Teaching the Grammar of Russian Language - Great Opportunities for the Linguistic and Mental Development of Students

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Abstract : Great opportunities for the linguistic and mental development of students include teaching the grammar of Russian language, which enriches them with knowledge of the basic laws and rules of the language system, morphological and syntactic means of expressing thoughts, contributes to the development of logical thinking of students, and is the basis for the formation of practical speech and spelling skills. Based on the analysis of the relevant methodological literature and the study of the experience of teaching Russian language, the need to find optimal conditions for the language development of students is established.

Keywords and phrases: significant age, individual variability, language material, components, certain structure, psychological analysis, non-standard tasks, language competence, stages, development

In essence, the new pedagogical technology represents a system in which the tasks of all stages and parts of the pedagogical process, which reflect the purpose of the lesson, are scientifically based and ensure the achievement of the expected result [5].

The desire to find ways to resolve these contradictions determined the problem of our study: in theoretical terms, the problem of developing a model for the formation of students' language competence in the process of studying syntactic norms, in practical terms, the problem of creating methodological support for the formation of students' language competence.

The method of educational work with language material can be used as a unit of psychological analysis of solving non-standard tasks and, in general, language competence at different stages of its development. A qualitative analysis of these methods and quantitative data on the success of solving problems make it possible to diagnose the development of this system.

Before presenting in general terms the results of the investigations carried out to date, we note their inevitable limitation. We analyze the experimental materials collected mainly in the form of a written solution of our problems and reasoning aloud in individual experiments. Oral speech is affected to a minimum, because to study language competence on the material of this form of speech, other approaches are needed (in particular, greater consideration of broad environmental factors, less educational), other empirical procedures (in particular, those related to field observations of students' speech and hidden recording it); in other words, other logic and research methods are needed.

Let us turn to the results of the conducted research. An analysis of the processes of solving non-standard problems showed that, with significant age and individual variability in the work of students with language material, invariant components are distinguished in its methods, which make up a certain structure. These components are: a) indicative - the predominant orientation of students to certain features of the language material, their totality and correlations, b) operational - the composition and sequence of operations performed in the recognition, transformation and construction of language material, c) affective volitional, in which the selective attitude of the student to the language material, the problematic situation inherent in the task, the evaluation of the process and the anticipation of the results of his own decision, the doubts that arise in the students and the emotional attitude towards them are manifested.

The first two components - indicative and operational - are correlated with the two parts of mental action - indicative and executive - in the concept of Galperin. But this is an external similarity, since

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we do not set either the methods of work or their foundations, but we reveal the methods that have developed among the students themselves.

The described structure of ways of working with the material is equivalent (but not identical) to the structure of language competence as a whole: in the first two components, content is found that is genetically related to both learning and speech experience - the predominant orientations of students to various aspects of the language sign and actions with it; in the third - selectivity, which by origin is associated more with experience than with learning, but in the course of the latter it can either become deeper and more subtle, or decrease, fade away.

 Here we will focus only on some of the positive dynamic aspects of the ways students work on language material. Experimental data indicate gradual changes in the ways of solving problems in the course of training. Changes are most clearly expressed in three aspects: 1) in the orienting component of the method, 2) in the connections between all three components, 3) in the manifestations and functions of the intuitive component of the problem-solving process, the prerequisites of which lie, probably, in the early forms of the "sense of language", but fundamentally different from it.

 Substantive changes in the orienting component of the methods consist in the transition from working on isolated features of the material - semantic, grammatical, stylistic - to working on complexes of interrelated features - semantic-syntactic, lexical-syntactic, lexical-morphological, semantic-stylistic. These interrelated features represent the relationship of formalized and non-formalized in the language, and in general - the relationship of the content plan and the expression plan in it. In the reasoning of the subjects, these relations are analyzed in everyday language, but in essence they are adequate to the task.

The work of students with the semantic aspect of the sentence is characterized by special changes: the transition from the analysis of the referent of a particular sentence, often with an orientation towards isolated semantic features, to the analysis of the meaning of the construction. So, in the methods of solving problems by students a tendency is found to perform objectively redundant and, as a rule, operations that have a semantic nature. For example, when distinguishing between types of sentences, some students build the context of the sentence or the constitution of the utterance. In other words, they work with a sentence not as a syntactic structure, but as a statement, taking into account a number of possible extralinguistic conditions, although in principle the problem can be solved without this operation. However, such operations contribute to the fact that the student discovers the connections between the actual (or communicative) and formal (or constructive) syntax and thereby compensates for the limitations of schooling. In the future this operation leaves the work of students.

 Orientation to the non-formalizable relations of the content plan and the expression plan (in particular, the meaning and forms of the construction) is one of the conditions for the manifestation of the intuitive component in the process of solving problems, which can be called the "sense of language". But this "feeling" in students is fundamentally different from those of its prerequisites that take place in earlier periods of development, and can be considered as a neoplasm. In the work students, this "feeling" begins to act as a mechanism for recognizing language units with an ambiguous ratio of formal and semantic features, the student's control not only over speech, but also over his own actions with language material, predicting the results of solving a problem before making the first trials. its search, as well as anticipating the normative and aesthetic evaluation of the found solution before its detailed analysis. So, if in studentsthis "feeling" performs a control and empirical-generalizing function, then in students it performs a prognostic, control, and aesthetic function.

By the end of the systematic course of syntax, for many students, the orienting component becomes the leading one in the ways of solving non-standard problems, and the connections between it and other components are strengthened. Until that time, most students still have a very noticeable gap between its components. In some special cases, a student can analyze the same sentence according to semantic features, make attempts at transformation through formal grammatical operations, justify his decision with an aesthetic assessment of the sound of the received sentence, without

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experiencing discomfort due to the lack of a single logic of working on the material. The number of such students at the end of students begins to decline. The way of working on language material gradually turns into a structure with tight connections. Thus, in the process of transforming given constructions, the connection between the orienting component and the operational and affective-volitional components is clearly manifested. For example, when focusing on a set of semantic-syntactic features of a sentence already have a hypothesis about a possible (positive or negative) result of its search before solving the problem. In the case of a positive hypothesis, the search for a solution becomes very persistent, long, with a lot of different solutions, and a complex operational composition of samples. In the case of a negative hypothesis, the search for a solution, on the contrary, is quickly curtailed and ends with a negative answer. Judging by the behavior of the subjects, their statements and questions to the experimenter, the process of work in these cases is accompanied by a mixed feeling of expectation of success (a certain decision), on the one hand, and doubts, discomfort from one's own insecurity, on the other. Such hypotheses, in particular, we qualify as an intuitive component of the process of solving problems. Moreover, experimental materials showed a statistical dependence of correct hypotheses and correct solutions of the problem; incorrect hypotheses and incorrect decisions are not statistically related [1].

The more clearly the connection between the orienting and operational components is manifested, the more confident the positive hypothesis and the longer the search for a solution, the more often the manifestation of the affective-volitional component takes place not only in the process of searching for a solution to the problem, but also upon completion of it: students tend to defend and argue their decision, even if they recognize another solution proposed by the experimenter as possible, admissible. While maintaining the focus on isolated features of the material, the absence of connections between the indicative and operational components of the way of working, rare and often erroneous hypotheses, the student much more easily and indifferently accepts a different logic of reasoning, a different answer, or sluggishly argues his decision.

The modern science of education has approached the moment when there was a need to create pedagogical technologies that provide the most important thing in the educational process - the development of the personality of each student, his activity. It is necessary to create such learning conditions so that the student strives to obtain new results of his work and subsequently successfully apply them in practical activities [6].

As a broader system, which includes linguistic competence, in our opinion, is the competence of a native speaker, which includes, in addition to language, a number of other competencies: communicative (and as part of it - speech), cultural (and as part of it - sociolinguistic), within certain limits - cognitive.

Thus, the goal of language competence is the ability of students to use words, their forms, syntactic structures in accordance with the norms of the literary language, use its synonymous structures in accordance with the norms of the literary language, use its synonymic means, and, ultimately, possession of the richness of the language as a condition for successful speech activity. These tasks are traditionally solved at institute by introducing new layers of vocabulary, replenishing the phraseological reserve, enriching the grammatical structure of students' speech: morphological norms of coordination, control, construction of sentences of various types are assimilated, students' speech is enriched with synonymous constructions.

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