

Peculiarities of Teaching the Russian Language to Children of Immigrants

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The relevance of this study is due to migration processes in Russia, the emergence in Russian schools of migrant children. School practice shows that the education of migrant children the Russian language has its own specifics related to the problems of bilingualism (bilingualism), ethnic identification, insufficient knowledge of the Russian language, weak processes of socialization and adaptation of children-migrants to a different foreign environment. There is a need to develop new approaches in teaching Russian language to children of migrants, the establishment of effective methods and techniques of language teaching. The goal of the article is the study and development of methodical work system on training Russian of children - migrants at elementary school. The leading method to the study of this problem is pedagogical experiment (ascertaining, forming and control stages of experiment), and the method of expert estimations, statistical processing of quantitative results. The main results of the study: the developed system on teaching Russian to children - migrants at elementary school. The proposed system of methodical work of teaching migrants' children Russian language in multi-ethnic primary school classrooms is effective, it provides deep knowledge of younger school students on the Russian language, contributing to the formation of orthographic, lexical and grammatical literacy, speech skills, communicative competences aimed at the development of language personality, socialization of students-migrants. The article can be useful for teachers of higher educational institutions and primary school teachers in the use of the system of methodical work on training of children - migrants of primary school age Russian language in multi-ethnic primary school classrooms.

Keywords: Russian language, children of migrants, migrants, bilingualism, primary school, speech, phonetic, lexical-grammatical, orthoepic, spelling, dialogue, multi-ethnic.

INTRODUCTION

The relevance of the problem

Currently textbooks, programs, procedures in the Russian language focuses on the person for whom Russian is their native language. For children of migrants the Russian language -a language that is not so in the primary school for students – migrants ' linguistic teaching support that would help them to learn the Russian language to the extent that ensures the development of the curriculum and communication of the child with teachers and classmates. Difficulties faced by inefan in teaching Russian language, due to the inconsistency of

his language abilities and communicative needs. The educational process in the elementary school requires the child to perceive infona large and complex texts and to produce their own texts in oral and written form. This causes grammatical errors in speech of students.

Works of M. S. Berseneva (2008), T. N. Gaynbihner (2003), Y. V. Kulesza (2000), T. B. Mikheyeva (2008), S. N. Phanaeva (2014), R. B. Sabatkov (2009), S. M. Stash (2009), K. S. Fathullova (2008), S. N. Zeitlin (2010), T.Y. Usha (2014), N. P. Chaptikova (2014), E. A. Khamraeva (2010) are devoted to the problem of teaching Russian language at elementary school children of migrants.

INION are the foreign language speakers and owners of the appropriate language culture of the world. The concept of children of migrants includes two aspects: 1) learners bilinguals, students in whose family they speak their native language and Russian; 2) children of migrants, students whose families have recently migrated. Bilingualism is speaking two languages fluently at the same time, the ability to use to communicate two language forms. A bilingual person is able to use two languages alternately depending on the situation. In recent decades, scholars speak about bilingualism "as a special linguistic system of consciousness: the media of two languages is not the sum of the two native speakers of one language, rather it is a unique and specific linguistic system" (Berseneva, 2008).

Russian language is almost a native for bilingual students. Students- migrants possess other backgrounds of knowledge; they speak Russian in elementary level. Students- migrants are characterized by difficult reading, they have poor vocabulary, and they don't perceive the literal meaning of words can't retell the text. Students, for who Russian language is not native, do not possess General study skills due to poor language skills. They have difficulties in category of gender, category of animateness-naturellement, Russian prepositional-case and tense systems (Kulesza, 2000).

The state language of the Russian Federation is studied in schools as a subject "Russian language":1) at Russian schools (in Russian language); 2) as a subject "Russian language as a foreign language" at schools with the Russian language as a foreign and as a native non-Russian; 3) as a foreign by foreign students (course training, preparatory Department) (Usha,2014). Russian language is a school subject and methodology of teaching Russian language is like a native language.

Students- migrants have difficulties in making coherent statements. They do not know how to associate the meaning and grammatically coherent utterances components – simple and complex sentences. They break logical connection between sentences, which leads to distorted thoughts. They don't know how to use phrasal means of communication properly. Components of oral coherent speech do not bind in unity while speaking. They do not comply with pauses, logical stress. In a written speech migrant children make a lot of spelling, grammatical and punctuation mistakes. The lexical composition and syntactic structure of written speech is poor and monotonous. Such mistakes interfere students with speaking, hindering the lessons of Russian language and literature, because Russian language is the language of education at national schools of the Russian Federation.

Primary school teacher need to understand the specifics of training of migrants' children: those students perceive the laws of the Russian language through the prism of their native language, which cause spelling and even punctuation mistakes. Methodists refer such errors to interference.

Explore Importance of the Problem

Methodical principles of Russian language teaching at national schools are the following:

- 1) the principle of communicative orientation of training;
- 2) the principle of unity and the aspect of integrated approaches to the study of linguistic levels and categories;
- 3) the principle of unity of structure, semantics, functions of language units;
- 4) the principle of practical orientation of Russian language teaching;
- 5) the principle of integrated education different types of speech activity;
- 6) the principle of reliance on the native language of the students;
- 7) dialogism learning.

It is necessary to use modern teaching technologies, active methods of teaching Russian language. We need technologies of group working (part group, brigade forms of work, shift teams) for effective assimilation of the Russian language. These training techniques allow us to create a certain speech situation, communicate actively, to interact, and to engage “strong” students within groups, who know Russian well.

One of the most effective forms in the organization of Russian language lesson in a multicultural class is using technique mappings. A comparative linguistic analysis of textual material in Russian and native languages in the study of phonetics, vocabulary, grammar, by editing their own texts which activates mental activity of students, helps to establish the relationship between the Russian and the native language, better assimilation of theoretical linguistic concepts, to the development of associative thinking, deeper comprehension of the Russian language.

Methodology of Russian language teaching for foreign speaking students is based on certain principles. The main purpose of education is acquisition of communicative abilities and skills, contributing to the formation of speech activity in Russian language in its various manifestations (Phanaeva, 2014).

Thus, by teaching children of migrants Russian language, it is necessary to remember the following points: the creation of conditions that shape the student's interest and linguistic topic; taking into account the age and psychological characteristics of children; accounting for different levels of linguistic preparation of students of different national regions; individually-psychological features of perception of reality by people of different nationalities; the originality of social, ethnographic and other characteristics of the environment non-Russian students, affecting the perception and use of the Russian language; the use of developmental forms of Russian language teaching; personality-oriented approach to learning; the choice of the most effective methods and forms Russian language lessons.

MATERIALS AND METHODS

Objectives of the study

During the research following tasks were solved: 1) researching of the theory and history of Russian language, pedagogy, psychology, theory and methodology of teaching Russian language, relevant to the research problem; 2) providing a theoretical justification for the study of Russian language students-migrants in elementary school; 3) developing of the system of methodical work on training of children - migrants of primary school age in the Russian language at elementary school: the formation of communication skills, spelling and orthoepic literacy of students, the ability to work with text; to determine the most effective teaching techniques; 4) validating the effectiveness of training according to the elaborated system of methodical work experimentally, summarizing of the results of the experiment and drawing up of methodological recommendations for teaching of the Russian language for students speaking other languages in elementary school.

Theoretical and empirical methods

To verify the hypothesis there was used a complex of different methods which are complementary to each other:

- theoretical analysis of the works of linguists, pedagogues and psychologists on the research problem; the analysis of methodical and educational literature; theoretical analysis of the main provisions of the proposed methodology on the basis of which the hypothesis of the research; theoretical substantiation of the educational model of formation of communicative skills, spelling and orthoepic literacy of students, the ability to work with text; study and synthesis of innovative pedagogical experience, analysis, synthesis;

- experiential – participant observation, summative and formative pedagogical experiment, questionnaire survey, testing, interviews, analysis of the results of the experimental work.

Research Base

The study was held on the bases of "Gymnasium №75" of Moscow district of Kazan;

"Grammar school №. 5"; "Nurlatskaya school "; "Osinovskaya Karpov Grammar school"; "Vasilevo School № 3" of Zelenodolsk region of the Republic of Tatarstan

Stages of research

The study was divided into three stages: At the first stage we created experimental grounds on the basis of those secondary schools of the Republic of Tatarstan by holding observation of activities of students-migrants at the Russian language lessons; questioning and conversation with children-migrants and teachers; establishing the level of formation of communicative skills, knowledge of phonetics, grammar, vocabulary, syntax, skills of working with text in students-migrants at elementary school, testing the research topic at the initial stage of the experiment.

At the second stage we improved and corrected theoretical concept of the study, conducted mass educational experiment at primary schools in the Republic of Tatarstan: "Grammar school №75" of Moscow district of Kazan; "Grammar school №. 5"; "Nurlatskaya school "; "Osinovskaya Karpov Grammar school"; "Vasilevo School № 3" of Zelenodolsk region of the Republic of Tatarstan.

Students of three second classes were involved to the experiment, where 74 primary school pupils studied: among them were 27 Russian children, 26 Tatar students, 7 Armenian students, 4 Azeri, 5 Uzbeks, 3 Kazakhs, 2 Turkmen. Thus, in the second experimental classes were involved to the experiment 47 children of migrants.

At the third stage, analysis, generalization and systematization of the data, the design of the study were held; there was approbation of the research topic in publications and speeches of the author at scientific conferences.

Evaluation criteria

Evaluation of the effectiveness of Russian language teaching to children of migrants on the Russian language lessons at schools with native (non-Russian) language of training of Republic Tatarstan was made using the following criteria:

- the level of development of all kinds of speech activity of students (listening, speaking, reading, writing);

- the level of development of Russian oral and written speech of younger school students on a communicative basis;
- enriching the vocabulary and improving the culture of speech of students-migrants;
- practical and creative activity of children-migrants at the Russian language lessons.

Course and description of the experiment

In the process of ascertaining stage of the experiment (September 2015) there was held the diagnostics of the level of spelling literacy, the development of oral and written speech of pupils-migrants. The purpose of this phase of the experiment was testing the students -migrants' skills in phonetics, word formation, vocabulary, spelling Russian language. The aims of the forming stage of the experiment (September 2015 - March 2016) were: deepening of knowledge on the phonetics of the Russian language, formation of phonemic hearing to distinguish sounds of the Russian language, learning the correct pronunciation of sounds of the Russian language, enrichment of vocabulary, learning the rules of Russian grammar, practical using of studied rules, the development of oral and written speech of pupils. We have developed methods of teaching children of migrants the Russian language at the elementary school relied on the combined method (consciously practice) or communicative. The essence of the method is that the native language is involved only insofar as it helps learning the Russian language.

It is known that the language should distinguish between sound (phonetics), the lexical composition and grammatical structure. Each of these aspects has its own characteristics that should be considered by building a practice in a multi-ethnic class. Vary instructional techniques of mastering the phonetic rules of Russian language and techniques of mastering the lexical and grammatical categories.

Teacher of non-Russian students has to use the unavoidable interaction (interference) of existence of two language system in the minds of the students.

A working program based on the Federal component of the educational standard of primary education was made for teach students Russian language, program in Russian language for the second form. Authors L. V. Klimanova & T. V. Babushkina (2012) at the rate of 3 hours a week (102 hours per year). This work program is divided into five sections: "World of communication", "Sounds and letters. Syllable. Accent", "the Word and its meaning", "Parts of speech", "The Proposal. The text".

Section1. "World of communication". Revision. Gives a holistic view of language, its units such as a sound, letter, word, sentence, text. The letter Ъ to indicate the softness of consonants in the middle of the word (before hard and soft consonant); the cases when Ъ is not written (CHK, CHN, etc. combinations). The use of letters Ъ and Ь as separating (preventive) in the designation of sound [i].

Section2. "Sounds and letters. Syllable. The accent". The main goal of this section is connected with the mastering of spelling rules and the formation of literate writing. The concept of orfogramm is the choice of letters as its symptom. The most frequent orfogramm as "the main danger of writing": orfogramm of unstressed vowels and double deafness and voicing of consonants. Writing with the pass of orthograms ("Windows") as a way of writing without mistakes. Spelling dictionary, its purpose and the order of the search of words.

The concept of a "spelling rule", the application of the rules as a way to solve spelling problems. The choice of letters at the end of words, naming objects (plum, Apple, tree, sea, plums, apples), action (played, played, played; play, plays) in place of the sound [yl] (strawberry, Tulip, plum, Apple). The presence of two orthograms in unstressed syllables Zhi Chi (live). The solution to spelling problems in the roots of

the words: test words as assistants when selecting the correct letters. General rule and methods of selection of test words for root orthograms and unstressed vowels paired by deafness and voicing of consonants (at the end of words and before other consonants) in the names of objects, actions, or signs. Use the spelling dictionary as a way to determine unverifiable spellings.

The possibility of unpronounceable consonants in the roots of words and ways to solve spelling problems. Double consonants in the root words and the border of parts of words. The selection rule of the separation of (warning) sign: Ъ or ъ. Writing of the most common prefixes and suffixes. The letters in the word endings change as yet to solve spelling problems.

Section 3. "The Word and its meaning" on the formation of elementary representations of the lexical meaning of the word, its polysemy, synonyms and antonyms. The subject as a General name words that answer the questions who?, what? ; Words and their meanings; families of words, cognates, root words, the concept of cognates, words of similar and opposite meaning (synonyms and antonyms); the difference of cognate words from the synonyms and words with homonymous ("same") roots; A method of finding the root in words. Change words to numbers and "team issues", the concept of completion, including zero (about "the end of invisibility"). Prefixes and suffixes: their purpose, place in words; Analysis of the composition of words, the main action; the distinction between prefixes and prepositions; the most common meanings of prefixes and suffixes, using them in speech and writing.

Section 4. "Parts of speech». Learners' attention switches from concrete lexical meanings of the word to its grammatical meaning; Familiarity with such grammatical categories as noun, adjective, verb.

Section 5. "Proposal. The text". The purpose of the signs (the presence of pronounced thought and speech intonation of its end, connection of words); the issue of sentence boundaries in speech and writing; possibility of commas, or other marks inside sentences; commas in the enumeration, before the words and helpers but; Types of sentences by purpose: declarative, interrogative, motive; conversation between two people (dialogue), treatment (overall view), their appearance in written speech (the selection of the replicas of dialogue as "dashes", the exclamation mark by referring); the rules of politeness by talking on the phone. Kinds of sentences according to the intonation: exclamation and non-exclamation; their design in the writing. Ways of constructing sentences to answer the question "Why?"; correct writing (General familiarity); motive sentences with the expression of advice, requests, wishes, requirements; features of speech; making sentences with the word "please" in writing. The difference of the text from the proposal: the development of thought and because there are multiple suggestions; theme and main idea as the core text; requirements for a good text, the rules of its reflection and improvement after the entry; retelling as a way to transfer the thoughts of the author, the statement as written retelling.

As methods of teaching of Russian language in a multi-ethnic class we have proposed the following methods:

1) Phonetic warm-up. For pronunciation training it is very important to know that each phoneme is a bundle of phonological and phonetic features. Replacing one of these signs leads to the formation of a completely different sound. Not sounds but their signs make a difficulty, for example, the sound [f]. The difficulty here is a sign of consonant – place education (closed bodies, and to overcome obstacles there is a noise) – lip-dental articulation, and other features – voiceless, positional hardness – available in native languages. In some languages there are no vowels [s], [o], soft consonants, hard in the positions before [s], [f]. Another difficulty is a redundancy (non-existent for the phonetic system of signs).

2) Articulation exercises. Showing and explaining the articulation.

Articulation is the position of the organs of speech in pronouncing this or that sound. The essence of the articulator method is that the teacher shows and explains the position of the speech organs, their movement during utterance of sound. For example, instead of students [ы] say [i]. You need to ask the student to push your tongue back to pronounce the sound of quiet, to compare the sounds [i] and [ы] in words. Imitation and articulator methods complement each other. Very often the teacher pronounces clearly the word with the target sound and shows the articulation.

3) Orthoepic job.

Linguistic methods of teaching Russian accent.

The English language is dynamic. Stressed syllable, not a sound is allocated a greater intensity and duration. For the successful teaching Russian accented teacher it is important to know the similarities and differences between the accentual patterns of the Russian and native languages. This will help to determine the reasons for violations of the accent rules, to outline methods of learning the rules of stress. Be sure to keep in mind that the shock vowel in one and a half time as long as unstressed, the stress is in different position, mobile – for example, бèрег – берегà (i.e. moves with the word - and shaping). Mobility is a huge challenge for migrants.

4) Lexical work.

Enrichment of vocabulary.

The acquisition of language is impossible without knowledge of words, as the word is the first principle of language. With the word work or vocabulary work is special, targeted enrichment of students' vocabulary. Under the vocabulary means: 1) a Quantitative increase in the dictionary, or the assimilation of new words; 2) Qualitative enrichment of vocabulary, or mastering new meanings of words, their compatibility and expressive possibilities; 3) Awareness of systemic relations of words, word-forming, synonymic, the ability to classify words according to different system characteristics. 4) Development flexibility, dynamic dictionary, i.e. the dictionary is ready for active use in speech: the development of the skill of faultless choice of words and their correct combination with other words in accordance with the expressed thought and speech situation.

5) Grammatical work.

The study of grammar along with vocabulary absorption is the cornerstone of mastering Russian language. The student will understand the words when he will understand not only lexical, but also grammatical meaning of words; the skills of the correct use of words and their forms in phrases and sentences – both lexical and grammatical skills at the same time. So, the role of grammar in language learning practical is the acquisition of spoken ability in the target language. Practical role of grammar is expanded due to the fact that on its basis the skills of writing will develop: spelling literacy depends on knowledge of the rules of construction of words and laws of inflection, which is connected with word-formation and morphology; punctuation literacy depends on knowledge of the syntactic structure of the sentence.

6) Speech exercises.

The important point is the formation of speech competence of pupils of migrants. The process of formation of language competence is carried out by mastering the grammatical patterns of the Russian language, while speech material was mastered as a whole. Communicative method in language development, with emphasis on the analysis of the conditions and objectives of the communication, is implemented in various situational exercises based of fact based content and design of speech utterances from the speech situation.

The purpose of the control phase of the experiment (March 2016) to verify:

- 1) the level of formation of speech skills of students;
- 2) the level of formation of language (phonetic, graphic and grammatical) skills;

- 3) the level of development of spelling skills;
- 4) the level of formation of orthoepic skills.

RESULTS

The results of experimental work on the problem "the Education of children - migrants of Russian language at elementary school" suggest that the proposed system of methodical work on formation of skills of the Russian language for pupils of 2 classes is effective, it provides deep knowledge of children of migrants in phonetics, orthoepy, vocabulary, grammar, syntax of Russian language. Introduction in educational process of system of methodical work in study of the Russian language, based on combined method (consciously practice) or communicative allows students speaking other languages to use language skills, linguistic (phonetic, graphic and grammatical), orthoepic, spelling skills consciously.

In the process of Russian language teaching in the second grade on the basis of the proposed system, students have learned to:

1) Verbal skills. To listen to the speech of the classmates in the classroom, to evaluate its compliance with the issue or assignment, the requirements for "good speaking"; build their own speech with the same requirements. To follow the rules of speech behavior, to follow the clarity oral speech; to comply with the use and pronunciation of words placed in a explanatory dictionary; to find independently information from texts and reference materials of the textbook, play it back, guided by communicative goals, and use to solve practical problems; notice unknown words in the speech, ask them, use a dictionary independently. Create proposals, considering the subject matter (of whom?) the content of messages, questions, requests, suggestions (what will I tell?). to distinguish requests, demands, wishes, advice among incentive proposals; to build sentences with these meanings and pronounce them with appropriate intonation. To distinguish the text from group of sentences, explain the difference; to determine the text topic (about what?) and the main idea (what?), to reflect them in the headlines; to observe the development of thought and the sequence information in its disclosure, to use knowledge about the requirements for a good text in the analysis of proposed materials, to edit them, to retell the texts with 45-55 words in writing in details (speech and spelling after training); to test and improve written things (based on the memo). To create verbal works of certain genres: a note, a letter, a greeting card, a recipe, a riddle, a verbal sketch; to ponder their contents and linguistic means, and after writing to check and improve (based on the memo).

2) Linguistic (phonetic, graphic and grammatical) skills. To conduct a phonetic-graphic (sound-letter) the analysis of words (using basic transcription): to designate the sounds of the words, orally or in writing to give them feature, specify the letter for each sound, explain, if so, the difference in the number of sounds and letters. To check written things from the point of view of graphical mistakes (omissions, substitutions, and permutations of letters, as well as the incorrect designation of softness of consonants and sound [i']), detect and correct violations. To distinguish words according to their functions (words-names, pointers, helpers), learn the names of objects in oblique cases (without term), to put questions to him and other word-names, choosing genders and cases correctly; To find related (cognate) words, to distinguish them from synonyms and words with homonymous ("same") roots (rice, rice — to draw; mountain, mountainous- grief, to grieve), from modifications of one and the same word (river, to the river — river, on the river); To be able to make full and partial morphemic analysis of words (memo). Notice the words with common prefixes and suffixes in the texts, explain their role, and in clear cases, and the value (to sing, to speak — as of the beginning of the action, to run, to fly — the movement inside of something; the tail, ears, greyish — diminutive, etc.). To form

words with given morphemes properly, to choose them in accordance with the specified value or context; To notice and correct violations according to educational standards (like "kormilki, tihota, etc.), found in child speech; to distinguish proposals from the stream of oral and written language mastered by the signs (the presence of thought and the tone of her end); to characterize the goal and intonation; to put the signs at the end of sentences correctly by writing.

3) Spelling skills.

To designate (or not designate) the softness of consonant sounds before consonants; to use punctuation marks Ъ and ь in the designation of the sound [i'] (without first selecting them and then make a choice). To detect orfogramm mastered by identification signs, to distinguish those solutions which are known. Notice the letters, all of which combined two orfogramm (for example, the letter unstressed vowel sound at the beginning of the sentence or in its own name (Oleg, Anya), in unstressed syllable ЪI or Shi (large, giraffe), in the position before a soft consonant is soft if it doubles in deafness and voicing (to climb, bone). To point to the location of orfogramm and unstressed vowels paired by deafness and voicing of the consonant versions of the letters: a/o, e/I, d/t, etc., of which is their choice. To apply the learned rules to solve a spelling problem on the spot and unstressed vowels paired by deafness and voicing of consonants in the roots of words of different parts of speech in place of the unpronounceable and doubled consonants in the root (service, class) and on the boundary of morphemes (long story). Competently to write the most common prefixes and suffixes; to use the spelling dictionary; to use the letters "Windows" to conscious "care" from spelling mistakes difficulty in application of known rules or when meeting with a spelling task, the solution to which has not been studied. To copy and to write from dictation a text of up to 45 words; to comply with the rules of calligraphy, to evaluate their performance critically. Write words with unverifiable orthograms.

Thus, the study confirmed the accuracy of the hypotheses: the lessons of the Russian language in multi-ethnic primary school classrooms, with an enrollment of pupils of migrants, it is necessary to use:

1. Exercises on the basis of samples (reading and writing samples, analysis of their meaning and form, evaluation of proposals, selection of words, expressive reading; drawing up proposals on issues such as the basic principles, as the question dictates the structure of the answer; making up sentences similar to the data).
2. Techniques of the dialogue form of communication (work in pair, in group). It should also be said that the cooperation of the children with each other is the basis for the organization of collective forms of learning in the multiethnic classroom.
3. Solving of the communicative tasks (situational exercises) checking written forms, agreeing with the person, asking the teacher/desk neighbor.
4. Obligatory regular work with different dictionaries.
5. Copying as a technique of formation of literate writing, free dictation.
6. Instructions, algorithms, the speech signals.

DISCUSSION

Modern multicultural situation in the Russian Federation appeared under the influence of migration flows of ethnically non-Russian labor migrants. A distinctive feature of modern, multicultural schools is the multilinguism of its contingent. The problem of teaching migrant children, children of migrants the Russian language in the modern school today is particularly acute.

Y. V. Kulesza (2000) explores the formation of cognitive interest to studying the Russian language in 5, 6, 7 classes of secondary school. S. N. Zeitlin (2010) considers the problem of migrant children at Russian schools. Teaching in such schools the

children-migrants is problematic, because the textbooks, tutorials, traditional methods are written in Russian and is designed for complete understanding by students of textual information. The author talks about the need of methodical support of teaching children-migrants, which could help students to master the language material at the College level (Zeitlin, 2010).

S. M. Stash (2009) explores the state of training of students of non-linguistic universities, for whom Russian language is native, the ways of optimization in teaching of the Russian language through the use of modern learning technologies.

K. S. Fathullova (2008) writes about communicative means of teaching Russian as a foreign language. The researcher believes that the learning process of children-migrants should be based on the basis of practical orientation of education, the active speech activity, taking into account the specifics of the native language.

R. B. Sabatkov (2009) is the author of a set of textbooks for 8 - 11 classes of schools with Russian (nonnative) and native (non-Russian) language learning. The basis of this kit is based on the functional-communicative principle of the linguistic material, in which the vocabulary, phonetics, word-formation, morphology are studied on a syntactic basis. The theoretical material is given concisely, compactly, illustrated are available for students of this age are examples. A special place in the textbook is paid to the work with the text, to the creative tasks.

T. Y. Usha (2012) calls as the main methodological problems of teaching Russian language in multi-ethnic classes the problem of the contradiction between the focus of the training system for native speakers of Russian, and a situation where more than 15% of pupils do not speak Russian in a degree sufficient that it was the language of teaching. Scientist proposes to determine the correct use of concepts in relation to schooling of children of migrants: "Russian language as a foreign language or Russian as a foreign language".

T. Y. Usha (2014) points to the need to develop integrated methods of teaching migrants the Russian language as a school subject.

T. B. Mikheyeva (2008) explores methods of teaching Russian language in multi-ethnic classrooms. the author proposes to use the communicative and intensive methods of teaching at the lesson of the Russian language in the multiethnic classes. The results of students' mastering the Russian language are formed by linguistic and communicative competence of students. The most effective teaching methods, according to T. B. Mikheyeva (2008), are: 1. Exercises on the basis of samples (reading and writing samples, analysis of their meaning and form, evaluation of proposals, selection of words, expressive reading; preparation of proposals on issues such as the basic principles, as the question dictates the structure of the answer; making up sentences like this one). 2. The techniques of the dialogue form of communication (pair work, group work). It should also be said that the cooperation of the children with each other is the basis for the organization of collective learning in a multi-ethnic class (Mikheyeva, 2008).

E. A. Khamraeva (2010) is the founder of the scientific school "Methods of formation of communicative competence in bilingual children, in teaching the Russian language". In the manual "Russian language for children: theory and practice" scientist proposes a methodology based on ontological approach. Special attention is paid to the field of cognitive science and the organization of the bilingual models of learning Russian.

The Study of T. N. Gaynbihner (2003) is dedicated to the enrichment of the vocabulary of Junior pupils at the lessons of Russian language in the multiethnic conditions of the North. For teaching Russian language to children of migrants, the scientist proposes a system of lexical work on the formation of the vocabulary of younger students through the use of the onomastic material. The author emphasizes that "the most important principles of selection of onomastic vocabulary in the formation of the vocabulary of the younger school students are the principles of

philological and ethno-cultural values of words, the principles of methodological appropriateness" (Gaynbihner, 2003). This section focuses on the use of onomastic vocabulary in the learning process that provides the activation and expansion of the vocabulary of the younger pupils, as well as improving their literacy. Ethnic onomastics has considerable educational potential, develops the personality of the child and strengthening ties with the native culture (Gaynbihner, 2003).

N. P. Chaptykova (2014) considers the problem of development of speech of pupils of multiethnic classes on the basis of simulation of the learning method with consideration of typical speech errors. The author offers to apply the following tasks in preparing to write a mini-presentation: lexical, grammatical, morphemic-word-formation. It will be good to organize differentiated work for students. Children of migrants in the class are divided into 4 creative teams: artistic, literary, informational, research. It will help the teacher to choose the most effective methods of prevention of speech mistakes, to build work on prevention of speech mistakes of bilingual students in preparation for the presentation methodically competently.

The study of the Russian language at primary school aims to achieving the following objectives: 1) the Development of speech, thinking, imagination of students, the ability to choose language means in accordance with the terms of communication, development of intuition and the "feeling of language"; 2) the Development of the initial knowledge of the vocabulary, phonetics, grammar of the Russian language; mastery of basic methods of analysis of the phenomena of language; 3) mastering the skills to properly write and read, to engage in dialogue, to make simple monologues; 4) education of the emotionally-valuable relations to the native language, a sense of ownership for the preservation of his uniqueness and purity, awakening of cognitive interest in native word.

Scientists and practicing teachers emphasize that a thoughtful selection of didactic material and the system of verbal tasks focused on the educational and communicative results play a crucial role in awakening motivation to lessons in class, with an enrollment of migrant children. There is need for constant work on expanding and refining students' vocabulary. Vocabulary work should be carried out at any stage of the lesson (explanation of the meanings of words, etymology of words, practicing pronunciation in the course of writing, lexical- grammatical work, the selection of synonyms and antonyms – i.e. constant lexical-semantic, grammatical, orthographic, derivational). Foreign speaking students need exercises for the development of the articulator base: tongue twisters, nursery rhymes, speech exercises memorizing small poems. Such activities not only stimulate cognitive activity of all students, but also develop skills of perception of the Russian language, help to improve pronunciation and to develop the skills of the fluent pronunciation of phrases, sentences, facilitates memorization of lexical-grammatical material.

The lesson of the Russian language requires active use of the rules-instructions (algorithms) explaining to the children speaking other tongues regularities of the Russian language, because due to their age specificity it is difficult to keep in memory several actions, which need to be executed in sequence.

It is important to work with speech models and samples. If it is necessary, such students can pursue individual directories. The basic principle of training is training from the voice of experience to the rule. In this case, the speech sample is not just sauceboats, and there is a natural mastery in the repetition, playing a variety of communicative situations.

Great help all children in learning the Russian language have dictionaries. The teacher of initial classes, it is important to teach every child to work not only with a dictionary where he can find the lexical meaning of unfamiliar words, but also with other types of dictionaries, work with dictionaries of synonyms, antonyms, idioms and grammatical dictionaries. Working language games puzzles with any lexical content in the performance of children in which need to guess the person, animal, a

toy by the description of size and color is an interesting and important form of lexical work, where he can do what he likes. For example: "I am grey, fluffy, I can say "meow". I love to catch mice and drink milk." It is important for teachers to remember that students in years 7-10 will better grasp the lexical and grammatical phenomena, if the work is accompanied by kinesthetic sensations (to see something specific, feel, hear, hold in hands)

Teaching Russian language to children of immigrants should be of practical orientation: the fusion of learning, development and upbringing of junior schoolchildren in a single organic process. First of all, the formation on the basis of linguistic knowledge is conscious, and therefore controlled language and speech skills. First, it is a formation of linguistic thinking, i.e., ability to understand language as an object of observation, to comply with the language material operations of analysis, synthesis, comparison, classification, generalization. Second, it is an improvement of the sense of the word, linguistic intuition of children. An important component of the students' development is considered to be the formation of educational independence of bases, including needs and abilities to use this resource book as a source of information, different vocabularies as means of solving language issues. Education is associated primarily with the inculcation of attention, interest and respect for the Russian language, respect for themselves as its carrier, with the formation of the culture of speech behavior and caring attitude towards the quality of his speech.

During the experiment students of the 2 classes have learned to: analyze and briefly characterize the speech sounds, the structure of words; to distinguish between the pronunciation and spelling of words; find ways to check words (including dictionary); to write simple text in a volume of 30-50 words; to create a simple monologue texts available for children the themes in narrative form; studied to observe the norms of orthography and punctuation. Students are able to: use the acquired knowledge and skills in practical activities and daily life: own the standards of adequate perception of speech; possess the skills of working with dictionaries; compliance with orthoepic norms; the establishment orally and in writing simple texts for younger pupils subjects; mastery of the norms of Russian speech etiquette in everyday situations. Thus, teaching the Russian language to children of immigrants in a multi-ethnic class must be built on the basis of the combined method - consciously-practical or communicative.

CONCLUSION

Theoretical analysis of research in linguistics, psychology, pedagogy, methodology of Russian language related to the research topic, as well as the results of experimental work allow to draw the following conclusions: 1) Methods of teaching children of migrants the Russian language in elementary school should be based on the combined method: a consciously practical or communicative. 2) Teaching the children of migrants the Russian language should be of practical orientation: the fusion of learning, development and upbringing of junior schoolchildren in a single organic process. 3) By teaching migrants the Russian language, you must consider the native language of students, to create conditions for the occurrence of children-migrants in a Russian language environment on the basis of the dialogue of cultures. 4) By teaching the Russian language to migrants, it is important to observe the principle of integrated education different types of speech activity. 5) Pilot implementation of educational models in practice of school training, conducting a formative experiment, the mappings between source and target slices have revealed that the study's system of methodical work on formation of abilities, skills, competence in Russian language is really effective, contributing to the development of speech skills of pupils-migrants. The basis of language teaching,

speech and spelling based on the system of linguistic concepts, the mastery of which will help the child: a) to recognize language as the medium of communication itself - as a linguistic identity; b) acquire the ability to use language to formulate their thoughts in accordance with the communication situation and properly arrange them in speech and writing. The most important feature of the Russian language training of migrants is its communicative orientation, which implies purposeful teaching students to exercise all kinds of speech activity: speaking, listening, writing, and reading. The second fundamental feature of Russian language teaching is the introduction of substantial changes in the content and organization of the adopted learning spelling: improvement motivational basis of learning, strengthening the role of the communicative motive, and the inclusion of the system of the orthographic spelling of vigilance and self-control to younger children. The third feature of the education of children of migrants the Russian language is connected with the process of learning: based on the language experience and natural linguistic intuition of children through activity-based approach to the study of language and further practice to master them.

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RECOMMENDATIONS

The materials of this article may be useful for teachers of higher educational institutions and primary school teachers when using this methodical system of teaching Russian language to students of migrants in multi-ethnic primary school classrooms.

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