



## A SYSTEMATIC AND ACTIVITY-BASED APPROACH IN TEACHING RUSSIAN AT HIGHER EDUCATION INSTITUTIONS

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### ABSTRACT

The article is devoted to questions of realization of the system-operative approach in teaching of Russian language in higher education institutions, productive work of use by students of reference books (dictionaries) on lessons.

*Key words: perception, final result, training, approach, realization, Russian language, dictionary, educational material.*

### INTRODUCTION

Studying Russian language and literature gives an idea of significant changes in pedagogical theory and practice of the educational and cognitive process, as well as in such basic skills as general cultural, information and communication.

It is already known that the following groups of practical goals in Russian language teaching are distinguished:

- formation of spelling and punctuation skills;
- equipping students with literary language norms;
- development of the ability to articulate their thoughts in a coherent manner.

This approach to learning gives a good effect in mastering the Russian language in the learning environment: mastering speech, writing, reading, grammar, etc.

### MAIN PART

How the system and practical approach to teaching Russian in higher education institutions is being implemented:

- 1) development of the content of teaching - programs on Russian language, creation of textbooks and various manuals for students of non-linguistic higher education institutions, their constant improvement;
- 2) development of principles, forms, techniques and methods of teaching, an exercise system, recommendations on the use of tasks;
- 3) research on the comparative effectiveness of methods, justification of the choice of methods, experimental verification of recommendations, etc.;
- 4) study of the levels of knowledge, skills and abilities of students at different levels of education, the reasons for success or failure in education, typical mistakes and ways to eliminate and prevent them.

In Russian classes students learn to develop thinking operations: synthesis, analysis, classification, abstraction, etc.

Spelling and punctuation skills occupy a large place among the skills and abilities formed at the university. They are also closely connected with the whole language: with phonetics, with all parts of grammar,

partly with vocabulary. So in order to learn how to write spelling - vowels at the end of a word, students need to know and distinguish between percussive vowels and percussive vowels, hissing consonants from the Phonetics section, know word parts, unicorn words and be able to pick up unicorn words with percussive vowels at the root. To learn, for example, how to distinguish vowels in the personal endings of verbs, students need to know about the verb: verb type, tense, face, conjugation, and also be able to determine the conjugation, find the undefined form of the same verb type, know the exceptions - the list of eleven verbs.

The role of research into students' activities is great: their speech, oral and written knowledge, theoretical knowledge and application skills, mistakes made and their causes. For this purpose, the method of "slicing" - written works, testing, questionnaires, talks and interviews - is used. A lot of interesting data can be obtained by analyzing documentation - student notes: exercises, essays, write-offs; all of this can be quantified and statistical methods can be used to summarize the analysis.

The cognitive goals of the Russian language classes are essential. There are three main cognitive goals of Russian language teaching:

- forming a linguistic worldview of the language (linguistic competence) among students;
- providing students with the basics of language and speech knowledge (linguistic competence);
- aesthetic education by means of the Russian language as an academic subject.

A systematic and activity-based approach to Russian language learning involves basic and non-core learning tools. The main ones are: a textbook, teaching materials that supplement the textbook (exercise books, reference books, dictionaries); visual aids of different types.

Training and teaching complex in the Russian language:

- 1) textbooks;
- 2) materials to supplement the textbook (educational and methodological recommendations of the textbook authors, didactic materials, materials from teachers' experience, reference books and dictionaries);
- 3) visual aids of different types;
- 4) teaching equipment and teaching aids.

Basic learning tools (textbook, training complexes) and auxiliary aids (audio, visual, audio-visual, computer equipment).

The methods of teaching the Russian language are determined by the unity of reproductive and productive methods of teaching.

In Russian language classes, unlike other academic disciplines, work on language learning is organized by the teacher using teaching methods.

An analysis of the scientific and methodological literature suggests the following conclusions:

1) The relevance of the system-activity approach in teaching Russian at higher education institutions is manifested in the basic laws of the development of the psyche, such as interactivity, systemativity, sensitivity, compensatory. In this regard, the student's intellect, activity, personality and line of development are not divided into real life.

In addition to the intellectual, personal and literary and linguistic development of the student, such lines can also be identified as such.

2. In the course of a student's intellectual development, changes take place in the mental cognitive processes themselves. They change qualitatively, for example, from involuntary forms of memorization to

arbitrary forms, from a visually effective, visually-imaging form of thinking to a distracted and abstract-logical form and to theoretical thinking.

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