

RELIANCE ON LANGUAGE FLAIR AS A METHOD OF TEACHING RUSSIAN IN PRIMARY SCHOOL

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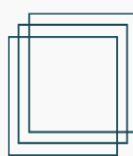
Annotation

A significant number of works by researchers in various fields of knowledge are devoted to the study of children's speech. In terms of structure, speech activity is very complex. It inexplicably combines automatism and creativity, linearity and multidimensionality. The processes of mastering speech proceed in a latent form, in this regard, scientists have not described all the mechanisms of speech. It is still unknown how a child in such a short time is able to memorize a huge number of words and master the rules for changing and combining them. On this score, there are only assumptions. Numerous studies indicate that the acquisition of the Russian language occurs as a result of communication with adults. At first, the child does not memorize the rules and norms of grammar, but only some forms of words. So, the toddler can use words without changing their shape, sometimes just repeating the adult's question.

Keywords: speech activity, speech mechanisms, grammar norms, teaching quality, linguistic flair, manifestations of linguistic flair in vocabulary, phonetics, word formation and grammar.

Relevance of the Topic

Common in all studies of this kind is the recognition of the need for the purposeful development of linguistic flair in the process of theoretical and practical training. Despite the existence of a number of studies on the topic, the problem of linguistic instinct, it seems to us, is still far from being resolved. This makes it difficult for the teacher to use reliance on linguistic flair and its formation when teaching Russian at school and is one of the reasons that the flair for language not only does not develop, but may even be lost. All this proves the need for additional special research on this problem. The study of the quality of teaching the Russian language in elementary school showed that teachers know about the principle of reliance on linguistic flair, but not everyone understands what exactly this support is, what methodological techniques and methods of work can be used, in this regard, in the process of learning their native language. It is important to bring to the consciousness of each teacher the importance of taking into account the reliance on the child's linguistic instinct as a necessary condition for the success of learning.



It is known that at primary school age the foundations of knowledge, skills and abilities in the field of the Russian language are laid. At this age, students show manifestations of linguistic flair in vocabulary, phonetics, word formation and grammar.

In the presented study, special attention to the study of grammar is explained by the fact that this section occupies a special place in the school course of the Russian language, since it is grammatical skills that are basic for the formation of the most important speech skills.

An illustration of the reliance on linguistic flair and the possibilities of its development will be carried out mainly on the material of the topic "Composition of the word", but this support can also be used in the study of any other topic.

The relevance of the study is determined by the following factors:

- undeveloped issues related to understanding the phenomenon of linguistic instinct;
- the possibility of using reliance on linguistic flair in the process of teaching the Russian language;
- the expected increase in the effectiveness of the process of teaching the Russian language to primary schoolchildren, provided that it relies on linguistic flair and its development in the educational process;
- problems of school practice in terms of using the necessary teaching methods and techniques.

The purpose of the research is to find the most effective methods and techniques for the formation of linguistic flair and the use of reliance on it in younger schoolchildren in Russian language lessons when studying grammatical material.

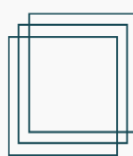
The object of the research is the process of influencing linguistic flair and reliance on it (flair) when teaching grammar in Russian lessons in the process of studying the topic "Composition of a word" in grades 2, 3 (1-4).

The subject of the research is the methodology for the formation of a child's sense of language and the use of reliance on it in the process of teaching the Russian language.

The result of the preliminary experiment, the theoretical analysis of the research problem, made it possible to put forward the following hypothesis: if in the process of teaching the Russian language the teacher consciously uses the methodological system based on the linguistic instinct (linguistic intuition) of junior schoolchildren, then teaching will be more effective.

Based on the purpose of the study, the following tasks were set:

- to study the psychological and physiological nature of the phenomenon of language flair, to clarify the content of the concept of "linguistic flair", based on data from different areas of knowledge;



- analyze examples of the manifestation of a flair for language based on observations of the speech of young children; to analyze the grammatical (including word-formation) mistakes of students, reflecting the degree of development of the flair of the language, in order to use this material to prevent mistakes and shortcomings in the speech of students;
- to develop a program and methodological support for studying the topic "Composition of the word" in grades 2, 3 (1-4) based on linguistic flair and propose the development of a system of lessons and exercises for the named program;
- experimentally test the effectiveness of the developed methodology for the formation and development of a sense of language when studying grammar material in Russian lessons.

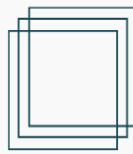
To solve the set tasks, the following research methods were used: study and analysis of literature on linguistics, psychology, psycholinguistics, pedagogy, methods of teaching Russian and foreign languages; analysis of the content of programs and textbooks for grades 1-4 of primary school; observation of the educational process; modeling method; pedagogical experiment; statistical processing of the results of the experimental study using the median criterion.

The methodological basis for solving the problem was the most important theoretical provisions of various sciences (linguistics, psycholinguistics, psychology, methods of teaching the Russian language) regarding the understanding of the nature of linguistic instinct, as well as the application of a systematic approach to the development of the problem, the specificity of which is not limited to the features of its constituent elements, but is rooted in the character connections and relationships between the components of the system.

The scientific novelty of the research is as follows:

1. The material on the little-studied problem of linguistic instinct has been accumulated and systematized.
2. Based on the analysis of linguistic, psychological and methodological literature on the problem, the methodological understanding of linguistic instinct is clarified and the main levels of its formation are determined.
3. A list of traditional and already established methods and techniques of teaching in the teaching of the native language, in which reliance on linguistic flair is taken into account, has been collected and given.
4. The main methodological provisions that determine the possibility of relying on flair are revealed; on this basis, a methodological system has been developed that takes into account the reliance on linguistic flair and contributes to its development in the study of the Russian language in the lower grades; experimental work was carried out and positive results were obtained, confirming the effectiveness of using the proposed methodology in the learning process.

The practical significance of the study is as follows:



- the results obtained make it possible to give concrete recommendations to help teachers on the effective organization of lessons and vocabulary work in the study of grammatical material and word formation;
- the developed system of tasks can be used not only when studying special topics in word formation, but also when studying the material of other sections;
- the results of the research can be used in the system of professional and methodological training of teachers.

Conclusion

Reliance on linguistic flair is one of the leading principles of teaching the Russian language. Insufficient development of the problem of linguistic instinct is associated with the lack of a common understanding in science in terminology and with insufficient development of issues related to the use of the phenomenon for methodological purposes, and this affects the quality of teaching the Russian language.

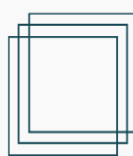
In the course of the study, the understanding of linguistic flair for the methodology of teaching the Russian language was clarified.

By linguistic intuition (linguistic intuition) we mean the child's ability to follow the laws of language in a new situation for him on the basis of generalizations and the ability to perform logical operations at an unconscious level (meaning the level of awareness of the very execution of operations and awareness of the theoretical material of grammar). This skill is developed as a result of repeated perception and use of similar analogous linguistic forms and constructions in the corresponding statements.

According to the degree of development, different levels of the formation of linguistic instinct can be distinguished:

- the first level (the ability of students to act by analogy);
- the second level (the ability to design independently);
- the third level (ability for creativity, assessment).

Based on a comprehensive analysis of the literature on the problem of linguistic instinct, it can be concluded that there are favorable conditions for the development of linguistic instinct. They consist in congenital inclinations (congenital features that are expressed in a different course of mental processes). But linguistic flair can and should be developed in the process of purposeful learning, and children's age (including the younger preschool age) is a sensitive period for this. The main prerequisites for the development of linguistic flair are some general skills (the ability to perform logical operations, the ability to comprehend linguistic material), as well as additional skills (the ability to transfer, creativity, and others). An important place in the formation of linguistic flair is occupied by the motivation of learning, as well as the individual characteristics of students.



Reliance on linguistic flair can be carried out when studying the material of all program topics in the Russian language, since children of primary school age practically have the necessary skills in the field of phonetics, vocabulary, grammar. The teacher's task is to take into account the degree of development of the child's linguistic instinct and transfer it to a higher level with the help of a special system of exercises, taking into account the individual characteristics of the child, his inclinations, and the general level of development.

When using a methodological system of reliance on linguistic flair, it is important to take into account inter-subject connections, as well as intra-subject connections, to present the linguistic material in the system, if necessary, dividing it into component parts. The result of experimental learning was proof of the effectiveness of using a special methodological system based on the linguistic feeling and allowing it to be developed in the learning process, therefore the research hypothesis can be considered proven. At the same time, in addition to the development of a sense of language among younger students, interest in the subject increases, which affects the motivation of learning, a positive emotional attitude is created, activity and independence increase, the ability to transfer knowledge increases, the ability to control and self-control is practiced, as well as orientation in language material. The number of speech errors decreases. All this allows you to achieve the best results in the development of coherent speech, the development of the ability to speak and write competently, and this, as you know, is the end result of training.

Meanwhile, the solution to the problem of linguistic instinct is far from exhaustive, since not all speech mechanisms have been studied and described. This means that the problems we have raised require further in-depth research.

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