

Methodology of Teaching the Russian Language as a Science

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ABSTRACT

In this article, the main characteristic of the methodology of teaching the Russian language as a science is studied. The subject of the methodology of the Russian language is the process of mastering the language: that is, speech, writing, reading, grammar, spelling, phonetics, orthoepy, vocabulary, etc. in learning conditions. The methodology is interested in the content of education, the activities of the teacher and students. The methodology studies the patterns of formation of language concepts, skills and abilities in the field of language.

KEYWORDS: *pedagogical disciplines, teaching methods, usually classified as pedagogical sciences, psychology, philosophy, patterns of learning, development of thinking, cognitive activity of schoolchildren, Russian language, grammar, spelling, strength of knowledge.*

The method of teaching the Russian language is an intersect oral discipline located at the intersection of pedagogy, psychology, philosophy and a special discipline; for the methodology of teaching the Russian language it is linguistics.

The subject of the methodology is the learning process. Since the subject of methodology coincides with the subject of other pedagogical disciplines, methodology is usually classified as a pedagogical science.

The subject of the methodology is the process of teaching the Russian language, and the concept of learning includes: a) the content of the training, the language material that is being studied, the language skills that must be learned; b) the activities of the teacher in selecting and “presenting” material to students, in organizing their educational work, in developing them, in revealing their knowledge and skills; c) the activity of students in the assimilation of knowledge, their creative work in the application of knowledge, the development of skills and abilities. The result of training is also included in the scope of the concept of the subject of the methodology as its most important link.

The subject of the methodology of the Russian language is the process of mastering the language: that is, speech, writing, reading, grammar, spelling, phonetics, orthoepy, vocabulary, etc. in learning conditions. The methodology is interested in the content of education, the activities of the teacher and students. The methodology studies the patterns of formation of language concepts, skills and abilities in the field of language. Unlike psychology and didactics, the methodology does not study general patterns of learning, but specific ones related to specific language material: for example, the patterns of formation of spelling skills and abilities, trends in mastering syntax - syntactic constructions and independent oral and written speech, etc. Considering the results of the study the laws of teaching the native language, the methodology solves its applied tasks: to develop such teaching methods and techniques that provide the solution of educational problems, the development of thinking and cognitive activity of schoolchildren, the depth and strength of knowledge, skills.

The activity of students and teachers is considered by the methodology as interaction, as joint activity, as cooperation with the leading role of the teacher.

The method studies the processes of teaching schoolchildren their native language (they acquire knowledge of the language, the formation of their language and speech skills and abilities). The methodology of the native language is based on linguistic and psychological concepts about the role of language in social development, about the connection between language and consciousness, speech and thinking. The methodology provides such a language teaching system that strictly corresponds to the modern theory of linguistics about the essence of language and its social function - to be the most important means of human communication, a means of forming thoughts and expressing them in a language code. The task of the school and scientific methodology is to make for each student his own language skills as the most flexible, perfect organ of the human intellectual world.

The methodology solves four problems: the first is "why study", that is, the definition of the goals and objectives of teaching Russian as a native language; the second is "what to teach", i.e. determining the content of training; substantiation and preparation of the program, textbooks and training complexes for students, manuals. The methodology determines the maximum knowledge, skills in the language, the criteria for their identification and evaluation. The third task is "how to teach": the development of teaching methods and techniques, the design of lessons and their cycles, teaching aids and educational equipment. The fourth is "how to control what you have learned", i.e. determination of evaluation criteria, control methods.

Learning objectives are the definition of the educational, cognitive and practical goals of the subject, that is, its place in the education system (today, taking into account military types of educational institutions).

The concept of the content of education includes: the choice of a specific scientific concept; the selection of the necessary and sufficient conceptual and terminological apparatus; the determination of the knowledge, skills and abilities that a student must master when studying a subject.

The methodology of teaching the Russian language interacts with philosophy, psychology, pedagogy, and linguistics.

Stages of development of the technique. The first printed textbook of the Russian language known to us is the "ABC" by Ivan Fedorov (1574), it contains 45 letters of the Cyrillic alphabet, grammar, spelling, elements of prosody. The first methodological manual appeared in 1783: its author was the famous Russian teacher F. I. Yankovich de Mirievo ("Guide to teachers of the first and second category of public schools in the Russian Empire"). From among the textbooks of the Russian language in the XVII-XVIII centuries. Noteworthy are "Grammar ..." by M. Smotrisky (1619), "Primer" by K. Istomin (1694) and especially "Russian Grammar" by M.V. Lomonosov (1757), which was the main textbook in gymnasiums until the middle of the 19th century. and had a strong influence both on the development of the normalized Russian language and on school textbooks.

The emergence of the methodology of the Russian language as a science is associated with the appearance in 1844 of the book by F.I. Buslaev - an outstanding linguist, historian, teacher - "On the teaching of the national language" Buslaev is a humanist; for him, a person is a bearer of beauty, high impulses of the soul.

In the 19th century the methodology was formed in the struggle for the democratization of the school, for the access of the broad masses to education. V. G. Belinsky, N. A. Dobrolyubov, N. G. Chernyshevsky, D. I. Pisarev paid attention to the school and language teaching in it. Thus, V. G. Belinsky created a textbook of the Russian language, opposed formalism in teaching rhetoric (the theory of eloquence), and demanded that education be directed towards the development of a high speech culture.

The contribution to the methodology of the Russian language by K.D.Ushinsky is immeasurably great. His main works are addressed to elementary school: he created the textbooks "Children's World" and "Native Word". But his methodological ideas also cover the secondary school, they are relevant today. K. D. Ushinsky regarded spelling skills very highly: they must be firmly established at the earliest stages of education. In teaching spelling, he recognized both the role of rules and the role of a common language culture.

A bright trace in the methodology of the Russian language was left by L.N. Tolstoy, the creator of the ABC in 4 books (1872), which he called the main business of life. L.N. Tolstoy saw the task of teaching the native language in getting students to read and understand literature. This requires mastery of the literary norm of the language. The role of grammar in the system of Leo Tolstoy was underestimated: grammar was not recognized as an independent role in education.

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