

INTERNATIONAL JOURNAL OF
**INTERDISCIPLINARY
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INTERNATIONAL JOURNAL OF INTERDISCIPLINARY STUDIES IN SOCIAL SCIENCE

Volume 3 Issue 6

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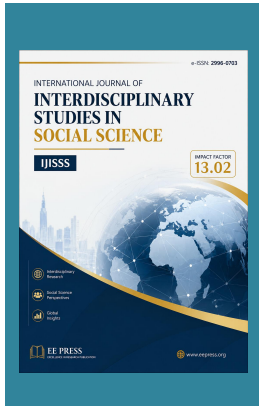
STUDENTS' INDEPENDENT LEARNING ACTIVITIES IN RUSSIAN LANGUAGE

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ABSTRACT

The article analyzes the structural-semantic classification of complex sentences in comparison with the concepts of Russian linguists. Based on the comparison conducted, it is concluded that this classification is effective for the syntactic section of Russian grammar. Structural-semantic classification, rational application in modern syntactic theories.

Keywords: Complex sentence, syntax of a complex sentence, predicative unit, component, dispute, hypothyroidism

At the current stage, one of the primary tasks of higher education is the training of a creative-thinking personality—a broad-level specialist possessing profound knowledge in linguistics and strong skills and abilities for independent activity.

It is well known that every science is, first and foremost, a system of concepts fixed in the language by special words-terms. Therefore, mastering linguistic terms and related concepts represents an important aspect of the learning process. In the learning process, it is advisable to pay great attention to the development of students' linguistic thinking and scientific speech, which is achieved through the performance of a system of independent work.

Knowledge acquired through independent activity is significantly better assimilated compared to that conveyed by the teacher in a ready-made form. The value and strength of such knowledge are largely determined by the student's personal participation in the process of cognition. The particular interest in this problem is also due to the fact that independent learning activities allow for the purposeful development of students' linguistic thinking and scientific speech, and form their creative skills and abilities.

The driving force of independent work is cognitive tasks, in which pedagogically adapted scientific problems and their solution methods are programmed, and the formation and development of the procedural traits of a creative personality are envisioned. Solving cognitive tasks involves acquiring new knowledge and generating a monologic statement of the description or reasoning type. During the resolution of a cognitive task, the student must learn to formulate them in words, i.e., to master the monologic type of reasoning or description. Gradually, the need to formalize thought in external speech disappears, and logical-linguistic operations move into the internal plane, which characterizes the formation

of independent thinking. The ability to solve cognitive tasks is an important criterion for achieved independence. It is formed by performing a system of independent work.

Considering independent work from the perspective of general theory

activity, in which they distinguish: motive, goal, operations, and result. In independent work, motives and needs are determined by the nature of the cognitive task, the conditions for which create a problematic situation, for the thinking process begins from the moment of perceiving a problem or question, surprise, or bewilderment. The condition contains a contradiction that implies the inclusion of the individual in an active mental process. Cognitive tasks contribute to the emergence of cognitive and emotional reactions, as well as the enhancement of cerebral cortex tone.

The presence of a motive presupposes foresight—anticipation, i.e., activity planning. This allows the learner to determine the means and methods of achieving the set goal. Activity is usually realized in actions and operations. Every action has its own "small" or "intermediate" goal.

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