

Principles Of Teaching Russian Language

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Annotations : The proposed material will help students to properly organize their activities not only in preparation for practical classes and exams in the subject, but also during teaching practice in the Russian language. The article is addressed to philology students, teachers of Russian language methods, practicing teachers , as well as literature teachers.

The proposed material will be useful and interesting to everyone who seeks to diversify the forms of mastering the course of methods of teaching the Russian language, work on the subject. The material is addressed to the possibilities of developing students' analytical thinking, to the prospects for solving innovative problems of modern teaching of the Russian language. In addition, classifications of teaching principles and methods are proposed that allow the teacher to see the design of the educational process in perspective; those used in modern educational institutions are analyzed.

Key words : principles, functions of language, unit of language, typology, speech skills, differentiation, special principles, phonemic principle , general methodological principles , Particular methodological principles .

The principles of teaching are the basic ideas, provisions, and initial theoretical foundations that determine the choice of methods, techniques and other teaching aids. The teaching of the Russian (native) language is based on fundamental methodological principles determined by the socio-psychological functions of language and the specifics of language as a science.

In modern methods, there are several typologies of principles of teaching the Russian language, which are built on different foundations. Let's look at some of the typologies. The famous domestic methodologist A.V. Dudnikov highlights the strategic and tactical principles of teaching the Russian language. Strategic principles: – speech development is the leading principle of teaching the Russian language; – activation of students' mental activity, development of students' thinking abilities in unity with the development of coherent speech. Tactical principles: – the principle of preferential use of induction as a way of thinking in the process of studying individual linguistic phenomena and categories; – the principle of interconnection between individual levels of a language in the process of studying them in institutions with mandatory knowledge of the internal system of units and laws of each level; – the principle of relying on units of speech when studying individual levels of language and on units of language when working on various genres of speech. From the patterns of mastering native speech, discovered by the famous methodologist L.P. Fedorenko, the following principles of teaching the Russian language follow: - the principle of attention to the matter of the language - the teacher selects such didactic material that teaches the student to control his speech-motor apparatus, teaches him to listen and hear the sounding text, imitate samples of spoken speech, reproduce in one's own speech the features of the spoken text; – the principle of understanding linguistic meanings - the teacher selects didactic material that ensures that students understand the lexical and grammatical meanings of those units with which students have to work in the lesson;

- principle of developing speech expressiveness
- the teacher selects didactic material that helps the student express his emotional state, provides the opportunity to delve into the essence of the poetic structure of speech, teaches him to evaluate the world around him using his native language;
- principle of developing a sense of language

– the teacher selects didactic material that promotes memorization of usage traditions;
– the principle of comparing oral and written speech - the teacher gives preference to oral analysis of linguistic phenomena, oral work based on samples, selection and compilation of their own examples, only then invites students to move on to written work. We offer the following classification of principles of teaching the Russian language, which is based on the works of M. T. Baranov, I. Yu. Gats , M. R. Lvov. Didactic-methodological principles (general methodological principles): - the principle of educational teaching (instilling respect and love for the Russian language, the formation of dialectical thinking, the connection of learning with extracurricular work in the subject): - the principle of science (teaching the subject taking into account strictly tested provisions of science; use by the teacher in preparation for a scientific literature class); – the principle of clarity (education of ideas and concepts in students based on the living perception of objects and phenomena); – the principle of continuity (“joining” of programs, textbooks of related classes; propaedeutics in the primary grades of those topics that will be studied in secondary school; generalization and systematization of what was previously studied). Private methodological principles:

- the principle of differentiation of linguistic phenomena and meanings;
 - the principle of relying on the sense of language;
 - relationship between work on the development of oral and written speech;
 - the principle of training the organs of speech and writing hand;
- the principle of consistently increasing the pace of Russian language teaching;
- the principle of attention to expressive speech.

Special principles:

- principles of studying phonetics (reliance on students’ speech hearing; principle of considering sound in a morpheme
- understanding of sound changes depending on the alternation of phonemes; comparison of sounds and letters in order to prevent their confusion);
- principles of studying vocabulary and phraseology (lexicogrammatical - comparison of lexical and grammatical meanings; systemic - taking into account all elements of the lexical paradigm; contextual - consideration of a word in context);
- principles of studying word formation (structural word formation - comparison of the structure of a word and the method of its formation; lexical-word-formation – comparison of lexical meaning and word-formation meaning of the model; motivational - determining the structure of a word by motivating it);
- principles of studying morphology (lexico-grammatical - comparison of the lexical meaning and categorical meaning of a word as a part of speech; paradigmatic - comparison of indirect forms with the original; morphological-syntactic – comparison of a part of speech and a member of a sentence);
- principles of studying syntax (intonation; morphological-syntactic); – principles of studying spelling - the main provisions that determine spelling in the Russian language and contribute to methodologically competent teaching of spelling. The principles of teaching spelling are divided into general (the teacher is guided by them when studying all types of spelling) and specific. The teacher relies on the principles of spelling when explaining the essence of the type of spelling (the necessary comparisons are used) and in the process of teaching the ability to apply spelling rules.

General principles:

- Russian orthography is connected with the entire language - with its sound side (with phonetics), with the structure of the word (with morphemics), with form formation (with morphology), with the position of the word in a sentence (with syntax). The study of phonetics provides familiarization with the ways of transmitting sounds by letters, morphemics - with the position of the spelling in one or another part of the word, morphology - with grammatical categories that determine the choice of spelling, syntax - with members and non-members of sentences;

– reliance on the connection between the study of spelling and the study of grammar and phonetics. This principle determines, firstly, the obligation for students to firmly assimilate information about the language that is basic for spelling, and secondly, the need to repeat this information before studying a particular spelling;

– reliance on identifying features of spellings. This principle assumes that in the process of studying a particular spelling norm, the corresponding identifying signs of the application of the rules must be named and students must be taught to use this knowledge in their writing (i.e., there must be special conditions that signal a possible spelling problem).

Particular principles:

– the principle of comparing the sounds of a weak position with the sounds of a strong position in a certain morpheme (this principle is based on the phonemic principle of Russian orthography);

– comparison of sound and its phonetic environment (this principle is based on the phonetic principle of Russian orthography); – the principle of comparing a proper name and a proper name and a common noun (this principle is based on the semantic principle of Russian orthography); – comparison of the semantics of a word and the structure of a word, comparison of a part of speech and a member of a sentence (this principle is based on the lexical-morphological principle of Russian orthography);

– observation of the syllabic composition of a word. Principles of studying punctuation - provisions that determine the placement of punctuation marks in a syntactic structure:

– observation of logical-substantive information expressed in a sentence.

Punctuation marks mark out segments of communicative units that have a certain independent semantic meaning. There are two types of such meanings: predicative-communicative and additional semi-predicative meanings. The first exists independently in the form of a sentence; its meaning is expressed by its grammatical basis. The second exists only within the framework of a sentence and serves the first type of meaning, clarifying it. To master punctuation, it is important to learn to distinguish between them and, in the process of writing, to anticipate the introduction into a sentence of semantic segments that carry additional semi-predicative information. Additional information is divided into three types: various semantic explanations as part of a simple sentence (clarifications, appeals, circumstances, modal meanings, etc.), logical-substantive relations between predicative components in a complex sentence, and direct transmission of someone else's speech. Additional information contained in semantic segments in writing is associated with punctuation marks, therefore systematic observations of the semantics of a sentence and a search for this information in it are necessary. The solution to this problem is facilitated by regularly carried out semantic analysis. It includes the following two steps:

a) separation of main information from additional information (by recombining the sentence - including and excluding additional information from it);

b) determining the type of additional information; – observation of sentence structure. Meaningful segments highlighted by punctuation marks are grammatically formatted. Thus, they are included in the structure of communicative units - in sentences and texts. By their grammatical essence, some of them have a predicative nature (they form a grammatical basis), others (the majority of them) have a non-predicative nature (they are specific members of a sentence in the form of individual words, phrases and even sentences: homogeneous members, isolated members, non-members of the sentence). This fact should be taken into account when teaching punctuation to students, so regular observations of sentence structure are necessary. To solve this problem, partial parsing is used, consisting of the following elements:

a) finding the grammatical basis (or foundations) of a sentence;

b) detection of semantic segments that complicate a sentence (a homogeneous series of words, isolated words and phrases, non-members of a sentence);

c) definition of variety (homogeneity, isolation, non-membership in the sentence); – observation of the rhythm and melody of a sentence. Relying on speech hearing in external and internal speech teaches schoolchildren to observe the intonation of a sentence (i.e., listen to it and analyze it). These actions, consciously carried out by students while writing, create the conditions for choosing the

desired punctuation mark. Observations of intonation will be helped by students knowing that different information units have different types of intonation, namely: the intonation of a simple sentence, the intonation of connections of communicative units into one whole, the intonation of inclusions in a simple sentence. The principle of relying on speech hearing is implemented as a result of intonation analysis, which consists of the following actions of students:

- a) determination of the type of intonation (intonation of a sentence, combination of sentences or intonation of inclusion);
- b) determining the nature of the identified type of intonation (for example, exclamation - in a simple sentence, opposition - in associations of simple ones in a complex sentence, vocative - in a simple sentence). Principles of methods for developing students' speech (the principle of the connection between the development of speech and students' thinking; the principle of correlating internal and external speech; the principle of stylistic orientation in the development of students' speech).

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