



METHODOLOGY OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN NON-STATE EDUCATIONAL INSTITUTIONS

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Abstract

Nowadays methodology is a special subject, as well as an independent science. On this basis the advanced scientists of foreign countries formulate specific ideas about the methodology of teaching a foreign language, its categories, laws, terms and tasks. The methodology of teaching Russian as a foreign language has developed into an independent academic discipline. There is a rather extensive literature devoted to the issues of teaching Russian as a foreign language.

By comprehending the aims and purposes of teaching Russian, philosophy provides a methodological foundation for the methodology of teaching Russian as a foreign language. According to the theory of cognition, the process goes through stages of sensuous and intellectual cognition before being verified in real life.

It has long been proven that knowledge of Russian language opens wide opportunities for learning any foreign language, despite the significant differences between them. The norms of the Russian language surprisingly allow us to draw parallels, develop thinking and logic.

Keywords: Methodology of teaching a foreign language, non-state educational institutions, categories, laws, terms, and tasks.

Introduction

Russian language teaching methodology, like any other methodology, is based on the conclusions and generalizations of a number of sciences such as linguistics, didactics and psychology. The general conclusions of linguistics, psychology and didactics form the scientific basis of the methodology of teaching Russian to foreigners.

The methodology of teaching Russian language depends on the goals and conditions of teaching.



The subject of methodology is teaching Russian language as a means of communication - this determines in turn the ultimate goal of language acquisition.

Discussions

Teaching Russian as a foreign language is a joint activity of the teacher and students.

In order for students to master the Russian language, the teacher should perform certain learning activities: familiarize them with new material (lexical or grammatical), give them tasks, ask questions and control the correctness of answers, etc. Students should also be active and perform a number of actions in the learning process: read the text, learn new words, do exercises, answer the teacher's questions, etc.

The main purpose of studying Russian language in non-state educational institutions is to formation of communicative competence of students-development of oral and written speech, monologic and dialogic speech, as well as skills of competent, error-free writing as an indicator of general human culture.

In conventional forms of teaching, students' actions are always determined and directed by the teacher. It is he who decides what students should do, at what moment, in what sequence, for what purpose. And, of course, he himself determines what and how to do in class (and even outside of class). He both directly teaches and teaches the students to learn. But any teacher knows that not always the teacher's pedagogical actions lead to the desired result.

It is necessary for the teacher to explain what effective methods, ways, techniques he should use to achieve a good result, how to behave in the lesson to achieve the goal, etc.

In other words, it is necessary on the part of the teacher to teach to consciously manage the learning process, to organize learning actions, so that the learning process gave us effective results.

The subject of the methodology of teaching Russian as a foreign language is the system of managing the learning process, that is, the system aimed at the most effective mastering of the Russian language by students.

Teaching Russian language is understood as teaching speech, communication and expression of thought in Russian. The methodology of teaching Russian language has its own study is teaching another language as a means of communication. This



category will determine the content of the entire learning process, the types of speech activity to be mastered, the levels of language proficiency to be achieved in each of these types.

The practice of Russian language teaching shows that not all ways of describing the Russian language are equally effective in teaching foreigners. It is also impossible to make learning effective without the involvement of linguistics.

Pedagogical factors are also taken into account in the learning process.

Didactics is a section of pedagogy that outlines the general methods of teaching.

Teaching is a joint activity of the teacher and students.

- What is a "collaborative" activity? As mentioned above, the teacher and students are working toward a common goal. To achieve this goal, both teacher and students must perform certain activities. Additionally, it is the duty of the teacher to ensure that students complete their assignments in the proper order and with the desired results. Thus, the concept of collectivism is one of the fundamental tenets of didactics.

- The second is the principle of activity. In order for learning to be effective, it is the students who should show initiative, be able to approach the subject independently, work independently in class and after class.

- Didactics suggests how to provide this activity. Students should be given a goal for which they need the knowledge, skills and abilities of the curriculum. All learning should turn into a series of tasks, which should be constantly increasing in complexity. This is required by the didactic principle of problem solving. When teaching Russian to foreigners, first of all, communicative problems arise: how to communicate in this or that situation, on this or that topic, etc.

- What does it mean to "feel the need"? It means that the very problem posed to the student does not yet ensure that the student is active. The motivating function of the teacher is the most important. The principle of motivation is a special didactic principle. A person learns a foreign language not only to use it for communication, but also to master the language from the psychological side, which is a typical cognitive activity; as a result the student enriches himself - his consciousness, his personality, his activity for his future career.

- The principle of developmental learning is considered as one of the important didactic principles. When teaching a foreign language, we should set increasingly complex communicative and cognitive tasks for students in a certain sequence.



Conclusion

All the above-mentioned principles of any teaching should be realized in the methodology, in our case in the methodology of teaching Russian as a foreign language. All the above principles are interrelated and suggest to us teachers a certain model of the teaching process.

Communication is an activity. Activity can be not only communicative: there is labor activity, cognitive (educational), game. But it always has a fundamentally unified psychological structure, so the laws of its formation are also unified. It follows that both communication and teaching such communication should be subject to the same psychological laws.

When a person begins an activity, he or she has a conscious goal and motive. For example, if you want to master the Russian language, this is your main goal. And the motives here can be very different: business, socio-cultural, cognitive, etc. The act of activity begins with the emergence of the goal and the desire to achieve it, and ends when this motive is satisfied, i.e. the goal is achieved as a whole.

To summarize, we can safely say that no matter what approach or method the teacher chooses, the most important thing is the presence of results and motivation on the part of the teacher and, of course, great interest in the language being studied on the part of the student.

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