Identification of gaps in students' knowledge of the Russian language

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Annotation: This article reveals to bachelor students of pedagogical universities the educational, educational, developing tasks of the Russian language course, the content, goals and objectives of practical classes in the Russian language; aims to equip future teachers with the practice of learning in the teaching process; education in students of literacy. The purpose of the article is to fill the gaps in students' knowledge of the Russian language. Checking the filling of gaps in students. Performing certain training exercises, as well as considering directly in the classroom theoretical issues of practical importance.

Key words: filling in the gaps, pedagogical activity, revealing the nature, determining the causes, identifying errors, fixing, analysis, the ability to formulate, methods and techniques, modern technology, perception of knowledge, awareness of their use, independence, creative, activity, analyze information, the ability to apply , knowledge, non-standard situations, the ability to critically evaluate, the information received.

The goal of each teacher teaching a particular language is the oral and written literacy of students, their mastery of the established norms and rules of correct speech and writing. But not always the methods used in the classroom give the expected result. This is especially difficult when working with a non-Russian-speaking audience, which does not have communication in this language , there is no opportunity to apply the grammatical knowledge gained in the lesson in practice.

If the teacher does not pay due and timely attention to the work on filling in the gaps in the knowledge of students, then very soon even capable students will wallow in mistakes. It is impossible to isolate this type of pedagogical activity from a holistic process - a learning process in which everything is interconnected. Carrying out work to identify and comprehend the gaps in the knowledge of students or students, we proceed from the fact that in order to optimize the learning process of underachieving students with large gaps in knowledge, it is necessary to solve the following tasks:

1) identify the nature and depth of gaps in the knowledge and skills of students;

2) determine the reasons that caused these gaps and hinder their overcoming at the present time;

3) take measures to neutralize the factors that cause new gaps in knowledge;

4) to organize a system of measures to fill in the missing knowledge while mastering new educational material, i.e. explaining the new, resorting to repetition of the past.

The organization of work to identify and eliminate gaps in knowledge can be symbolically divided into several types:

1. Detection of errors;

2. Fixing errors;

3. Analysis of the mistakes made;

4. Planning work to address gaps;

5. Preventive measures.

Let us consider in more detail the organization of each of these stages of work.

1. Detection of errors.

This stage is carried out in the course of checking written works, oral answers, self- and mutual control.

When conducting written work, the teacher must strictly monitor the independence of performance (cheating off, using textbooks or cheat sheets are unacceptable). Only in this case it is possible to accurately determine and identify the mistakes in writing made by each student.

Oral testing is aimed at identifying typical errors of a particular topic and general educational skills. It is effective if it is aimed at identifying the meaningfulness of the perception of knowledge and the awareness of their use, if it stimulates the independence and creative activity of students. The quality of questions is determined by the nature of the mental actions that students perform when answering a question. The quality of the oral examination depends on the selection of questions and the sequence in which they are posed.

Oral testing techniques are used at various stages of the lesson. As an oral survey, you can use the following method of new pedagogical technologies:

Title: Thick and thin question

Description: This method from the technology of developing critical thinking question is used to organize an interrogation.

The strategy allows you to create:

☐ ability to formulate questions;

☐ ability to correlate concepts.

A subtle question suggests a clear, short answer.

A thick question suggests a detailed answer.

After studying the topic, students are invited to formulate three "thin" and three "thick" questions related to the material covered. They then quiz each other using tables of "thick" and "thin" questions. Example .

On the topic of the lesson "A.S. Pushkin - The Sun of Russian Poetry" you can invite students to ask a thick and thin question.

Subtle question . Who was A.S. Pushkin?

Thick question. What role did A.S. Pushkin play in the formation of Russian poetry of the 19th century?

Instilling in students the skills and abilities of self-control not only allows them to find their own mistakes, but also has a beneficial effect from an educational, psychological and pedagogical point of view. Forms: "Find and explain the mistake" (your own, made by a classmate, planned by the teacher), "Check the answer and understand the mistake", "Evaluate your answer".

There are many methods and techniques of modern technology that involve mutual control. For example, you can use the "LEARN TOGETHER" technique: Algorithm of actions: 1.Individual work. Marginal markings (signs "?", "+", "!", etc.). 2. Work in pairs: discuss text, try to remove the "question marks". 3. Discussion in groups of four: students deal with difficult issues with those who are sitting next to each other in the next row, or with those who are sitting in the next desk. If the lesson provides for a group form of work, then after an individual study of the text, all the "question marks" are discussed in the group. 4. The remaining questions requiring clarification are submitted for discussion by the entire team. 5. The teacher makes additional clarifications.

At this stage, the correctness of perception and understanding of the educational material is analyzed, weaknesses in knowledge are revealed, shortcomings, gaps, errors in the work and answers of students are revealed. This allows the teacher to identify timely measures to overcome and eliminate them.

2. Fixing errors.

Fixing errors occurs in parallel with their identification. When starting to study a new topic, the student often forgets much of the previous material. Only through repeated, prolonged, periodic

repetition by each student of their "problem" topics can the expected results in learning be achieved. The teacher needs to keep a strict record of errors in the form of a list, work with it regularly: make changes, keep the error under control until there is a firm confidence in the quality of assimilation.

A number of different interactive methods can be used at this stage. For example, here is one of many:

Title: Catch the Mistake

Description: a universal technique that activates the attention of trainees.

Forms:

☐ ability to analyze information;

☐ ability to apply knowledge in non-standard situations;

☐ the ability to critically evaluate the information received.

The teacher offers students information containing an unknown number of errors. Students look for a mistake in a group or individually, argue, confer. Having come to a certain opinion, the group chooses a speaker. The speaker announces the task and the result of his decision in front of everyone.

Example.

Russian The teacher gives several grammar (syntactic or other) rules. One or more of them are incorrect. Find and prove wrong.

Literature. Pupils receive a series of citations with reference to the authors. Determine in which case the quote could not belong to this author. They prove their point.

3. Analysis of the mistakes made.

An analysis of the mistakes made is carried out after each type of work orally or in writing, by a teacher or a student, depending on the type of activity. A carefully conducted analysis allows you to deeply study the gaps and achievements of individual students, highlight typical mistakes and main difficulties of students, study

the reasons for their occurrence and outline

ways to eliminate them. In this case, you can offer to perform grammatical exercises on a particular rule, work together to work on the mistakes. So that the process of analyzing the mistakes made was not boring and aroused more keen interest, it is possible to use the following method:

Title: "Before-After"

Description: technique for developing critical thinking. It can be used at the 1st stage of the lesson, as a technique that actualizes the knowledge of students. And also at the stage of reflection.

Forms:

☐ ability to predict common mistakes;

☐ the ability to correlate known and previously unknown facts for the student;

☐ the ability to express his thoughts, why he thought this way and not otherwise;

☐ ability to compare and draw conclusions.

In a table of two columns, the "Before" part is filled in, in which the student writes down words, phrases and even sentences in which he often made mistakes. The "After" part is completed after the group, under the guidance of the teacher, concludes how the word (SS or sentence) is spelled correctly and provides undeniable proof of correctness.

Next, the student compares the contents of "Before" and "After" and draws a conclusion.

Example.

"Before" Unexpected (because it is not a preposition and is written separately)

"After" Unexpectedly (because the Russian language does not have the word "expectedly", it is written together.

4. Planning work to address gaps in knowledge.

This work is based on the analysis, the results of which are communicated to students:

- the teacher outlines when, whom, for what purpose to ask and what means to use for this.

- work on mistakes is carried out after each written work, re-testing - after an unsatisfactory mark.

5. Prevention measures

The following preventive measures contribute to minimizing student errors:

- texts of written assignments should be easy to understand: well-formulated, well-read;
- active oral training of the main , regular analysis of typical mistakes;
- when explaining new material, predict an error and select a system of tasks for

working out the correct assimilation of the concept. For example, use the "Prediction Tree" method
The rules for working with this technique are as follows: the trunk of the tree is the topic, the branches are assumptions that are carried out in two main directions - "possible" and "probably" (the number of "branches" is not limited), and, finally, "leaves" - the rationale for these assumptions arguments in favor of one opinion or another.

You can also resort for example to the following method: Name: Wise Owls

Description: It is appropriate to use this strategy to develop the following skills in students:

• analyze the text together with other people;
• conduct research work in a group;
• available to transfer information to another person;
• independently determine which rules are appropriate to apply when writing or pronouncing difficult words and expressions.

Example.

Students are invited to independently work out the content of the selected text (individually or in a group). Then students receive a worksheet with specific questions and tasks in order to process the information contained in the text: Find the main (new) concepts in the text and write them down in alphabetical order. Choose new words from the text, the spelling of which is unexpected for you, as it contradicts your expectations and initial ideas. Write down information that is new to you. Explain why what you have just discovered is written this way and not otherwise, contrary to your original idea.

The identification and prevention of mistakes made is much more effective if students are specially prepared for this work. Preparing for the lesson, the teacher thinks through what difficulties certain nuances of the new topic may cause, where and in what cases mistakes are most likely to be made. The main objectives of this work should be the following:

- formation of solid knowledge;
- training in self-control techniques;
- formation of the need for self-control;
- education of responsibility for the work performed;
- education of individual creative abilities of students.

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