

**TEORIA E PRÁTICA DE ENSINO DO RUSSO COMO LÍNGUA  
ESTRANGEIRA**

**TEORÍA Y PRÁCTICA DE LA ENSEÑANZA DEL RUSO COMO IDIOMA  
EXTRANJERO**

**THEORY AND PRACTICE OF TEACHING RUSSIAN AS A FOREIGN  
LANGUAGE**

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**RESUMO:** A língua russa é reconhecida como língua oficial nas organizações internacionais por desempenhar um papel fundamental em todas as esferas da comunicação humana. Estudar russo como língua estrangeira é muito popular entre estudantes de outros países. Este artigo estudará a experiência pedagógica de como o estudo do russo como língua estrangeira é implementado no curso de docência em instituições de ensino superior. No processo de análise, uma série de peculiaridades dos estudantes estrangeiros, como cultura, fatores sociais, etc., devem ser levados em consideração. O artigo contém exemplos práticos e recomendações com foco nas peculiaridades dos alunos estrangeiros. A análise leva a uma série de conclusões e recomendações.

**PALAVRAS-CHAVE:** Ensino. Alunos. Aprendizagem. Russo. Estrangeiro.

**RESUMEN:** El idioma ruso es reconocido como idioma oficial a nivel de organizaciones internacionales ya que juega uno de los roles clave en todas las esferas de la comunicación humana. Estudiar ruso como lengua extranjera es muy popular entre los estudiantes de otros países. Este artículo estudiará la experiencia pedagógica de cómo se implementa el estudio del ruso como lengua extranjera en el curso de la docencia en instituciones de educación superior. En el proceso de análisis, se deben tener en cuenta una serie de peculiaridades de los estudiantes extranjeros, como la cultura, los factores sociales, etc. El artículo contiene ejemplos prácticos y recomendaciones centradas en las peculiaridades de los estudiantes extranjeros. El análisis conduce a una serie de conclusiones y recomendaciones.

**PALABRAS CLAVE:** Enseñanza. Estudiantes. Aprendizaje. Ruso. Extranjero.

**ABSTRACT:** The Russian language is recognized as an official language at the level of international organizations as it plays one of the key roles in all spheres of human communication. Studying Russian as a foreign language is very popular with students from other countries. This article will study the pedagogical experience of how the study of Russian as a foreign language is implemented in the course of teaching in higher education institutions. In the process of analysis, a number of peculiarities of foreign students such as culture, social factors, etc. should be taken into consideration. The article contains practical examples and recommendations with the focus on the peculiarities of foreign students. The analysis leads to a number of conclusions and recommendations.

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## **Introduction**

At the beginning of the analysis it should be mentioned that the importance of learning Russian as a foreign language is recognised at the level of international organisations, since it is the Russian language that plays one of the key roles in the field of communication and human interaction. The high level of importance underlines the fact that sufficient attention needs to be paid to improving the quality of education in order to keep up with the pace of national development. At the moment, the methods of teaching the language in question at a higher education institution not only involve a synthesis of traditional and innovative methodological approaches, but also attempts to introduce approaches that are used in other disciplines into the process. As far as methodology is concerned, the key one is personality-centered learning, for the reason that it is based on the ideas of humanization, i.e. much attention is paid to the inner world of the learner and his/her personal formation and development. Thus, V.P. Belyanin, focuses on cultural and national colours that can be observed both in the language and in the means of communication used (FEDOTOVA, 2020). Speaking about person-centred learning, it was scientifically grounded in America in the 70s of the last century, and in Russian science in the 90s, in relation to the Russian method of teaching, the pioneer was M.N.Vyatyutnev. If we refer to the traditional understanding of personality-centred learning, then, first of all, it is a methodology of organisation of the learning process or, in a narrower sense, a specific toolkit of a pedagogue (SHIBKO, 2020).

## **Research Methodology**

As part of our research used such methods of research as descriptive-analytical method, it is used for the problem analysis of psychological, pedagogical, cultural, linguistic, methodological sources of theoretical and practical nature.

## **Results of the research**

It is necessary to take into account the national characteristics of students, how old they are, the mood of their emotional character, the mentality of foreign students, the fact that their arrival in the country for educational purposes is due to the fact that they need to learn the language in order to gain professional knowledge. The training

with a personal orientation is the most important at the initial stages of learning, because students getting into a period of adaptation are in a constant state of stress, the age category in this case is from eighteen to twenty-four years, which according to the Russian classification refers to adulthood (KOMOVSKAYA, 2021). Scientists (KULIBINA, 2020; LATUKHINA, MARININA, 2020), the following interpretation of psychological and linguistic features of teaching Russian as a foreign language in this age category - the learning process must match the personal expectations in the first place, and then cognitive and communicative, it is on this learning Russian as a foreign language this age contingent needs an individual approach.

If we talk about learning Russian as a foreign language in the context of non-profile education, the main goal is usually based on the desire to enter the university, then it makes sense to fill the language stock of the student to begin with at least the units of scientific and academic discourse, in order to maintain and strengthen motivation through early involvement in scientific knowledge (KUZNETSOVA, TSAREVA, 2020). It is important to list a number of factors that have a positive effect on the work with the contingent in question: persistence, motivation for results, mastery of strategies for acquiring knowledge and overcoming difficulties, discipline, independence (GOROBETS, TARASOVA, 2020).

But there are also such factors that affect negatively, basically it refers to a number of incorrect attitudes, for example the opinion of students that in order to understand the Russian-language texts requires a good memory and an extensive vocabulary of foreign words. It is possible to find common words in any text, but if the texts are professionally oriented, with such words it is more difficult, but in fact the understanding of the text is based on the ability to interpret the grammar, but not on how developed the vocabulary is. Thus, emphasis is needed precisely on the knowledge of grammar, teachers must demonstrate the translation of words does not guarantee that the meaning of the text will be fully understood, especially if it contains professional terminology (STATSENKO, SAMOKHINA, 2020). Another thing that is peculiar to students of this age, from China, is shyness due to the fact that the level of knowledge of the language is not sufficient for free communication. In order to prevent this complex from forming and reinforcing, it is necessary for the teacher to be properly trained, tactful and focused on increasing the self-esteem of his students, it is necessary to take into account the ethnic psychology of students, their culture and thinking stereotypes, as well as the peculiarities of psycholinguistics (KOLYASINA, 2020).

Speaking about the representatives of Asian culture, it is necessary to take into account that they have a dominant right hemisphere of the brain, so the perception of the object by the representatives of this culture is emotional. When preparing these students, maximum visual material is used, because they find it extremely difficult to perceive what they cannot imagine. A characteristic feature of students from China is the fact that they do not strive to express themselves; they listen more than they speak (AKVAZBA, STEBUNOVA, 2020).

This approach leads to the need to memorize expressions and phrases. It is worth noting that, concerning the relationship with Chinese students, you should avoid conflict situations, be calm and focus even on the most insignificant achievements. Students whose language uses characters are difficult to master the Russian-language vocabulary, they are much easier to write than to speak orally. Difficulties can be observed in the construction of speech in the form of dialogue, depicting various situations (CHIRKOVA, 2020).

The teacher needs to pay more attention to the fact that these students have not developed intuitive methods of working with words, the text for better perception should be supported by a visual component. For example, students from Japan have mental and thinking skills based on analogies and experience and they are systematic, which allows them to use extensive opportunities of syntactic and lexical synonymy and antonymy, students from Arab countries have good auditory perception, so they easily use Russian speech, unlike students from China, they form dialogues and participate in role-playing activities (YU, 2021). Students from African countries are focused on independent activities, persistent, inquisitive, can prove themselves both in academic activities and outside them, easily build communication, with an interest in Russian culture, in particular folklore and literature (EMELYANOVA, 2020).

As for the students from Vietnamese countries, they easily learn the material, as their learning process starts four months before their arrival in the country, but these students have problems with phonetics, which takes considerable time when this phonetics has to be corrected. When learning Russian as a foreign language persistence and motivation are demonstrated by students from Europe and America, they are characterized by openness to the learning process, they need to outline from the beginning the range of their interests and choose the task of creative orientation within the homework, which they will have to implement in parallel with the classes in the group. In this case the method of learning from the facts of language to the facts of

culture" and "from the facts of culture to the facts of language" is suitable (BELSKAYA, 2020). At the university such students study consciously, so the teacher's activity aimed at explaining the importance of an activity helps to increase the effectiveness of the learning process. Students with communication problems have slower development of speaking skills and are prone to stress on this basis.

As a rule, in studies and in the construction of a dialogue in the course of educational activities, they pair up with a student of the opposite communicative type, preferably of the same nationality, so as to avoid the formation of unnecessary stress (GAO, 2020). To difficulties as it is possible to refer difficulties in assimilation of Russian phonetics and pronunciation of a number of sounds which on intonation are similar to pronunciation of sounds of native language of the student, and more difficult exactly to age students as they have formed intonations long ago and they as it is known refer to skills unconscious. There is also a difficulty in the formation of auditory skills, as the adult auditory memory is much worse than the visual one. Proceeding from the given problems the teacher who teaches the students Russian as a foreign language should address perception in a complex, that is using speech, hearing, perception (BOCHKOVA, KOLESNIKOVA, 2020). Those tasks that the teacher gives should include reading and writing. If students have a linguistic experience, it greatly facilitates the learning process, therefore also much less stress associated with the process of adaptation. It should be taken into account that the fact that some students learn Russian easily, may be interpreted by other students as a personal lack of preparedness, so the organization of work should also take into account the temperament of students (PETROSYAN, 2020). Despite personal skills and abilities, students from China and other Asian countries do not require any special approach.

Students from the U.S., regardless of their different psycho-emotional development, are quite able to work in the classroom under given conditions (PRIKHODKO, 2020). And only students from Europe often need a person-centered approach, some students find it difficult to interact within the group, there are those who deliberately neglect memorizing the necessary material. Such students require a high level of training of the teacher, who would be able to effectively build interaction with all groups of students (SALIEVA, 2020; NEMUDRAYA, 2020; ZHABBOROVA, 2020; GIMALETDINOVA, 2020).

## **Conclusion**

To summarize, it is necessary to say that the level of preparation and competence of a teacher of Russian as a foreign language today should not be limited to excellent knowledge of the subject, but should also include many other parameters, such as the ability to be flexible, to respond quickly, to work competently with his audience.

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