

IMPLEMENTATION OF PEER LEARNING IN THE CLASSROOM FOR LINGUISTIC AND CULTURAL STUDIES

^aANTONINA A. ZABUGA, ^b MANSURA M. DAVLATOVA,
^cLARISA P. PROKOFYEVA, ^dRAMIL K. RAMAZANOV

^{a,b}Kazan Federal University, 18 Kremlyovskaya street, Kazan 420008, Russia

^cSaratov State Medical University, Bol'shaya Sadovaya Ulitsa, 137, Saratov, Saratov Oblast, 410000

^dMoscow Pedagogical State University, Malaya Pirogovskaya Ulitsa, 1/1, Moscow, Russia, 119435, , Russia

email: ^adavlatova.1969@mail.ru, ^binfo@prescopus.com

^cinfo@ores.su, ^drussia@prescopus.com

Abstract. This article is a study of the relationship of professional interests of future specialists and country-specific tasks of the educational process. Taking into account the speciality of foreign students involves primarily the use of professionally oriented educational texts, the content of which allows us to make the key problems associated with the future work of the trainees an object of understanding and communicative interpretation. The lexical and grammatical features of professionally oriented country studies texts of natural science and technical specialties are analyzed. Particular attention is paid to thematic-functional groups of vocabulary, as well as to linguistic units with a national-cultural component of semantics. The article substantiates the relevance of addressing the geographic realities in teaching Russian as a foreign language, proposes a solution to optimize the assimilation by students of foreigners of the content of professionally oriented educational texts using interactive techniques. It is concluded that the appeal to a professionally oriented country study text enhances the cognitive motivation of the speech activity of foreign students, as well as the development and expansion of their country study and professional competence. The approach to the organization of joint work of students using the technology of collective mutual learning, considered in the article, provides favorable conditions for the formation of communication skills in all types of speech activity.

Keywords: Russian as a foreign language, professionally-oriented educational country-study text, updating of country-specific information, thematic-functional groups of vocabulary, language units with a national-cultural component of meaning.

1 Introduction

Modern requirements for the professional training of specialists in higher educational institutions dictate the need for systematic assimilation of a large amount of information, accelerate the pace of mastering it, and most importantly, independently deepen and improve the knowledge gained, and effectively apply them in practice.

The issue of professionally oriented teaching in universities is devoted to the publication of methodological scholars (Vasilieva, 2018: Akmajian et al, 2017: Shkurko et al, 2017: Nurullina et al, 2018: Matveeva et al, 2018), who are convinced that such a training system is relevant that, on the one hand, allows the use of traditional, already proven with a positive on the one hand, the elements of vocational training (work with texts, studying the features of the language and the constructions of the scientific style of speech, working with a dictionary article), and on the other hand, it requires widespread use in the training of personality-oriented technologies and introducing them into the communicative component (Yaparova et al, 2018: Kryukova et al, 2017: Nurullina et al, 2016: Tabueva, 2013: Vostryakova, 2014).

Professionally oriented reading as a means of forming communicative competence foreign students rely, inter alia, on professionally-oriented country-study instructional texts, considered as "a special type of study text, which implements the idea of linking materials on the country's culture with professional questions of students in the process of mastering them foreign language speech" (Fedorova, 1987, p. 142).

The purpose of the article is to analyze the relationship between the professional interests of non-philological students and the regional tasks of the educational process, the achievement of which contributes to the formation of a professional linguistic picture of the world - one of many private paintings in a complex global linguistic picture of the world, which "always has a national specificity and reflects national the cultural mentality of its carriers" (Fomina, 2011, p. 5).

A professionally oriented country study text as a special type of study text is defined at the junction of special knowledge and problems of social development, i.e. it is associated with the disclosure of the social aspects of science and technology. Thanks to the reliance on the professional interests of students, this text contributes to the formation of a significant part of the background country geographic knowledge of students (Fedorova, 1987, p. 144).

Considering the need for professional significance of the information, as well as the interest of foreign students in significant dates in the history of Russia and personalities directly related to these dates, work on a text dedicated to the Day of Russian Science, a holiday associated with historical events of the country, is relevant and of particular importance for Russia due to the fact that many Russian scientists and inventors have made (and continue to make!) the most important scientific discoveries, which in many respects changed the life of not only their country, but mankind. To form background knowledge and enhance linguistic units with a cultural component of semantics in speech, foreign students are invited to work with texts on the life and scientific activity of Russian scientists who have made a huge contribution to world science, - mathematician N. Lobachevsky, founder of military field surgery N. Pirogov, chemist D. Mendeleev, as well as a biologist and transplantologist of vital organs V. Demikhov.

2 Methods

The material of this study was served by regional geographic texts, both included in textbooks for foreign students studying Russian, and created on the basis of open sources of online publications.

In the process, the following methods were used: theoretical analysis of scientific literature, a descriptive method, a contextual analysis method, as well as a method for interpreting a popular science text.

3 Results and discussion

In teaching Russian to foreign students, an indispensable condition is to take into account the needs of their future profession, and this requirement applies to the content plan of educational texts.

The features of the substantive plan are already evident in the text of the text itself, as well as in its developing subtopics. As an example, we cite the work with texts intended for foreign students of science and technology, in which the topic is revealed through blocks of typical information.

In order to ensure that the work on the text does not break away from the tasks of teaching a particular material in a program, it is necessary to have a clear idea of the linguistic-stylistic potential of a professionally oriented educational text. For this purpose, the analysis of language material is recommended to be carried out with informational (semantic) blocks of text. This approach allows us to establish a correlation between units of meaning and units of language, which, according to E.L. Fedorova, "ensures the selection of communicative and significant linguistic material. In the process of such an analysis, a layer of linguistic means is also found, the semantics of which contains a cultural component" (Fedorova, 1987, p. 145).

3.1 In the semantic blocks filling the topic in the texts, became:

- 1) The lexical and grammatical material that forms the typical semantic blocks of the topic.
- 2) Linguistic units with a cultural component of semantics.
- 3) Qualification of linguistic material and its correlation with the stages of training.

Here are examples of filling some blocks of typical information, extracted from texts about scientists mentioned above:

3.2 The sense block: Time of activity of a scientist

- 1) *at the beginning (middle, end, first half ...) of the century; in the years (war, transformation ...), etc.*
- 2) Lexical units calling historical milestones: *Sevastopol defense (1854-1855), Russian-Turkish war (1877-1878), World War II, etc.*
- 3) Expression of temporary relations using constructions with pre-logs *in* and *on*.

3.3 The semantic block: The scope of scientific activity of a scientist

- 1) *to research (study) what?; conduct research (study) what?; work in the field of what? / on what?; pay attention to what?; be interested in (doing) what?; watch what? With using of what?; spend what? (experiments) on what? / on whom?; exploring (studying) what?, see (discover) what?*

Vocabulary: area, problem, theory, task, questions, research, study, development, etc.

2) Lexical units, calling:

a) scientific, scientific and technical centers, educational institutions of the country: *Russian Academy of Sciences (RAS), St. Petersburg Academy of Sciences, Moscow University, St. Petersburg University, Imperial Kazan University, Institute of Experimental and Clinical Surgery, Institute of First Aid n.a. Sklifosovsky (Skliif); gymnasium, FAS (factory apprenticeship school), etc.;*

b) state institutions, public organizations of the country (*Ministry of Education, Kazan Educational District, Krestovozdvizhenskaya Community of Sisters of Care, Main Chamber of Weights and Measures (now the All-Russian Research Institute of Metrology n.a. D.I. Mendeleev), etc.;*

c) structural units of educational and scientific institutions: *faculty, department, section, laboratory, Academic Council, etc.;*

d) professional, scientific, civil status of representatives of domestic science (*doctor, master, associate professor, extraordinary professor, court adviser, state councilor, candidate of sciences, doctor of sciences, professor, rector, academician, member of the Russian Academy of Sciences, corresponding member, trustee of the Kazan educational district, Honorary citizen of Moscow, etc.*).

3) Expression of object-predicative relations using constructs with direct and indirect objects

3.4 Semantic block: Factors that determined the direction of scientific lawsuits

1) a) *what was connected with what?; in connection with what happens what? why (due to, by virtue of what?) what happens?; what prompted whom?*

b) *studying what?, who? came to a conclusion / conclusion about what?; as a result of studying what? who? made a conclusion (put forward a hypothesis / assumption, expressed an idea / thought) about what? that...; Who? established that ...; Who? invented / formulated / developed / created / opened / displayed / installed what?*

Vocabulary: aspiration, need, necessity, importance; hypothesis, method, method, law, science, theory, classification; scientific rationale; practical use; put forward, encourage, undertake, etc.

2) Linguistic units calling actions / events that served as scientific discoveries: for example, the *scientific desire to prove with all mathematical rigor one of the main theorems of geometry prompted N.I. Lobachevsky to build a whole science - a new geometry.*

3) The expression of the relationship of relationship and the interdependence of phenomena, as well as cause-effect relations using simple and complex sentences with prepositions and conjunctions (Khorrami et al, 2015).

4 Summary

Methodologically justified inter-active work, based on the creation of active cognitive activity and aimed at finding solutions to problems, applying knowledge in practice based on the norms of the modern Russian language, allows the active assimilation of regional geographic material as a subject of productive speech activity (Safonova & Lukoyanova, 2016).

Various methods of interactive work are used to work with text, one of which is the technology of collective mutual learning (also referred to as everyone teaches everyone (Learning by teaching (LdL)), focused on the development of skills of independent cognitive activity, communicative student skills.

In the process of work of foreign students in mastering the content of texts using this technology, the teacher performs only the function of organizer and coordinator, prompting each student to independently study activities regardless of the level of their initial language training. The study group is divided into mini-groups, with each member becoming an expert in a specific area of the topic being studied and teaching others. The purpose of each mini-group is for all participants to master the topic in full. Mastering the material during the training session, the leader certainly stands out in the group, who organizes a peculiar model of tutor support, when the stronger one helps the weaker, while developing his potential organizational skills necessary for the future specialist. This method can be considered as part of communicative training. (Davlatova & Prokofieva, 2016, 85).

After comprehension of what has been read, when each member of the mini-group independently studied the contents of the expert sheet with the text, and discusses it with all members of his mini-group, an "meeting of experts" takes place, during which students, while exchanging information, adjust their individual knowledge for each text, and then actualize them when compiling a summary table with the reflection in it of all the blocks of typical information on the contribution of prominent Russian scientists to the development of world science (Peranginangin et al., 2019).

At the next stage – the stage of reflection on what has been read – members of mini-groups, according to their material, ask 1-2 mini-groups of questions to other mini-groups, and how "experts" in a particular area of the topic under study evaluate the correctness of answers. Typically, students are limited to issues that require accurate reproduction of information, events, facts (*who? what? when? how much?*). Rarely do any of them formulate questions aimed at describing the course of events (*how?*). And almost extremely rarely, students demand an explanation of the cause of an event or fact (*why? what is the reason? why did this event happen? what consequences did this event have?*), although to understand the significance of the results of cognitive activity of the scientist and his contribution to the development of science they are important. Therefore, at this stage, there is a need to include (already a teacher) questions on the establishment of causal relationships, during which students come to the conclusion about the patterns and features of the development of scientific processes, for example: *Why organ transplantation in the experiment, so far yes Is it only a short-term effect that is still so important for humanity?*

To summarize the classroom work on the assimilation of the content of microtexts, it is necessary to reflect on the lesson studied. For this, students are invited to evaluate the degree of their participation in the lesson, continuing the proposals: *I liked the message (about whom?), because ...; I would like to learn more about ...; I liked the explanation (whose?), because ...; It would be difficult for me to understand ...; I did not understand ...*

And at the end of acquaintance with the activities of scientists, it is recommended to write a short essay in order to understand the importance of its results and the contribution of the scientist to the

development of domestic and world science, answering one of the questions that require an analytical immersion of a foreign student in linguistic and vocational training material, for example: *What particularly fascinated you in the scientific path of D. Mendeleev? What qualities made him a great chemical scientist? Explain why?*

Reflecting on questions, a foreign student comes to an understanding of the processes taking place in Russia at the time when the scientist lived and carried out his scientific activities, is able to give a moral assessment to a particular event, phenomenon, facts, and most importantly, he can express his own opinion, own position.

5 Conclusions

Thus, updating the information of a professionally oriented country study text in the process of teaching Russian to foreign students using interactive technologies brings the learning process closer to natural communication, allowing you to “draw a large amount of country-specific information into the circle of the subject under discussion, promptly introduce her into active background knowledge of students, thereby contributing to their acculturation. Such work increases informational content of the text and leads to a fuller use of its regional geographic potential” (Devyataykina, 1987, p.98).

The results of the training of foreign students showed that the organization of various forms of students' speech interaction increases their communicative activity, ensuring a high level of their independence, forms a conscious, socially valuable motivation for learning, encouraging them to master the learning material not only for themselves, but also for to educate others.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

Literature

1. Akmajian, A., Farmer, A.K., Bickmore, L., Demers, R.A., Harnish, R.M.: *Linguistics: An introduction to language and communication*. Cambridge, MA: MIT press, 2017.
2. Davlatova, M.M., Prokofieva, L.P.: Design methods as a means of developing the cognitive abilities of foreign medical students in the process of language learning, *Bulletin of the Baltic Federal University named after I. Kant. Series: Philology, pedagogy, psychology*. No. 4. 2016, 79-87 p.
3. Devyataykina, V.S.: To the question of reproducing the informative information of a journalistic text, *Linguistic Studies and Text: Collection of articles. Russian language*, 1987, 92-100 p.
4. Fedorova, E.L.: A professionally oriented country study text in the process of teaching the Russian language to non-philological students [engineering profile]. *Linguistic and Regional Studies and text: Collection of articles*, M.: Russian language, 1987. 142-148 p.
5. Fomina, T.G.: *Language and national culture: Linguistic and regional studies: a training manual*. Kazan: K (P) FU, 2011, 128 p.
6. Kryukova, N.I., Zakharova, A.N., Dulina, G.S., Yusupova, Z.F.: Didactic features of pedagogical interaction as the basis of university education, *Man In India*, 97(3), (2017). 29- 41 p.
7. Matveeva, N.N., Fatkhutdinova, V.G., Khromov, S.S.: Lingo-Didactic Potential Derivation Syntagmatics in Russian Language, *The Journal of Social Sciences Research. Special Issue*. № 5, 2018, 166-169p. URL: https://arpgweb.com/journal/journal/7/special_issue (date: 15.06.2019).
8. Nurullina, G.M., Ramazanov, R.K., Usmanova, L.A.: Psycholinguistic Aspect of Studying the Text as a Product of Speech Activity, *The Journal of Social Sciences Research, Special Issue1*, 2018, 113-116 p.
9. Nurullina, G.M., Usmanova, L.A., Rakhimova, D.I.: The Use of Moderation Technology at Lessons of Russian Language as the Development of Students' Cognitive Activity. *The European Proceedings of Social and Behavioural Sciences. Volume XII*, 2016, 173-179 p.
10. Shkurko, V.Y., Lukoyanova, Y.K., Sergeeva, E.: Using Fictional Texts In Teaching Russian As A Second Native Language, *Modern Journal of Language Teaching Methods*. Vol.7, Is.10, 2017, 59-63 p.
11. Safonova, S.G., Lukoyanova, Y.K. The teaching of speech etiquette in the course of Russian as a foreign language. *Modern Journal of Language Teaching Methods (MJLTM). Special Issue (December 2016)*.81-85 p.
12. Tabueva, I.N.: Formation of students' readiness for teaching professionally oriented reading in a non-linguistic university. *Almanac of modern science and education*. No. 5 (72), 2013. 31-45 p.
13. Vasilieva, Yu.A.: Linguodidactic description of a country-oriented vocabulary in teaching Russian as a foreign language, *Sustainable development of science and education*. No. 2, 2018, 168-175 p.
14. Vostryakova, N.A.: Modeling the processes of perception of educational biographical text in the practice of teaching Russian as a foreign language, *Bulletin of the Center for International Education of Moscow State University. Philology. Culturology. Pedagogy. Methodology*, No1. 2014, 47-51 p.
15. Yaparova, A.V., Korneyeva, T. A., Markova, T.D.: Formal substantivization in Russian, *Amazonia*, 7(15), 2018, 114-119 p. URL: <http://www.udla.edu.co/revistas/index.php/amazonia> - in vestige (date: 17.06.2019).
16. Khorrami, F.T., Fallah, M. H., Abadi, H.Z.M.: The Effect of Unconscious Influences of Satellite Channels on Attitude of Using Satellite. *UCT Journal of Social Sciences and Humanities Research*, 3(1), 2015. 61-67 p.
17. Peranginangin, S.A., Saragih, S., Siagian, P.: Development of Learning Materials through PBL with Karo Culture Context to Improve Students' Problem Solving Ability and Self-Efficacy. *International Electronic Journal of Mathematics Education*, 14(2), 2019. 265-274 p. <https://doi.org/10.29333/iejme/5713>.

Primary Paper Section: A

Secondary Paper Section: AI, AM