

PSYCHOLINGUISTIC BASES OF WORK WITH THE TEXT AT THE LESSONS OF RUSSIAN LANGUAGE AND LITERATURE

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Abstract. Modern text-oriented Russian language teaching is based on the achievements of Russian philology and psycholinguistics. Psycholinguistics - the theory of speech activity - gives an idea of the correlation between language and consciousness, speech and thinking. The interests of this science lie in determining the psychological features of the relationship between linguistic consciousness and human social activity, social being and life of linguistic individuals.

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Russian language and literature as subjects play a special role, being not only an object of study, but also a means of teaching other school disciplines. This is noted in the "Fundamental Core of Educational Content", aimed at achieving personal, meta-subject and subject results, behind which are the development of communicative, linguistic and linguistic competence, the development of thinking, imagination, intellect, creative abilities, skills of independent learning activities. All this ensures the upbringing of a full-fledged, socially developed, spiritual personality, capable of applying effective ways of action and decisions in the modern world.

The ability to work with text is a prerequisite for successful learning and passing the Russian language exam in the traditional and new forms for the basic school course. When students move to the secondary school, it is most effective to use work with the text to achieve subject, meta-subject and personal results, taking into account the age-related psychological characteristics of adolescents, peculiarities of their thinking, attention, memory, imagination, psychological laws of mastering speech.

Modern text-oriented Russian language teaching is based on the achievements of Russian philology and psycholinguistics. Psycholinguistics - the theory of speech activity - gives an idea of the correlation between language and consciousness, speech and thinking. The interests of this science lie in determining the psychological features of the relationship between linguistic consciousness and human social activity, social being and life of linguistic individuals. From the standpoint of psycholinguistics the linguistic personality is in the center of attention, the processes of generation and perception of the text are considered as a result of speech and thinking activity of an individual, as a "way of reflection of reality in consciousness". The text reveals to pupils the possibilities of understanding words, turns of speech, grammatical forms, constructions in expressing thoughts. Students master a new area of linguistics - text linguistics.

As early as in the fifth grade, I set learning tasks for students, designed for certain results of universal learning actions, which create the possibility of independent successful assimilation



of new knowledge and skills. Pupils gradually learn the laws of text construction, peculiarities of its meaning and language, accumulate and concretize knowledge at the expense of speech experience. Systematic reference to the text strengthens the practical orientation of Russian language teaching, increases motivation for learning activities.

In order to achieve the subject results when working with text I use the following methodological techniques: commented reading, distinguishing texts of different types and styles, finding the main information in the text, compression techniques, retelling the text, making questions about the text, drawing up a story plan based on the text, selecting reference words for better memorization and understanding of the text, keeping a dictionary of terms on the topic. Special attention is paid to the issues of lexical, grammatical and stylistic combination of words, in which an idea of the ways of linking sentences in the text is formed.

At the first acquaintance with the text Personal learning actions (interest, motivation) are aimed at the formation of personal, emotional and positive attitude to oneself and the surrounding world, the desire to perform a learning action using one's own recreative imagination. According to the psychologist Granik G.G. "the work of recreative imagination permeates the entire educational process, without it it is impossible to imagine a full-fledged learning". But a special role of recreative imagination plays when reading fiction texts both at the lessons of literature and at the lessons of Russian language..... The teacher's task is to make it so that when reading, pupils mentally "see" and "hear" what they are reading. The pupil becomes an organizer and an active participant in communication. This approach includes students in speech activity, prepares them to create their own texts of a certain style and genre, to communicate competently in accordance with the situation and environment.

Regulatory actions ensure the organization of learning activities: goal setting, planning, forecasting, control in the form of comparing the method of action and its result with the given standard, correction and evaluation. In order to form regulatory actions, students are offered texts with errors of different kinds for control and mutual control, or finding an orthogram in a supposed error-prone place.

Cognitive learning actions are aimed at independent selection and formulation of cognitive goal, search and selection of necessary information, selection of the most effective ways of solving learning problems. For this purpose, the method of "brainstorming", i.e. creating a problem situation, is used in literature lessons. For example, before reading a text, a task is proposed that contains a question: "One of the sentences of the text says that "a pilot or a doctor does not need a foreign language". Do you agree with this? Argue your answer." In this case, the student can understand what the text is about before he or she even looks at the structure of the text.

Communicative learning actions include the formation of the following processes: planning learning activities on the basis of cooperation with the teacher and peers, defining the goal, assigning the functions of participants, ways of interaction (working in a group or in pairs), asking questions, working together to find and collect information, the ability to accurately express their thoughts in accordance with the tasks and conditions of communication, to master monologic and dialogic forms of speech in accordance with the grammatical and syntactic norms of the Russian language.

Psycholinguistics has accumulated an extensive material of methods and techniques of work with text. Traditional forms and methods of organizing work with text give positive learning results: complex work with text, linguistic and stylistic analysis, "self-dictation", essay-discussion, text editing, linguistic exercises, work with miniature texts, test tasks with different

types of answers to a question. For lessons, it is necessary to carefully select texts that contain various types of punctuations and orthograms that have been studied by the time of text analysis.

Along with traditional forms, non-standard tasks that increase motivation for the subject are successfully used in lessons: guessing a word from the text by its interpretation; deciphering the meaning of proverbs, sayings; micro-research of the text; extended response-research to one of the questions; dramatization, creation of linguistic fairy tales, travel, the game "Erudite", composing texts from unfinished sentences or paragraphs, research of advertising texts. The value of the given tasks is that they are oriented to the social, personal, cognitive and communicative development of the pupil. The proposed exercises develop speech, attention, memory, thinking. At the same time, during the performance of each educational task the pupil performs the functions of a researcher, performs several mental operations, for example, comparison, grouping, generalization. Such non-standard tasks imply the possibility for pupils to choose the text itself, tasks and reference literature.

The most important skill of education is considered to be the skill of reading. Quality reading is a complex and multifaceted process that involves understanding the text, searching for specific information, self-control, restoring context, interpretation, commenting on the text and much more. Such mechanisms as perception, recognition, comparison, comprehension, anticipation, reflection, memory, etc. are involved in the reading process.

The effectiveness of teaching comprehension of texts depends on consistent and systematic work on the formation of meaningful reading. Only under this condition pupils will be able to clearly distinguish between the understandable and incomprehensible in the text, be able to answer questions, highlight the main points, and be able to interpret the text.

I will share some methods of teaching meaningful reading, which I use in my Russian language and literature lessons and which are offered by the author's team under the scientific guidance of Granik G.G.. "Decipher the sentence" (extracting from the sentence all the information contained in it), "Compose a story on the sentence" (composing your own text), "Titling the text" (formation of the ability to perceive the text as a single semantic whole), the task "Tangled proverbs" (formation of the ability to understand the meaning of proverbs on the basis of adequate perception of figurative meaning and metaphor), the task "Choose an epigraph", "Composing a story on the epigraph", the task "Dialogue with the text". For example, pupils are offered to read the text sentence by sentence (phrases) and perform tasks included in the text in a symbolic form. At the end of the sentences, one or two of the four types of tasks are suggested, indicated by a symbol in the text. These tasks are carried out as the text is read and consist of certain directions:

Q - question (ask a question about the text);

A - answer (give an answer to the question);

L-look into the future and imagine what will happen next, how events will develop;

Ch-check themselves, i.e. compare their answer with the text or their prediction of the future with the description of the future in the text. In this way, students memorize the sequence of narration, find and reveal the main idea of the text faster.

The main types of learning activities are exploratory and assimilative reading. In my practice of work with the text I use the main techniques of the learning reading: the technique of making a regular plan and question plan (allow to comprehend and understand the content of the text), thesis (formulation of the main theses, statements, conclusions), the technique of making

schemes, tables, reference words (generalization and systematization of educational information), the technique of commenting. In order to fully assimilate the information of texts of all styles and types, it is effective to apply the following competence tasks at lessons:

1. Arrange the paragraphs of the plan according to the content of the text (The task teaches you to search for necessary information in the text, to identify its structural parts).
2. What is the main subject depicted in the text? (The question is aimed at forming the ability to identify the main task of the text).
3. What subject or phenomenon is the background for showing the main object? (The task helps to distinguish the background material in the text, which contributes to the separation of the main and secondary).
4. Do you agree with the writer? Explain your point of view (Pupils develop the ability to justify their point of view, interpret the text).
5. Why did the author used this type of speech in the text? (The task is aimed at forming the ability to correlate the content of the work and the linguistic side of its expression).
6. Is it possible to insert an additional description of a subject or phenomenon into this text? (The task checks the systematic understanding of the text).
7. What historical moment is depicted in the text and what time of year does it take place? (Such questions form the ability to search for information given in the text in an implicit form, to generalize information using interdisciplinary knowledge).
8. What source do you think the text is taken from (from an encyclopedia, from fairy tales, from myths, etc.)? (This question is designed to teach the skill of identifying the source of information).
9. What do you think this text teaches? (The task is aimed at reflection, the answer is supposed to be free).

The system of work with linguistic and artistic texts is built in the logic of the lessons of Russian language and literature and is aimed, starting from school, at the formation of literacy and special subject, meta-subject and personal results.

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