

HEURISTIC CONVERSATION ON A LINGUISTIC TOPIC DURING RUSSIAN LANGUAGE LESSON

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One of the effective methods of teaching the Russian language is a **heuristic conversation on a linguistic topic**.

According to the well-known teacher M. N. Skatkin, heuristic conversation is a question-answer form of training where the teacher does not inform the students of the finished knowledge, but with the help of questions makes them approach new concepts and conclusions themselves.

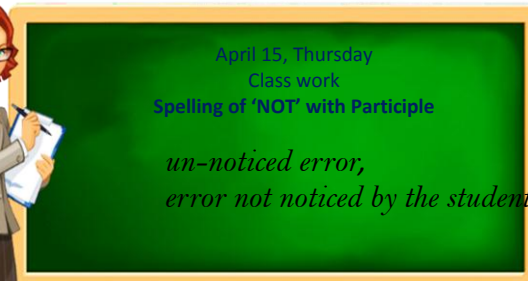
Russian teacher M. N. Skatkin



In our opinion, heuristic conversation in the Russian language lesson is effectively used when **students already have preliminary knowledge of the material being studied**.

The difficulty level of the heuristic conversation should correspond to the level of development of the class.

The teacher's task is to bring the children to the problem statement, she/he needs to show the children how to find evidence, and draw conclusions.



Teacher: What spelling problem do we solve when we write down these phrases?

Students: How to write correctly – together or separately?

Teacher: Compare these designs. What do they have in common?

Students: In both points, the word "error" is defined.

Teacher: And what is the difference between these phrases?

Students: In the second case, the participle «noticed» has a dependent word.

Teacher: What condition determines the choice of spelling?

Students: On whether the participle has a dependent word.

Teacher: Make a conclusion about spelling 'not' with participle in the first and second cases.

Students: In the first case, it is written together with the participle, since it does not have a dependent word, and

We understand the **heuristic conversation on a linguistic topic** as a question-answer method of interaction between a teacher and students, aimed at discovering and solving a problem that has a language of communication step-by-step.



Let us give an example of a heuristic conversation on the topic «**Spelling of 'NOT' with Participle**». The teacher shows the merged and separate spelling of the particle not with full participation in the phrases: "un-noticed error" and "error not noticed by the student".

Conclusion

The teacher does not formulate alternative questions that require unambiguous answers («yes» or «no»). She/he does not encourage students to guess answers, but leads to a solution to the problem posed, relying on existing knowledge and practical experience of students and facilitating the discovery of new knowledge by them.