

CURRENT PROBLEMS OF TEACHING THE RUSSIAN LANGUAGE IN NATIONAL GROUPS

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Abstract

The most important task of teaching the Russian language in a national school is the development of students' coherent speech, which is due to the principle of communicative orientation of education. The solution of communicative tasks should lead to the fact that those who graduate from the national school have a good command of their native and Russian languages.

Keywords: learning, theoretical, difficulties, schoolchildren

INTRODUCTION

The process of teaching communicative activity in Russian is organized on the principle of text-centrism, or language learning on a text basis. The development of this principle in teaching the Russian language began in the 60-70s, when the concept of coherent speech by T.A. Ladyzhenskaya included not only speech activity, but also the result of an act of communication, a certain speech work, text.

The use of literary texts is effective only if the teacher conducts systematic work, in parallel linking language lessons with literature. It is the language material that allows the teacher to reveal to non-Russian schoolchildren the richness and beauty of the Russian language, as well as to see the patterns of the Russian language, as a result of which students develop spelling vigilance, punctuation skills are developed and thinking is formed.

For example, when studying punctuation in a non-union complex sentence in grade 9, I dictate the sentence: "Drink a lot of wine - trouble cannot be avoided." Why is there a dash here? We explain: the first sentence (impersonal) is the condition of the second, the condition of all sorts of troubles and troubles. "It is not a pity for wine, but a pity for the mind: wine is not a friend of the mind." Why is there a colon here? Here is the causal meaning. Why pity the mind? Because drinking is voluntary madness. The next step is independent work. Explain the punctuation in the sentences: "As soon as vodka gets into your mouth, your mind immediately runs into the forest", "If you said hello to vodka, then say goodbye to your mind", "There are more drowned in a glass of vodka than drowned in a stormy ocean." Using such familiar language material, high school students talk about the dangers of drinking alcoholic beverages, and prove that alcohol is the main source of all the vices of human life.

Let us consider some aspects of teaching the Russian language in a national school. Let me share my thoughts on this based on my experience.

Errors caused by the interference of the students' native language are allowed. There is nothing in common in the creative and original (Chygysh Kilesh) cases. As a result of these inconsistencies, errors arise: "dig with a shovel" instead of digging with a shovel (kørək belən kazu), "admire with nature" instead of admire nature (tabigatkə soklanu). For a successful study of cases, one should take into account the similarities and differences between cases in Russian and Tatar. This is an indispensable methodological

condition for the correct construction of lessons and the prevention of specific mistakes of Tatar schoolchildren.

The main difficulties in mastering spelling are the discrepancy between letters and sounds, some grammatical forms (verbs in -ts and -ts, endings of adjectives and pronouns in -th, -he).

The Russian language has grammatical categories that are absent in the Tatar language: gender, verb types, prepositions, prefixes.

When studying syntax, it is necessary to take into account the fact that in the Tatar language the predicate is almost always at the end of the sentence, only in lyrical works for rhyming the predicate can be at the beginning of the sentence.

The difficulty lies in finding the predicative part of the sentence, sometimes students underline the addition instead of the subject.

The study of sentences with isolated members of the sentence. There are cases when there is no clear line between participle turnover and participle turnover. But there are such tasks in KIMs.

I think it is necessary to take into account the above features, because students understand the laws of the Russian language through the prism of the Tatar language. However, the requirements of the OGE, the USE in the Russian language are the same for both graduates of the Russian and national schools.

Another problem is essay writing. Difficulties in writing essays - reasoning are due to poorly developed skills in analytical work with words and texts, the lack of sufficient practice in text analysis. Compositions are a serious source for reflection not only on school literary education, but also on the effectiveness of its impact on the hearts of pupils. The types of creative work are varied. Their choice is dictated by the requirement of the high school, and the instructions of the program, federal education standards, and the demands of life. We must not forget about the principle of communicative expediency: what to say, how to say and where to say. In other words, in any speech situation, take into account the following conditions: to whom the speech will be addressed, in what environment it will be carried out (at an exam or in a friendly conversation with friends) and what is the subject of speech (what to talk about).

Listening exercises are of particular importance in the practice of teaching the Russian language. Especially in the 9th grade you have to write a concise presentation.

You should pay attention to the methods of formulating homework. This very important form of linking the lesson with extracurricular activities should not be left to the very last minutes of the lesson. When writing down homework, students should be convinced that it is a necessary continuation of the consolidation of the material carried out in the lesson, without which it is impossible to successfully perceive the subsequent one. This attitude will make students take homework seriously, especially if they themselves participated in its formulation.

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