

About Methods of Teaching the Native Language

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Abstract: The article deals with the methods of teaching the native language. The research done in this regard is analyzed. Here are some Methodist recommendations. They are given the attitude of the author.

Keywords: method, native language, pedagogy, primary education.

The question of the methods of teaching the native language is not new for the methodology of the native language: the formation of methodology as a science began with it. The first methodological work, published in 1844, was F. I. Buslaev's book "On the Teaching of the Russian Language" - was devoted to the consideration of two "methods", teaching - heuristic and historical-dogmatic. Since then, in the practice of teaching the native language, a wealth of material has accumulated related to the methods of activating the educational activity of students, which has been summarized and described in numerous methodological works published over the almost one and a half century period of the existence of methodological science. Nevertheless, the theory of methods of teaching the native language has not yet been developed. It is easy to be convinced of this, having familiarized yourself with how the issues of teaching methods are considered in modern works on the methodology of the native language.

Among the authors there is no unity either in the definition of the concept of a teaching method, or in the nomenclature of methods, or in their classification; do not have clearly defined boundaries of the concept of method - technique - exercise; these terms are often used interchangeably. Let us refer to just one example: let us compare the lists of methods contained in the works of recent years.

L. F. Fedorenko distinguishes methods of practical study of the language (explaining incomprehensible words, preparing oral messages, written essays, drawing up plans, abstracts, abstracts, correcting grammatical and stylistic errors, learning to work with reference literature), methods of theoretical study of the language (conversation, message, reading the rules in the textbook), methods of theoretical and practical study of the language (various exercises: when studying grammar - grammatical analysis, analysis of finished material, modification of language material, presentation, grammatical construction, composition; when teaching spelling - spelling and punctuation analysis, cheating, dictation; when teaching stylistics - stylistic analysis, synonymous replacements, editing).

In the work of I. R. Paley we find a different grouping and a different set of methods: methods for communicating new knowledge (heuristic, dogmatic, analytical-synthetic), methods of consolidation (copying, grammatical analysis - spelling and punctuation, heuristic method, dictation, commented writing, work over mistakes, the method of tasks and the method of independent written work - essays and presentations), methods of accounting and control (usually the same as for fixing).

A. V. Tekuchev names seven methods without resorting to any grouping: the teacher's word, conversation, language analysis (observations on the language, grammatical analysis), exercises, the use of visual aids, work with a textbook, an excursion.

E. A. Barinova refers only the word of the teacher, conversation, independent work of students, observation to teaching methods.

As can be seen from the comparison, the authors solve the problem in different ways, since they proceed from different bases when distinguishing methods: L. F. Fedorenko from the specifics of the content of the subject and the goals of its study, I. R. Paley - from the stages of learning, A. V. Tekuchev takes into account, mainly, the source of obtaining knowledge, E. A. Barinova - the nature of the activities of the teacher and the student. Each of these bases is essential for the characterization of methods, but, apparently, it is not enough to develop such a classification of methods that could be used as a model of an optimal learning system.

“In modern science, systems are usually understood as a certain kind of complex objects that are characterized not only by their multiplicity, but also by the heterogeneity, the heterogeneous quality of the elements and connections that form them.” The learning process is such a complex system. A model of a complex system cannot be built taking into account any one, even a very significant, basis for division, since the elements that make up the system are heterogeneous. This probably explains the failures associated with the attempts of methodologists to develop a linear one-dimensional classification of methods for teaching the native language. The model of a complex system must be multidimensional; therefore, the classification of teaching methods should be built taking into account not one, but several bases of division;

We observe a systematic approach to solving the problem of teaching methods in the works of a number of modern didacticists, in particular, I. Ya. Lerner and M. N. Skatkin . The general didactic concept of teaching methods proposed by these scientists seems to be promising for particular methods, since it contains a common for. Of all subjects, the basis of division is the type of cognitive activity of the student - and in that. Time allows taking into account the specific features of each subject. The classification of methods based on the nature of the student's learning activity is especially relevant for our subject, since in the lessons of the native language we ultimately teach students the ability to use their native language in life, that is, we teach speech activity.

This article attempts to consider the methods of teaching the native language within the framework of the didactic concept of I. Ya. Lerner and M. N. Skatkin . Naturally, when developing a particular methodological system of methods, we must concretize this general approach, taking into account the goals and objectives of teaching and the features of the content of the subject.

Teaching method is a way of organizing joint activities of a teacher and a student, which ensures the assimilation of the content of education, as well as the development and upbringing of the student in the learning process. *Essential characteristics method is the type of cognitive activity and the structure of the content of the subject of study.* All that we teach the student, he learns with the help of three types of educational activity: receptive, consisting in the perception of the material offered to the student in finished form; reproductive, associated with the memorization of acquired knowledge or the development of skills and expressed in the reproduction of knowledge or learning activities; productive, or creative, aimed at independent acquisition of knowledge. This, as already mentioned, is the first basis for the classification of methods. The second reason is related to the specific content of the subject. Consider, therefore, the goals, objectives and content of teaching the native language.

The goals of teaching the native (native) language are somewhat different from the goals of teaching such subjects as history, geography, physics, etc. If other disciplines are studied at school mainly so that students gain knowledge in the field of a particular science, master the basics of this science , then the native language is studied not only (and not even so much) for the sake of it, but also in order for students to master it as a means of communication. In other words, when studying the native language, two goals are pursued: general educational and communicative. In addition, teaching the native

language, like any other subject of the school course, is aimed at the upbringing and development of children.

All these goals are implemented in a comprehensive manner in a single educational process, which sets the following tasks for the teacher of the native language:

- to study the basics of the science of language in such a way that students develop an idea of language as a harmonious system, living and changing in time, in which there is nothing accidental, in which everything is natural and explainable, and thus a dialectical-materialistic worldview is formed, logical thinking develops ;
- work on speech skills and abilities so that students, mastering the communicative function of the language and getting acquainted with the aesthetic, learn to flexibly use speech in various areas of public life, improve the culture of their speech behavior, which largely determines the level of a person's general culture.

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