria.

The content of teaching the Russian language, in accordance with the teaching methodology, includes:

1. The choice by the teacher of a specific scientific concept, on which the entire educational process organized by him will be based in the future.
2. Selection of sufficient and necessary terminological and conceptual apparatus.
3. A clear definition of the range of knowledge, skills and abilities that each student should master as a result of studying the academic discipline.

It should also be noted that the teaching methods that are included in the teaching methodology are aimed not only at direct learning, but also at the development of effective organizational tools and forms of learning. Currently, the methodology of teaching the Russian language is in close relationship with psychology, philosophy, linguistics and pedagogy.

Teaching the Russian language (and any subject in general) is a joint activity of a teacher and students. In order for students to master the language, the teacher must carry out certain educational (teaching) actions: explain new material, give a task, ask a question and check the correctness of the answer, etc. Students should also be active and carry out a number of actions during the educational process: read the text, learn the words, do the exercises, answer the teacher's questions, etc. Psychology is the main basic science of methodology

Most of the laws governing the educational process are of a psychological nature, which is why psychology is considered the main basic science for methodology.

Firstly, these are the psychological patterns of assimilation. For example, psychology always indicates which paths should be followed in learning. There are psychological patterns specific to mastering the Russian language (or other foreign languages). For example, one cannot teach language only in a conscious way. It is also advisable to use imitation (imitation) or independent adaptation to given conditions.

Secondly, it is the psychological patterns of communication. We teach not so much a language as speech in this language, communication with the help of this language. And in order to teach communication, you need to know how it is psychologically organized. Therefore, without the participation of the psychology of communication, modern methods cannot develop either.

Thirdly, these are psychological patterns associated with the characteristics of the language, – a language in general or a specific one. The branch of psychology that deals with the connection of psychological processes with the structure of language is called psycholinguistics. The methodologist has to take into account other psychological factors: general patterns of perception, memory, thinking; individual differences of students, etc.

Psychological theory of speech activity

Communication is an activity. Activity can be not only communicative: there is labor activity, cognitive (educational), gaming. But it always has a fundamentally unified psychological structure, which means that the patterns of its formation are also the same. It follows from this that both communication and teaching such communication must obey general psychological laws.

What is the structure of any activity? In activity, three main units should be distinguished: act of activity, action and operation.

When a person starts any activity, he has a conscious goal (he knows what he wants to achieve), there is a motive (i.e., the need to achieve this goal). For example, you want to master the Russian language - this is the goal. And the motives here can be very different: business (high salary, position in the company), socio-cultural (interest in Russian literature, Russian history, etc.), cognitive (reading literature in Russian in the specialty), etc. . The act of activity begins with the appearance of a goal and the desire to achieve it (motive), and ends when this motive is satisfied, i.e. the goal has been reached. Thus, an act of activity is a unit of activity corresponding to a motive, which ends with the satisfaction of this motive. And an action is a unit of activity corresponding to a goal; how many goals a person sets to satisfy a motive, so many separate actions he performs. Operations is the technical component of an act of activity, it is such a unit of activity that is correlated with changing conditions of activity.

Orientation is important in communication. When a teacher first comes to the classroom, he definitely needs to collect as much information about the audience as possible. After orientation, the second phase of activity begins - planning, then the implementation of the plan - the actual action. And, finally, the last phase is monitoring the effectiveness of activities.

What does it mean to "teach activities" Any training is training of this or that activity. So, teaching Russian as a foreign language is teaching speech activity using this language. If we teach speech activity, then our main task is to build the necessary speech operations and "add" the necessary speech actions from them.

How to build a separate operation? There are three possible ways:

- 1) by imitation (imitation);
- 2) by trial and error, i.e. act randomly and then see what happens. When teaching a language, this method should not be used;
- 3) in an effective way: first, make the desired operation an action (i.e., set a conscious goal for the student - to perform this operation).

The general psychological principle of any training is from a conscious purposeful action to an unconscious automatic operation.

Miscellaneous skills and communication skills If the student correctly performs this or that speech operation, then he has formed the appropriate speech skill. The main content of language teaching is, first of all, the formation of a system of speech skills in the target language. The most important criteria are singled out, according to which the formation of skills is judged: unconsciousness, complete automaticity, compliance with the norm of the language being studied, normal pace of execution, stability.

Conclusion

In order to speak, one must be able to combine individual skills with each other into a system. Possessing speech skills does not mean that the student already knows how to communicate in the language. There are two more things to learn:

- use speech skills in order to independently express their thoughts, feelings, experiences;
- clearly vary the choice and combination of speech operations depending on the goal, situation. When a person knows how to do all this, it means that he has formed communicative and speech skills.

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