MODERN METHODS AND TECHNIQUES IN RUSSIAN LANGUAGE TEACHING

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Annotation This article discusses innovative methods and techniques for teaching the Russian language in order to increase the efficiency of the learning process. The promise of using new methods in creating conditions for improving the activity of students' learning activities is proven.

Key words: teaching method, problem-based learning, project, educational tasks, language analysis.

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Along with the elements of content and teaching aids, the concept of method and technique are the main elements of the Russian language teaching system. Teaching method is a way of interaction between teacher and students in the lesson, aimed at fulfilling educational tasks.

The most complete definition of the method from the perspective of linguodidactics was given by G.A. Anisimov: "The method of teaching the Russian language should be understood as a method of activity for students, organized by the teacher for them to master the language of the functioning system."

The components of the teaching method are teaching techniques. A technique is a detail of a method, its individual operations (practical and mental) in the process of acquiring knowledge and skills. So, the method determines the direction and nature of educational activity, and the technique is a specific action of the teacher.

In methodological science and school practice there is no uniform and clear classification of teaching methods. Academician A.V. Tekuchev believes that there cannot be a universal teaching method. The teacher, organizing the process of studying this or that language material, guides it, imparts knowledge, teaches children to observe the phenomena of language and speech, offers a variety of exercises, and instills in schoolchildren the ability to self-assess speech, their own and others. The student perceives, remembers, reproduces speech patterns, solves cognitive problems, master's knowledge, skills and abilities. It is this relationship, the interaction between teacher and student, that should be taken into account when considering teaching methods.

The classification of teaching methods is based on, firstly, sources of knowledge, and secondly, the way of organizing joint activities between teacher and students. According to the sources of knowledge, the following methods are distinguished: - verbal (source - the living word of the teacher): lecture, conversation, explanation; - language analysis (observations of language): grammatical analysis;

- visual: experiment, observation; - practical: various types of exercises, laboratory work.

Based on the method of organizing joint activities between teachers and students, the following methods are distinguished: conversation, explanation, independent work.

I.R. Paley proposes a classification of teaching methods based on identifying methods by lesson unit and by target setting:

1) methods of learning new material are implemented using the following techniques: the teacher's word, conversation, working with a textbook, etc.;

2) methods of consolidation (techniques: answering questions, performing exercises and etc.);

3) control methods (techniques: survey, testing, independent work, dictation, etc.).

Professor L.P. Fedorenko, proposing a classification of methods of teaching the Russian language based on the source of knowledge, identifies the following teaching methods: - methods of practical language learning - explanation of incomprehensible words, preparation of oral communications and written essays; drawing up plans, theses, notes, correcting grammatical and stylistic errors in students' oral speech, training in working with reference literature; - methods of theoretical language learning - communication, conversation, reading the rules in a textbook; - methods of theoretical and practical study of language - grammatical analysis, presentation, composition, spelling and punctuation analysis, copying, dictation, stylistic analysis.

Often, the classification of teaching methods is based on the characteristics of students' cognitive activity: whether it is reproductive, creative or research. On this basis, a number of didactics (I.Ya. Lerner, M.N. Skatkin) distinguish methods: explanatory-illustrative, reproductive, problematic, heuristic (partially search), research.

As we see, improving the system of teaching the Russian language is possible with the skillful use and harmonious combination of teaching methods based on the use of a variety of methodological techniques in the process of teaching the Russian language.

At the present stage of development of pedagogical science and school practice, much attention is paid to the so-called "active" teaching methods. Let us dwell in more detail on research and problem-based methods, with the use of which students' activities become more independent and active.

Problem-based learning is widely used in the process of teaching the Russian language. Problem-based learning is the creation of a chain of problem situations and management of students' activities to solve a learning problem. A problematic situation is a cognitive difficulty deliberately created by the teacher, causing a cognitive need, interest of students, and a desire to obtain information to explain the fact that interests him. A problematic situation is associated with mental difficulty, with "puzzle." Being the initial stage of the thinking process, it stimulates thought, shows the importance of the material being studied, evokes an active desire to work (if the

problem is "accepted" by the students), and ultimately facilitates the memorization of educational material), ultimately facilitates the memorization of educational material.

Problem-based learning involves: 1) creating a problem situation, i.e. such an objective learning situation that leads to a contradiction between knowledge and ignorance (students realize the lack of knowledge they have to solve this problem); 2) the emergence of a problematic issue in students' thinking and its formulation as a cognitive result of students' comprehension of a problem situation; 3) finding a solution to the problem; 4) problem solving and verification.

In the process of solving problematic problems, schoolchildren acquire new knowledge as a result of their own search. This indicates a high degree of awareness and strength of their knowledge. The teacher creates problem situations himself during the educational process or borrows them from manuals (examples of problematic problems can be found in the manual by T.V. Napolnova "Activating the mental activity of students in Russian language lessons"). Cognitive tasks can be different: from the analysis of small texts to tasks for long-term research (history of a word or phraseological phrase, analysis of a writer's language).

So, the problem-based method allows not only to master the program material, but also develops the creative abilities of students.

According to leading didactics, psychologists, and methodologists, "the leading link in increasing the creative potential of students is the creation of special conditions for the purposeful transition in the educational process of their creative activity to research" (Orlova T. Fundamentals of technology for implementing a model of holistic and level-by-level school development. Book 2).

Research activity of students is a special educational activity for mastering the methods of scientific knowledge.

The content of research activities is the study of universal ways of obtaining knowledge and the development of universal (general subject) skills - communication, logical, information, organizational.

Research activities include:
* problem statement;
* selection of research methods and practical mastery of them;
* collection of own material, its analysis and synthesis;
* evaluation of results;
* own conclusions.

The forms of students' research assignments when teaching the Russian language can be varied: a mini-essay, an essay, a workshop, a report, an essay, a public speech, a project defense, a crossword puzzle, a quiz, a script, as well as a collection of tasks and exercises, etc.

One of the forms of research activity is project technology, or the project method. The project method, due to its didactic essence, makes it possible to solve the problems of formation and development of intellectual, speech and communication skills.

An educational project is the result of students' activities within the framework of research activities and, of course, an integrative didactic means of development, training and education, which allows them to develop and develop universal skills and abilities, namely to teach:
* research;
* goal setting and activity planning;
* search and selection of information, and assimilation of the necessary knowledge;
* conducting research (analysis, synthesis, generalization);
* presentation of the results of their activities.

As we can see, the research and project activities of schoolchildren make it possible to solve a number of problems that are relevant for the modern pedagogical process, including allowing them to apply the acquired knowledge and skills in practice.

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