

## Artículo de investigación

**Active methods in teaching foreigners training at the philological faculty,  
russian language**

Активные методы в обучении иностранцев, изучающих русский язык на филологическом факультете

Métodos activos en la enseñanza de la formación de extranjeros en la Facultad de Filología, idioma ruso

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**Abstract**

The inclusion of active teaching methods in the system of language training is an important link in the reform of the higher education system in Russia. A key role in teaching Russian as a foreign language is reading. One of its varieties is directed reading, creating a new vector of the relationship between teacher and student. The teacher and teachers become subjects of the educational process.

**Key Words:** Active methods, interactive methods, directed reading, Russian as a foreign language, foreign philological students.

**Аннотация**

Включение активных методов обучения в систему языковой подготовки – важное звено в реформировании системы высшего образования в России. Ключевую роль в обучении русскому языку как иностранному играет чтение. Одной из его разновидностей является направленное чтение, создающее новый вектор взаимоотношений между преподавателем и студентом. Обучающийся и преподаватель становятся субъектами образовательного процесса.

**Ключевые слова:** активные методы, интерактивные методы, направленное чтение, русский язык как иностранный, иностранные студенты-филологи.

**Resumen**

La inclusión de métodos de enseñanza activos en el sistema de formación en idiomas es un vínculo importante en la reforma del sistema de educación superior en Rusia. Un papel clave en la enseñanza del ruso como lengua extranjera es la lectura. Una de sus variedades es la lectura dirigida, creando un nuevo vector de la relación entre profesor y alumno. El maestro y los maestros se convierten en sujetos del proceso educativo.

**Palabras clave:** Métodos activos, métodos interactivos, lectura dirigida, ruso como lengua extranjera, estudiantes filológicos extranjeros.

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## Introduction

The reform of the Russian education system leads to a change in educational programs both at the content level and at the organizational level. The main directions and trends in the development of the language training system are reflected in the Federal Law “On Education in the Russian Federation”, “National Doctrine of Education in the Russian Federation (for the period until 2015)”, and “State Standard” (The Federal State Educational Standard for Higher Education in the direction of training, 2016). According to the documents, the main task of the university is to prepare a specialist who is ready for effective professional activity. The professionalism of future foreign specialists often depends on a competent professionally-oriented and integrated linguistic-subject teaching, as well as on the chosen strategy for teaching the Russian language. The implementation of professional activities in Russian in various fields and communication situations is facilitated by the formation of integrative subject-communicative competence based on a scientific concept put forward by its founders J. Van Ek and D. Hymes and set out in “The Common European Competence foreign language skills: study, training, assessment”.

So, along with European languages, the development of a scale of proficiency levels for which ALTE (Association of Linguistic Testers in Europe) is developing, TRKI is also actively developing certification of proficiency in Russian, components of communicative competence: linguistic, sociolinguistic, discursive, sociocultural, strategic. And the quality of training of foreign citizens is determined by their readiness for effective professional activity.

Taking into account the advantages of traditional education prevailing in Russian higher education, we note its shortcomings. This is primarily the lack of involvement in the educational process of innovative teaching methods.

## Discussion of the Problem

**Active methods of teaching a foreigner the Russian language as a specialty language.** Russian education is moving from mass education to individual education, aimed at developing the creative abilities of a specialist (Adonina et al., 2018a; Fisenko et al., 2019; Rumyantseva et al., 2018). The roles of the student and teacher are changing. The student

becomes the subject of the educational process, and the teacher – the organizer of open educational space. The intensification of educational activities is aimed at the development and use of active methods, techniques and teaching aids aimed at creating the student’s creative activity. Not an exception to this was the language training of philology students. When teaching foreigners at the philological faculties, active teaching methods facilitate the mastery of the vocabulary of the specialty language. A major role in the system of training foreign philological students is occupied by teaching reading in a foreign language. The task facing a teacher teaching student at the II certification level is not so much in learning to read, but in the ability to extract the necessary information, enter into communication on a given topic. One of the active methods of teaching Russian as a foreign language is directed reading. The purpose of the training is to arouse the interest of foreign students in the literary text and to teach their interpretation in the context of the features of the era in terms of the meaning of the name, idea, problem, features of the genre, composition, plot, language, image of the author and characters of the work, as well as improving practical knowledge in Russian as a foreign language. Directional reading assumes a clear cyclic algorithm for reading the text. “In the methodology of teaching foreign languages, it is customary to call the algorithm a regulated system of educational actions that ensure the achievement of a specific language or speech goal” (Isaeva et al., 2003).

**The algorithm of the work on the technique of “directed reading” on the example of the story A.S. Pushkin's “Snowstorm”.** Active teaching methods allow foreign students to learn Russian in the process of natural communication. This article is an example of the manual “Reading the story of A.S. Pushkin's “Snowstorm” in the classes on Russian as a Foreign Language (II certification level) authors L.V. Adonina, O.S. Fisenko and N.V. Chernova, Moscow, 2018a) we will demonstrate the algorithm of work using the technique of “directed reading” (Adonina, et al., 2018b).

Teachers of Russian as a foreign language in the undergraduate system in-home reading classes, linguistic commenting on a literary text include fragments of the story by A.S. Pushkin's “Snowstorm”.

Pre-text assignments include working on the About Writer text. The text contains key fragments of the biography of the writer

Alexander Sergeyevich Pushkin. The **linguistic and regional studies** comment is given. For example:

**Arap of Peter the Great** – military engineer, general-general, great-grandfather A.S. Literary Museum. Abram Petrovich Hannibal was the son of a prince of Ethiopia.

**College Secretary** – Civic rank X class in the Table of Ranks. Persons having it held low leadership positions in state institutions.

**College of Foreign Affairs (Foreign Collegium of the Russian Empire)** – the central state institution of Russia in charge of foreign policy (now the Ministry of Foreign Affairs).

**Uprising Decembrists** – the attempt at the coup d'etat, which occurred in December 1825 in Petersburg. The uprising was organized by a group of nobles, many of whom were officers of the guard. They tried to use the guards to prevent the accession to the throne of Nicholas I. The purpose of the uprising-the abolition of serfdom.

**Table about the ranks** – law about the order of civil service in the Russian Empire. Approved in 1722 by the decree of Peter I. Acted on the territory of the Russian Empire until 1917.

**Link – to send**, send; send out to reside against will, in punishment.

**Tsarskoye Selo Lyceum** - a privileged higher educational institution for children of noblemen in the Russian Empire, operating in Tsarskoye Selo from 1811 to 1843.

**Арап Петра Великого** – военный инженер, генерал-аншеф, прадед А.С. Пушкина. Абрама Петровича Ганнибал был сыном эфиопского князя.

**Коллежский секретарь** – гражданский чин X класса в Табели о рангах. Лица, его имеющие, занимали невысокие руководящие должности в государственных учреждениях.

**Коллегия иностранных дел (иностранная коллегия Российской империи)** – центральное государственное учреждение России, ведавшее внешней политикой (сейчас – Министерство иностранных дел).

**Восстание декабристов** – попытка государственного переворота, которая произошла в декабре 1825 года в Петербурге. Восстание было организовано группой дворян, многие из них были офицерами гвардии. Они попытались использовать гвардейские части для недопущения вступления на трон Николая I. Цель восстания – отмена крепостного права.

**Табель о рангах** – закон о порядке государственной службы в Российской Империи. Утвержден в 1722 году указом Петра I. Действовал на территории Российской Империи до 1917 года.

**Ссылать – сослать**, отправлять, отсылать на жительство против воли, в наказание.

**Царскосельский лицей** – привилегированное высшее учебное заведение для детей дворян в Российской империи, действовавшее в Царском Селе с 1811 по 1843 год.

After reading a fragment of the text “About the Writer”, students are invited to answer the questions: *Когда родился А.С. Пушкин?; Как звали родителей А.С. Пушкина? Кем они были?; Кто привил любовь А.С. Пушкину к родному (русскому) языку?; Где учился А.С. Пушкин?; Когда А.С. Пушкин познакомился с русской поэзией?; Когда А.С. Пушкин поступил в Лицей?; Когда он закончил Лицей?; Сколько лет А.С. Пушкин учился в Лицее?; Где А.С. Пушкин начал*

*писать стихи?; Кто из известных людей признал талант А.С. Пушкина?; Какую профессию получил А.С. Пушкин в Лицее?; Где после окончания лицея работал А.С. Пушкин?; Почему правительство отпустило А.С. Пушкина в ссылку? Когда и куда сослали поэта?; Какое событие произошло в декабре 1825 года в Петербурге?; Чего хотели декабристы?; Как закончилось восстание декабристов?; А.С. Пушкин участвовал в этом восстании?;*

*Что нашли у многих декабристов?; Когда женился А.С. Пушкин? Как звали его жену?; Какой журнал издавал А.С. Пушкин?; Где, когда и при каких обстоятельствах погиб*

*А.С. Пушкин?; О каких произведениях А.С. Пушкина вы слышали ранее?*

Reference information is also provided:

**Epigraph** – A small text that precedes the work. It can be formulated theme, succinctly expressed the main idea or posed a problem.

**Romanticism in literature** – Is characterized by the assertion of the intrinsic value of the spiritual and creative life of the person, the image of strong (often-rebellious) passions and characters, inspired and healing nature.

**Realism in literature** is a true depiction of reality.

**Эпиграф** – небольшой текст, предваряющий произведение. В нем может быть сформулирована тема, сжато выражена основная идея или поставлена проблема.

**Романтизм в литературе** – характеризуется утверждением самоценности духовно-творческой жизни личности, изображением сильных (зачастую бунтарских) страстей и характеров, одухотворённой и целительной природы.

**Реализм в литературе** – правдивое изображение реальной действительности.

Students are explained that the compositional story of A.S. Pushkin's "Blizzard" is divided into two parts, which corresponds to the plot lines. The first part is Marya Gavrilovna and Vladimir, the second is Marya Gavrilovna and Burmin.

The first part tells of Marya Gavrilovna, Vladimir, the parents of Marya Gavrilovna, who remained at home. The denouement of the first part is the appearance of Marya Gavrilovna, who had a headache, which is why she is unhealthy.

The second part contains a story about the life of Marya Gavrilovna in another village, the story of Burmin and the denouement – "recognition" of the main characters.

Two temporary narrative plans are distinguished in the story: the end of 1811 – the beginning of 1812 and 1815 (the time the war ended).

The algorithm of work on technology is aimed at ensuring that foreign student's master communicative competence in the socio-cultural and educational-scientific spheres of communication faster. The task of the teacher is to ensure that students not only can speak the language they are studying but also listen to others. The text processing algorithm includes the following actions. On the first teacher, the story of A.S. Pushkin is divided into logical parts

(stops). Each stop ends at a moment that requires further reflection (*что будет дальше?*). Students are given white sheets. They are given the installation to close the text of the story with a white sheet of paper. Reading the text is carried out at the command of the teacher. Reading a text can be done aloud in the classroom, or to yourself. After reading a fragment of the story, students are invited to postpone the text. The end of reading the text serves as the beginning of further work. At this stage, a call is made to read the text. At this stage, the development of critical thinking is carried out. Students are asked questions aimed at collecting information. In this case, all answers are considered correct. The teacher does not reject any of the proposed points of view. For each part, certain questions are offered. The last is the question of what will happen next. This question is a challenge to reading another part. Next is work on this algorithm on other fragments of the story.

Let us consider in more detail the work on fragments of text.

Work on the text begins with work on the epigraph in the story. Students gain the skills of linguistic commenting on the text. They are invited to find words that carry meaning and portend tragic events.

Stop 2 contains a linguistic comment. We give it:

**Memorable** – wonderful, worthy of memory; well remembered.

**Estate** – land ownership of the landowner.

**Hospitality** – a cordial, affectionate attitude, combined with hospitality, with a willingness to help, provide a service.

**Boston** – an old card game.

**Достопамятный** – замечательный, достойный памяти; хорошо запомнившийся.

**Поместье** – земельное владение помещика.

**Радужие** – сердечное, ласковое отношение, соединенное с гостеприимством, с готовностью помочь, оказать услугу.

**Бостон** – старинная карточная игра.

After the work of the fragment, the work begins. Students answer questions in the text. The questions that students are asked are simple. But the answers to them are supposed to be complete. They are aimed not only at checking the assimilation of the material, but also at including students in the communication process.

The stop ends with a sentence: “She was considered a rich bride, and many had forgiven her for themselves or their sons”.

This is an intriguing moment.

Students are asked questions: *К какому времени относятся события, описанные в повести?; Как зовут помещика, жившего в Ненарадове?; Почему эпоха названа достопамятной?; Где жил Гаврила Гаврилович?; Какое историческое событие*

*произошло в России в 1812 году?; Как автор характеризует Гаврилу Гавриловича?; Чем славился Гаврила Гаврилович во всей округе?; Зачем к Гавриле Гавриловичу ездили соседи?; Как звали дочь Гаврилы Гавриловича?; Сколько лет Марье Гавриловне?; Почему Марья Гавриловна была желанной невестой?* Then, students’ complete assignments aimed at developing grammatical competence. Students are encouraged to choose synonyms for the words “famous”, “per minute”, as well as find adjectives that give a description of Marya Gavrilovna.

The cyclic task algorithm allows students to quickly understand the technique of “directed reading”, as well as become active participants in the educational process.

Stop 2 contains a linguistic comment:

**Session** – an elected deputy, representative from the population or from the estate in any the institution, department.

**Заседатель** – выборный депутат, представитель от населения или от сословия в каком-н. учреждении, ведомстве.

This fragment introduces readers to the young man whom Marya Gavrilovna was in love with, brought up in French novels. Questions to the text fragment are aimed at verbal verbalization of this text fragment. Questions refer to the genre of the work (for example, questions: *Какие книги читала Марья Гавриловна? Какого жанра?*).

Tasks are aimed at the ability to select synonyms for words and expressions: *amiable / любезная, glow with equal passion / пылать равною страстью.*

Stop 4 reveals the characteristics of the relationship between young people. Here is the procedure for formatting text using the technique of “directed reading”:



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**ОСТАНОВКА 4**


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Наши любовники были в переписке, и всякой день видались наедине в сосновой роще или у старой часовни. Там они клялись друг другу в вечной любви, **сетовали** на судьбу и делали различные предположения. Переписываясь и разговаривая таким образом, они (что весьма естественно) дошли до следующего рассуждения: если мы **друг без друга дышать не можем**, а воля жестоких родителей препятствует нашему благополучию, то нельзя ли нам будет обойтись без нее? Разумеется, что эта счастливая мысль пришла сперва в голову молодому человеку и что она весьма понравилась романическому воображению Марьи Гавриловны. Наступила зима и прекратила их свидания; но переписка сделалась тем живее. Владимир Николаевич в каждом письме умолял ее предаться ему, венчаться тайно, скрываться несколько времени, **броситься** потом **к ногам родителей**, которые конечно будут тронуты наконец героическим постоянством и несчастьем любовников, и скажут им непременно: Дети! придите в наши объятия.

**Сетовать** – жаловаться, обижаться, роптать на кого-либо, что-либо.

**Дышать друг без друга не можем** – жить друг без друга не могут.

**Броситься к ногам родителей** – попросить прощения.

**Ответьте на вопросы.**

1. Как звали армейского прапорщика?
2. Каким образом общались молодые люди?
3. Где они встречались?
4. В чем клялись друг другу?
5. Почему они сетовали на судьбу?
6. Что решили влюбленные?
7. Кому первому пришла «счастливая мысль»?
8. Понравилась ли эта идея Марье Гавриловне? Почему? Приведите примеры из текста.
9. О чем умолял Марию Гавриловну Владимир Николаевич?
10. Чем, по мнению Владимира Николаевича, будут тронуты родители Марьи Гавриловны и что они скажут?
11. Как Вы понимаете выражение *героическое постоянство*?

Students are invited to make assumptions about how events will develop further. Further stops are highlighted by the following semantic determinants: preparation for the escape of Marya Gavrilovna (Stop 5.) → a dream of Marya Gavrilovna (Stop 6.) → secret farewell of Marya Gavrilovna (Stop 7.) → preparation of Vladimir for the escape (Stop 8.) → blizzard (Stop 9.) → Vladimir's road to Zhadrino (Stop 10.) → Maria Gavrilovna's disease (Stop 11.) → the secret was kept (Stop 12.) → the news of the death of Vladimir (Stop 13.) → the victory of the Russian troops in the war of 1812 and a meeting with B by Rimini (Stop 14.) → the silence of the young hussar (Stop 15.) → the joy of Praskovya Petrovna that the daughter found a worthy bridegroom (Stop 16.) → meeting of Burmin with Marya Gavrilova (Stop 17.) → Obstacle (Stop 18.) → Burmin's secret (Stop 19.) → Happy final (Stop 20.).

At the end of the work on reading the story "Snowstorm", questions are asked that are aimed at reflection.

**Conclusion**

Thus, the need to introduce active methods of teaching Russian as a foreign language into the educational process is the most important task of modern Russian higher education, therefore, the need to create innovative teaching aids and materials is being updated. The inclusion of active interactive teaching methods of foreign students contributes to the formation of communicative competence. Creative search work at the stages of the challenge, discussion and reflection facilitates the process of forming a secondary language personality.

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