

### Problems of Using the Situational Method in the Educational Process

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#### ABSTRACT

*This article discusses the theoretical problems of using the situational method in the educational process, describes the meanings of the concepts "situation" and "situational method", the features of this method, and also describes the theoretical foundations of the situational method.*

One of the main tasks solved by pedagogical science and practice is the improvement of teaching methods. It becomes particularly relevant during the period of revision of the objectives of education and the content of education in higher educational institutions. Therefore, this task is being set with such urgency now, when universities have switched to new programs and textbooks. For a student of a non-linguistic university, "mastering the grammatical laws of the Russian language is a new phenomenon. If he is aware of only grammatical norms in his native language classes, which he practically knows well, then in Russian classes he must simultaneously master the dictionary and grammatical laws, which differ in many ways from the grammar of his native language." In this regard, we believe that it is necessary to bring teaching methods in line with the new content of academic disciplines, in particular, the Russian language.

As you know, the practice of working at the university shows that the principle of communication has not yet found its full reflection in educational materials, and students face difficulties related to the functional side of mastering the Russian language. In this regard, there is a need to find optimal ways to present educational situations in Russian. Based on this, we consider it possible to teach grammar in a set of educational and speech situations using examples of dialogical samples of Russian speech. The solution of this problem is possible, in our opinion, provided that the appropriate selection of structural and semantic units of dialogue - dialogical units (DU), classification of speech situational constructions (SSC) that form the basis of replicas, according to their situational correlation, comparison of SSC with adequate in the

native language of students at the level of colloquial speech. In general, this can be the basis for a set of situational exercises and tasks that should become an integral part of the practical course of the Russian language at the university. This should be projected onto a kind of academic discipline, which is the Russian language. It is reasonable and evidential that the deeper and more thorough the analysis of the content of the course "Russian language" is carried out in order to identify components in it that predetermine various ways of assimilation, including on the basis of the situational method, consequently, the better the assimilation of the subject, including educational activities. As you know, a lot has been done in this regard in the methodology of teaching the Russian language; it only requires systematization, clarification, ordering from the standpoint of a single university concept.

The study of the state of knowledge, skills and abilities in the Russian language among students reveals a pronounced disproportion between the ability to reproduce ready-made situations, formulations of definitions and rules and the ability to operate with them, implement them in appropriate ways of activity; between the ability to reproduce individual elements of knowledge and the ability to generalize, systematize them; between the ability to reproduce knowledge and the ability to assess its practical benefits; between skills and abilities that are worked out reproductively, and skills and skills that require creative activity. The reasons for this situation lie both in the selection of the content of the educational subject, and in the organization of the pedagogical process. Both, as already noted, have to do with teaching methods.

Recently, for example, they often talk about problematic situations, situational methods, questions and tasks in Russian language classes. At the same time, the named techniques of the situational method, on the one hand, are often proposed to be used where the material opposes this, and, on the other hand, the recommended questions and tasks sometimes have only the appearance of situational ones.

In the practice of searching for and promoting new methods, long-known ones are sometimes impoverished and misinterpreted. So, it is widely believed that whenever questions "why", "how to prove" or recommendations "compare and find similarities (or differences)", "prove", "explain", "find the reason" are asked in a Russian language lesson, situational learning takes place, acts situational method. Meanwhile, the creators of the theory on the situational basis of learning emphasize that traditional methods - explanatory, illustrative and reproductive - do not at all imply mechanical, thoughtless memorization of material, that students' assimilation of the main part of knowledge, skills and abilities is provided by these methods, that the information-receptive method is one of the most economical and effective "ways of transmitting to the younger generations of generalized and systematized human experience", and the formation of skills and abilities cannot be achieved outside the reproductive method; that the cognitive independence of students can be manifested and formed within the framework of these methods.

In modern studies of situational learning, the features of creative activity are highlighted, the formation of which is not provided "as a result of receiving verbal information or showing a method of action", since "for... there is no algorithm for creative procedures, there is no system of actions that could be presented to the trainee." A situational method, on the contrary, involves a system of actions. It is possible that creative activity, motivated in both cases by various motives, including various components, organized in various ways, nevertheless has common characteristics. One of them seems to be defined in the following position: "The procedures of creative activity cannot be conveyed otherwise than by including a person in a feasible situational activity that requires the manifestation of certain creative traits and thereby forms these traits."

The communicative approach to the work on speech development significantly changes the methods of teaching, bringing to the fore the modeling of situations of speech utterance. It is implemented in various kinds of situational exercises and tasks based on taking into account the

fact that the content and speech design of the utterance depend on the speech situation.

Developing students' ability to correlate the content and form of their statements with the speech situation, these tasks and exercises discipline thinking, sharpen the sense of the Russian language, teach them to use it flexibly, choosing from several speech options one that is most suitable for these speech conditions. Situational exercises increase the speech culture of students and - through it - the culture of their behavior in general. This is their great educational impact.

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The structural unit of the organization of the process of learning to communicate in a second language, in our case Russian, is the situation. A situation is a universal form of functioning of the communication process, existing as an integrative dynamic system of social status, role, activity and moral relationships of communication subjects, reflected in their consciousness and arising on the basis of interaction of situational positions of communicating. At the same time, the main components of the situation are:

1. the conditions and circumstances in which communication is carried out;
2. relations between speakers: participating in communication, people act as classmates, friends, sons, representatives of different professions (engineers, builders, economists, etc.) and their relations can be official (university rector, teacher - student, foreman — worker, foreman – builder, etc.) and unofficial (mother — daughter);
3. Speech stimulus as a reason for communication.

The leading factor in the situation is the relationship of the interlocutors, the system of relationships. It is the relationship, having acquired a personal character, that determines the motivation of speech and causes active interference in the surrounding reality. External circumstances may not be present at the moment, but they necessarily "work", since they are contained in the situation in a hidden, filmed form. Hence, the situativeness of speech is its special property, manifested in the fact that speech units in semantic and temporal parameters always correlate with the situation and create a potential context of a certain range.

If a teacher in a Russian language class says out of context with what is happening: "A student bought two books," then this phrase will not "hurt" students in any way, because it is not connected with any situation in their minds: What kind of student? From which university? Why two books? What two books? Etc. That's why it's just a sentence, not a phrase, not a speech at all, because speech is always situational.

The essence of situativeness lies in the fact that its implementation is possible only if the personal qualities of students are taken into account, the teacher's excellent knowledge of the relationships of students, their personal experience, interests, value orientations, worldview, feelings, and the status of their personality in the university team.

One of the most important ways to create a situational support for stimulating ionic speech is the use of various visual aids and manuals. By putting students in situations specially created with the help of visual aids and manuals, it is possible to develop the formation of a clear connection between real phenomena and their linguistic design. Creating situations close to real ones

contributes to a better understanding and mastery of Russian speech, increases interest in classes in a non-native language, stimulates the activity of students, helps students overcome the psychological barrier.

Thus, the implementation of the situational principle allows to intensify the process of formation of students' communicative and speech skills, to individualize and differentiate learning and thereby a personal-activity approach in the educational process at the university.

The results of the experiment proved the effectiveness of the system of work proposed by us for the development of Russian speech of students of higher educational institutions with engineering, construction and technical bias based on educational situations.

Russian Russian language teaching Using the situational method in a certain scientifically based system created favorable conditions for teaching Russian at the Russian language classes at the Institute, was a good help in increasing the mental and cognitive activity of students, the development of their oral speech.

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