

IMPLEMENTATION OF THE METHOD OF VISIBILITY IN THE TEACHING OF THE RUSSIAN LANGUAGE

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The most traditional and common type of manuals in the Russian language are tables, since they implement visual clarity. Tables occupy one of the main places among other means of visual clarity, because they allow for a longer time exposure of language material. Also, the advantage is considered to be ease of use (no complex add-ons are required. materials). Unlike, for example, a poster, a table assumes a certain systematization, grouping of the material. Its form offers the possibility for a more detailed use of the comparison technique, which facilitates the perception of information. Such advantages of tables give us the right to highlight an important area of their application – the formation of skills (especially punctuation and spelling). The most popular are the so-called schema tables.

Schemes, which are the organization of theoretical material in the format of a graphic image, allow you to visually emphasize and detect the dependence and correlation of phenomena that characterize a particular problem (spelling, punctuation, grammar, etc.). Due to this, they are most common. Monitoring of Russian language lessons shows that the non-constant use of schemes leads to the fact that students who encounter them in other classes are considered as not quite an important, episodic form of work. They do not understand what practical assistance the scheme can provide in obtaining, assimilating and memorizing theoretical material, as well as performing a practical exercise. However, researchers have proved that the constant use of at least one methodological technique allows you to give a complex multi-faceted learning process a certain integrity and structure. The realization of the usefulness and auxiliary possibilities of the scheme does not come to the student immediately. Carefully thought-out work is necessary, which is desirable to start from the first lessons in the 5th grade, since at this time there is a repetition of spelling rules and grammatical concepts not fully mastered by students (the section of textbooks "Repetition of what was learned in primary classes"). At the beginning of the school year, students are recommended to have special notebooks for reference dictionaries and during the training to make notes, reference schemes, tables in the reference book, and to write words in the dictionary according to the rules, for example, spelling, orthoepic, etymological. You can also create your own "Dictionary of difficult words", "Explanatory dictionary", "Dictionary of roots", "Dictionary of visual and expressive means", etc.

Generalization of the topics "Letters I, Y, And after hissing", "Soft sign at the end of nouns", "Dividing B". This scheme is read as follows: a solid sign is written before the letters E, E, Y, I only after the prefixes. The soft sign is written after the sibilant nouns at the end of only 3 declensions. After the hissing letters are written I, Y, A. Exceptions: jury, brochure, parachute.

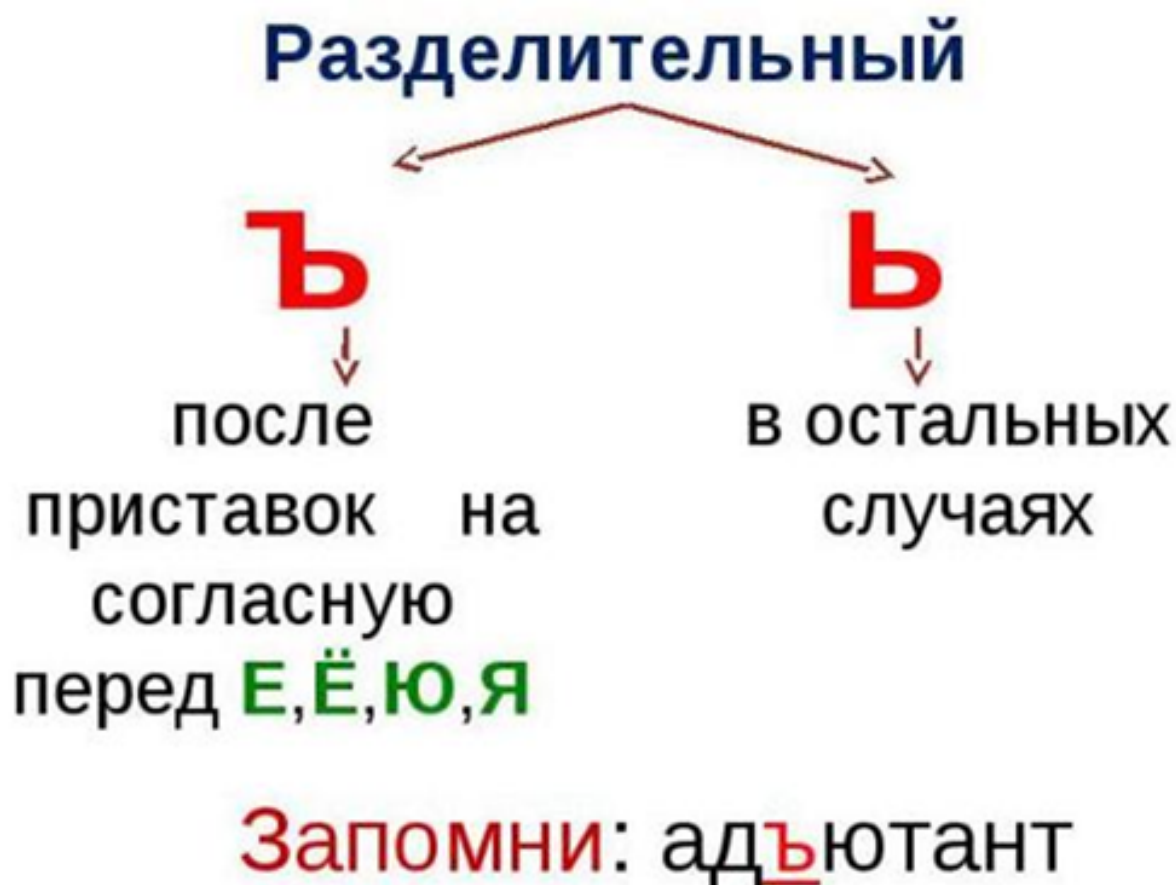


Figure 1. Spelling of the dividing "B"

For more thoughtful memorization, we suggest not the wording of the rule, but the compressed form of its writing, since if necessary, it will help to expand the information and present it. Moreover, in such work, logical memory is trained, since the scheme gives theoretical information: declension, case-a letter in the end. It should be noted that the systematic drawing up of schemes by the students themselves leads to their independent presentation of a particular linguistic material.

Thus, the use of the visualization method shows the logical connections of the phenomena that exist in the language. To do this, it is better to maintain graphical uniformity in the comparison of the mixed facts of the letter, but the schemes can be designed differently. It is also recommended to use a minimum number of words in the scheme, since it should describe the language pattern in a fairly concise, concise form. We can conclude that the method of visualization teaches students to use a special type of writing and presentation of theoretical material. And what's more, it helps to quickly and meaningfully memorize it.

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