



PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF TEACHING THE RUSSIAN LANGUAGE

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Abstract

The Russian language, as a general education subject, can and should make its contribution to the development of students' creative abilities. Having a huge educational, educational and developmental potential of students' creative abilities, the Russian language can realize it only in the course of achieving the practical goal of learning, that is, only if the student in the process of the Russian language communicative and cognitive activity (listening, speaking, reading, writing) will expand his general educational horizons, develop his thinking, memory, feelings and emotions; if in the process of the Russian language communication the social and value qualities of the individual are formed: worldview, moral values and beliefs, character traits. The purpose of the article is to develop the creative abilities of students in the process of learning the Russian language.

Keywords: conversation, attention, interest, educational tasks, emotional attitude, positive attitude, developmental tasks, students' personality, orientations, self-education.

Introduction

A lesson is the main organizational form of learning at school. It is not only an important organizational, but also, above all, a pedagogical unit of the process of teaching and upbringing; its morality, as well as the basic principles, methods and means of teaching, receive real concretization and find their correct solution and are put into practice only during the lesson and through him [1]. Each lesson makes its own specific contribution to solving problems. A lesson performs a specific function in which a certain part of larger blocks of educational material is expressed.

The lesson as a form of organization of learning has firmly taken its place in school as the main organizational form of learning. A good lesson is not easy. The art of conducting lessons largely depends on the teacher's understanding [2] and fulfillment of social and pedagogical requirements, which are determined by the objectives of the school, patterns and principles of teaching. An important condition for conducting a lesson is the competent setting of lesson objectives and their successful





implementation [3]. Teaching the Russian language pursues the implementation of practical, educational, educational and developmental tasks. A practical or communicative task is “aimed” at developing students’ communicative competence, that is, speech activity. General educational objectives are designed to lay the foundations of philological education for students; improve the culture of learning, which is manifested in specific communication skills [4]: the ability to start a conversation, maintain it, showing attention, interest, and end the conversation. Educational tasks also play a significant role. The educational significance of the Russian language is to develop in students an evaluative and emotional attitude towards the world, a positive attitude towards the Russian language, towards the culture of the people speaking this language. Developmental tasks outline ways to form and develop the motivational and emotional spheres of students’ personality, value orientations, and readiness for further self-education in the Russian language [5].

The developmental function of a modern English lesson is to develop cognitive processes (observation, memory, thinking, speech, imagination) and mental abilities in all students. Mastery of basic theoretical concepts, laws of science, and methods of their logical analysis contributes to the rapid development of students’ mental development [6].

The Russian language lesson has its own specifics, since, unlike other subjects, the main goal of teaching is the formation of students’ communicative competence. Currently, the global goal of mastering the Russian language is considered to be familiarization with another culture and participation in the dialogue of cultures [7]. This goal is achieved by developing the ability for intercultural communication. It is teaching organized on the basis of tasks of a communicative nature, teaching the Russian language communication, using all the tasks and techniques necessary for this, that is a distinctive feature of the Russian language lesson [8].

The Russian language communication is based on the theory of speech activity. Communicative teaching of the Russian language is activity-based in nature, since verbal communication is carried out through “speech activity” [9], which, in turn, serves to solve the problems of productive human activity in the conditions of “social interaction” of communicating people. Participants in communication try to solve real and imaginary problems of joint activity with the help of the Russian language.

The activity-based essence of communicative-oriented the Russian language teaching is realized in the conditions of a humanistic approach to learning [10]. With this approach, positive conditions are created for the active and free development of the individual in activity. In general, these conditions boil down to the following:





students get the opportunity to freely express their thoughts and feelings in the process of communication [11];

each participant in communication remains the focus of attention of others;

communication participants feel safe from criticism, prosecution for mistakes and punishment.

With a humanistic approach to learning, the cognitive barriers characteristic of the educational process that reduce students' motivation and encourage them to become irritable disappear. [8, 15]

The humanistic approach involves learner-centered learning. This means that learning, or more precisely, students interacting with each other, is the center of cognitive activity in the lesson. The initial stage in secondary school is understood as the period of studying the Russian language, which allows one to lay the foundations of communicative competence, necessary and sufficient for their further development and improvement in the course of studying that subject. In this study, we consider universities to be the initial stage. It takes quite a long time to lay the foundations of communicative competence, because students need to become familiar with the target language as a means of communication from the very first steps. This means that they must learn to understand the Russian language speech by ear (listening), express their thoughts using the language they are learning (speaking), reading, that is, understand the Russian language text read silently, and write, that is, learn to use the graphics and spelling of the Russian language when performing written tasks aimed at mastering reading and speaking, or being able to express one's thoughts in writing. Indeed, in order to lay the foundations for each of the listed types of speech activity, it is necessary to accumulate linguistic means that ensure the functioning of each of them at an elementary communicative level, allowing them to move to a qualitatively new stage of their development in the future [10].

Back in 1947, I.V. Rakhmanov wrote [11]: "... most of the methods (meaning the direction, the training system) differ significantly from each other only at the elementary level of training, and for the advanced level they are either not developed at all or differ little from each other even among methodologists belonging to opposite camps..."

As is known, the construction of the initial stage can be different in relation to the language material, its volume, organization; consistency in the formation and development of oral and written speech; taking into account the conditions in which the educational process is carried out; revealing the potential capabilities of the subject itself in solving educational, educational and developmental tasks facing the school. That is why the initial stage in learning the Russian language allows you to lay





the foundations of communicative competence, necessary and sufficient for their further development and improvement in the course of studying the subject.

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