



FEATURES OF THE PERCEPTION OF EDUCATIONAL MATERIAL IN RUSSIAN LANGUAGE LESSONS

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ABSTRACT

This article examines the issue of perception by pupils of educational material in Russian language lessons. The use of modeling methods in the lessons of the Russian language, as stated in the article, has ample opportunities, since they are an important method of cognitive activity of students. The technologies are based on techniques, means and teaching methods that contribute to the formation of cognitive interest, a high degree of motivation, a conscious approach of students to learning. As an end result, a significant increase in the activity of students is achieved, as well as the level of their knowledge, abilities and skills.

KEY WORDS: *perception, Russian language lessons, pronunciation skills, communication skills; to learn the world through language, illusion, educational material, modern didactic system, modeling methods in Russian language lessons, cognitive activity of a student.*

INTRODUCTION

In the modern changing world with its rapidly developing information technologies, a special role is played by the advanced improvement of the educational system. In the years of independence, research has been carried out on the organization and improvement of the educational process on the basis of modern requirements, as a result of which State educational standards have been developed, for the first time among the republics of the former union.

THE CONTENT OF THE ISSUE

The Russian language program includes a large number of language and speech abilities and skills, the formation of which is closely related to the preparation for the perception of new educational material in the Russian language lessons. In this regard, it is important to take into account pronunciation skills and skills that are based on knowledge of phonetics; lexical - on knowledge of vocabulary and phraseology; grammatical knowledge of word formation, morphology and syntax; stylistic - knowledge of stylistics and speech. So, in order to form the literary pronunciation of vowels and consonants, you need to know their articulation and pronunciation rules in different positions; to correctly form the forms of words, you need to know their paradigms and inflections of these paradigms, etc.

The perception of new educational material arises on the basis of sensations, but it is not reduced to their simple sum (in such cases, they say that the process is not additive). This is a qualitatively new, more complex mental process in comparison with sensation. Perception is aimed at recognizing the cognitive features of the perceived object and building a copy (model) of it in consciousness. The result of perception is a holistic perceptual image of an object, and not its individual properties, information about which is given to a person by sensations. This, however, does not mean that together with the integral image of the object, all its small details are perceived.

Perception is the process of reflection in the human mind of objects and phenomena of the real world in their integrity, in the aggregate of their various properties and parts and with their direct impact on the sense organs.

Sensations, motor components, life experience of an individual, memory, thinking and speech, volitional efforts and attention, interests, goals and attitudes of a person take part in the formation of perception.

Preparing students for the perception of new material makes it possible to communicate, develops students' communication skills; allows you to learn to know the world through language; develops important personal qualities: hard work, accuracy,



purposefulness. In the lessons of the Russian language, the ability to correctly formulate thoughts in oral and written forms is formed; develop students' communication and speech skills.

The perception of space includes the perception of size, shape, relative position of objects, their relief, distance and direction.

Perception of time is a reflection of the duration and sequence of phenomena or events.

Perception of movements is a reflection of the direction and speed of the spatial existence of objects.

Illusions of perception. Illusions are manifested in inadequate reflection of the perceived object. The most studied are the illusory affects observed during visual perception of two-dimensional contour images - the so-called "optical-geometric illusions", which consist in the apparent distortion of the relationships between image fragments (equal lines seem unequal, etc.). Another class of illusions is the phenomenon of brightness contrast (for example, a gray stripe on a light background seems to flow than on a black one).

When perceiving new educational material in Russian lessons, the following parameters are interpreted: firstly, in the selection of language material of an educational nature - words, their combinations, texts. Secondly, the study of the patterns and structure (levels) of the language, its entire system in its development forms the linguistic worldview and develops the logical thinking of students. Thirdly, by developing the culture of speech of schoolchildren, fostering love for the Russian language, for its beauty and wealth, showing its role among the languages of the world, the school fosters patriotism in students. Fourthly, the self-expression of a student - a teenager, a young man - in an essay, in a story forms his self-awareness, his personal qualities, his life position.

Features of the development of a student's cognitive activity in the perception of new educational material in Russian lessons:

1. Designing didactic material of various types, types and forms, determining the purpose, place and time of its use in the lesson.
2. Thinking through the teacher of opportunities for independent manifestation of students. Giving them the opportunity to ask questions, express original ideas and hypotheses.
3. Organization of the exchange of thoughts, opinions, assessments. Encouraging students to complement and analyze the answers of their peers.
4. Using subjective experience and relying on the intuition of each student. The use of difficult situations that arise during the lesson as an area of application of knowledge
5. Striving to create a situation of success for

each student.

In the perception of educational material, modeling methods in Russian language lessons are divided into fundamental and applied: the former are aimed at discovering the patterns of language teaching and speech development, solving general theoretical questions of the methodology (for example, determining methods of teaching spelling); the latter are aimed at clarifying practical issues (the effectiveness of new techniques and methods of teaching, new textbooks, etc.). In the methodology of the Russian language, such research methods are used as experiment, study of the history of the school and methodological teachings, theoretical analysis of literature according to the methodology in related fields, analysis of the subject of instruction itself - language - for educational purposes, modeling of the educational process and its elements, diagnostics and predicting learning difficulties, studying the levels of speech development of students, both on average and individually.

Modeling working methods in Russian lessons is a means of learning for students.

The choice of teaching methods in a modern didactic system depends on the goals and objectives of teaching, the degree of complexity, novelty and content of the educational material, as well as the age and individual characteristics of students, the conditions of teaching at school, and the professional capabilities of the teacher himself.

When planning the learning process, the teacher must carry out the following operations.

1. Define the tasks of studying the topic after getting acquainted with the program and methodological instructions on the topic (tasks of forming knowledge, skills, general scientific and polytechnical skills, methods of educational and cognitive activity).
2. To get acquainted with the content of the educational material on the topic in the textbook, highlighting the main scientific and educational ideas, concepts, laws, abilities, skills that must be mastered by students in accordance with the assigned tasks.
3. Justify the logic of the disclosure of the topic in accordance with the laws of assimilation of knowledge, the principles of systematicity, consistency, the connection between learning and life, theory with practice, scientific nature and accessibility, and also determine at what stage of the disclosure of the topic which types of lessons will be required and which questions can be transferred for independent study.
4. Specify the number and sequence of all lessons and other activities on the topic in accordance with the time allotted by the program for its study.
5. Determine the topic of each lesson, lesson,



formulating their main tasks, the totality of which should provide a solution to the general set of tasks for studying the topic.

The purpose of modeling in Russian lessons:

- studying the acquisition of research experience by students;

Development of the ability to creatively design and convey the necessary information to the interested audience;

Development of the ability to work independently, in pairs, in groups, etc.;

Obtaining additional knowledge on the topic;

Development of skills of monologue speech (according to the given samples)

TASKS

- Studying the theoretical substantiation of the problem of teaching and designing modern English lessons;
- Generalization of work results.

Modeling methods involve a combination of sequential study of individual blocks of educational material with direct and constant control of its assimilation by students. Simulation textbooks or computer training programs can be used as forms of modeling in Russian language lessons.

Various models of developmental education technologies are based on the idea: the main goal of education is not a certain amount of knowledge, but the development of all basic personality traits. At the same time, learning should play a decisive role in the development of a child. In the educational process, the student is a full-fledged subject of activity. As a result of training, in addition to the acquisition of knowledge, skills and abilities, first of all, the methods of mental actions, self-governing mechanisms, emotional-moral and activity-practical qualities of a person are formed and improved.

The use of modeling methods in the lessons of the Russian language allows you to focus on the internal motivation of students, which is more stable than external. One of these methods is effective reading - a complex process of active perception and critical comprehension of information in order to be included in its own context. Reflexive writing implies the reflection on paper of the active process of perceiving information: the student does not record the flow of information, but those ideas that he somehow identified for himself.

Thus, the use of modeling methods in Russian language lessons has ample opportunities, since they are an important way of students' cognitive activity. The technologies used in language learning lessons are based on techniques, tools and teaching methods that contribute to the formation of cognitive interest, a high degree of motivation, and a conscious approach of students to learning. As an end result, a

significant increase in the activity of students is achieved, as well as the level of their knowledge, abilities and skills.

When perceiving new educational material in Russian lessons, it is important to organize a collective search, guided by a teacher, which is provided with questions that awaken the independent thought of students, preliminary homework assignments. Creation of pedagogical situations of communication in the lesson, allowing each student to show initiative, independence, selectivity in ways of working; creating an environment for natural self-expression of the student.

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