

Russian Language Methodology as a Pedagogical Science

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Abstract--- The article reveals the criteria for the scientific character of the methodology of the Russian language the history of science, goals, objectives, subject and object, classification and nomination of empirical material, conceptual and terminological apparatus, branches of scientific methodology, methods of scientific research, staffing and training system for scientists, the connection of methodology with other sciences and etc.

Keywords--- Methodology of the Russian Language, Teaching Russian Language, Terminology, Comprehensive Development, Approaches of Teaching.

Introduction

The methodology of the Russian language is a pedagogical science. At present, there are various approaches both to the definition of the concept of "methodology as a science" and to the use of different terminology for its name: linguodidactics, linguomethodology, applied linguistics, etc.

These terms do not fully disclose the content of methodological science, limiting it only to the focus on the study of the Russian language as a school discipline, excluding the formation of the cognitive abilities of the student's personality, his comprehensive development and education by means of the subject "Russian language".

The other extreme is the combination of the concepts of "methodology as a science (branch of scientific knowledge)" and "methodology of a particular teacher, educator (a system of methodological tools used in the learning process)". This is due both to the ambiguity of the word "methodology" (pedagogical science; textbook; learning experience) and insufficient awareness of science itself.

With all the variety of existing terms and approaches to the definition of methodology, the main content of the concept of "methods of the Russian language" remains the same, common to all scientists, researchers in the field of methodology - "pedagogical science that studies the patterns of teaching schoolchildren the Russian language, i.e. the content of education, the methods of work of the teacher, students, the processes of assimilation of the material, the difficulties that determine the effectiveness of the recommended methods and techniques" [3].

What is the methodology of Russian as a science? What are the criteria for its scientific character?

In one of his lectures, read for university teachers at advanced training courses at the Moscow State Pedagogical University, Doctor of Pedagogical Sciences, Professor, Corresponding Member of the USSR Academy of Sciences M.R. Lvov named the following criteria for the scientific character of the methodology of the Russian language: the presence of its own subject, goals, objectives, history of science; accumulation of a large amount of empirical material (programs, textbooks, teaching aids and materials, etc.); systematization of the accumulated material (classification and nomination); conceptual

and terminological apparatus; ratio of applied and fundamental works; staffing and training system; scientific research methods. In accordance with these criteria, we present the methodology of the Russian language as a science.

The object of the study of the methodology of the Russian language is the process of teaching the Russian language, the subject is the methodological conditions for the effective organization of educational activities of students.

The general goals of the methodology of the Russian language - the formation of language, linguistic and communicative competencies of students - involve the implementation of private learning goals, theoretical and practical:

1. The theoretical goal is related to the development of a scientific theory: the creation of linguistic, psychological, pedagogical and scientific and methodological foundations for teaching the Russian language; determination of methodological conditions for the implementation of educational, developing and educating goals of teaching the Russian language; establishment of a system of own methodological concepts; identification of patterns of mastering speech and the formation of mental operations; substantiation of the principles, methods and techniques of teaching; development of the content of teaching the Russian language; selection and testing of basic and additional forms of education and upbringing of schoolchildren; providing the school with teaching aids, etc.
2. The practical goal involves the implementation of general goals in the process of teaching the basics of the science of language at school (the formation of the personality of students by means of the subject "Russian language": mental, labor, aesthetic, moral education, etc.), and special goals that make up " its cognitive and practical orientation" [1, p. 62] (the formation of a linguistic worldview, verbal-logical memory, knowledge about the language as a system of interrelated units and interpenetrating levels; the formation of general didactic and special skills, etc.).

The date of birth of the methodology of the Russian language is conditionally considered to be 1844 - the publication of the book by Fyodor Ivanovich Buslaev "On the teaching of the national language" [2], in which all previous experience in teaching the Russian language is summarized and the ideas of F.I. Buslaev: rejection of a purely practical approach to the study of the Russian language and its dogmatic method; introduction to the school course of basic theoretical information from the grammar of the Russian language; the need to study the Russian language in comparison with Church Slavonic, taking into account the age characteristics of students; stepwise study of the Russian language: through practical familiarization with the general rules of the language - at the lowest level and a thorough theoretical study of the language as a system of concepts - at the highest.

The formation of the methodology of the Russian language as a science was largely facilitated by the scientific and methodological journal "Russian Language at School", on the pages of which the actual problems of the methodology and ways to solve them were reflected; researches of outstanding methodologists (A.V. Tekuchev, A.V. Dudnikov, N.M. Shansky, L.P. Fedorenko, M.T. Baranov, etc.) about the most important stages in the history of methodology.

The development of methodology as a science is determined by the staffing and training system of methodologists. The end of the 20th century was marked by the emergence of a large number of scientific schools of Russian language methodology, which were created not only in large scientific centers of Russia, Moscow and St. Petersburg. Outstanding scientists, A.V. Tekuchev, A.V. Dudnikov, L.P. Fedorenko, M.T. Baranov, T.A. Ladyzhenskaya and others, providing scientific guidance to graduate and doctoral students, trained scientific and pedagogical personnel for the whole country. At present, their students are creating scientific schools of Russian language methodology in Yaroslavl (prof. L.G. Antonova), in Novokuznetsk (prof. G.B. Verzhinina), in Saransk (prof. N.D. Desyaeva), in Togliatti (prof. V.N. Meshcheryakov), in Yelets (prof. T.G. Biryukova), in Ryazan (prof. E.V. Arkhipova), in Shuya (prof. T.N. Volkova), in Samara (L.M. Kuznetsova), in Yoshkar-Ola (Prof. S.A. Arefieva) and many other cities, which is also one of the criteria for the scientific nature of the methodology of the Russian language.

The accumulation of a large empirical material and its systematization allowed the methodology to acquire its own theory, its own conceptual and terminological apparatus, presented in the Dictionary-Reference Guide to the Methods of the Russian Language by M.R. Lvov [3]. The dictionary includes more

than 600 dictionary entries for three groups of terms of the Russian language methodology: didactic-methodical, linguo-methodical and proper methodical. In addition, the methodology of the Russian language, like any developing science, has a whole range of phenomena that have not yet found expression in concepts and terms, so the presence of such terminological dictionaries in the methodology contributes to "streamlining and enriching the conceptual and terminological system of the methodology of the Russian language" [3, With. ten].

Like any science, the methodology of the Russian language is closely connected with other sciences, in particular, with linguistics, pedagogy and psychology. However, the methodology has its own scientific theory and the branches of scientific knowledge inherent only to it, which constitute its content. The methodology of the Russian language as a science consists of several branches: the methodology of teaching Russian as a native language, the methodology of the Russian language in a national school, the methodology of Russian as a foreign language, the methodology of the Russian language in elementary school, the methodology of the Russian language in secondary school, the methodology of the Russian language at a university, methodology of the Russian language in preschool institutions.

Within each branch, the methodology develops the following main areas: general questions of methodology (principles, methods, means, forms of education); private issues of teaching the Russian language (method of phonetics and orthoepy, technique of vocabulary and phraseology, technique of morphemics and word formation, technique of grammar, morphology and syntax, method of spelling, method of punctuation); theory and methodology of speech development (enrichment of the vocabulary and grammatical structure of students' speech, culture of speech and style, coherent speech); forms and types of extracurricular activities; methodology for in-depth study of the Russian language.

The methodology of the Russian language has its own methods of scientific research, which include: analysis of scientific-methodical, linguistic and psychological-pedagogical literature; analysis of textbooks and teaching materials; studying the school experience of teaching children the Russian language; monitoring the educational process; conversations with teachers and students; questioning; testing; pedagogical experiment (stating, teaching, control); statistical (methods of qualitative and quantitative processing of experimental data, methods of mathematical statistics).

The methodology of the Russian language is a relatively young science. In 2009, she turns 165 years old. Over these years, the methodology has established itself as a science and continues to develop and enrich itself, based on traditions, practical experience in teaching the Russian language, discoveries in linguistics, pedagogy and psychology, new theoretical and practical research in the field of teaching the Russian language, and experimental data. As a result of these studies, new approaches to teaching and educating students in the Russian language lessons appear; effective teaching aids are created that correspond to the modern level of development of science; a comprehensively developed personality is formed in accordance with the social order of society.

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