

The Importance of the Role of the Teacher in the Lessons of Russian and Literature

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Abstract

The new language situation in society quite naturally poses new challenges for the entire system of teaching the Russian language and studying it at school. The fact how important the correct, precise, expressive speech of a teacher is.

Keywords: teacher presense, language, teaching, approach, method, techniques, tasks.

A.N. Tolstoy, in an article wrote: “Verbal fabric, words, combinations of words must be deciphered by the reader, must again turn into spiritual energy, otherwise they will forever remain black icons on white paper, like the once forever closed writings of long-dead peoples.” . Without the ability to read creatively, without understanding the richness of words, the enormous moral and aesthetic potential will remain undiscovered, spiritual riches will remain unclaimed. A word is a signal that stimulates imagination and thought. How to feel the taste of your native word? How to help a student successfully develop his speech creativity? How to realize the potential of his speech abilities, to encourage him to create the simplest, most unpretentious stories, fairy tales, and poems?

Is it possible to make sure that, tired of many dull ghost rules, children within the walls of their school more often encounter a holiday of the soul - their own creative inspiration? In fact, we teachers are most often afraid of that very creative freedom of speech that we tirelessly repeat to our students. The result is monotonous, faceless presentations and essays with many teacher corrections. “The teacher’s task is to work not only to enrich the student’s vocabulary, but also to increase the mobility of the vocabulary that the student currently owns, to connect together the grammatical and speech aspects of learning, to strive to implement a communicative approach...”

Children's written creative works are wonderful material for the teacher's multifaceted analytical work: you can observe the mobility of students' vocabulary, it is interesting to see how the text, thanks to its general intonation and emotional richness, acquires individuality and uniqueness. The topics of the assignments are focused primarily on enriching children’s social and moral experience, perception of the world around them, and developing the ability to express themselves. It must be remembered that the work of organizing children's speech creativity at school does not tolerate disposability, fragmentation, or fuss, and the first successes always deserve encouragement. Creative exercises offered to children can help them get into a creative mood, experience the first pangs of speech creativity, and become a holiday of surprises, surprise, and joy for the children. When working with text exercises, a number of conditions must be observed.

First of all, the text must have an educational – educational character, which will allow influencing the moral and ethical qualities of the student’s personality, improving his knowledge

and, with its content, supporting schoolchildren's interest in the Russian language. A necessary and very important condition when working with text is the use of special tasks that are designed to stimulate the mental activity of schoolchildren, to form their creative imagination and imaginative thinking. A creative approach can be shaped and developed if students are systematically presented with cognitive tasks. Teaching the Russian language, as follows from the above, presupposes not only the accumulation of a certain stock of linguistic knowledge, but also the ability to creatively use linguistic means. Our classes bring together children with different levels of preparedness, different abilities, and sometimes with mental retardation. Children learn material differently, have different attitudes to what needs to be learned, understood, absorbed, and remembered. Therefore, even the most methodologically perfect lesson is not necessarily successful. We agree with the famous psychologist N.A. Menchinskaya that the effect of training depends not only on its content and methods, but also on the individual characteristics of the student's personality. Even K.D. Ushinsky, considering the issues of organizing the educational process, recommended dividing classes into groups in order to give children tasks in accordance with their preparation. Differentiated learning in Russian language lessons is a pressing issue in modern schools.

The need for differentiated education is becoming more and more acute, since the school must give every child the opportunity to receive a general education minimum at the level of his abilities, capabilities and desires.

Creating conditions for successful teaching, each teacher looks for his own techniques and means. One teacher uses commented management, diagrams, supports, and the method of advanced learning; another will put the basis for success in creating an atmosphere of cooperation between the teacher and students. In other words, the choice of certain pedagogical techniques depends both on the personality of the teacher himself and on the specifics of the educational subject. Investigating the situation of success in Russian language lessons, we strive to make these lessons emotionally attractive for students, to interest them in the very process of working on a word, to teach schoolchildren to consciously treat the results of their educational work (essay, presentation, poem, riddle, fairy tale, etc.), so that the achievement of one lesson becomes an incentive for work in subsequent lessons. We believe that it is especially important to organize a situation of success in all lessons for the students of our school. Children come to an open school from different schools, do not know each other, and are faced with the fact that all the factors that ensure the stability of the educational process are undergoing changes. Firstly, they are faced with new teachers, each of whom has their own communication style and teaching techniques. All this often leads to children losing interest in studying, and parents complaining about the loss of diligence. The conclusion is clear: coming to our school is a turning point for students.

The more important it is to increase attention to this period of school life on the part of teachers, the more necessary are techniques and means to help middle-level students adapt to new conditions. The situation of success refers precisely to such means. In an effort to change Russian language lessons, teachers begin with "emotional stroking" (the term of the American psychotherapist E. Bern). Addressing students by name ("nothing pleases the human ear more than the names of his name"), relying on praise, approval, a kind, affectionate tone, approving touches during lessons, emphasis on the positive construction of phrases: instead of threats: "We will not do this until...", say: "We will do this as soon as...", instead of ordering: "Stop the noise!" - we'll suggest: "Let's see how we can do this if..." and so on.

Another technique that adds emotional appeal to Russian language lessons is the unusual beginning of each lesson. Each academic subject should have a unique calling card in the eyes of students. Of course, at the same time, such concepts as purity and clarity of speech, clear diction, etc. are introduced in the lessons, which are subsequently used as criteria for assessing student responses. However, even with the emotionally attractive influence of a teacher, it is difficult to maintain the student's interest. We must strive to ensure that the student in the classroom can feel like an active figure, an active employee of the teacher, and a participant in the educational

process. A feeling of satisfaction only leaves a mark on a child's soul when its achievement is associated with overcoming any difficulties. Each new success should not be a simple repetition of the previous one, but a higher step in learning. The teacher strives to ensure that the student, with his help, understands what worked in his work and what still requires improvement. The teacher writes down all comments regarding logic, form, content in the student's notebook, but during the lesson itself only a positive, detailed review is read aloud. Evaluative comments: "You tried really hard today," "You pleasantly surprised me," etc. became an important addition to regular grades for students. They had a desire to hear similar comments again at the next lesson. Thus, the result of one educational task becomes an incentive to successfully complete the next one.

Of course, the complex of these techniques cannot reflect all the diversity of possibilities in a successful situation. Each teacher can and should find his own approaches to creating it. However, it must be remembered that a situation of success can ensure optimal learning activities for each student. A situation of success sometimes arises unexpectedly and spontaneously in the classroom. In this case, this is just an episode in the teacher's practice. If in the process of teaching the teacher constantly uses techniques leading to the child's successful activity, then the situation of success is an important characteristic feature of his teaching. If we see both spontaneously arising and prepared situations of success, if they go beyond the scope of classroom time, if they have a positive impact on the relationship between teacher and students, then we are most likely dealing with an established system - pedagogy of success, pedagogy of joy, which every person working with children should strive for. The situation of success associated with the positive formation of the child's emotional sphere is becoming relevant today, since emotions of joy and self-confidence are especially necessary today. It is very important to convey to the student the idea that the value of education is eternal. And you can realize this only through an interested attitude towards your educational work.

A modern child, a student of the 21st century, who is growing up in a world of ever-increasing amounts of information, first of all needs a correct, competent and modern textbook on the Russian language. Even now, in the computer age, it is possible to teach Russian without a computer, but not without a textbook. A good textbook, as you know, is not only a teacher's friend, but also a student's friend. A Russian language textbook must not only contain the necessary program material and a certain amount of training exercises, but also instill in a Russian person a love for the Russian language. Yes, the modern student does not really like to read. Yes, the modern student does not like Russian language lessons and the Russian language in general. Whether the Russian language will be respected and loved largely depends on the secondary school. Or children will leave school with the firm conviction that the Russian language is the most boring and uninteresting subject, that studying the Russian language means only one thing - memorizing the rules within the framework, copying exercises from the textbook into a notebook and writing endless dictations from vocabulary words, and so on.

What is more important: to teach every child to memorize and rewrite or to think about the language and create in it - write, speak, compose? It should be considered far from accidental that it was psychologists who began to create Russian language textbooks, as well as primers, and the alphabet in recent decades. They were the first to sense the growing conflict between the textbook and the student and were the first to try and are trying to save children drowning in a sea of information. Our children should be happy to open the same book every day. After all, it is at this age that it is important not to extinguish the child's desire to be surprised by the world around him. Choosing your own Russian language textbook is a matter for a professional, a teacher. In any case, it is a free choice. And the one who chooses is responsible for his choice. Responsibility to children, to oneself, to the Russian language. Teaching in 7th and 8th grades, we are also faced with the age characteristics of adolescents. A feature of this age is a change in the leading type of activity. Research by psychologists and sociologists, as well as survey data, show that schoolchildren experience a strong need to communicate. When answering the question: "For what purpose do you go to school?" - more than half of the students chose the answer "Chat"! Communication and learning are closely interconnected, and it is the subjects of

the humanities that have the greatest potential in terms of combining educational and communicative activities.

Teaching the Russian language, literature, speech and communication culture, history, world artistic culture, and local history is primarily based on well-structured, methodologically sound texts.

In addition, the speech of a language teacher has emotional richness, intonation and lexical expressiveness, imagery and accuracy and becomes the key to establishing an atmosphere of full communication with students.

In the article by E.V. Korotaeva “Teach and communicate or teach to communicate?”* the author summarizes the opinions of teachers about what is an obstacle to learning immersed in communication. The obstacle is, firstly, the traditional system of organizing training. New pedagogical technologies, no matter how good they are, are still poorly supported methodologically, organizationally, and by the professional training of the teacher. Secondly, the passive position of the student is called an obstacle. To some extent, this position suits teachers. But when we appeal to the active position of a student, and he stubbornly avoids initiative: he has settled so comfortably in his passive niche, why do they ask him to have some kind of opinion, analyze the text, evaluate the answer of a classmate?

Hence the conclusion: when introducing new forms of teaching, it is necessary to prepare not only teachers, but also students for them. Thirdly, sometimes the conservative position of the teacher gets in the way. “Based on the attitude of each person to his language, one can accurately judge not only his cultural level, but also his civic value,” wrote the wonderful master of the Russian word K. G. Paustovsky. “True love for one’s country is unthinkable without love for one’s language.” An attentive, thoughtful attitude to speech should be formed, first of all, at school. Therefore, knowledge of speech culture, the ability to accurately and freely use a variety of language means in the course of pedagogical communication are necessary for a teacher of any subject. How to cope with the situation of total speech illiteracy of our students? Illiteracy is not only spelling and punctuation, but also general cultural, on which the education of their morality and the development of their thinking abilities depend. Unfortunately, many of our students not only cannot formulate their thoughts correctly, but also simply do not know how to think.

The unified educational standards for general education schools, developed not so long ago, introduce the concept of communicative competence, which children must acquire in Russian language lessons. The article by E.S. Antonova offers some practical developments that show possible solutions to this problem.

In order to implement the requirement of the state program to form the communicative competence of students, it is necessary to create a cultural speech environment in the classroom. This can be ensured if students read examples of correct, literate and beautiful speech, which are found mainly in works studied in literature lessons. This significantly changes the approach to organizing the lesson itself, its structure and content.

E.S. Antonova writes that the fragmentation of information received by students in Russian language lessons, the lack of connection of this information with life situations, was overcome by them with the help of exercises in the analysis of passages from works of fiction and educational and scientific literature. The result of this joint work between teacher and students was a system of exercises for the development of speech and thinking, designed in the form of workbooks called “The Mystery of the Text.” This school gives students the opportunity to think a lot and freely,

- talk a lot, casually, emotionally,
- read a lot, carefully, if desired,
- analyze a lot of texts,

- understand how these texts are made,
- write a lot, freely, emotionally.

Enthusiastic quotation of poetic or prose lines, accompanied by a call to appreciate their beauty, as a rule, does not evoke understanding in the student, and if they do, they do not contribute in any way development of analytical skills. Meticulous dissection, “checking harmony with algebra” often destroys the very subject of study - what remains is “music, dismembered like a corpse.”

When reading poetry with children, one must be able to learn to feel, understand, and analyze the content of the work without destroying its aesthetic essence. A Russian language lesson is one of the opportunities to teach a student to peer into a word, observe, analyze, generalize, and think independently.

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