

INTEGRATION OF TEACHING METHODS AND PRINCIPLES OF SELECTION OF LANGUAGE MATERIAL IN CLASSES OF RUSSIAN AS A FOREIGN LANGUAGE

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Abstract: Within the context of the everyday world, Russian language is increasingly becoming a means of getting an education. So, at present, in connection with the specific educational paradigm and the pragmatics of studying a foreign language, it is especially important and appropriate to consider particular aspects related both to the methodology and the practical implementation of teaching Russian as a foreign language. The main methods used in the work are the method of comparative analysis, descriptive-analytical method, the method of contextual analysis, on the basis of which the works of leading scientists in the field of pedagogy, linguistics, linguocultural studies were analyzed. The article deals with the process of integration of methods and principles of selection of linguistic material in teaching Russian as a foreign language. The following groups of methods are described in detail: conscious-comparative, conscious-practical, communicative and intensive. The origins of the formation of these methods, their dignity and the most optimal situations of their implementation in the practical activities of the teacher of Russian as a foreign language are determined. The choice of the method and content of the teaching material, the ability to operate them as a single linguistic system serve a purpose in the process of forming communicative competence among foreign students with a portrait of the modern language personality.

Keywords: teaching method, linguistics, communicative methods, linguocultural studies, methods of teaching Russian as a foreign language, intercultural communication

1 Introduction

Ideas of interaction of language and culture are expounded in the works of such well-known scientists as I.A. Baudouin de Courtenay, N.V. Krushevsky, V. von Humboldt, E. Sapir, M.V. Lomonosov, F.I. Buslaev, I.I. Sreznevsky, etc. The appeal to the problems of intercultural communication does not lose its relevance at the present time and specifically in the framework of teaching Russian as a foreign language (Aalto & Reuter, 2007; Hidasi, 2005).

The methodology of Russian as a foreign language refers to various aspects of teaching (for example, (Varlamova et al, 2016), and many others), however, it is undeniably important to implement the principles of selection of teaching and learning aids. However this process can not be imagined without considering the main methods of teaching (Norbert, 2009; Villalobos Antúnez, 2003).

In the scientific literature the method is understood as a complex and highly ambiguous category. Thus in their attempts to explain the essence of the method, scientists focus their attention on certain aspects of the given linguo-didactic concept, thereby creating the ground for further interpretation. For example, I.F. Kharlamov is interested primarily in the teaching component of this concept: "Teaching methods should be understood as the teacher's ways of teaching and organizing the learning and cognitive activity of students in solving various didactic tasks focused on mastering the material" (Dumetz & Trompenaars, 2012).

A.N. Shchukin writes that "in a broad sense, the teaching method is a direction in education that determines the strategy of the language teaching chosen by the teacher, in the narrow sense it is the method of teaching any side of the language (for example, phonetics, vocabulary, grammatical structure, type of speech activity), with the help of which the practical side of the teacher's work is determined in the specific conditions of teaching the language ". Nevertheless in spite of the plural understanding of the method, in the most general sense the method is a set of techniques with the help of which the teacher solves the problems in order to realize the effective learning and cognitive activity of the students (Shchukin, 2013).

Currently there are more than one dozen methods of teaching a foreign language. All of them are essentially different from each other. Let's analyze the most optimal in our opinion and successful in modern methodological theory and practice of teaching Russian as a foreign language (Wittenkamp, 2014).

2 Methodology

The theoretical works of leading scientists in the field of intercultural communication, pedagogy, linguistics, linguocultural studies served as a material for this study.

The given topic determines the choice of methods of linguistic analysis. The main methods used in the work are: the method of comparative analysis, descriptive-analytical method, and the method of contextual analysis.

3 Results and Discussion

It is generally accepted that the Russian language has a very complex lexical and grammatical nature and is perhaps the most difficult to study among the most common European languages. The content of the RFL includes linguistic aspects: phonetics, vocabulary, word formation, morphology, syntax and translation, as well as text and types of speech activity. Russian as a foreign language reveals a close relationship between aspects of the language. The more lexical units are mastered by the student, the more seriously he should take the study of grammar.

In order to make actual his speech activity, the student is first of all invited to understand the presented topic and try to associate it with the native language (the principle of counter-associations). In other words, along with the mechanical memorization of theoretical rules, grammatical constructions, speech patterns, reliance on conscious perception and comparison should help to reconstruct productively from memory in the future and use the knowledge gained in a given foreign-language communicative environment. This methodological group includes consciously comparative and consciously practical methods with a target setting for written communication and activities in the field of verbal communication (Erofeeva & Galeev, 2015; Tuan, 2017).

Consciously-comparative method is based on the ideas of a famous linguist, academician L.V. Shcherba, according to which "all the uniqueness of a foreign language should not be absorbed unconsciously, in practice, but should be on the contrary, deliberately opposed to the phenomena of the native language". Interference of skills in the case study helps to identify those linguistic holes that are formed in the absence of an analogue in the native language, which, of course, allows you to prevent and overcome possible errors of an interferential nature when teaching the Russian language. Being an adherent of this approach, in practice the teacher tries, first of all, to focus on partially or completely coinciding linguistic phenomena of contacting languages (Shcherba, 1974).

The discrepancy in language systems can be overcome using discussion, role-playing games, and the design method; various sets of tasks: reproductive, related to the reproduction of the heard or read (retelling, oral story, discussion exercises, dramatization, etc.), reproductive and productive, which combine knowledge, creativity, improvisation, the student's thinking (brainstorming, role-playing game, linguistic quiz, etc.), productive-creative with a creative component (for example, wits & humor competition); through the use of visualization tools: comparative-competitive tables, drawings, schemes; the use of authentic texts of various genres (Starostina et al, 2016).

Integration of all types of educational and speech activity, in particular, the prevalence of the receptive type - reading, as the main one, focuses the attention of the students, first of all, on

memorizing the lexical-semantic and morphological-syntactic valence links of the text and thematic coherence.

The universally recognized and leading in the system of higher education is the conscious-practical method (or psychological methodical) associated with the names of well-known researchers of the 20th century in the field of psychology and methods of teaching foreign languages. The advantage of this method is the combination of the conscious (awareness of the linguistic forms necessary for communication) and practical training (activation of speech practice in a foreign language). We can talk about the vector target component of the method - teaching the speech behavior in a given communicative situation (Milrud, 2004).

On that basis, an accentuation on teaching the recipient to the perception and understanding of oral speech and consequently correct actualization of dialogical discourse is supposed. The transition from oral speech to writing is carried out. On the basis and principles of this method, such as overcoming the negative influence of interference, teaching on a syntactic basis, updating active vocabulary, concentrating and functionality in the presentation of educational material, the Russian system of testing foreign citizens in Russian as a foreign language is being built.

Conscious methods offer students not only to memorize the theory, but to understand the basic phonetic, spelling, lexical-grammatical, semantic and stylistic facts of the language being studied, to work intensively on practical assignments with the help of speech samples and without. So, for example, if the students have already studied the model of the past tense of the verb *to read*, then the formation of past tense forms of such verbs as *to write*, *to play*, *to know*, *to do*, *to hear* is not difficult, because they are of the same paradigmatic series. It can be confirmed that reliance on consciously acquired knowledge facilitates the process of interpreting the subsequent topic.

In modern practice of teaching Russian as a foreign language, communicative and intensive methods are actively being integrated.

Fundamentals of communicative methods were laid by E.I. Passov, a Russian linguist, an expert in the field of methods of foreign-language teaching. According to the scientist, "communicativeness presupposes the speech orientation of the educational process, which is not so much involves the pursuit of speech practical goal... but rather the practical use of the language is the way to this goal. Practical speech orientation is not only a goal, but also a means, where both are dialectically interdependent" (Passov, 1985).

Specific features of this approach are the penchant for semantics and the implementation of communicative competence. We define competence as a generalization of accumulated knowledge, skills and practical application in the process of speech activity. So, we can talk about several types of competencies that must be formed by the student in the process of studying the material:

- Linguistic competence - involves knowledge of the foundations of language as a system, knowledge of the lexico-grammatical structure of a foreign language or Russian as a foreign language - phonetics, vocabulary, morphology, syntax, word formation;
- Speech competence - the ability to build your speech correctly, using grammatical patterns;
- Communicative competence - assumes expedient, logical and competent inclusion in a given speech situation;
- Culture-oriented linguistics competence - appeals to the cultural features of the country, its traditions and customs.

All competencies are interrelated and actualized in the process of formation of types of speech activity.

To solve specific professional problems in the modern methodological system, a competency building approach is

strongly expressed. In a broad sense the word "competence" means compliance with the requirements, established criteria and standards in certain areas of activity and in solving a certain type of problems, possessing the necessary active knowledge, the ability to confidently achieve results and own the situation.

The competency building approach in education is understood as a method of teaching focused on developing the ability of students to solve a certain types of professional problems in accordance with the requirements for personal professional qualities: the ability to search, analyze, select and process information received, transmit the necessary information; possession of skills of interaction with surrounding people, ability to work in a group; possession of mechanisms for planning, analyzing, self-assessment of one's own activities in non-standard situations or in conditions of non-certainty; possession of methods and techniques for solving problems encountered.

Competency building approach regulates the selection of special educational literature and a peculiar presentation of linguistic material in Russian as a foreign language classes. This is an active individual, dialogical or group work, the result of which is the assimilation of scientific knowledge, the development of skills and the acquisition of skills for the future application in professional practice, such as the ability to work with business correspondence, the correct drafting of documents, and the ability to conduct professional dialogue in the studied language.

The gradual work with authentic texts is supposed in the educational process, as well as the ability to work with various kinds of reference literature, the ability to conduct a discussion, correctly and concisely expound your thoughts, the ability to back up your point of view with strong arguments.

A group of intensive methods of communicative orientation deserves special attention: a suggestopedia, or suggestology, a method suggested by G. Lozanov; method of activating the capabilities of a person and a group suggested by G.A. Kitaygorodskaya; emotional and semantic method by I.Yu. Shekhter; intelligent technique ("25th frame effect"); relaxopedia by I.E. Schwartz, providing for the minimum period of training the use of the maximum amount of material, the maximum concentration on the part of both the teacher and the student, involving in the game communicatory situation, removing emotional barriers between the participants in the educational process through audio-visual means (music, light, the situation). Intensive methods presuppose a group form of work with a maximum demonstration of the cognitive potential of each communicant.

4 Summary

In recent decades, the predominant position in teaching Russian language as a foreign language has been taken by the linguoculturological approach, focused on the study of language within the context of culture of its speakers. Learning a foreign language as part of this approach is seen as a process of intercultural communication, which encourages the students to become familiar with the basic elements of a foreign language. Attention to language as a reflection of sociocultural reality generates the need to study the language conceptualization and categorization of the world for linguistic purposes (Shtyrlina, 2017).

Linguoculturology is a new independent discipline of the European linguistics of the 21st century that arose at the junction of linguistics (psycholinguistics, sociolinguistics, ethnolinguistics, culture-oriented linguistics, pragmalinguistics and cognitive linguistics) and culturology, which focused on the interaction of language as a translator of cultural information, culture with its attitudes and preferences and the person who creates this culture, using the language (Maslova, 2001; Alefirenko, 2001).

In this regard, the issue of the contents of the educational material that should help the student to understand and perceive

the culture-specific units of the Russian language as a unique means of actualization the Russian way of thinking acquires particular urgency. Today linguocultural competence is included in the mastering of the bachelor's and master's program as a component of general cultural and professional competences.

5 Conclusions

Each teaching method is aimed at achieving a specific goal, it is independent of the learning environment, based on linguistic, psychological, didactic conceptions that form the theoretical basis of the method and are implemented as a model of learning as an individual interpretation of the method in specific language teaching conditions. Nowadays teaching is the process of integrating methods and ways of conceptualizing educational material, because interest in combined methods is justified in connection with steadily increasing social needs and virtually unlimited possibilities.

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