

On present state of teaching Russian language in Russia

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ABSTRACT

The article discusses the current state of teaching Russian language, discovers the nature of philological education, outlines the main problems of the implementation of the standard in school practice, analyzes the problems of formation of universal educational actions within the context of the implementation of cognitive-communicative approach, presents the description of personal, subject and metasubject results. It is proved that with a foundation of cognitive component the favourable conditions for the formation of universal educational actions are created, due to which various thinking processes are improved, knowledge, skills and abilities required for further education and development are formed. The problem of selecting strategies (general and individual) is touched upon which will allow achieving positive interaction between participants of communication. The focus of attention is formation of personal results of learning which include learners' willingness and capacity for self-development and self-determination, school-leavers' value-semantic system.

The article presents the description of the key points of system activity approach in teaching Russian language. It is proved that the considered approach makes it possible to combine the processes of education and upbringing and is indissolubly related to the development of a school student's linguistic personality. The main ways of achieving personal, subject and metasubject results were singled out and listed the difficulties which participants of educational process may face.

KEYWORDS

Federal state educational standard, cognitive-communicative approach, personal, subject and metasubject results, strategies, universal educational actions, communicative skills.

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1. Introduction

Currently, schooling in Russia is undergoing significant changes related to the emergence of new Federal state educational standards.

Educational standard for Russian language (as native) sets the requirements to personal, subject and metasubject results of studying basic educational programme of basic general education and is based on the idea that contemporary

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Russian society needs individuals who can solve the set tasks on their own, who are masters of main competences necessary for life and are ready to cope with different social difficulties. Modern educational system should keep up with the times and not only give knowledge of subjects, skills and abilities, but also develop an individual who can efficiently live within the society.

Russian language is the basis of educational process in contemporary Russian school, a storage of people's experience, a means of saving and transmitting any information, a way to penetrate into national culture, therefore the most important requirement to a schoolchild is to respect Russian language and realise its role in the life of a person and country.

Discussion

One of the principal specific features of the standard is system activity approach which presupposes purposeful development of many-sided personality of a schoolchild in possession of a whole complex of different competences. We understand the approach as the basis of the whole educational process.

With a system activity approach a student is an active subject of teaching process. That said, student's self-determination within educational process is important for a teacher.

The main goal of this approach is to develop schoolchildren's interest to the subject and aspiration for self-education. To achieve the desired goal a teacher should organise the process of interaction between a teacher and students so that it is based on principles of mutual understanding and collaboration. The concerned approach favours the development of a personality capable of continuous self-improvement and development, taking into account child's abilities and age features. System activity approach should lead to the formation of an individual who can solve not only educational but also vital tasks.

The use of this approach presupposes that the teacher solves a number of tasks:

-first of all, students' ability to acquire knowledge on their own and evaluate the results of their activity should be developed;

-second, students' communicative skills should be formed and creative abilities should be developed;

-third, the teacher should take into account individual characteristics of the students while planning their work.

In other words, education based on system activity approach is focused on the formation of creative and independent personality determined to collaborate with the teacher. Learning results include not only knowledge, skills and abilities, although they are not excluded, but the formation of a goal-oriented individual willing to acquire the basis for life and further professional activity.

It should be outlined that system-activity approach involves:

1. The subject-object relationships in which the student's position is paramount.

2. Variability of education, including differentiation and individualisation of learning.

3. The implementation of cooperative pedagogy. [3, p. 17 — 18]



There are two paradigms of scientific knowledge in contemporary methodological science: communicative and cognitive. The change of guidelines specified in the educational standard largely gave place to the necessity of using cognitive-communicative approach in school practice for teaching Russian language.

Cognitive approach involves upbringing of a professional linguistic personality which possesses such important qualities as intellectual, moral, etc.

With a foundation of cognitive component, favourable conditions for the formation of universal educational actions are created, due to which various thinking processes are improved, knowledge, skills and abilities required for further education and development are formed. [7, p. 103 — 104].

Nowadays it is uncontroversial that the present generation must be ready for creative activity, must be willing to improve their figurative thinking, be highly developed intellectually, which can be achieved by using communicative approach. Studying one's native language is an inexhaustible source of formation and improvement for a many-sided individual. Language is not only a means of communication, but also a means of developing communicative skills.

Communicative approach is characterised by the following features:

- natural interrelation between oral and written speech must be ensured when using this approach;
- the language acts as the most significant means of information transfer and communication;
- communicative approach presupposes personality-oriented ways of learning, in other words, in the classroom students should express their point of view, be able to discuss suggested issues, prove their point, etc.;
- it is essential to implement the situational principle at the lessons, which involves creating a speech situation for students in which they can easily work.

For that reason, the important task of the teacher is to create the necessary conditions for the formation of skills ensuring students' speech activity. Communicative approach should result in the development of an individual able to demonstrate literacy in speech and writing, to possess coherent and clear speech.

The communicative universal educational actions were called as one of the main indicators of functional literacy of metasubject status according to the Approximate Russian language programme for basic school. [6; 10, p. 381-385]. One of the most important communicative abilities is ability to read and understand the text. There is no doubt that reading educates, develops logical thinking and imagination, forms correct view of the world, develops and improves students' creative skills. However, it can be said with confidence that schoolchildren nowadays are not always able to understand the text they have read correctly, cannot read in different ways necessary for further learning. [8, p.78-79].

The fact that the quality of education in Russian schools is deteriorating indicates that students are not able to read and understand texts, which cannot but affect the results of Unified State Exam. Reading and understanding of a text – are universal communicative skills which can ensure successful learning of the students. The Standard of basic general education for Russian language says that

study of “Philology” subject field must ensure improvement of various “types of speech activity (reading, writing, listening and speaking) making sure one has efficient knowledge of different school subjects and able to interact with surrounding people in the situations of formal and informal interpersonal and intercultural communication”. [10, p. 381-385]. There is no doubt that “issues of adequate perception, comprehension of a text are the most significant ones handling which results in efficient reading training”. [10, p. 381-385].

Conscious reading of a work of literature should result in secondary (summary, synopsis, abstract, etc.) or original (composition, essay, etc.) texts which show students’ ability to communicate the received information using various styles and types of speech. Therefore, the topical issue of speech development is preparation for Basic State Examination and Unified State Examination, which check the level of school-leavers’ communicative competence. [2, p. 70-73].

Today the most wide-spread types of secondary texts used as control forms at Russian language lessons are brief and full summary. Full summary involves perceiving, remembering and reproducing the original text almost precisely. Brief summary is a creative and analytical type of work, as the information from the original text must be analysed, generalised and compressed to the most important points. Ability to compress the text is closely related to another, no less important, ability to see the hierarchical structure in the text content: understand the topic, the idea, extract secondary information. The text can be communicated with various degrees of compression depending on the goals of a recipient. Reproduction of the text in one’s own words is the main indicator of the fact that the text has been understood. [9, p. 46].

The work on creation of the text should be based on conceptual-terminological basis. The result of learning theoretical literary material schoolchildren should know main features of functional-notional types of speech (narration, description, discussion), figurative-expressive linguistic means, linguistic formulation of works of different styles and types of speech. [2, p. 70-73].

One of the conditions for the formation of communicative competence of students is development of school-leavers’ skill to speak correctly and eloquently. The programme of Russian language presupposes development of oral speech skills and abilities, while in fact the preparation is carried out at the level of acquisition of main theoretical concepts, not enough exercises are used. Very little attention is paid to development of oral speech which should not be formed spontaneously, but only under the influence of adults. [12, p.321-322].

As a result, teachers and methodologists are confronted with a complicated task of selecting strategies (general and individual) which would allow achieving positive interaction between participants of communication.

Among general strategies are the following (according to Federal state educational standard):

- respect for other individuals, their faith, culture, language, ability to communicate with other people and gain understanding, etc.;
- ability to solve moral issues on the basis of individual choice, development of moral feelings and respectable behaviour;
- ability to use universal educational actions in everyday situations and for solving highly important issues;



-improving speech activity types (listening comprehension, reading, speaking, writing). [5, c. 389-391].

Individual communicative strategies are characteristic of a particular situation:

-recognizing the significance of social, speech, communicative standards, rules of conduct set by the society;

-developing the ability to consciously use speech means to express one's feelings, thoughts and needs according to the communication task;

-developing communicative competence in communication and collaboration with other members of society. [5, p. 389-391].

There are also communicative-situational strategies which can be used at a Russian language lesson:

-strategy of stimulating speech activity, speech actions;

-strategy of "expert examination", evaluation (ability to criticise, self-criticise, praise, correct, give notice, etc.). [4; 5, p. 389-391].

The Standard pays great attention to personal results of education, which include willingness and readiness for self-development and personal self-determination, schoolchildren's desire to acquire knowledge and self-improve, school-leavers' value and sense system. [11].

Personal results are correlated with developing Russian civil identity, with shaping responsible attitude to the process of learning, to another person, their opinion, with learning social norms and rules of conduct, with developing moral consciousness, communicative competence in communication with other people, the importance of a healthy lifestyle; with recognizing and accepting the importance of family life, developing aesthetic consciousness through studying artistic legacy of nations of Russia and the world, etc. [11].

Personal results of studying basic educational programme of basic general education should also show the formation of communicative competence in communication with other people, ability to collaborate with others, reach common ground with junior and senior schoolchildren, ability to communicate with adults within the process of joint educational creative and research activities. [11].

Therefore, it is important to pay attention to various form of activation of students' independent activity at the lessons of Russian language within person-focused approach, specifics of pedagogical communication with students as a basis of general linguistic education and oratorical skill in teacher's professional activity, as well as methods of developing students' ability to express their value judgement.

Also, great attention should be given to the formation of metasubject results, which include studying intersubject concepts and universal educational actions (regulative, cognitive, communicational), and formation of school-leavers' ability to plan their activities independently. [11].

Developing the ability to evaluate one's readiness for the lesson, to choose exercises, find key words, use the acquired knowledge within the context of other school subjects becomes topical for students.

To achieve students' metasubject results it is necessary to develop the following abilities: 1) ability to set a goal of learning, 2) ability to plan the methods of

achieving goals, 3) ability to control one's own actions, 4) ability to evaluate if the learning task is completed correctly and what one can do to solve it, 5) knowing basics of self-control, self-evaluation, 6) ability to define the concepts and make conclusions, 7) ability to create, use and transform signs and symbols, 8) meaningful reading, 9) ability to organise educational collaboration and joint activity, 10) ability to consciously use speech means according to the communication task, 11) formation and development of competence in the field of use of information and communication technologies, 12) formation and development of ecological thinking. [11].

Appearance of metasubject results in the standard suggests that contemporary education is focused not only on the acquisition of knowledge on a school subject.

Evaluation of metasubject results in teaching Russian language is based on the ability to learn, in other words, on students' ability to acquire information and organise the process of knowledge acquisition on their own.

There are three areas within metasubject competence: mental, communicative and cooperative (E.S. Antonova). [1, p. 115-116].

1. Mental area includes ability for various thinking activities: to analyse the received information, to make conclusions, to be willing to look for new knowledge, to reflect, etc.

2. Communicative area involves schoolchildren' ability to create different oral and written texts, to participate in a communicative situation, to create a statement, etc.

3. Cooperative area involves self-organisation and self-regulation, in other words, ability to plan one's own activity, to observe the result of the conducted work, to make independent evaluation, to control the results of the performed work, etc. [1, p. 115-116].

Currently, it is often stated that Russian language is a metasubject of school education, as the knowledge, skills and abilities acquired at these lessons are of universal nature. For a schoolchild, the ability to think, to take active part in the educational process, to set a goal and achieve it is necessary for successful learning not only in respect of Russian language, but for other school subjects as well.

Special status of the Russian language is reflected in the provisions of Federal state educational standard, which stresses the paramount role of native language in the improvement of schoolchildren skills', ability to use the language as a means of acquiring knowledge, developing skills and abilities. [6].

It is indisputable that the fact that essay has returned to school practice is a necessary step towards the achievement of not only subject, but mostly metasubject and personal results. Ability to form oral and written statements is a necessary criterion for further success in all school subjects. Ability to perceive information critically and express one's attitude to it is a required necessity of life. Ability to listen and critically evaluate the received information is a guarantee of a many-sided person to find their way in life.

As Russian language is aimed at the development of all types of speech activity, it is necessary to have the particular selection of the educational content which would allow to develop students' ability to understand oral and written speech, to recount the received information in coherent and clear way, to articulate one's ideas.



At the same time, we need to pay attention to the analysis of the subject results of studying basic educational programme of basic general education, which presuppose the development of skills needed in this particular subject area.

Conclusion

However, participants of educational process may face some difficulties on their way to achieving personal, subject and metasubject results of learning. Let us name some of them. [1, p. 115-116].

First of all, the development of contemporary school requires the teacher to improve his/her teaching skills, to conduct research aimed at mastering new technologies.

Second, educational process in its traditional meaning is based on the principle of one-sided influence when a student listens and remembers the information (or attitude) given by a teacher. The result of such impact is student's unwillingness (and, more often, inability) to think independently and make their own conclusions.

The third challenge is inability of present teachers to evaluate students' psychological specific features, their desire for assertiveness and self-actualization. This difficulty is to a large extent the result of one-sided structure of educational process, in which a teacher is presenting a conventional point of view on an issue and imposing his/her opinion on a student.

The fourth difficulty is underdevelopment of a teacher's functional literacy.

Disclosure statement

No potential conflict of interest was reported by the authors.

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