

**TEACHING THE RUSSIAN LANGUAGE AT THE LEVEL OF PROFESSIONAL EDUCATION AS A LINGUO-DIDACTIC PROBLEM**

*Antonina A. Zabuga  
KazanFederalUniversity*

*Zulfiya F. Yusupova  
KazanFederalUniversity*

*Gulnara H. Aleeva  
KazanFederalUniversity*

*Anna N. Brenchugina-Romanova  
Moscow Pedagogical State University*

**Abstract.** The paper focuses on one of the most up-to-date issues in the sphere of the theory and methodology of teaching the Russian language – the theoretical grounding and practical elaboration of nationally oriented methods of teaching Russian as a foreign language. In our research work, we used such methods and techniques as analysis, observation, description, comparison, collation, and generalization. The results go as follows: despite the attempts made by linguodidacts in the last two decades, many problems remain unsolved. In particular, the methods of teaching the Russian language to foreign students studying music are least developed. It is found out that currently the specificity of preparing foreign students at the stages of preparatory and postgraduate professional education is not taken into account properly. It is proved that it is more efficient to pay more attention to communicative exercises that allow students to use professional lexis and terminology, compile two-language glossaries that are aimed to help students study terminology faster and in a more easy way. We believe that this study contributes to the field of linguodidactics and might be interesting to all those who teach Russian to Chinese students.

**Keywords:** linguodidactics, Russian language, Chinese students, professional education, methodology of teaching.

**1. Introduction**

Contemporary linguodidactics is developing from studying general problems of teaching Russian as a foreign language to the elaboration of special methodical problems that occur while teaching Russian to Chinese, Turkic, Arabic-speaking and other students. Each of these categories of students has their own language peculiarities, cultural traditions including the traditions of apprehending and digesting information given in Russian. The main aim of the article is to study the problem of teaching Russian as a language of a speciality at the present stage. The turn to the elaboration of nationally oriented methods of teaching Russian as a foreign language is typical for the linguodidactic studies of the beginning of the twenty-first century. The elaboration of nationally oriented methods of teaching Russian to the students of certain profiles, e.g. pedagogical, technical and engineering, medical, etc., is of vital importance for modern higher school where the number of foreign students increases year by year but the scientific and educational-methodical issues and tasks are not elaborated or completed yet.

The relevance of the research is in paying attention to the elaboration of the methods of teaching Russian to Chinese undergraduate students [1-6]. Currently, special student's books, manuals, two and three-language dictionaries are practically not available for foreign students studying different disciplines at the level of professional education. The manuals that are available do not take into account the specificity of students' native language and provides them with just some general methodical recommendations and guidelines. In reality teachers have to come across the necessity of solving specific methodological tasks related to the specificity of teaching Russian to the Chinese, Turkic, Arabic and other audiences. Concerning this, the issues of teaching Russian to the Chinese, Turkic and Arabic-speaking audiences are becoming more and more relevant which attracts the attention of researchers and leads to the emergence of the linguodidactic basis for teaching Russian as a foreign language taking into account national and cultural peculiarities of the audience: "From methodology to ethnomethodology. Teaching the Russian language to the Chinese: the problems and ways of solving them" [3]; "Foreign students: cultural and typological styles of studying in the methodology of teaching Russian as a foreign language" [4]; "Basic methods of teaching Russian to students of non-philological specialties" [5] and others.

Teaching a language of a future specialty, i.e. professional terminology, ways of vocabulary usage, lexical structures, is becoming one of the important tasks in teaching Russian as a foreign language.

**2. Methods**

In order to reach the goal of our research, we used such methods of research as observation, description, comparison, collation, and generalization. The works in the theory and practice of teaching Russian, as well as the works in the field of linguoculturology and linguodidactics were also considered. The paper focuses on the results of our observations made while teaching Russian as a foreign language at the Preparatory Department and in Leo Tolstoy Institute of Philology and Intercultural Communication of Kazan Federal University.

### 3. Results And Discussion

In order to develop nationally oriented methods of teaching Russian as a foreign language, it is necessary to take into account the results of comparative studies of Russian and students' native languages, e.g. Russian and Chinese, Russian and Arabic, Russian and Kyrgyz, Russian and Uzbek, and others. The importance of the comparative studies of heterogeneous languages in teaching Russian as a foreign languages is highlighted by many researches. According to T.M. Balyhina, "the importance of the analysis of the peculiarities of the Chinese language in comparison with the Russian language is advocated by the necessity of the description, particularization, and grounding of the main difficulties that Chinese students tend to face while studying the Russian language and culture including some academic and educational issues [4]. The given principle of teaching the foreign audience helps plan the educational process more successfully. Ethnomethodology is the area of the contemporary teaching methodologies that is developing actively at the moment. It focuses on the specificity of teaching the Russian language to this or that national audience. In connection with this, special elementary level student's books and manuals are being developed together with methodical recommendations and guidelines that help teachers organize the process of studies taking into account national, cultural and linguistic peculiarities of foreign students[9-12]. The issue being discussed is relevant to the system of higher education in Russia as well. Undoubtedly, it can be applied to medical, economics, and biology foreign students studying in higher school. In the methods we analyzed we found the following forms of work with foreign students for mastering of professional vocabulary and texts: 1) the use of Glossary terms and scientific concepts; 2) reading of professional texts (e.g., texts for musicians, engineers, biologists, etc.); 3) movies that reflect the specifics of their future profession (for example, movies about doctors, engineers, musicians, etc.); 4) organization of excursions to the enterprises, organizations, institutions, etc. (for example, a visit to the Conservatory, to the clinic, to the plant, etc.); 5) the organization of extracurricular activities with the involvement of Russian students for events; 6) participation in scientific-practical conferences and Olympiads etc.

### 4. Summary

Educational materials for foreign students learning to have a creative job in the future (e.g. the one of a musician) are least developed. In relation to this, there occur problems in teaching professionally oriented vocabulary to foreign students as, traditionally, teachers has no other way out but to use such classical student's books as «The road to Russia» [6] or «Zhili-byli» [7]. It leads to the following question: How can let us say Chinese students who are going to study music be prepared for their entrance exams? How can they be given the minimum professional vocabulary that will make their studies at a conservatory possible, efficient and not so stressed? In 2014, Professor L.M. Vereshchagina published the colorfully covered student's book "Russian for musicians" [8,9] that contains some minimum of musical terms, proverbs and sayings, texts that provide students with the information about music composers and singers. However, this textbook cannot be a perfect solution because it represents a very short version of an elementary course and does not differ much from other classical books. As a result, it requires a lot of additional materials that should be found by a teacher. An extended glossary of musical terms, a manual on the scientific style of speech and on reading techniques are among them. Moreover, every foreign student is going to major in a specific field of music, i.e. they can major in piano, or violin, or clarinet, or vocal, or some of them might dream about becoming conductors. Surely, there exists some unified lexical minimum that all of them are supposed to acquire at the initial stage of studies. Still, it should definitely be taken into account that this knowledge is not sufficient and each student demands a person oriented approach. We believe that for the successful mastering of foreign students' professional level of the Russian language it is advisable to use bilingual dictionaries with scientific terms and concepts. Our experience with Chinese students, future musicians showed that a dictionary of terms in Russian and Chinese helps you to learn complex musical terms and concepts, and also helps in reading special texts. In addition, we believe that future musicians it is important to acquaint with the biographies of known Russian musicians and composers.[10]

### 5. Conclusions

It is quite impossible to discuss all the relevant problems within one article. The authors of the article touched upon those problems the solution to which is searched for by the contemporary linguodidactics. The main principles specified by the modern linguodidacts are the principle of the compulsory communicative orientation of training, the principle of the unity of knowledge acquisition and practical usage formation (interrelation of language and speech competences); the principle of taking into account the peculiarities of the native languages of students; the principle of cultural orientation (fostering intercultural communication); the principle of an intercultural dialogue; the principle of differentiated education and others. Modern linguodidacts look for some new ways of finding an efficient solution to the existing problem of the professional teaching of a language to foreigners based on the nationally oriented methods. A teacher should base the process of studying on the linguodidactic principles in order to make the process successful. The specificity of the native language and culture of the Chinese students should also be taken into account.

Currently, there remain some unresolved problems of teaching a language of a future specialty to students, especially considering the fact that the process of language-learning involves a lot of challenges for them. That is why we believe that it is sharp time to do our best to develop nationally oriented methods of teaching Russian in higher school. The lack of proper and full-fledged methodological guidelines, manuals, textbooks, terminology glossaries is one of the most important problems that teachers face while teaching the Russian language to foreign students studying

in the conservatories or other universities that provide education in the creative sphere. A language of a specialty is a language of students' future profession especially for those who are planning to look for a job in a Russian university or conservatory after graduation. It means that one of the main tasks of a teacher is not only to teach a foreigner how to speak but to help them become a full member of the society who is able to both think and speak Russian well. Our experience with Chinese students shows that the use of bilingual dictionaries with a music dictionary and terminology helps to more successfully assimilate scientific texts.

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