METHODOLOGY OF TEACHING RUSSIAN LANGUAGE AND LITERATURE

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Abstract. *The methodology of teaching Russian language begins with teaching language to elementary school students. The first method of teaching Russian language is practical technique. Psychological and pedagogical regularities of the learning process are similar to the needs of society. At the heart of these needs are the means of communication. Communication tools determine the ways of teaching students Russian language according to their linguistic characteristics. The methodology of teaching Russian language consists of literary parts, language skills of students, concepts of grammar, changes in the language system over time (assimilation) and other parts of language science.*

Keywords: *language details, Russian language, ways, methodology, literature.*

INTRODUCTION

Language is one of the most interesting tools of communication in the hands of people. To use language correctly, you need to learn the features and details of language[1]. The methodology is designed to test the learner's linguistic representations and analytical skills. The methodology is designed to examine the learner's language and analytical skills[2]. Linguistic analysis ensures that the difference between language proficiency levels is respected [3]. Methodology also affects the level of knowledge and skills of learners. Method finds the reasons for student's successes and mistakes. There are 4 basic rules in teaching methodology.

The first one is "why", the second one is "what should I teach", the third one is "how to teach" and the fourth one is "why not use another way".

Methodology, pedagogy and philosophy are social sciences. These sciences investigate the orientation of the individual. Methodology and these two sciences investigate the foundations of language, goals and objectives of language teaching. Russian language methodology works with the methodology of philosophy, psychology, pedagogy and linguistics.

Methodology and philosophy are directly related. Language and the science of thinking are directly related. Society and individual sciences are directly related. These results help to improve methodology[4-6]. According to another idea, Russian language teaching methodology includes students' language skills, grammar, assimilation and Russian literature[7-9]. Language methodology; a discipline at the intersection of other disciplines, namely pedagogy, psychology and philosophy. These disciplines are of common interest[4].

In 1844, Buslaev wrote his famous work "On Teaching the Russian Language". This work presents a methodological system for the first time in the history of Russian pedagogy[4]. Buslaev says that "it is necessary to distinguish between the method of teaching and the method of learning". Buslaev study first of all the ability of students to correctly use information in their speech. Buslaev made groups according to the type of "knowledge and skills, teachings and exercises". Secondly, Buslaev says that learners' ability to learn is the role of language learning.

He divides it into two forms of learning: the student finds the truth with the help of the teacher (heuristic method) or current knowledge of language is learned (dogmatic method). Usually, the first method of these learning styles. Alferovan's book "Native Pity in the Secondary School, Opıt method", published in 1911, and the textbooks "Russian language", written by Shcherba in 1952, contributed to the development of teaching methodology. The work of Shcherba and his students was the main work on the preparation of Russian vocabulary compilations [12-14].

METHOD

A literature search was conducted based on printed academic research on methods of teaching Russian language and literature within the study. Academic research on language teaching methods, articles, PhD theses, and printed academic books were reviewed.

Literary review Russian language as the national language of the Russian people - 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 decomposition of objects by elements, synthesis is the study of objects as a whole and in an interactive mode. The study of language and speech phenomenon is influenced by universal methods of analysis and synthesis. Analysis of phonetic composition of a word, parts of speech, parsing suggested by decomposition of objects by elements. Russian language is one of the richest languages of the world, it is a universally recognized fact.

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

Fiction works are used in the practice of teaching Russian language. Students learn to create different speech types of language models: description, argument, narrative. This principle is achieved through an individualized approach to students based on their competencies and skills.

An example of this differentiated approach to students based on their competence is the rather traditional task of making lists of words that are "easy to get wrong" from dictation. Students are then asked to examine:

1) To identify from which parts of speech the words are taken,

2) Create a sentence that includes that word,

3) Create other words from this word, the more the better.

These tasks are very useful to improve alertness, when students look into the alphabetical structure of words, they memorize them. Three levels of difficulty are observed in these tasks; first, mechanical copying, then analysis - to determine which part of speech it came from, and the most creative level - synthesis - creating new words in a sentence.

Grammar and spelling method.

It includes teaching writing and calligraphy, formation of elementary grammatical concepts and spelling skills. Students become aware of language for the first time as an object of study, analysis and synthesis. They learn to construct sentences correctly and improve their writing skills, which differ from oral speech in their graphic form, vocabulary and syntax. Language development methods should further enrich children's vocabulary; develop their oral and written abilities. Russian language teaching methods are based on foreign experience[15]. These methods were noticed and developed by a famous linguist, Professor Academician Lev Vladimirovich Scherbo. Teaching reading, writing and speaking is an important aspect for the formation of specific language skills and abilities.

Russian language teaching methods are inseparable from age psychology and pedagogical psychology. Reading techniques are also based on literary theory. The next part of the basic methods of teaching 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 methodological 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 of language teaching [16]. Experience has shown the necessity of combining different techniques depending on the purpose and conditions of teaching. Preference is given to learner-centered technologies that stimulate creativity and increase motivation for language learning. The study of language and literature is designed to help learners interested in achieving maximum fluency in communication. 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, construction of grammatically correct sentences and understanding the nuances of speech. The

most convenient and appropriate form of teaching is the lesson. It is hands-on learning. An important condition of a good lesson is the fulfillment of some definite goal that was set before it. Russian language teaching pursues the goal of achieving educational, training and developmental objectives.

The solution of educational objectives contributes to literary education and improving the culture of communication. The educational goal is to form in pupils a positive attitude to the culture of the Russian people and people who speak this language.

Functions of Russian language lessons - formation and development of motivational and emotional spheres of personality, values, cognitive processes, observation, memory, thinking, language, imagination and intellect. Thus, Russian language teaching is based not only on students' educational interests, but also on the need for communication.

Consclusion

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

explanatory content-illustrative, reproductive, method of problem decomposition, partial search (heuristic) and exploratory. In the classification of teaching methods are put firstly, the sources of knowledge, and secondly, the way of organizing the joint activity of local teachers and students. The sources of knowledge include the following methods: verbal (the source is the teacher's living layers): lecture, discussion, explanation and analysis of language (language of observation) syntactic analysis; visual: experiment, observation, practice: different types of exercises, laboratory work. According to the way of organizing the joint

activity of the teacher and students, methods are distinguished: discussion, explanation, independent work. Prof. L.P. Fedorenko distinguishes the following teaching methods:

- Practical methods of language learning - explaining directly natural words, composing oral and written messages composed, making plans, outlines, annotations, correcting grammatical and stylistic errors in the speech of students, learning to work with reference books.

- Methods of theoretical language learning - message, conversation, reading in the book of rules;

Methods of theoretical and practical language learning - exercises:

analysis of linguistic material, study of grammar - analysis, its modification, exposition, grammatical design, composition, spelling and punctuation criticism, copying, dictation, style study - stylistic analysis".

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