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## THE MODERN STATE METHODS OF TEACHING THE RUSSIAN LANGUAGE AS A PEDAGOGICAL SCIENCE

**Abstract:** According to the author, the methodology of teaching Russian in the national the school is still closely linked to the methodology of teaching the Russian language like a native. The article substantiates the need to restore the Institute of national schools in its former form as part of the RAO for propaganda and dissemination Russian language and culture in the national regions of the country.

**Key words:** methods of teaching the Russian language, languages of national republics, national school, Institute of national schools.

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### Introduction

The methodology of the Russian language as a pedagogical science is less than two hundred years old. It has its own object-subject area, its own content, a system of fundamental concepts, and research methods that differ from other Sciences. Currently, there are three branches of methodology of the Russian language: the methodology of Russian as a native language, the method of the Russian language in non-Russian school and methodology of Russian as a foreign language. These industries are United by the same subject, so they have a lot in common, but there is also a specific one.

Such outstanding scientists as F. I. Buslaev, K. D. Ushins - Kiy, I. I. Sreznevsky, V. P. Sheremetevsky, D. I. Tikhomirov, F. F. Fortunatov, A.D. Alferov, and others played A special role in the formation and development of the method of Russian zyk as a native language. In the fundamental work of F. I. Buslaev "On teaching the Russian language", published in 1844, the foundations of the theory of teaching the Russian language were first laid. The author considered the main task of teaching students the Russian language to develop their "innate gift of speech" by analyzing samples of literature and folklore. Reading, writing, speech development, work

on grammar and vocabulary, etymology F. I. Buslaev recommended to consider together.

The founder of scientific pedagogy in Russia, K. D. Ushinsky, made A huge contribution to the further development of the Russian language methodology. Before the revolution, many generations of the Russian language were taught by K. D. Ushinsky's textbook "Native word", which has passed 145 editions. Until now, such didactic principles of the scientist as the principle of nationality, the connection between theory and practice, consciousness, independence of students, visibility, and many others are not outdated. Also relevant are the ideas of K. D. Ushinsky about the role and place of grammar in teaching the native language, about the speech development of students, etc. All this is reflected in the works of many modern Methodists of Russian as a native language: A.V. Teku - chev, L. P. Fedorenko, V. A. Dobromyslov, A.V. Dudnikov, R. M. Lviv, T. A. Ladyzhenskaya, M. G. Baranov.

A significant role in the promotion and dissemination of the Russian language among the peoples of the entire country was played by the Research Institute of national schools Of the Academy of pedagogical Sciences of the USSR, which was opened in the 1940s.scientists such as F. F. Sovetkin, N. K. Dmitriev, E. I. Korenevsky, G. P. serdyuchenko,

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V. M. Chistyakov, A. A. Lipaev, A. F. Boytsova, N. Z. Bakeeva, S. S. Filippov immediately began to work here. Later they were joined by graduates of the Institute's graduate school I. V. Barannikova, N. B. Ekba, E. V. Efremova, R. B. Sabatkov, G. N. Nikolskaya, N. M. Khasanov, and Kh. Sokunov. The Institute mainly worked on the compilation of programs, textbooks and teaching AIDS on the Russian language and literature for national schools. For example, textbooks for schools of the far North (authors A. F. Boitsov, L. A. Varkovitskaya, K. F. Grab-Fly, T. M. Kara - vaeva); for the initial classes of schools of the peoples of the Abkhaz-Adyge, Turkic and Finno-Ugric groups (authors M. H. Morgunov, N. B. Ekba, M. Z. Akhiyarova, A. I. Grekul, M. I. Sazhin). In addition, unified textbooks were created for grades 4-11 of national schools (authors N. B. Ekba, G. N. Nicholas, H. H. Akunov, N. M. Khasanov, M. V. Panov, R. B. Samodaev, L. Z. Shakirova). A major success in the work of the Institute was the preparation of generalizing methods for schools of peoples of three language groups (abkhazo-Adyge, Turkic and Finno-Ugric), taking into account the latest achievements of the methodology and related Sciences (Authors S. D. Ashurova, E. V. Efremova, G. N. Nikolskaya, M. V. Panov, Kh. Kh.Sukunov, N. M. Khasanov, N. B. Ekba, etc.).

In the early 1970s. the Academy of pedagogical Sciences opened the Institute of Russian language teaching in schools of national republics, the main backbone of which was made up of leading scientists of the Institute of national schools N. Z. bakeyeva, I. V. Barannikov, K. V. Maltseva, M. N. Borisova, A. I. Grekul. The Institute of national schools was transferred to the Ministry of education of the RSFSR. After that, the Institute of national schools began to develop mainly the content and methods of teaching Russian, native languages and literature in non - Russian schools.

The Institute paid special attention to pilot testing of programs and textbooks in schools in all national regions. This work usually involved the most experienced teachers, who constantly collected material about the course of the experiment. The Institute paid for the work of these teachers. Based on the results of the experiment, textbooks were prepared for the next edition. Now, unfortunately, textbooks are issued without such verification, so they do not always meet modern requirements. Due to the fact that there were no national schools in Moscow, each researcher was required to spend three months on research trips in the republics during the calendar year and provide assistance to local public education bodies.

Further development of the methodology contributed to the research of former graduate students conducted in the national regions of the Russian Federation, which helped to create such important books as "Methods of teaching Russian language in 5-

9 classes of the Bashkir school" (ed. by K. Z. Sabirianova); "Scientific basis of methods of teaching Russian language in the Tatar school" (author L. Z. Shakirova); "Methods of the Russian language in 4-8 classes of the Yakut school" (ed. by K. F. Fedorova); "the study of the syntax of the Russian language in Chuvash school" (author G. A. Anisimov); Russian Russian language morphology training in the Chuvash school (author: G. A. Anisimov); methods of development of connected Russian speech in the Buryat school (author: M. N. Mangadaev) etc. Unfortunately, after the transformation of the Institute of national schools into the Institute of national problems of education and the closure of its branches and laboratories, no such work was created in the republics on the methodology of teaching Russian in non - Russian schools, which negatively affects the quality of knowledge, skills and abilities of modern students.

It should be noted that the Institute of national schools, its branches and laboratories mainly employed native speakers of the languages and cultures of the peoples of the Russian Federation, who are well aware of the difficulties that non - Russian children encounter when learning Russian as a second language.

Since the late 1960s, the Institute of national schools and its former graduate students have defended a huge number of doctoral theses on the methodology of teaching the Russian language. Here it is fashionable to name the dissertations of A. F. Boitsova, N. Z. Bakeeva, N. B. Ekba, L. Z. Shakirova, G. G. Burzhunov, L. G. Sayakhova, K. Z. Zakiryanov, G. A. Anisimov, R. B. Sabatkov, R. B. Garifyanova, A. M. Aiberov, Z. M. Zagirov, G. N. Nikolskaya, N. M. Khasanov, and others. The Defense of these works was mainly held at the Institute of Russian language teaching in the Union republics Of the Academy of pedagogical Sciences of the USSR.

Currently, the terms "methods of the Russian language", "linguistics" and "linguamethodical" are used as synonyms. Although the proponents of this term understand linguodidactics as the theory of language learning, the scientific foundations of this theory have not yet been developed. As for the methodology of the Russian language, it as a pedagogical science since the time of F. I. Buslaev has its own object, subject and methods of research, its own conceptual apparatus and methods of proof, so we consider it unacceptable to divide it into theory and methodology, as is done today.

The modern level of methodological science is characterized by the presence of different approaches to language teaching: system-functional, structural-semantic, communicative, cognitive, and others. When teaching Russian as a second language, a special place is given to the use of a communicative approach. For this purpose, scientists from national regions of the Russian Federation widely use

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achievements in the field of linguistics, psycholinguistics, communication theory, and cultural studies. For example, teachers of the Bashkir state University under the guidance of Professor L. G. Sayakhova have made significant progress in applying this approach. The works of this group for the first time reflected such problems as "Language and culture", "cross - Cultural communication", implemented the basic linguistic methodological idea "Dialogue of languages and cultures". L. G. Sayakhova is a well - known scientist in the field of educational lexicography. A number of works by L. G. Sayakhova are devoted to the formation of a language personality in school. She is the author of Russian language textbooks for high school students of the peoples of the Turkic group. The Republic has its own scientific and methodological school, in the creation of which, along with L. G. Sayakhova, other graduates of the Institute of national schools took an active part: M. G. khairulina, K. Z. Zakiryanov, R. V. Almukhametov.

In conclusion, it should be noted that methods of teaching Russian language in national schools is still

closely connected with the methods of teaching Russian as a native language and methodology of teaching Russian as a foreign language. At one time, special studies were periodically conducted on the problem of interaction and interaction of these three branches of methodology. So, in the 1980s. on behalf of the higher attestation Commission of the USSR I had to perform master's and doctoral theses for several years on methods of teaching Russian as a native language, methods of teaching Russian language in national schools and methods of teaching Russian as a foreign language. As a result of this analysis, it was found that the three mentioned branches have much in common in approaches to teaching the Russian language, as well as in the principles and methods of presenting educational material. At the same time, the features that distinguish these branches of methodological science from each other were identified. Let's hope that the links between the three branches of technology will become closer and deeper in the future.

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