

STATEMENT OF THE LEARNING TASK AS A MEANS OF LANGUAGE DEVELOPMENT OF A YOUNGER STUDENT IN THE RUSSIAN LANGUAGE LESSONS

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Annotatsiya

The article deals with the problems of setting learning task in the Russian language lessons in the process of teaching younger students. Methods and techniques for setting a learning task in different types of lessons are presented; conceptual approaches are proposed to increase the cognitive interest of a younger student in Russian language lessons by means of problem situations.

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The urgency of the problem. Today, the priority tasks of education are the formation of an integral system of universal knowledge, skills and abilities and the development of activity among schoolchildren, which contributes to the independent acquisition of knowledge and operating it, which helps successful socialization in the labor market.

One of the tasks of modern research consists of the provisions of the modern theory of learning activity and the construction of scientific knowledge on the basis of pedagogical technology to accompany the cognitive interests of younger students, allowing not only to activate this process, but also to accompany its development and further use in education.

But to do this at the initial stage of teaching the Russian language, maintaining cognitive interest, is far from easy. The main goal of the teacher at this stage is to formulate the learning task and create the conditions under which work is carried out to solve the problem posed, based on the initiative in choosing methods of activity and restructuring them in a new situation, as well as replacing or refusing to act.

An important condition for such a process is the setting of an educational task aimed at the practical improvement of learning, during which the student, continuing to realize his cognitive interest, acquires new methods and social competencies that are important in further studies for the implementation of life plans.

To determine the degree of influence of the learning task on increasing the cognitive interest of younger students in the Russian language lesson, it is necessary to first comprehend the concept of "learning task" and check its impact on the structure of learning activities.

The educational task as a special subject of research was first identified and described in the theory of the content and structure of educational activity by the following authors: V.V. Davydov, A.K. Markov,

V.V. Repkin, D.E. Elkonin and others, who determined that when setting a learning task in the mind, the internal need for “mastering theoretically generalized methods for solving specific problems” (V.V. Davydov) [1, 378] is actualized, leading to the development of the acting subject (D.E. Elkonin). [7, 516]

As a result of the analysis of the literature on the problem of "learning task in the organization of educational and cognitive activity" of primary school students, several components contained in the concept were identified:

- The task that must be completed by the class during the lesson, associated with the mini-tasks set by the teacher and students, including actions: teach - learn, acquaint - learn, explain - understand.
- a developmental task, set in a fascinating form and offering not just to analyze the text or draw up a plan of the work, but to discover something new, finding the answer to a complex, but very important question that allows you to realize yourself in some exciting creative activity, etc.

In a broader sense, a holistic design is created, consisting of a whole set of tasks that ensure the achievement of both immediate and distant learning goals and methods that act as a direct product of learning.

According to L. L. Gurova, “a learning task is an object of mental activity, containing the requirement of practical transformation through the search for conditions that make it possible to reveal the connections (relationships) between its known and unknown elements” [2, 359].

The educational task implies the focus of the student's activity on the discovery, fixation and assimilation of the general mode of activity in solving educational situations, leading from analysis to problem posing, planning actions and methods of solving and evaluating, through reflection [4, 246].

The formulation of the learning task should be based on a problem situation containing a contradiction between the need to complete the practical task of the teacher and the impossibility of doing this without mastering new material [3, 168].

This is how the formulation of the topic of the lesson is laid, which requires research through the search for resolution, accompanied by the advancement of hypotheses and their verification through an inciting or leading dialogue. It is the teacher, as the coordinator of activity, who predicts possible erroneous hypotheses and prepares counterarguments and hints for them, carefully plans to test the decisive hypothesis. The search for a solution involves the allocation of common features, properties of a linguistic phenomenon, ending with fixed conclusions.

An educational task with a problem situation is the central link in developing problem-based learning, awakening thought, cognitive interest and cognitive need, activating thinking and creating conditions for the formation of correct generalizations.

Let us consider the process of setting a learning task when teaching elementary knowledge in the Russian language lessons in the 1st grade. There is a certain structure in setting the educational task, according to the recommendation in the textbook M.S. Soloveychik, N.S. Kuzmenko (UMK "Harmony") "To the secrets of our begins with the performance of tasks and exercises, during the work on which students apply already acquired knowledge and known methods of action. But these exercises (without focusing the attention of children) include tasks that they cannot perform. Here it is very important to detect contradictions, which make it possible to understand that using a familiar method of action, it is impossible to complete the task, i.e., the known method of action “does not work”.

Students must find the reason why they fail. We model the set educational task, depict it with a diagram. [5, 23]

Let us consider the setting of a learning problem in the lessons of setting and solving a learning problem and the lessons of working out the resulting mode of action.

Acquaintance with the letters of vowels, which indicate the softness of the previous consonant in writing, in grade 1 begins with various tasks and didactic games that allow you to remember information about vowels, soft and hard consonants and designate them in writing with special letter signs. Next, the sound schemes of the words LUK and LUK are compiled to compare the sounds in these words. It is proposed to write these words in letters. Students who act in a way known to them receive:

[LUK] [L'UK]

L U K L U K

Using the knowledge and methods of action known to them, they find that the second word has the same notation as the first. Thus, a contradiction arises that needs to be resolved: why it does not work.

On the basis of this contradiction, a learning task is formulated: "How to designate the softness of a consonant sound in writing?", which requires hypotheses to be put forward to resolve the problem, allowing the search for a solution to the problem [6, 64-73]

At the lesson of the Russian language in the 1st grade according to the textbook "Russian language" edited by V.P. Kanakina, studying the topic: "A soft sign is an indicator of softness", in the course of completing tasks, schoolchildren remember how the softness of a consonant is indicated in writing by the letters of vowel sounds, and they make sound schemes for the words MEL and MEL. In this case, comparing the sound composition of words and recording these words in letters, they find out that the rule they know does not find confirmation in one of the examples.

An educational task is put forward: "How to indicate the softness of a consonant sound in a letter if a vowel sound is not heard after it?" In this case, you can first consider examples illustrating the writing of a soft consonant at the end of a word, presented by ear and suggested visually.

These examples show that in a literacy class during the letter familiarization phase, one can successfully use the learning task statement.

When conducting a lesson on working out the received method of action in grade 4 on the topic: "Writing unstressed suffixes - a, -o at the end of adverbs", the task is given to write off the words and insert spellings: LOW ..., FAST ..., SLOW ..., LATE ..., LEFT ..., RIGHT ..., LEFT..., DIRECT...

A situation arises that allows you to check the method of action studied in the previous lesson (put the question to the adverb: HOW? - Suffix - o). However, a contradiction arises that does not allow solving the spelling tasks proposed in the task and requires the addition in the mind of the student of a new content of the known rule, activating the internal need to "master new ways of solving problems". Thus, the formulation of a learning task forces one to look for a way of action, performing mental operations and directing cognitive interest.

Thus, it is rather difficult to organize the lessons of setting and solving a learning problem and practicing the resulting method of action: the teacher needs to think through every step and question, every task so that the learning problem becomes an "own" task for children, filling them with an understanding of its significance and the need to solve it.

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