

METHODOLOGICAL PRINCIPLES OF MODERN METHODS OF TEACHING THE RUSSIAN LANGUAGE

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Abstract

Currently, intensive teaching of the Russian language is implemented in various developing, newly created and existing methodological systems. This is due to the variety of specific goals of teaching the Russian language to a different contingent of students, as well as the variety of learning conditions (grid of training hours, their number, number of students in the study group). The purpose of this article is to identify the most effective methods in teaching the Russian language from existing modern methods of teaching languages.

Keywords: motivation, purposefulness, informativeness, communication process, novelty, situational nature, functionality, interaction, speech means.

In modern conditions of rapid development of science and technology, the problem of transition to an intensive path of development is faced and solved in all spheres of society and at all stages of the formation of individuals and specialists. It is also relevant for teaching the Russian language. The search for optimal ways to solve this issue prompted the emergence of a method based on a suggestive influence on students back in the late 60s and early 70s of our century [1].

The suggestopedic direction appeared in connection with the attempt of the Bulgarian psychotherapist Georgiy Lozanov to use suggestion as a means of activating reserve mental capabilities in the educational process, in particular, when teaching the Russian language.

Ideas G.Lozanov were the starting point for the construction of a number of methodological systems for intensive teaching of the Russian language. Initially, the model of intensive teaching of the Russian language was developed for the use of adult students in short-term courses, but later the experience of successful implementation of the intensive teaching method in other conditions was positive [2].

The activity-based method of teaching English is based on the activity-based concept of learning, represented by the theory of the gradual formation of mental actions. Based on this theory, over the course of several years, the development of teaching technology was carried out, which was then called the activity method. The work was carried out under the guidance of Professor P.Y. Galperin and Associate Professor I.I. Ilyasova [3].

In essence, the activity-based methodology is correlated with the activity-based approach, which is based on the idea of the activity of the cognitive object, of learning as an active, conscious, creative activity. This technique involves teaching communication in the unity of all its functions: regulatory, cognitive, value-oriented and etiquette.

During the development of methods of teaching the Russian language, crises of shortage and “overproduction” of ideas necessary for the formation of a new methodological direction succeeded each other. For example, the transition to communicative teaching was carried out in conditions of a clear lack of fruitful and truly new ideas. The crisis brought to life an active methodological and methodological search, which contributed to the development of modern methodological concepts of teaching the Russian language: communicative, activity-based, etc [4].

In order to understand what modern methods of teaching English are based on, it is necessary to consider in detail the methodological principles that underlie these methods. The structure of the communicative method includes cognitive, developmental and training aspects that are aimed at educating the student. Taking this into account and the content of the concept of “communication”, as well as the versatility of the training system, we can formulate the following methodological principles of communicative methodology [5]:

The principle of mastering all aspects of the Russian language culture through communication. Here, the Russian language culture means everything that the process of mastering the Russian language can bring to students in educational, cognitive, developmental and educational aspects [6]. The communicative method was the first to put forward the position that communication should be taught only through communication. In this case, communication can be used as a channel of education, cognition and development.

Communication is a social process in which there is an exchange of activities and experiences embodied in material and spiritual culture. Communication involves emotional and rational interaction between people and influence on each other. Communication is the most important condition for proper education.

Thus, communication performs the functions of teaching, cognition and development and education in the communicative teaching method.

The process of teaching the Russian language communication is a model of the process of the real communication process according to the main parameters: motivation, purposefulness, informativeness of the communication process, novelty, situational nature, functionality, the nature of the interaction of communicators and the system of speech means. Thanks to this,

learning conditions are created that are adequate to real ones, which ensures the successful mastery of skills and their use in real communication conditions [7].

The principle of interconnected teaching of aspects of the Russian language culture. The complex nature of the Russian language culture is manifested in the unity and interconnection of its educational, cognitive, educational and developmental aspects. Each of these aspects, in a practical sense, are equivalent. But true mastery of one is possible only under the condition of proper mastery of others.

In this regard, any type of work, any exercise in the educational process, integrates all four aspects of the Russian language culture and is assessed depending on the presence of these aspects in them. This principle applies not only to interspect, but also to intraaspect relationships. For example, it is assumed that there is an interconnection and interdependence of all four types of speech activities (reading, speaking, listening and writing) within the educational process.

The need for interconnected learning is justified by the learning pattern, according to which mastery is more successful the more analyzers participate in it. Interconnectedness is present not only in the learning process, but also in individual exercises specially developed within the framework of this methodology. The principle of modeling the content of aspects of the Russian language culture [8].

The volume of regional studies, linguistics and linguistic and cultural knowledge of reality cannot be fully assimilated within the framework of Russian course, therefore it is necessary to build a model of the content of the object of knowledge, that is, to select, depending on the purpose of learning and the content of the course, the volume of this knowledge that will be sufficient to represent the culture countries and language systems. At the same time, it is also necessary to take into account the cognitive needs of individual students related to their individual interests, etc. A certain framework of the training system and its ultimate objectives require, for methodological purposes, the creation of a model of the content of development, that is, a certain minimum that is necessary to solve the problems facing the subject.

The principle of managing the educational process based on its quantization and programming [13].

Any learning system involves the quantization of all components of the learning process (goals, means, material, etc.). Without quantization, the goals will be incorrect, the material will be indigestible, the conditions will be suboptimal, and the means will be inadequate. In other words, systematic training, and therefore its controllability and effectiveness, will be impossible [9].

The principle of consistency in the organization of teaching the Russian language.

This principle means that the communicative learning system is built in a reverse way: first, the final product (goal) is outlined, and then tasks that can lead to this result are determined [13]. This takes place throughout the course, each year, lesson cycle and one lesson and

concerns all aspects. This approach ensures systematic learning with all its inherent qualities: integrity, hierarchy, purposefulness.

The system of training is built taking into account the patterns of students mastering each of its aspects. All training in organizational terms is based on the rules of cyclicity and concentricity. Cyclicity is manifested in the fact that a certain amount of material is learned within a cycle of lessons, each of which includes a certain number of lessons. Any cycle is built on the basis of the stages of development of one or another skill in each type of speech activity [10].

The cyclical nature is reinforced by a concentric approach, which concerns both the speech material and the problems discussed.

Systematicity is manifested in the fact that the proposed system includes not only the Russian language teacher and the student, but also his parents and teachers of other subjects. Interdisciplinary connections are used as a means of additional motivation for those students who are not interested in the Russian language. The systematic organization of the learning process also presupposes a staged nature of language acquisition, that is, it includes different levels of the educational process [11]:

1. level of education levels (primary, junior, middle, senior);
2. the level of training periods, which are determined within the levels;
3. level of stages (stage of formation of lexical, grammatical skills, stage of improving skills, stage of skill development);
4. the level of learning stages, which are determined within stages and substages (stages of imitation, substitution, transformation, reproduction, combination).

Each level has its own specifics, which are determined by the psychological and pedagogical characteristics of students. The principle of teaching the Russian language based on the situation as a system of relationships.

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