**Annotation**

This article is devoted to the consideration of the features of the study of the verb by students of the 5th grade from the point of view of its linguistic foundations. The author analyzes the volume of linguistic knowledge offered to students, the range of skills formed, the system of grammatical and speech exercises, the relationship in teaching grammar and speech development of schoolchildren. The article is intended for teachers of the Russian language and students studying in language pedagogical directions.

**Keywords:**

 Concept verb, lexical units, verb forms, grammatical unit, spelling rules, language material, complex of knowledge.

**Linguistic basics of learning the verb in grade 5**

**Introduction.**The method of teaching the Russian language to 5th grade students is reaching a fundamentally new level. In particular, the complex of difficulties associated with teaching the basic skills of mastering grammatical categories (nominative parts of speech, verbs, etc.) needs a special approach of the teacher when building his work with children at this stage of education. In addition to the above, the relevance of the designated topic is determined by the need to find new methods for teaching children the basics of learning and using the verb, taking into account the acquired set of knowledge, skills and abilities acquired in elementary school.

**Thesis.**Speaking about the reasons for the search for new approaches to teaching children in the 5th grade in the Russian language lessons on the topic “Verb”, it is necessary to say about the obligatory practical acquaintance of students and gaining real experience with the verb as part of speech. In support of this thesis, the following provisions can be cited. Firstly, acquaintance and learning the skills of competent use of the verb should take place taking into account previously acquired knowledge and skills in working with lexical units and their grammatical forms (distinguishing the verb from other parts of speech in practice. Secondly, at this stage of teaching the Russian language within the framework of subject, students are faced with the need to meaningfully choose the type, form, person, conjugation, tense and gender of the verb as an important lexical and grammatical unit.[[1]](#footnote-1).

**Empirical base of research:**language material studied in the Russian language lessons as part of the 5th grade course; methodological developments for the study of the thematic section "Verb" in the lessons of the Russian language in the 5th grade; Russian language. Grade 5 Proc. for general education institutions. At 2 h. Part 2 / T.A. Ladyzhenskaya, M.T. Baranov, L.A. Trostentsova and others; scientific Ed. N.M. Shansky. - M.: Education, 2012. - 176 p.; systematized results of the control of knowledge of 5th grade students on the topic "Verb".

**Transition.**We can consider the thesis and arguments we have identified in more detail, based on the practical experience of teaching the Russian language in the 5th grade within the framework of the “Verb” topic.

**Judgment 1.**Starting the study of the Russian language course in the primary school (grades 5-9), first of all, students consolidate the knowledge gained in the primary school course (grades 1-4). In particular, this aspect concerns the need to develop students' ideas about the category of the verb based on their current set of knowledge and skills.

**Paragraph 1.1. (thesis)**In many ways, the tasks solved by the student and the teacher in elementary school are aimed at forming a general idea of ​​the main aspects of working with the simplest and most important lexical categories. At the same time, the work of the teacher in the framework of solving these problems should be consistent with the individual development of the child and his logic of thinking, which determines the features of mastering the material. However, there are a number of universal tasks that must be solved by the beginning of mastering the Russian language course in the 5th grade.

**Paragraph 1.2.**(argument) To them T.I. Zinoviev includes: a) familiarization with the concept of the verb as a part of speech and the development of the ability to recognize it among other parts of speech; b) the formation of the skills of simple transformation of the verb by numbers, persons and obtaining its temporary forms (past, present, future); c) developing spelling skills, enriching the vocabulary and developing the logical thinking of students[[2]](#footnote-2).

**Paragraph 1.3. (conclusion)**Thus, the solution of tasks for mastering the complex of knowledge and skills for working with the category of the verb and its forms in the 5th grade should occur only on the basis of the basis previously received in elementary school and fixed at the beginning of the academic year, made up of ideas about the basics of working with the verb as a key part of speech.

**Judgment 2.**After fixing the studied material, students are faced with a systematized array of concepts and terms that characterize various verb forms used in the context of phrases and sentences. In this regard, there is a need not only to consistently build the work of a teacher with students, but also to reinforce theoretical provisions with practical exercises expressed in the form of an analysis of language material.

**Paragraph 2.1. (thesis)**At its core, language material is ubiquitous in domestic pedagogical science as one of the main methods of training and consolidating theoretical knowledge and ideas in working with real examples of texts and their fragments. Also, this method is quite common in modern school practice.[[3]](#footnote-3). This, in particular, we can see in the example of the analysis of the lesson on the topic “Verb as a part of speech” (paragraph 106 of the textbook, p. 98).

**Paragraph 2.2. (argument)**So, acquaintance with the verb begins with the work of students on a fragment of N. Nekrasov’s poem “A small reed makes noise ...”, in which the authors of the textbook highlighted in bold the words expressed by the verb and nouns. In the task, students were given the question “What are the similarities and differences between the highlighted verb and noun?”. Thus, it is possible to independently conduct a visual and morphemic analysis of the selected ones and identify their common and different features, including those that distinguish verbs proper from other parts of speech. In this case, students with previously acquired ideas about morphemes and their role in the construction of words (paragraphs 71-77 of the textbook),

**Paragraph 2.3. (conclusion)**Thus, the language material is a fairly universal and valuable method of independent work of students under the teacher's control over the text of the textbook in the course of mastering the Russian language course. Also, in addition to accessibility and ease of understanding, this method also has an important advantage, which consists in its limitless possibilities, associated with the richness of those examples of lexemes that can be used in the learning process as a visual aid. However, when selecting the material, the degree of its necessity for the conscious solution of speech and spelling tasks associated with the school course of the Russian language is taken into account.

**Judgment 3.**And finally, the students' mastering the skills of working with parts of speech and, in particular, with the verb, the study of which is one of the largest sections of the training course, is basic in relation to subsequent topics devoted to the analysis of syntactic units (phrases and sentences). In this regard, the linguistic foundations of the study of the verb should include a comprehensive study of the entire system of verb forms, spelling rules, the main phonetic and spelling laws associated with the peculiarities of the morphemic composition of the verb, and it is also necessary to constantly work out the norms for using verbs with the correct placement of stress.

**Paragraph 3.1. (thesis)**Visual acquaintance with the text of the textbook edited by N.M. Shansky shows that the exercises are mostly reproductive in nature, i.e. it is proposed to perform some exercises according to the model (for example, to form verbs according to the model already given in the textbook - work by analogy), the parameters for grouping words in the exercise have already been set. There are creative tasks, oral and written exercises, but most of the textbook is dominated by traditional types of tasks.

**Paragraph 3.2. (argument)**Conducted observation of the work of students of the 5th grade and analysis of the results of the intermediate control of knowledge of students in the form of a dictation with control tasks on the topic “Morphology. Verb" showed the following results. Students almost fully mastered the material being studied; at the same time, the difficulties that arise in children when performing individual exercises (for example, No. 623 on page 104 of the textbook - “Wh or whose? Write down the words, distributing them into groups: 1) b is written; 2) ь is not written. Briefly explain the use of . Mark the spellings No. 8, 20, 22”), required not only the participation of the teacher in their discussion, but also the involvement of previously studied material that is not contained in this part of the textbook. In turn, the latter circumstance ruled out the possibility of hints in the construction of students' reasoning.

**Paragraph 3.3. (conclusion)**In the process and after studying the "Verb" section, students should be able to characterize the general grammatical meaning of this part of speech, as well as distinguish morphological features and determine their syntactic role. Students will learn this knowledge better when doing homework and classwork. Also, tasks for reinforcing skills within this topic can be included by the teacher in classes on subsequent topics, to ensure a natural connection between morphology and syntax in the minds of students.

**Conclusion.**As a result of studying all the topics of this section, the student should know what a verb is as a part of speech, its grammatical meaning, syntactic functions, morphological features. Students should be able to distinguish a verb from other parts of speech and use spelling rules when choosing spellings, which can be achieved using such a form of control as a dictation or test. Thus, the competent use of the linguistic foundations of studying the verb in the 5th grade makes it possible to achieve a high degree of assimilation of educational material and its systematization within the framework of a holistic and consistent study of the general education course of the Russian language.

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