

ПЕДАГОГІКА І ПСИХОЛОГІЯ

**DEVELOPMENT OF PRIMARY PUPILS LINGUISTIC ABILITIES IN THE
PROCESS OF LANGUAGE EDUCATION**

(Checkovskaya O.L., post-graduate student of the department of the RLLPS of Taras
Shevchenko State University of Pridnestrovie)
Tiraspol, Moldova (Pridnestrovie)

Speaking about language teaching, it is necessary to emphasize that the state documents that make up the strategic “portfolio” of the regulatory framework of primary and secondary education (State standard, Concept of philological education, operating programs) define the main task of the Russian language teaching. It is the “the development of the student as a person, not only fully speaking and writing, but also ready and capable of self-development on the basis of the motivation for learning, value and ideological aspirations” [3, p. 7].

From the position of “goal-setting of the Russian language course” [1, p. 46] specialists differentiate the communicative, the activity-oriented, the personality-oriented, as well as the cultural orientations in teaching the students language (E. Bondarevskaya, I. Gudzik, T. Ramzaeva, I. Yakimanskaya and others). The study of the modern scientific works in the field of methods of the Russian language teaching (E. Arkhipova, E. Goloborodko, L. Davidyuk, A. Deykina, L. Demchenko, G. Mikhailovskaya, V. Kapinos, T. Novikova, V. Stativka, A. Tekuchev, I. Tsybulko, L. Fedorenko and others.) concludes that these vectors are interdependent, they enrich the learning process, forming a harmonious unit.

We consider that the practical vector of the formation of linguistic abilities is provided by an integrative approach that creates favorable conditions for their development. “Linguistic abilities are the conditions that contribute to the successful mastery of ... languages, the development of communication skills, the sense of language” [2]. In our opinion, one of the important components of the formation of linguistic abilities is teaching not only native, but also foreign languages (in our case, these are Russian and English), which make it possible to use a comparative method of analysis, to develop thinking, observation and linguistic flair; identify the necessary lexical and grammatical means of the Russian and English languages; to analyze the text from the standpoint of semantic and stylistic unity; select absolute and relative synonyms; find borrowed lexical items in the text, etc.

So, the integrative approach is considered as the foundation of the didactic process. It is obvious that educational activities should have a specific orientation. If we establish the humanistic orientation in its core, this means that all the teacher’s actions are determined by the real students’ interests.

The definition “integrative approach” by its very nature implies such a qualitative property as synthetics. The main concepts of an integrative approach are integration and integrity. Taking into account that linguistic abilities are a set of specific components that are actualized at certain stages of language learning, it is an integrative

approach, in our opinion, that can become the core of an effective educational process. It is also able to create conditions for motivated learning activities, this provision is extremely relevant at the initial stage of learning languages (Russian and English).

REFERENCES

1. Lvova S. I. The Russian language school course in the context of modern goal-setting / S. I. Lvova // Russian literature in schools. – 2004. – № 3. – pp.46–50.
2. Ovchinnikova I. G., Beresneva N. I., Penyagina E. B. To the problem of the development of linguistic abilities in ontogenesis / I. G. Ovchinnikova, N. I. Beresneva, E. B. Penyagina // Bulletin of vocational school. Psychology. – Perm, 1998. – pp. 42–50.
3. Work program in the subject «The native (Russian) language» 1-4 forms (primary general education). – T., 2014. – 88 p.