

PECULIARITIES OF TEACHING METHODS IN RUSSIAN LANGUAGE AND LITERATURE

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Abstract:The first method of teaching Russian is a practical technique. Psychological and pedagogical patterns of the educational process are similar to the needs of society. Communication tools determine the ways of teaching Russian to students in accordance with their language characteristics. The method of teaching the Russian language consists of literary parts, language skills of students, grammar concepts, changes in the language system over time (assimilation) and other parts of language science. Methodology; Pedagogy, psychology and philosophy at the intersection of disciplines. These disciplines have a common interest.

Keywords:language details, Russian language, methods, methodology, literature.

INTRODUCTION

Language is one of the most interesting communication tools in the hands of people. To use the language correctly, we need to learn the features and details of the language. The methodology is designed to test the student's language understanding and analytical skills. The methodology is designed to study the language and analytical skills of the student. Linguistic analysis enforces the difference between language proficiency levels. Methodology also affects the level of knowledge and skills of students. The method finds the reasons for the student's successes and mistakes. There are 4 basic rules in the teaching methodology. The first is "why", the second is "what should I teach", the third is "how to teach" and the fourth is "why not use another way".

MATERIALS AND METHODS

Methodology and philosophy are directly related. Language and the science of thought are directly related. Society and individual sciences are directly connected. These results help to improve the methodology [3]. According to another idea, the method of teaching the Russian language includes the language skills of students, grammar, assimilation and Russian literature. Language methodology; discipline at the intersection of other disciplines, namely pedagogy, psychology and philosophy. These disciplines are of common interest [2].

RESULTS AND DISCUSSION

The literature search was carried out on the basis of printed academic research on the methods of teaching Russian language and literature within the framework of the study. Scientific research on the methods of studying languages, articles, Ph.D. dissertations, printed scientific books are considered.

Literary review The Russian language as the national language of the Russian people is the basis for the formation and improvement of speech. Language is not only a means of accurate speech, but also an instrument of thinking. The development of language contributes to the development of thinking, and vice versa. While its analysis generates a decomposition of objects by elements, synthesis is the study of objects in their entirety and interactively. The study of the linguistic and speech phenomenon is influenced by universal methods of analysis and synthesis. Analysis of the phonetic composition of the word, parts of speech, parsing, proposed by the decomposition of objects by elements. The Russian language is one of the richest languages in the world, this is a generally recognized fact.

KG. Paustovsky wrote: "Real love for the motherland is impossible without love for their language." In the "Preliminary Program ..." one of the goals of studying the Russian language is the education of a citizen and a patriot, the formation of ideas about the Russian language as a spiritual, moral and cultural value. Selection of materials for lessons, audiovisual materials, types of tasks students are motivated by the desire to uncover the treasures of Russian vocabulary and phraseology, to improve the ability to express all the features of the Russian language by its linguistic means "in all tones", in order to arouse admiration for the Russian language among students who are too proud of its diversity to do well express thoughts and feelings in Russian.

The principle of connection with the study of Russian-language literature

In the practice of teaching the Russian language, works of art are used. Students learn to create various speech types of language models: description, argument, narration. This principle is achieved through an individual approach to students, based on their competencies and skills.

An example of such a differentiated approach to learners based on their competence is the rather traditional task of making lists of words that are "easy to miss" from dictation. Students are then asked to study:

- 1) To determine from which parts of speech these words are taken,
- 2) Create a sentence including this word,
- 3) Create other words from this word, the more the better.

These tasks are very useful for improving vigilance, when students look at the alphabetical structure of words, they memorize them. There are three levels of difficulty in these tasks; first mechanical copying, then analysis - to determine what part of speech it came from, and the most creative level - synthesis - the creation of new words in a sentence.

Method of grammar and spelling.

It includes teaching writing and calligraphy, the formation of elementary grammatical concepts and spelling skills. Students for the first time realize language as a subject of study, analysis and synthesis. They learn how to build sentences correctly, as well as improve writing skills, which differ from oral speech in their graphic form, vocabulary and syntax. The methodology of language development should further enrich the children's vocabulary; develop their oral and written skills. Russian language teaching methods are based on foreign experience [5]. The well-known linguist, Professor Academician Lev Vladimirovich Shcherbo noticed and developed these methods. Teaching reading, writing and speaking is an important aspect for the formation of specific language skills and abilities.

Methods of teaching the Russian language are inseparable from developmental psychology and pedagogical psychology. The reading technique is also based on literary theory. The next part of the main methods of teaching the Russian language is pedagogy.

Modern methods of teaching literature are based on the valuable experience of language and literature teachers of the past. The history of methodical thinking is inextricably linked with the development of Russian society and Russian literature, with the names of famous scientists and artists, writers and teachers who were the first authors of textbooks, teaching aids, articles on the theory and history of literature. There is no single universal methodology for teaching a language [4]. Experience has shown the need to combine different techniques depending on the purpose and conditions of training. Preference is given to student-centered technologies that stimulate creativity and increase motivation to learn the language. The study of language and literature is designed to help students interested in achieving maximum fluency. The content of language learning is aimed at the formation and development of all components of communicative competence: language skills are based on linguistic knowledge. The most important component

of communicative activity is language competence, based on a certain amount of knowledge, building grammatically correct sentences and understanding the nuances of speech. The most convenient and appropriate form of learning is the lesson. This is practical training. An important condition for a good lesson is the fulfillment of some specific goal that was set before it. Teaching the Russian language is aimed at achieving educational, training and developmental goals.

CONCLUSION

The research method, which is an important component of the general methodological - ray system - a way of interaction between a teacher and a student, is a set of methods of their joint activity. In the theory and practice of teaching the Russian language, there is no single classification of lesser chances of learning. Some scholars use a didactic classification based on the peculiarities of students' cognitive activity. Lerner distinguishes five methods: explanatory content-illustrative, reproductive, problem decomposition method, partial search (heuristic) and research. Lerner distinguishes five methods: explanatory content-illustrative, reproductive, problem decomposition method, partial search (heuristic) and research. Professor L.P. Fedorenko identifies the following teaching methods [8]:

- Practical methods of language learning - explanation of natural words directly, compiling oral and written communications compiled, drawing up plans, abstracts, annotations, correcting grammatical and stylistic errors in students' speech, teaching how to work with reference books.
- Methods of theoretical study of the language - communication, conversation, reading in the rule book;

Methods of theoretical and practical study of the language - exercises: analysis of linguistic material, study of grammar - analysis, its change, presentation, grammatical design, composition, spelling and punctuation criticism, copying, dictation, learning style - stylistic analysis.

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