

## **TEACHING THE RUSSIAN LANGUAGE USING THE TECHNOLOGY OF ENLARGED DIDACTIC UNITS IN PRIMARY GRADES**

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### **Annotation**

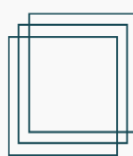
The main goal that determines the direction of the entire process of teaching the Russian language in primary grades is the development of oral and written speech of primary schoolchildren. The whole history of Russian progressive pedagogical thought and the history of culture requires that a child studying at school master the norms of the national literary language. Without mastering the native language, further education and general development of the student is impossible.

**Keywords:** development of oral and written speech, language learning, teaching literate writing, enlarging didactic units.

### **Relevance of the Topic**

In modern conditions of school development, when the communicative goal of teaching a language has become one of the leading ones, the task of forming and improving the ability to freely, communicatively justifiably use the language both in perception and in creating utterances in various speech situations is brought to the fore. Learning a language is a creative process, it is associated with the development of language in its historical perspective. A person's thought is clothed in linguistic forms that have been developed by the centuries-old development of language. Language and speech in school practice are tools of cognition, thinking, have rich opportunities for creative enrichment of students. Mastering language, speech is a necessary condition for the formation of a socially active personality. Learning a language requires meaningful work on expressing one's own thoughts. Language needs thoughts as much as thoughts need language, so we consider its study in close connection with the development of the creative thinking of the individual. Mastering the language creates the preconditions for the development of thinking, therefore, the earlier the language is mastered, the easier and more fully knowledge will be acquired. This fact explains our appeal to the field of teaching the Russian language in elementary school.

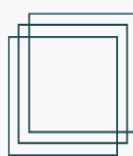
With regard to teaching the Russian language, the question of the relationship between language and thinking remains controversial. For a long time, the very content of linguistic education, a sufficient set of skills and the necessary minimum of theoretical linguistic knowledge were determined in different ways. The importance of certain tasks of teaching the Russian language was also assessed



differently: teaching literate writing, forming ideas about the "foundations of science", developing speech, and the like. But one of the main problems in the center of attention of methodologists, educators and psychologists was the question of language teaching as a means of personality development. In the content of the academic subject "Russian language", the quantity and quality of information is constantly updated, in connection with which students experience difficulties in mastering its content. Therefore, in science and practice, the search for new technologies to optimize the teaching of the Russian language continues. In our opinion, one of such effective approaches is the construction of teaching the Russian language based on the compaction of its content. On the one hand, this must be done by scientists, specialists in the methodology of the Russian language, on the other hand, it is important to teach students to reach the highest level of generalization and creativity by themselves, that is, to change the structure and specifics of their thinking. And the technology of teaching the Russian language should be directed to this side of consciousness and psyche.

It should be noted that the idea of enlarging, compacting the content of educational information is not new. The founder of the technology of enlarging didactic units substantiated the theoretical foundations of this technology from the position of didactics and methods of teaching mathematics. His followers expanded the possibility of using the technology of enlarging didactic units in the natural sciences, in particular, they proposed methods for its implementation in the study of physics and chemistry. Meanwhile, there are no studies on the enlargement of didactic units regarding the teaching of the Russian language to primary schoolchildren. Based on the foregoing, the study of the linguodidactic foundations of teaching the Russian language using the technology of enlarging didactic units in primary grades is relevant. It is also determined by the need to substantiate the effectiveness of the technology of teaching the Russian language in primary school, aimed at developing the personality of students, in particular, its main component - linguistic creativity, as well as the formation of a system of linguistic concepts, knowledge, skills and abilities of younger students.

There are contradictions of a different order, which are due to the essence of the Russian language as an academic subject and the methodology of its study, between the requirements of the state educational standard in elementary school in the Russian language to the level of language development of primary schoolchildren and: – lack of attention to the content of the "Russian language" as a subject of science, academic subject and language of instruction;  
– poor consideration of the nature of the human language, its social essence in the learning process, due to the lack of completeness of the implementation of the basic functions of the language and attention to the content of activities carried out with the help of language;



– the practice of teaching the native language in a traditional school, in which students do not develop a sense of the language, an understanding of its clarity, correctness, and expressiveness.

The presence of contradictions led to the existence of a number of questions, which together constituted the problem of the study:

– What are the linguodidactic foundations of teaching the Russian language using the technology of enlarging didactic units in elementary school?

– How should the enlarged linguodidactic units be built?

– What methodological system of teaching the Russian language based on the technology of enlarging didactic units in primary school should be implemented when mastering enlarged linguodidactic units?

– What teaching aids based on the technology of enlarging didactic units in primary school should be used for the optimal development of the personality of students and ensuring a system of linguistic concepts, skills and abilities in the Russian language?

The sequence of resolving the above particular problems, their interdependence determine the logic of our research.

Purpose of the study: to develop a theoretical concept and a methodological model of teaching the Russian language in primary school in the aspect of enlarged didactic units and experimentally substantiate its effective implementation in practice.

Object of study: the process of teaching Russian in primary school.

Subject of study: linguodidactic foundations of teaching the Russian language to primary schoolchildren using the technology of enlarging didactic units as theoretical and methodological conditions for modeling and designing an effective methodological system.

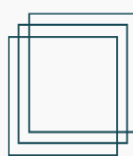
The hypothesis of the research is that the development of speech, creative linguistic thinking, literacy, interest in the subject, as an educational effect when teaching Russian to primary schoolchildren using the technology of enlarging didactic units will be achieved if in the learning process:

– how the main and leading ones are implemented the historical and systemic approaches to the construction of linguistic content;

– an integrated linguodidactic approach to the construction of the content of educational material and teaching actions is carried out;

– enlarged linguodidactic units are used that implement the principle of interconnection between the levels of the language, taking into account the factors of interconnected and simultaneous study of similar or opposite linguistic concepts that have an informational community;

– the structural components of the enlarged linguodidactic units integrate the principles, methods, means, adequate to the tasks of the development of the linguistic personality of primary schoolchildren;



– the conceptuality of the technology of enlarging didactic units is provided, which consists in the consistency of the enlarged linguodidactic units used, the controllability of the educational actions performed and the reproducibility of the results;

– the implementation of a methodological system is carried out, which includes a number of subsystems: 1) the formation of spelling skills based on phonetics and morphemics; 2) teaching grammar based on the relationship of morphology, syntax and grammatical compatibility of words; 3) the development of speech and thinking based on syntax and text theory. This takes into account the stages of the formation of the mental activity of students.

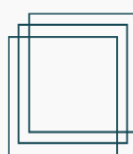
To achieve the goal of the study and confirm the working hypothesis, the following tasks were set:

1. To identify and substantiate the linguodidactic foundations of teaching the Russian language using the technology of enlarging didactic units in primary grades.
2. Justify the construction methods and create enlarged linguodidactic units.
3. Simulate the process of joint pedagogical activity of subjects of learning in primary school based on meaningful generalization of the academic subject "Russian language".
4. To create a technology for teaching the Russian language to enlarge the didactic units for the optimal development of the linguistic personality, the formation of a system of linguistic concepts, and ensuring the quality of knowledge and skills in the Russian language.
5. To develop a methodological system of teaching the Russian language in primary school, based on the principles of enlarging didactic units, and experimentally test its effectiveness.

The methodological foundations of the research were the most important provisions of philosophical and pedagogical anthropology, in which the personality is considered both as a subject of self-development and as an object of external pedagogical influence; ideas of humanization and democratization of education, a holistic systematic approach to the pedagogical process; the foundations of philosophy about the dialectical connection between language and thinking, about the relationship between concepts and judgments, about language as a means of communication, a means of existence and expression of thought, the unity of theory and practice; the fundamental principles of pedagogy and psychology, linguodidactics, methods of teaching the Russian language.

### **Conclusion**

The study showed that the linguodidactic foundations of teaching the Russian language to primary schoolchildren using the technology of enlarging didactic units have not been developed in modern pedagogical and methodological theory. In the



pedagogical theory, the author of the technology of enlarging didactic units and his followers substantiated the idea of enlarging didactic units, investigated the didactic necessity of teaching using this technology from elementary school, and proposed a methodological system for teaching mathematics and other natural science academic subjects. Teachers at a practical level are looking for the possibility of implementing the ideas of enlarging didactic units when teaching the Russian language, but to date, effective ideas of enlarging didactic units have not formed the basis of teaching the Russian language in primary school. Hence, it became necessary to identify and substantiate the linguodidactic foundations of teaching the Russian language using the technology of enlarging didactic units in elementary school, which served as methodological conditions for modeling and designing a methodological system.

When teaching the Russian language using the technology of enlarging didactic units, the content of the educational material that schoolchildren master, the diverse and versatile process of educational activities of students and communication between the participants of the educational process, in which various relationships are formed, are integrated. Creative actions are provided by the linguo-methodological unity of the content, operational and motivational components of the students' mental activity, which lie in the mechanisms of the unity of cognition and relations.

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