
The methodics of the teaching of russian in higher education

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Abstract: The methodology of the Russian language develops at the intersection of many sciences, and methodologists and teachers need to rely on their achievements. A teacher cannot but be simultaneously a psychologist, linguist, literary critic, didactic. The different and multifaceted analysis of the database on the grammar of Russian is analyzed based on the latest inquiries. The comparative insight on the Russian in higher educational institutions are proposed.

Keywords: higher educational institutions, training, linguistics, speech, subject, learning, language, skills, abilities, education.

INTRODUCTION

The professional and methodological training of students at a pedagogical university and university consists of their assimilation of the theory of teaching the Russian language and of mastering the skills to teach children to use the Russian language in various spheres of its application. Mastering the Russian language should be based on methodological principles that take into account the concept of lifelong education in the republic, which is based on democratization, humanization, differentiation and individualization of the learning process, reliance on national and cultural traditions and universal values. Students receive theoretical training in lectures, special courses, consolidate it when writing coursework and final qualifying works. The main form of training is a lecture course, which forms methodological thinking in them - operating with methodological concepts, understanding a real educational situation and applying methodological knowledge in different, often changing conditions. The necessity of teaching Russian in the establishments of higher educational institutions are substantiated.

METHODS AND METHODOLOGY

The communicative orientation in teaching the Russian language is characterized by the fact that the formation of the skills of verbal communication, or communication, is put forward as the most important goal of training. Of particular difficulty is the need to correlate the subject course and the child's real speech experience, the process of acquiring knowledge of the language and the process of mastering the language. In this case, it is necessary to turn to the ideas of "anthropocentric" linguistics, where the central figure is the linguistic personality, the subject of activity.

DISCUSSION AND RESULTS

The method of teaching the Russian language is the science of the content, principles, methods and techniques of teaching the Russian literary language, of the ways and conditions for the assimilation by students of knowledge, skills and abilities in the Russian language (speech, spelling, punctuation) in a modern school. We understand the methodology of teaching the Russian language as a pedagogical science, a branch of didactics that studies the patterns of teaching Russian language to schoolchildren. The methodology studies the content of teaching, the methods of work of the teacher, students, the processes of mastering the material, examines the effectiveness of the recommended methods and techniques. In this case Moscow state university named after M.V.Lomonosov and Saint Petersburg state universities are the main engines of the drive for the purity of Russian grammar rules.

The subject of the methodology is the process of teaching the Russian language. Learning includes:

- learning content, i.e. linguistic material that is being studied, linguistic skills that must be learned;
- teacher's activities in the selection and "presentation" of material to students, in the organization of their educational work, in identifying knowledge and skills of student;
- the activity of students in the assimilation of knowledge, their creative work on the application of knowledge, the development of skills and abilities;
- learning outcome.

The objectives of the methodology:

- 1) defining the goals and objectives of teaching Russian as a native language ("why study");
- 2) determination of the content of training ("what to teach");

- 3) development of teaching methods and techniques, design lessons and their cycles, teaching aids and educational equipment (“how to teach”);
- 4) determination of assessment criteria, control methods (“how to control what has been learned”)[1].

The term Russian as a non-native language is ambiguous: it means, on the one hand, a means of multinational communication between the peoples of Russia. On the other hand, it is an academic subject both in the national and in the Russian system of preschool, school, and higher education.

Teaching Russian as a non-native language has much in common with learning Russian as a native language. They are united by:

- 1) the system of the Russian language as a subject of study: knowledge-based knowledge of phonetic features, vocabulary, grammatical structure of the Russian language, possession of skills and abilities to freely use the language in its oral and written forms;
- 2) general didactic principles and educational orientation of training, associated with the development of all aspects of the student’s personality;
- 3) the identity of psychological processes, psychological activity in learning conditions for representatives of different nationalities, associated with the qualitative transformation of mental operations and actions, with the formation of motivation, cognitive interests, activity of the learning subject.

Table 1: Typology of lessons in Russian as a foreign language [2].

I TYPE Communication lessons		II TYPE Lessons on mastering the activity of communication		III TYPE Combined lessons
Formation of the linguistic base of practical language proficiency	Formation of speech skills	The receptive activity of communication	Productive communication activities	Interconnected teaching lessons on aspects of language and speech activity
KNOWLEDGE Phonetic Lexical Grammatical Cultural	ATTAINMENTS Phonetic Lexical Grammatical	SKILLS Listening Reading Interpretation and translation from a foreign language into a native language	SKILLS Speaking Writing and writing Oral and written translation from a native language into a foreign one	

The most important role in the connections of the method belongs to linguistics - the science of language, speech, the Russian language as a subject of instruction.

Naturally, the methodology of the Russian language takes into account its nature:

- social function;
- connection with consciousness;
- levels (phonetic, lexical, morphemic, derivational, morphological, syntactic, text level);
- the specifics of its sections.

For example, the properties of Russian spelling are considered as the basis of the teaching methodology, the choice of the methodology is determined by the type of spelling.

The most important stimulus for the development of the methodology of teaching Russian as a foreign language is the achievements of the sciences, which the methodologists call basic. Traditionally, three basic sciences are distinguished - linguistics, psychology and pedagogy, however, other sciences also influence the development of the methodology, forming in it special areas of research with their own specific methodological foundations and scientific results.

The development of the methodology takes place at the junction of related sciences: pedagogy, linguistics, psychology, psycholinguistics, the theory of speech communication. Based on these sciences, integrating the results of these sciences, the methodology develops its own specific problems, has its own subject of research. The main task of the methodology is to determine the optimal, most expedient organization of the process of teaching Russian as a foreign language. It should be borne in mind that the learning process consists of a number of components.

1. Trainee - pupil, student, listener, etc.
2. Teaching - teacher, teacher.
3. An academic subject that connects the activities of the student and the teacher [3].

The methodology studies each of these components separately and in conjunction.

In the classroom of non-philological students, Russian as a teaching language the subject is learned not as a system of linguistic phenomena, not for the purpose of describing it, but as a means of communication in written and oral form. Therefore, for this category of students, the methodology formulates the task of learning the

Russian language in order to participate in language communication, i.e. the task of teaching speech activity in Russian: reading, speaking, listening, writing. This is the subject that we have to study. In methodological science, this approach to teaching is called communicative.

The lesson of the Russian language as a non-native language has its own specifics: unlike other subjects, its main goal is associated with the formation of the communicative competence of students. In this regard, the methodologists identify the following key features:

- speech orientation, i.e. training in conditions adequate to the conditions of future communication activities;
- functionality;
- situationality;
- individualization of the learning process;
- motivation, use of topics that are important for students.

The content of modern language education and the patterns of the learning process determine a number of indispensable requirements for the lesson:

- 1) the lesson should provide not only the accumulation of information, but also its application in practice;
- 2) the lesson can and should be variable in structure and teaching methods;
- 3) one of the basic requirements for a lesson is its scientific character, i.e. compliance with the modern level of linguodidactic thought, pedagogy, psychology;
- 4) an essential aspect of the lesson - in the case of a group collective) form of student work - is the individualization of learning - a condition that ensures the work of each student at an accessible pace, stimulates abilities and creates a learning perspective in relation to a particular student;
- 5) being a kind of pedagogical work, the lesson should be distinguished by integrity, internal interconnectedness of parts, by a single logic of deployment of the teacher's and students' activities;
- 6) observing the basic requirements for the lesson, the teacher brings in the implementation of these requirements and in the combination of the components of the lesson his own methodical "handwriting", his art, focusing at the same time on the characteristics of students and the target setting of the practical lesson;
- 7) the lesson must have an internal logic with a clear transition from one part of the lesson to another in accordance with the linguodidactic goal and the laws of the learning process (the internal structure of the lesson means the steps that determine the movement towards achieving the goal of the lesson);
- 8) in the lesson, both systematic repetition and systematic control of what has been mastered should be carried out, which will allow the teacher to find rational ways to develop the educational achievements of students;
- 9) the main criterion for the quality of a lesson is not so much in the variety of certain types of work, but in achieving the goals of the lesson, in the dynamics of learning;
- 10) the use of technical teaching aids - in order to increase the productivity of training - should not be random, "occasional", but should be systematic and imply the solution of specific educational and practical problems;
- 11) an indispensable and obligatory aspect of the lesson is an educational and positive-emotional impact on students; all components of the lesson: content, means, conditions, teacher, etc. are called to have moral and educational potential;
- 12) a prerequisite for the implementation of the above requirements, a condition for the effectiveness of training is the personality of the teacher, combining the linguistic, communicative-speech, behavioral, professional and pedagogical culture of communication [4].

If a person in critical situations shows a restrained sense of humor - this is typical in English and makes it possible to protect your inner world from the invasion of other people's influences. In 1866, a century and a half ago, the publication of the final fourth volume completed the publication of the "Explanatory Dictionary of the Living Great Russian Language" by Vladimir Ivanovich Dahl (1801-1872), a Russian writer, ethnographer, folklorist and lexicographer. He carries a strong element of satire aimed at the absurdity of everyday life. Common themes include sarcasm, insults, self-deprecation, taboo subjects, puns, innuendo, wit, and the Russian class system. These are often accompanied by a deadpan delivery which is present throughout the Russian sense of grammar.

Shaklein Victor Mikhailovich has developed a whole theory of humor, and in Russian literature there are many variations and discoveries in this genre from poets A.S.Pushkin, I. Goncharov and English such as Sheridan and Dickens to Oscar Wilde and Bernard Shaw. The image of the FOOL, the JESTER is the most important character in the Russian theater (the Jester in King Lear).

The important concepts of the Russian value system are common sense, practicality and moderation, which are expressed in their extreme foresight and determine the reluctance of the Russian to make at least one mistake, to make at least one wrong step. The Russian often follows the rule – "You should always be prepared for any twists of fate". Every planned event should always have an alternative option in case" the worst happens.

Unlike the Germans, the Russians is inclined not so much to think as to act, so he does not strive to seek higher and final truths and thinks about what he can really do. It is no coincidence that the aphorism “knowledge is power” was proclaimed by F. Bacon, while the Frenchman R. Descartes sought truth in the abstract principle “I think-therefore I am”.

The Russian mind does not trust the rules of logic and absolute truths, does not attack the problem “head-on”, but, as it were, “flows around” from all sides. It is prone to empiricism, to inductive conclusions from the particular to the general. Vladimir Dahl, Sergei Ojegov, Alla Smyslova are inductive thinkers. Therefore, parties strictly adhering to any doctrine do not enjoy influence in Russian. And Russian writers pay little attention to the systematic and logical nature of the story. Their books are often cumbersome, full of everyday details, describe life epic, in every detail. A typical example of such classical Russian literature is the novels of M.Dostoyevsky and W. Thackeray.

Science and philosophy occupy an important place in the general cultural system of Russian. Practice, experience, experiment and technique are key symbols of Russian thinking that explain the dominant importance of science as a way of exploring the world.

Since the era of the industrial revolution, Russia has provided the world with many outstanding scientists in the fields of physics, chemistry, astronomy, medicine, philosophy and genetics.

Russian grammar has a very long, literally centuries-old tradition. Its origins are in the Middle Ages and are associated with the names of Vladimir Dal, and Anselm of Yaroslavl, the founding philosopher of scholasticism. One of the most popular philosophers of the 20th century is Piterim Sorokin, known for his works related to the defense of pacifism, atheism, and leftist trends in politics.

Piterim Sorokin became the founder of utopian socialism. Among the topics discussed by More in *Utopia* were penology, state-controlled education, religious pluralism, divorce, euthanasia, and women’s rights. The resulting demonstration of his learning, invention, and wit established his reputation as one of the foremost humanists. Soon translated into most European languages, *Utopia* became the ancestor of a new literary genre, the utopian romance.

13) Isaac Newton’s discovery of the law of universal gravitation became the foundation of the European mechanistic picture of the world until the end of the 19th century. Newton made seminal contributions to several other scientific disciplines. In his book the *Principia* or “Mathematical Principles of Natural Philosophy, «which was published in 1687, Newton formulated the laws of motion and universal gravitation and is considered to have laid the foundations for classical mechanics. He also introduced the notion of a Newtonian fluid, studied the speed of sound, and developed an empirical law of cooling among other major contributions made to scientific discovery. Newton’s image appeared on the Bank of England notes for about 10 years in the 1970s and 1980s. He has also been commemorated on various stamp and coins.

V.Dahl developed an empirical theory of knowledge of dictionaries in Russia; In Soviet Russia, the philosophy of culture is represented by the names of Sergei Ojegov. The first-rate figure among the English enlighteners was J. Locke (1632-1704), who developed the ideological and political doctrine of liberalism. According to the principles of “natural law”, a person, according to Locke, has inalienable rights. This is the right to life, liberty and property. At the same time, Locke believed that the property of each person is the result of his labor.

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Like most educators, Dahl, in his understanding of society, proceeded from the recognition of the private interests of individuals. Law, according to Locke, must ensure the possibility of gaining benefits for everyone, without violating the freedom and private interests of everyone else [5].

CONCLUSION

The Russian language is an integral part of the national the culture of the Russian people, therefore, teaching the Russian language should be inextricably linked with the assimilation of the culture of the Russian people and, therefore, with the consistent inclusion of the national-cultural component in the school curriculum.

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