
**TEACHING METHODOLOGY OF THE SUBJECT OF THE RUSSIAN
LANGUAGE**

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Annotation:

This article contains information about the concept of teaching methodology, the methodology of teaching the Russian language, special principles of teaching the Russian language.

Keywords: method, principle, language, student, understanding, oral speech, didactics, principle

The teaching method is a method of interaction of the teacher and students in the lesson, aimed at fulfilling educational tasks.

The methodology of teaching the Russian language develops at the intersection of the following disciplines: philosophy, psychology, linguistics, pedagogy. There are the following general didactic principles of the methodology of teaching the Russian language: the principle of didactics, the principle of educational learning, the principle of Science, the principle of systematic learning, the principle of existence, the principle of appearance, the principle of consciousness and activity, the principle of prediction in the study of students, the principle of individuality the principle of Special principles of teaching the Russian language:

- the principle of paying attention to the issue of language
- the principle of understanding lexical and grammatical meanings
- the principle of assessing the expressiveness of speech
- the principle of developing a sense of language
- the principle of promoting the assimilation of oral speech before writing.

Now let's return to the methods of teaching the Russian language. The composition of knowledge of the Russian language includes:

- a) knowledge of language and speech,
- b) knowledge of the methods of learning movements with language (speech material).

Knowledge of language and speech includes concepts related to various fields of science. About the language: phonetics (for example, sound and letter, vowels and consonants), vocabulary (direct and figurative meaning of a word, Synonyms and antonyms), word formation (root, prefix, suffix, ending, forming base), morphology (parts of speech: noun, verb, adverb, morphological categories: Number, Gender, time, type), syntax (phrase; sentence, member of the sentence, type of connection), linguistic text (text, types of stylistic color means); classification of concepts (division of consonants into soft and hard, sound and deaf, parts of speech independent and service, sentences are simple and complex); norms (orthoepic, lexical, grammatical, stylistic)

and rules (spelling and punctuation); list of language facts, not corresponding to norms that do not obey the rules (exceptions are rules, unchecked spellings, control of a number of words).

Analysis of actions to knowledge of learning methods (phonetic, derivative, morphological, syntactic, stylistic, spelling, punctuation); order samples, determination of the sequence of operations when performing certain works, educational activities (for example, how to determine the conjugation of a verb, how to check vowel without an accent, how to distinguish qualitative adjectives).

Skill is the ability to do something to carry out an action in the most economical, rational way. "Skill always comes from knowledge and relies on them ... Skill is knowledge in action." As a result of the exercises, many skills are automated and rotated.

In the course of the Russian language, various skills and abilities are formed, which indicate the practical direction of teaching. As an example, we can mention the formation of general didactic skills that students acquire in the process of reading, all subjects (comparison and generalization, the ability to acquire knowledge in order, self-education, self-control in educational work, etc.), special skills and competencies in native language lessons. They include: educational and cognitive abilities, that is, actions with various mental linguistic or speech material (for example, syllables without accents and accents, select synonyms for a word, choose one root, recognize words, parts of the studied speech, extract from a sentence phrases, analyze sentences, determine the stylistic coloring, determine the subject and main idea of the text. division of text (paragraphs) and communicative skills (observance of norms in speech), literary language - lexical, grammatical, spelling, orthoepic, punctuation, creation of coherent sentences, by various types and styles of oral and written speech).

The methods of teaching the Russian language can be divided into several groups.

Professor L.P. Fedorenko describes the classification of methods of teaching the Russian language based on the source of knowledge as follows.

- practical language learning-explanation of incomprehensible words, preparation of oral messages and written compositions; preparation of plans, theses, lectures, correction of grammatical and stylistic errors pupils learning to work with oral speech educational literature;
- methods of theoretical language learning - message, conversation, reading the rules in the textbook;
- theoretical and practical study of the language-grammatical analysis, presentation, composition, spelling and punctuation analysis, copying, dictation, methodological analysis.

Problematic learning is widely used in the process of teaching the Russian language. Problem learning is the creation of a chain of problem situations and the management of student activities to solve a learning problem. The problem situation is the difficulty of knowledge created by the teacher, which causes the students' need for knowledge, interest, desire to receive information to explain the fact of interest to him. The problem situation is associated with mental difficulty, "puzzle". As an early stage in the thinking

process, it excites thought, shows the importance of the material being studied, arouses an active passion for work (if the problem is "accepted" by students) and ultimately facilitates memorization .

Problem education includes:

- 1) Creating a problem situation, i.e. such an objective educational situation that leads to a conflict between knowledge and ignorance (students understand the lack of knowledge that they need to solve this problem);
- 2) the emergence of a problem issue in the thinking of students and its formulation as a result of students ' understanding of the problem situation;
- 3) search for a solution to the problem;
- 4) Problem Solving and verification.

When teaching the Russian language, the forms of scientific assignments of students can be diverse: mini-essay, essay, seminar, lecture, abstract, public speaking, project protection, crossword puzzle, quiz, script creation, as well as a set of assignments and exercises, etc.

It should also be remembered that each age group has its own characteristics, it is also necessary to keep in mind the possibility of training in a number of educational institutions.

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