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COMPARATIVE CHARACTERISTICS OF MODERN METHODS OF TEACHING THE RUSSIAN LANGUAGE

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Abstract

Many modern techniques are communication-oriented, and one of their most important goals is to teach communication and mastery of speech. Each technique uses different means, methods and principles. That is, each of the methods has distinctive specific features. The purpose of the article is to learn the communicative technique and modern methods which are mastery of all aspects of the Russian language culture through communication.

Keywords: suggestionopedia, function, hemispheres, brain, emotional factors, new prospects, development, atmosphere, language acquisition.

The very first specific feature of the communicative methodology is that the goal of teaching is not mastering the Russian language, but "the Russian language culture," which includes a cognitive, educational, developmental and educational aspect. These aspects include getting to know and study not only the linguistic and grammatical system of a language, but also its culture, its relationship with the native culture, as well as the structure of the Russian language, its character, features, similarities and differences with the native language. They also include satisfying the personal cognitive interests of the student in any of the areas of his activity. The last factor provides additional motivation to learn the Russian language on the part of students who are not interested in it [1].

The second specific feature of the communicative technique is the mastery of all aspects of the Russian language culture through communication. It was the communicative methodology that first put forward the position that communication should be taught only through communication, which has become one of the characteristic features of modern methods. In the communicative teaching method, communication performs the functions of training, cognition, development and education [2]. The next distinctive feature of the proposed concept is the use of all functions of the situation. Communicative learning is built on the basis of situations, which (unlike other methodological schools) are understood as a system of relationships. The main emphasis here is not on reproduction using visual aids or verbal description of fragments of reality, but on creating a situation as a system of relationships between students. Discussion of situations built on the basis of relationships between students makes it possible to make the process of learning the Russian language culture as natural as possible and close to the conditions of real communication [3].

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The communicative technique also includes mastering non-verbal means of communication: such as gestures, facial expressions, postures, distance, which is an additional factor in memorizing lexical and any other material.

A specific feature of the communicative technique is also the use of conditional speech exercises, that is, exercises that are based on full or partial repetition of the teacher's remarks. As knowledge and skills are acquired, the nature of conditional speech exercises becomes more and more complex until the need for them exhausts itself, when the students' statements do not become independent and meaningful.

So, from all of the above it is clear that many specific features that first appeared in the communicative concept were then adopted by other communication-oriented techniques and are successfully used by them [5].

But at the same time, they differ in many ways from this concept and have their own unique features. The effectiveness of the project methodology is largely ensured by the intellectual and emotional content of the topics included in the training. It is also worth noting their gradual complication. But the distinctive feature of themes is their specificity. From the very beginning of training, students are expected to participate in meaningful and complex communication, without simplification and primitivism, which are usually characteristic of textbooks for beginners in learning the Russian language.

Another distinctive feature of the project methodology is a special form of organizing the communicative and cognitive activities of students in the form of a project. Which, in fact, is where the name of the technique came from.

A project, as mentioned earlier, is an independent work carried out by the student, in which verbal communication is woven into the intellectual and emotional context of other activities [6].

The novelty of the approach is that students are given the opportunity to construct the content of communication themselves, starting from the first lesson. The course contains few texts as such; they are reproduced as students work on projects proposed by the authors.

Each project relates to a specific theme and is developed over a specific period of time. The topic has a clear structure and is divided into subtopics, each of which ends with an assignment for the project work [15].

Another specific feature of the intensive method is that suggestionopedia is widely based on the concept of different functions of the two hemispheres of the brain. Connecting emotional factors to teaching the Russian language significantly activates the learning process, opening up new prospects in the development of methods of teaching the Russian language. The whole atmosphere of the classes is organized in such a way that positive emotions accompany language acquisition. On the one hand, this is an important incentive for creating and maintaining interest in the subject. On the other hand, the intellectual activity of students,

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supported by emotional activity, ensures the most effective memorization of material and mastery of speech skills [7].

Another distinguishing factor is the active use of role-playing games. The specificity of intensive training lies precisely in the fact that educational communication preserves all socio-psychological processes of communication. Role-playing communication is at the same time a gaming, educational, and speech activity [14]. But at the same time, if from the standpoint of students, role-playing communication is a game activity or natural communication, when the motive is not in the content of the activity, but outside it, then from the position of the teacher, role-playing communication is a form of organizing the educational process.

According to L.G.Denisova, [11] the main effective points of the interactive methodology of teaching the Russian language are:

- creation of strong immediate motivation for learning, carried out through informal communication and motivation for communication close to real ones;

high and immediate learning efficiency [8]: already on the second day of classes, students communicate in the Russian language they are studying, using speech clichés embedded in the main educational text - remember, the polylogue text is introduced on the first day of classes; presentation and assimilation of a large number of speech, lexical and grammatical units; in one presentation, 150-200 new words, 30-50 speech cliches and several typical grammatical phenomena are introduced and learned [9].

This, too, is undoubtedly a specific feature.

All of the above are the features of the intensive technique, which largely ensure its effectiveness. These specific points are almost completely different from the two previous methods. Only in one thing are they perhaps similar. All three methods consider teamwork in a positive emotional atmosphere to be a necessary condition for successful learning. At the same time, the intensive method pays more attention to activities such as speaking and listening [10].

What specific features does the activity-based method of teaching English have? It should be noted that there are quite a lot of such teaching aids, characteristic only of the activity-based methodology.

First, we note that the creators of this methodology believe that design skills and the ability to work with the content of the message should be taught separately. In order to ensure conscious mastery of language tools and training in design skills, they must be formed before teaching skills in working with content takes place. This leads to another specific feature of this method [13]].

In the activity method, there is a division between the preliminary mastery of linguistic means and the subsequent mastery of communication based on existing knowledge, skills, and abilities to use linguistic means.

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But a truly specific feature of the activity method is the isolation of what are called linguistic speech-communicative units. Since for full communication during learning, only the speech status of language units is not enough - the speech status must be combined with the freedom of their choice in speech [12]. Linguistic units, as mentioned earlier, which have speech status and provide full-fledged communication in terms of freedom of choice, based on the meaning of what is being communicated, are called linguistic communicative units.

And the last specific feature is the use of a method such as conditional translation, which uses not only what the students have already mastered, but also what they are being taught at this stage. From this it is clear that the activity method differs significantly in its specificity from the first three methods.

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