



Actual Problems of the Russian Language and Methods of Teaching it or “Interactive Methods and Techniques for Conducting Russian Language Classes in National Groups”

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ABSTRACT

The increased interest in the study of the Russian language in China stimulates the interest of Chinese teachers of Russian language to educational and methodological materials created by Russian colleagues. First of all, Uzbek Russianists are interested in nationally-oriented textbooks. This article discusses the features presentation of grammar in Russian textbooks aimed at foreign students, only beginners to learn Russian language.

Keywords:

Teaching methods, Russian as a foreign language, foreign students, initial stage learning; nationally-oriented textbooks.

The political and economic situation throughout the world has changed and determined the growing interest in the Russian language in China. This requires the Chinese teachers of Russian to be attentive to the achievements of their colleagues in Russia, especially in terms of publishing textbooks for Chinese elementary-level students since this level is most in demand in mass education. The problems of teaching the grammar of the Russian language in the Chinese classroom are widely covered in the Russian special literature. These are, first of all, articles that deal with certain aspects of teaching, mostly phonetics, and also Russian grammar. There are very few Russian textbooks and study guides for Chinese students, however. There is a textbook of the Russian language written by V.E. Antonova, M.M. Nakhabina, M.V. Safronova, A.A. Tolstykh called “Road to Russia” Part I [1] and “Textbook on Russian for the Speakers of Chinese” written by T.M. Balykhina, I.F. Evstigneeva and O.L. Maerova [3]. The textbook “Road to Russia” Part

I is not fully nationally oriented, but it contains many Chinese anthroponyms, there is a recurring character in the textbook, a girl called Van Ling. The same respected authors have created a very important appendix to the book “Grammatical Commentary and a Dictionary for a Textbook for Speakers of the Chinese Language (elementary level)” [2]. The grammatical commentary is accompanied by a translation into Chinese, but there is no comparison of the described grammatical phenomena of the two languages, which usually helps teachers in their work with students. For example, in Chinese, one preposition [dao] corresponds to three different prepositions with the meaning of the direction of movement in Russian (на, в, к). Such a comparison would decrease grammatical difficulties arising from the lessons.

The grammatical material in Russian textbooks is presented in accordance with the basic principles of its organization, adopted in the Russian method of teaching Russian as a

foreign language: There is a connection between morphology and syntax, an educational material has a complex-concentric organization. After all, knowledge of grammar cannot be applied without the knowledge of vocabulary and proper pronunciation skills. The basic unit of teaching grammar is a sentence. Speech samples, models and rules are used as presentation methods for teaching grammar in Russian textbooks. The text is used as a material for observation and analysis of using grammatical forms and syntactic constructions. The grammatical material was selected by the Russian colleagues with regards to the aims and stages of the training in accordance with the communicative attitudes in teaching. In Russian textbooks, practical grammar is included into the system of teaching Russian; it combines both theoretical material and exercises. Such categories of a noun as gender and number, case forms, meanings of cases and means of their expression are studied. In the course of studying the adjective, the categories of gender, number and case are important, the complete and concise form of this part of speech, as well as its degree of comparison. The richness of the Russian language in terms of inflexions prompts the use of the method of sequential introduction of grammatical material by the Russian language teachers to ensure gradual assimilation of grammatical forms by students, especially Chinese students since Chinese is not inflectional. We have already described the difference between Chinese and Russian in more detail [10, P. 69]. Russian textbooks consider such categories of the verb as a person, time, general and particular temporal meanings of verbal forms, as well as various ways of designating time in the Russian language. Creators of educational materials pay attention to such a complex category as the verb aspects. Typically, a specific opposition is considered. Types of aspects use are worked out in exercises. At the initial stage of learning, forms of the imperative and subjunctive mood are also included into teaching materials. Students learn various means of expressing motivation, obligation, possibility and impossibility, probability and improbability in the Russian language. Verbs of movement (both

unidirectional and multidirectional) are described in detail, including the use of verbs with prefixes in direct meaning. As for pronouns, the creators of textbooks pay attention to personal, possessive, demonstrative, relative and interrogative pronouns. Teaching grammar is usually accompanied by the use of visual learning tools: Tables, diagrams, drawings and even photographs.

As for Russian textbooks non-oriented towards Chinese students at the initial stage of learning Russian as a foreign language, two publications are of interest to us. One textbook is used by Moscow teachers in the Peoples' Friendship University of Russia. It is called "Progress" and is recommended by the Coordinating Council of the centres of pre-university training of foreign citizens of the Ministry of Education and Science of the Russian Federation as a textbook for teaching the Russian language as foreign at the initial stage [8]. This textbook is a part of the educational complex of teaching the Russian language as a foreign language. It ensures the formation of communicative competence in the volume of the Educational Program for Russian as foreign and the State Standard of Elementary Level. The textbook is designed for 120 classroom hours and includes 18 lessons, including an introductory and phonetic course. At the end of the book, there is a dictionary in several languages, including Russian-Chinese. We studied the part called "Practical Grammar" of this educational complex (Elementary level). The textbook first introduces the Accusative case of inanimate nouns, then the Prepositional case in the meaning of the place, then the Genitive case in the constructions "Укого есть" ("Who has"). This topic also contains an exercise with numerals, but they are not presented in the grammatical explanation, which creates some difficulties for the Chinese students. The Accusative case of animate nouns appears only in lesson 10. The paradigm of verbs of the first conjugation and the paradigm of verbs of the second conjugation in the forms of the present tense are given in different lessons, just like in the textbook "Road to Russia." These paradigms are not compared. The second textbook of the

Russian language is used in the universities of St. Petersburg. It was written by the teachers of St. Petersburg State University L.V. Moskovkin and L.V. Silvina [5]. This textbook is designed to work at preparatory faculties and departments of Russian universities under the guidance of a teacher. The course contains 40 lessons, 8 of which are control lessons. It takes about 500-540 hours of classroom time. We are interested in this book because some Chinese students at the initial stage in many Russian universities use it. However, this textbook is not nationally oriented and is intended for training in the Russian language environment with the Russian teacher, which, despite the popularity of this publication, creates certain difficulties for Chinese teachers who want to work with an authentic textbook.

Despite the presence of textbooks on the Russian language for Chinese students, and for all foreign students all of them have their own characteristic in terms of their objectives, the number of lessons, general compositional design, the arrangement of grammatical materials and the content and form of exercises. In this article, the comparison was made between the textbook "Road to Russia" Part I, "Russian Language Textbook for Chinese Speakers: Basic Course," the "Progress" and "Russian Language. Textbook for Foreign Students of Preparatory Faculties" with regard to the number of lessons, content and construction of grammatical commentaries and dictionaries in the textbook, the content and arrangement of grammatical materials, including Paradigms of verbs of the first conjugation and verbs of the second conjugation in the forms of the present tense, different cases of nouns, etc., visual training aids, levels and ways of borrowings for regional studies and national culture, etc., pros and cons of various textbooks are considered. The main textbook of the Russian language used in Chinese universities is a four-part book, "Basic Course of the Russian Language" published in the late 1990s and later reprinted. Its respected author is Tung Qiang, but we would also like to use authentic materials of contemporary Russian colleagues in our work when teaching Russian grammar. Our young scientist Li Ming wrote an

article about the problems of adapting Russian textbooks on Russian as a foreign language for Chinese students in higher education [6]. We hope that Russian teachers and scholars, together with Chinese philologists, will create new teaching materials for teaching the grammar of modern Russian as a foreign language, which will focus on teaching Chinese students and will take into account the main features of Chinese perception of the Russian language and Russian culture.

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