

FEATURES OF STUDYING A COMPLEX PROPOSITION IN THE PRIMARY SCHOOL

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In elementary school, children are introduced to one of the basic concepts of syntax - a sentence. Mostly at this stage, a simple sentence is considered, which is explained by the ease of understanding its structure by elementary school students. The problem is that, as noted by many researchers (Algazina Nadezhda Nikolaevna, Fomicheva Galina Alekseevna, Kalmykova Tatyana Evgenievna, etc.), there is a discrepancy with the study of only a simple sentence in elementary school and an abundance of complex sentences in the texts of dictations, creative works, presentations for 3-4 classes.

According to a number of methodists, such as G.A. Fomicheva, S.V. Zueva and others, the study of a complex sentence in elementary school is necessary. It has a number of its features, since younger students mostly use simple sentences, but the use of complex sentences is one of the conditions for the development of speech. The construction of an utterance using complex sentences requires special methods due to the specifics of the mental perception of the surrounding world by younger students. Finally, the study of complex sentences in elementary school is presented as a propaedeutic course, anticipating the study of complex sentences in the middle level.

Younger students use simple sentences to a greater extent, while the need to study a complex sentence lies in the fact that when referring to this syntactic unit, the thinking processes of an elementary school student become much more complicated. When a child comes to school, the syntactic structure of his oral speech improves along with his writing skills. Elena Tikhonovna Luzhetskaya notes that "special attention is paid to written speech in the field of development of a younger student, since it is she who requires more control from students than oral, makes certain demands on them."¹ Mastery of writing and reading significantly affects the overall development of speech and thinking. A.A. Garusova points out the importance of using complex sentences in written speech by students in grades 1-4 and claims that "written forms of conveying content require a more accurate and varied use of linguistic means, a more detailed expression, a more complete

¹ Luzhetskaya, E. T. Sentence study as a means of developing the written language of younger schoolchildren [Electronic resource] / E. T. Luzhetskaya // Electronic scientific and practical journal "Modern Scientific Research and Innovation". - 2019. - No. 8. - P. 9. - Access mode: https://www.elibrary.ru/download/elibrary_43929753_40324685.pdf

description and justification of what is being transmitted”². This can be achieved by referring to the study of a complex sentence. Mastering the norms of written speech in elementary school, therefore, is directly related to the complication of the syntactic structure of speech.

As a rule, younger students do not show interest in written communication. Despite this, students in grades 3-4 have a sufficient level of thinking so that, according to I.V. Borisenko, “to be able not only to disassemble a given construction, but also to correctly, most expediently choose the desired construction from a correlative series of possible ones in accordance with the situation and the task of the statement”³. It is known that as younger students master educational activities, they form perception, imagination, memory. The psychological specificity of the perception of a complex sentence in elementary school is also connected with this: “words, meeting together in a sentence, have their own meanings, the student needs to guess the meaning of the whole, presenting new meanings”⁴. In order for students to get used to working with this syntactic unit, it is necessary to develop their observation of the change in meanings when one and the same word is joined by one or another word.

Some curricula provide for the consideration of a complex sentence. For example, the Russian language work program for elementary school V.P. Kanakina and V.G. Goretsky.⁵ According to this program, consideration of a complex sentence begins in grade 3, but only 3 lessons are given to study this topic. During these 3 lessons, students should learn to identify simple and complex sentences, to identify parts of a complex sentence. This program involves working on a complex sentence in the 4th grade, clarifying the punctuation marks in a compound and simple sentence with homogeneous members. Students should be able to distinguish between a simple sentence with homogeneous members and a complex sentence. Thus, this program provides only for obtaining a general idea of a complex sentence,

² Garusova, A. A. Features of the study of a complex sentence in elementary school / A. A. Garusova // Innovations and traditions in modern humanitarian education: materials of the international scientific student conference. - Yaroslavl: publishing house of the Yaroslavl state. ped. un-ta im. K.D. Ushinsky, 2018. - P. 49-57.

³ Borisenko, I. V. The study of a complex sentence by younger schoolchildren, taking into account the continuity between primary and secondary schools / I. V. Borisenko, D.N. Komissarova // Preschool and primary education: variability of approaches: materials of the international conference "Readings of Ushinsky" of the Pedagogical Faculty of the YSPU. - Yaroslavl: publishing house of the Yaroslavl state. ped. un-ta im. K.D. Ushinsky, 2016. - P. 252-257.

⁴ Garusova, A. A. Features of the study of a complex sentence in elementary school / A. A. Garusova // Innovations and traditions in modern humanitarian education: materials of the international scientific student conference. - Yaroslavl: publishing house of the Yaroslavl state. ped. un-ta im. K.D. Ushinsky, 2018. - P. 49-57.

⁵ Russian language. Grade 4: work program according to the textbook by V.P. Kanakina, V.G. Goretsky - Volgograd: Teacher, 2015. - 66 p.

3-4 hours are allotted for studying this topic, and the main result of its consideration is the distinction between simple and complex sentences.

To conclude we state that the study of a complex sentence in elementary school is presented as a propaedeutic course, anticipating a detailed examination of this syntactic unit in elementary school. The principle of continuity underlies any educational process and determines its effectiveness and efficiency. It is logical that this is always a two-way process: on the one hand, the initial stage, which forms the knowledge necessary for further learning. On the other hand, there is the main school, which develops the potential accumulated in the primary school. "The multidimensionality of the sentence requires work on it in the primary grades in various directions,"⁶ but, unfortunately, often the educational material in the primary school does not agree with the study of the complex sentence in the secondary school. I.V. Borisenko analyzed the basic teaching materials for elementary school and Russian language textbooks, as a result of which she came to the conclusion that "there is no continuity in the study of a complex sentence between the primary and main stages of education at the level of the content of educational material".⁷ This is a serious problem that requires its solution on the part of the Methodists.

In this article, we examined the features of studying a complex sentence and convinced ourselves of the need to introduce this syntactic unit into the elementary school curriculum.

FEATURES OF STUDYING A COMPLEX SENTENCE IN ELEMENTARY SCHOOL

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The article discusses the features of studying a complex sentence in elementary school. It is proven that the use of a complex sentence is a means for developing the speech of schoolchildren. It is indicated that it is difficult for schoolchildren to perceive a complex sentence from the point of view of psychology. Finally, the importance of studying a complex sentence for further Russian language courses is considered.

Keywords: Russian language, complex sentence, syntax, elementary school.

⁶ Makhno, T. S. The study of a complex sentence in elementary school as a condition for the development of students' speech / T. S. Makhno // Fundamental and applied scientific research: current issues, achievements and innovations: collection of articles of the XXIV International Scientific and Practical Conference. - Penza: Science and Education, 2019. - P. 112-113.

⁷ Borisenko, I. V. The study of a complex sentence by younger schoolchildren, taking into account the continuity between primary and secondary schools / I. V. Borisenko, D.N. Komissarova // Preschool and primary education: variability of approaches: materials of the international conference "Readings of Ushinsky" of the Pedagogical Faculty of the YSPU. - Yaroslavl: publishing house of the Yaroslavl state. ped. un-ta im. K.D. Ushinsky, 2016. - P. 252-257.