



THE LATEST METHODS OF TEACHING RUSSIAN LANGUAGE AND LITERATURE AT SCHOOL AND UNIVERSITY

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Abstract

The methodology of teaching the Russian language as a science has a little more than one hundred and fifty years of its existence, if we take as the beginning of its emergence the fact of the publication in 1844 of F.I. Buslaev's work "On Teaching the Russian Language", in which the previous experience of teaching Russian was first generalized language, the personal experience of an outstanding scientist methodist, as well as outlined the ideas and principles on the basis of which, according to F.I. Buslaev, the teaching of the Russian language was to be built. F.I. Buslaev's work consists of two parts: the first is devoted to the issues of domestic and foreign didactics, the second - to the theory and history of the Russian language and stylistics. The scientist considered the main methods of teaching a language to be explanatory reading, grammatical teaching, writing exercises, the development of students' speech, a meaningful perception of the laws of the development of the Russian language.

The newest methods of teaching the Russian language and literature at school and university are science in terms of the content of the principles, methods and techniques of teaching the Russian language about the ways and conditions for the assimilation of knowledge by students and the formation of skills in the Russian language and literature. The subject of the Russian language methodology is the process of teaching the Russian language as a means of thinking and communication. Teaching methods are a system of purposefully interconnected actions of the teacher and students to achieve the set task.

Tasks:

Russian Language Methods:

- 1) The method of teaching literacy;
- 2) The technique of speech development;
- 3) The technique of spelling and punctuation;
- 4) Methods of phonetics and graphics;
- 5) The technique of literary reading.





Objectives of mastering the discipline:

- To provide basic information related to the understanding of the main concepts of the methodology of the Russian language and the development of practical skills and abilities;
- Systematize and concretize the knowledge gained in the process of studying the methods of teaching the Russian language;
- Consider the latest trends in Russian language teaching methods;
- To develop research, creative skills of students in the field of teaching methods of the Russian language;
- Master the new cultural aspect of teaching the Russian language, which forms a value view of the language;
- Contribute to the formation of skills: to draw up plans for Russian language lessons, based on the topic, goals and objectives, type of lesson; analyze your own and others' lessons; choose the best training tools for solving the assigned tasks; identify the individual characteristics of students; monitor the activities of students; assess the knowledge of students in accordance with the existing standards for assessing knowledge and skills; competently solve the communicative tasks of pedagogical communication in the classroom; to quickly perceive everything new that becomes relevant in education. Forms of teaching the Russian language: lessons, electives, classes, circle, excursions, extracurricular activities. The optimal and effective approaches that determine the theoretical and methodological basis of teaching language and speech are the system-functional, communicative-activity and linguistic-cultural approaches. The system-functional approach involves the assimilation of the Russian language system, units of different levels in terms of meaning, structure and purpose in speech; selection and organization of language material for the creation of various types of speech activity, the formation of language and speech competencies of students. The communicative-activity approach determines the organization and orientation of classes in the Russian language, in which the goal of training is associated with ensuring the maximum approximation of the educational process to the real process of communication. The object of training from the standpoint of this approach is speech activity in all its forms. The communicative-activity approach is based not so much on the reality of the situations themselves, but on the reality of students' activities in the proposed situations, which contributes to the formation of communicative competence. The linguo-culturological approach to teaching the Russian language allows to orient all levels of language proficiency towards the formation of linguo-cultural competence, the upbringing of





the speech culture of students on the basis of language acquisition as a means of comprehending Russian, national culture in the context of the global one. When creating lessons in the linguistic and cultural direction, all tasks should be carefully thought out. It is important to remember that the building material for coherent statements is the word. Therefore, it is necessary to acquaint students with the meanings of words and the peculiarities of their use in a particular language using dictionaries (explanatory, phraseological, etymological, historical-etymological, dictionary of symbols and signs). In the lesson, vocabulary work is very important. Spelling and punctuation tasks, as well as questions on morphology and word formation allow you to repeat and consolidate what you have learned. Discussion of the text helps to recreate the linguistic picture of the world and the image of a person in a particular culture, contributes to the display of psychology and mentality in a given language, creates an emotional mood, increases interest in the subject. Thus, the linguoculturological approach is aimed not only at ensuring that students can speak freely, write competently, but also get acquainted with the texts - samples of Russian fiction, which can be used to represent the national and cultural characteristics of the native speaker of the target language, as well as to form ideas about the way of life., life, traditions, national psychology of native speakers. Forms of teaching the Russian language: lessons, electives, classes, circle, excursions, extracurricular activities. The optimal and effective approaches that determine the theoretical and methodological basis of teaching language and speech are the system-functional, communicative-activity and linguistic-cultural approaches. The system-functional approach involves the assimilation of the Russian language system, units of different levels in terms of meaning, structure and purpose in speech; selection and organization of language material for the creation of various types of speech activity, the formation of language and speech competencies of students. The communicative-activity approach determines the organization and orientation of classes in the Russian language, in which the goal of training is associated with ensuring the maximum approximation of the educational process to the real process of communication. The object of training from the standpoint of this approach is speech activity in all its forms. The communicative-activity approach is based not so much on the reality of the situations themselves, but on the reality of students' activities in the proposed situations, which contributes to the formation of communicative competence. The linguo-culturological approach to teaching the Russian language allows to orient all levels of language proficiency towards the formation of linguo-cultural competence, the upbringing of the speech culture of students on the basis of language acquisition as a means of comprehending Russian, national culture in the





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Learning to question any idea expressed. We are looking for mistakes in what has been said ... We are divided into critics and inventors ". Motivation for learning activities is an important aspect. Here are some examples of tasks that increase motivation. The main distinguishing feature of such tasks is their connection with activity, which in psychology is called "productive," creative. There are also other signs: students' independent search for ways and options for solving a given educational problem (choosing one of the proposed options or finding their own option and justifying the solution); unusual working conditions; active reproduction of previously acquired knowledge in unfamiliar conditions. These tasks can be presented in the form of problem situations (difficult situations, from which it is necessary to find a way out using the knowledge gained), role-playing and business games, contests and competitions (according to the principle "who is faster? More? Better?") And other tasks with elements entertaining (everyday and fantastic situations, dramatizations, linguistic tales, riddles, "investigations"). One of the forms of the activity approach is the project activity of students. The method is based on the development of students' cognitive skills, the ability to independently design their knowledge, navigate the information space, develop creative thinking, the ability to see and solve a problem, and is also aimed at teaching children elementary techniques of individual and joint activities during projects. The projects are also convenient because they are very diverse in form, content, the nature of the dominant activity, the number of participants, and the duration of execution. The forms of project implementation are also different: it can be a printed work, an article, a report to a conference, a wall newspaper, an almanac, a multimedia presentation, a creative report. The use of innovative technologies in the lessons of the Russian language and literature. "The only path that leads to knowledge is activity," said Bernard Shaw. Much has changed in education over the past two decades. I think that today there is no teacher who would not think about the questions: "How to make a lesson interesting, lively and vivid? How to captivate schoolchildren and students with your subject? How to create a situation of success for each student in the lesson? " What modern teacher does not dream of schoolchildren or students working voluntarily and creatively in his class; did you learn the subject at the maximum level of success for each? And this is no coincidence. The new organization of society, a new attitude to life, impose new demands on the school. Today, the main goal of education is not only the accumulation of a certain amount of knowledge, abilities, skills by the student, but also the preparation of the student as an independent subject of educational activity. At the heart of modern education is the activity of both teacher and student. It is to this goal - the upbringing of a creative, active personality who knows how to learn,





improve independently, and the main tasks of modern education are subordinate. An innovative approach to teaching allows you to organize the educational process in such a way that schoolchildren and students benefit from a lesson and a joy to them, without turning into just fun or a game. And, perhaps, precisely in such a lesson, as Cicero said, "the eyes of the one who hears about the eyes of the speaker will light up". What is "innovative learning" and what are its features? The definition of "innovation" as a pedagogical criterion occurs often and is reduced, as a rule, to the concept of "innovation", "novelty". Meanwhile, innovation, accurately translated from Latin, does not mean "new", but "into the new." Consider the aspects of innovative learning. The relevance of innovative teaching is as follows: - Compliance with the concept of humanization of education; - overcoming formalism, authoritarian style in the teaching system; - the use of student-centered learning; - search for conditions for the disclosure of the creative potential of the student; - correspondence of the socio-cultural needs of modern society to independent creative activity. The main goals of innovative teaching are: - development of intellectual, communicative, linguistic and creative abilities of students; - the formation of personal qualities of students; - development of skills that affect educational and cognitive activity and the transition to the level of productive creativity; - development of various types of thinking; - the formation of high-quality knowledge, skills and abilities. Tasks of innovative teaching: - optimization of the educational process; - creating an environment of cooperation between a student and a teacher; student-teacher cooperation; - development of long-term positive motivation for learning; - inclusion of students in creative activities; - careful selection of material and methods of its presentation. The following technologies are the cornerstone of innovative teaching: - developing education; - problem learning; - development of critical thinking; - Differentiated approach to training; - creating a situation of success in the classroom. The main principles of innovative teaching are: -creativity (focus on creativity); - assimilation of knowledge in the system; -Non-traditional forms of lessons; - the use of clarity. Now I want to move from general methodological principles to innovative teaching methods. When using innovative technologies in teaching the Russian language and literature, the following techniques are successfully applied: - basic synopsis; - INSERT (interactive recording system for effective reading and reflection); - brain attack; - group discussion; - clusters; - syncwine; - key terms; - messed up logical chains; -Media projectors; - didactic game; -Examination of the text; -Working with tests; -non-traditional forms of homework. Thus, the state and requirements of modern teaching methods of any subject are the search and testing of new means, forms, methods and technologies of teaching.





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