

ACTUAL PROBLEMS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN A CHANGING WORLD

АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО В ИЗМЕНЯЮЩЕМСЯ МИРЕ

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ABSTRACT

The article deals with current problems of teaching Russian as a foreign language, referring to an interdisciplinary approach. Approved by the positive role of treatment of Russian literary works for the development of the cognitive activity of students, the author's technique of graphic and symbolic analysis of literary works, which showed its effectiveness in practice of teaching Russian to foreign students studying in NEFU, is proposed as model in language teaching.

Keywords: Russian As A Foreign Language, Interdisciplinary Approach, Synergetics, Linguoculturology, Cross-Cultural Communication, Russian Literature, Semiotics, Graphic-Symbolical Analysis Of Literary Texts.

АННОТАЦИЯ

В статье рассматриваются актуальные проблемы преподавания русского языка как иностранного, говорится о междисциплинарном подходе к ним. Утверждается положительная роль обращения к произведениям русской литературы для развития познавательной деятельности обучающихся. Предлагается авторская методика графико-символического анализа художественного произведения, показавшая свою эффективность на практике обучения русскому языку иностранных граждан, обучавшихся в СВФУ.

Ключевые Слова: Русский Язык Как Иностраный, Междисциплинарный Подход, Синергетика, Лингвокультурология, Межкультурная Коммуникация, Русская Литература, Семиотика, Графико-Символический Анализ Художественного Произведения.

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ÖZET

Makalede yabancı dil olarak Rusça'nın öğretmesine dair güncel konular ve disiplinler arası yaklaşımlar tetkik edilmiştir. Öğrencilerin algılama faaliyetlerini geliştirmek için Rus Edebiyatının olumlu etken olduğu ispat edilmiştir. Kuzey Doğu Federal Üniversitesinde Rus Dilini öğrenen yabancı öğrenciler örnek olarak yazar tarafından edebi eserlerin tahlilinde kullanılan şema-semboliksel metotların ne kadar etkili olduğu gösterilmiştir.

Anahtar Kelimeler: Yabancı Dil Olarak Rusça, Disiplinler Arası Yaklaşım, Sinerjetik, Kültürdilbilimi, Kültürler Arası İlişkiler, Rus Edebiyatı, Semiotik, Edebi Eserlerinin Şema-Semboliksel Tahlili.

The actual problem of teaching Russian as a foreign language is to find new means, forms, methods, adequate goals in development of the modern educational process. Russian as a Foreign Language (RFL) as the philological discipline is actively developing field of science of the Russian language (Vishnjakov S.A., 1998: 15). Teaching Russian as a foreign language at the present stage of development of society should reflect the new geopolitical situation of the global social linguistic situation, new language processes in the Russian language. Teaching Russian as a foreign language is intended to carry a creative and innovative character and should be based on a truly scientific basis: it should be varied, and adequate to human cultural diversity, to meet the comprehensive needs of ethno-cultural, social, professional, confessional groups.

Many have long spoken about the need to change teaching of RFL (Kolshansky G. V., 2010: 10). The focus should be about effective techniques to help for a short time to get to foreigners language skills and verbal competence in the Russian language. To solve the problems we face require unconventional, innovative approaches to the teaching of the discipline. The changes taking place in Russia, require an active search for societal benchmarks that reflect the continuity of the historical development, the achievements of world civilization and identity of national culture.

The problem of teaching Russian as a foreign language at the present has interdisciplinary character, due to the characteristics of the educational system, which is characterized, on the one hand, the pursuit of globalization, on the other hand, to preserve the national identity of a language. Growing importance of intercultural communication tends to create a language of lingvosynergetic (Borbotko V.G., 2011: 288). For the theory of intercultural synergy is important because it provides the description of the behavior of complex systems. Each lesson in Russian as a foreign language - is the practice of cross-cultural communication, because the input words reflect the world of foreign and foreign culture (Zinchenko V.G. etc, 2007: 23).

Changed the social and historical context of the communication dictates a new modality of presentation of teaching (Using..., 2011: 144). One of the perspective directions in RFL teaching – ethno methodical aspect (Balykhina T.M. Zhao Yuyszyan, 2012: 17). In the methodology of teaching RFL is important to consider national and cultural identity of language. In modern lingvotechnique recognized the need to include national-cultural component in language teaching as one of the most important ways of transmission of national culture. The search for effective ways of teaching Russian to foreigners led to the development of linguistic-cultural approach, which focuses on the idea of an interconnected learning the language, culture and literature. Lingvoculturology

studies language as a cultural phenomenon (Maslow V.A., 2011: 25), and is a particular vision of the world through the prism of the national language, when language acts as the spokesman of a special national mentality. Cultural linguistics, intercultural communication, ethno psychology, ethno linguistics and others as educational disciplines occupy a worthy place in the curriculum of preparation of teachers of RFL, which is of great interest to the national universities of the Russian Federation, where the problem is particularly actual.

The Republic of Sakha (Yakutia) is the largest in the Northeast region of the Russian Federation. In recent years, increasing attention of people from different countries is attracted by the North, with its geographical exotic, ethnic customs and traditions. Culture-center of international importance is considered to be the North-Eastern Federal University named after M.K.Ammosov (NEFU), focused on solving geopolitical problems in the field of education and satisfaction of personnel requirements of major inter-regional investment projects. NEFU becomes the center of approbation of new social and humanitarian practices, ethno-cultural, historical researches. Our university has a wide experience in teaching Russian to foreigners. Foreign citizens from many countries of Europe, Asia, and Latin America pass training, professional development, learning there. They learn not only Russian, but also Yakut, and the languages of small nations of the Republic of Sakha (Yakutia).

The establishment of the Faculty of Philology Department "Russian as a foreign language" (RFL) confronts us with new goals and objectives. Recently, due to the increased attention to the processes and ways of communication, signed communication, the value of semiotics increases - the science of signs, the study of the effectiveness of which is important not only in theory but also for a number of practical problems (Mechkovskaya N.B., 2008: 265). New technologies of training are urged to significantly increase the speed of understanding, perception, and the acquisition by the huge array of knowledge (Salmina N.G., 1988: 288). We are witnessing the phenomenon - the gradual transition from a text civilization to a civilization of the image (V. Kolevatov). According to the "Concept of modernization of Russian education", "realization of the principle of cultural conformity of modern education is not possible without the guidance of students with a huge reservoir of graphic culture that will contribute to the mastery of verbal and non-verbal means of communication that allow for free communication in Russian, native and foreign languages ... The study of graphic language as a synergistic language that has its own semantic framework is necessary because it is the international language of communication".

Among the actual problems of teaching Russian as a foreign language can rightly be considered appeal to the literature, which is most evident philosophy of the Russian language, history, culture, traditions and customs of the Russian people. In modern methods of teaching RFL literary texts are considered as the means of forming the individual, provides insights into the diversity of linguistic forms, to comprehend the wealth of the target language. Work with the literary text promotes high level of knowledge of language and its understanding as cultural code (Plotnikov B.A., 1992: 39).

The teacher should look toward to form a complete image of the students of Russian literature, i.e. create the image of Russia, which will promote the most a positive motivation in the study of Russian literature and prepare them to adequate perception of vital values and reference points based on knowledge of national cultural stereotypes.

In the process of learning Russian to foreigners we used our author's method of graphic and symbolic analysis of the work of art that is based on semiotics, mnemonics, ergonomics (Petrova S.M., 2009: 185). The substantial part of our technique consists in depth study of the era, the personality of the writer, in the slow reading of a literary text. A special role is played by the new approaches to dictionary and phraseological work, where, in addition to supporting traditional and keywords so-called sign words that reveal the idea of the work are offered. Searching and finding of it's become result of search and research work of students, during which they are comprehended especially Russian language, its poetics and philosophy.

Using a process of learning Russian language for foreigners of our author's method has shown its efficiency and contributed to the development of communicative skills of students, more meaningful understanding of the national characteristics of works of Russian classics.

Reading a literary text becomes a stimulus to the development of cognitive activity. The researchers rightly believe that "each person has another image of the world – the self-sign in which the world is represented ... in the texts of literary works. Literature has special advantages for the study of national perception and transformation of the world. It has its own *peculiar logic*: it is becoming more *interactive*. Such interactivity is consonant with the nature of literature, which is based on the principle of a *global inter-text*, where there are plenty of options for experiencing and reading all the previous literary tradition (Denisova G.V., 2003: 167). The modality of the text's existence, its nature is changing thanks to the Internet. Today, in view of the science of the text are only verbal (word) signs, but the "*true reality of the text are also many non-verbal cues (numbers, symbols, pictures, graphics, etc.*") (B.A. Plotnikov, emphases by us- S.P.). Features of the national mentality (Malyshev V.N., 2009:153), the perception of Different Ethnic literature through art images have a profound emotional impact on the reader, introduces his to new reality.

It is time for the analysis of the literary text must be creative, using innovative technology, where semiotics would take its rightful place. To do this, it is important to understand the semiotics as "a method of treatment of signs (Mamardashvili M.K., Piatigorsky A.M.). Findings of scientists that "education must conform to the principles of the brain" are very important for the practical work (Kosilova M.F., 2006: 7), because the ability to process visual images related to the anatomical structure of the human brain (Berger A., 2005: 40).

The author's method of graphic and symbolic analysis of a literary text - is an attempt not only to understand the phenomena occurring in the modern educational process, but also to show how innovative educational technology can be applied not only to the training of future teachers of language and literature in the national region but also to teaching Russian to foreigners. At the heart of our author's graphic and symbolic methods of analysis of literary text is understanding the philosophy of the study period, in-depth knowledge of the history of creation, understanding the moral and ideological position of the author.

An important role in understanding the ideas of being studied text plays, not only use of modern means of visual expression, but also *new* approaches to phraseological dictionary-work, in which the semantic meaning are searching for *support* (tireh tyllar), *key* (tutah tyllar) and, most importantly, the *iconic* (belie tyllar) words that reflect the idea of the work of art.

The teaching process is organized on the basis of literary texts by immersing students in the concept sphere of Russian language and Russian literature. Working with the literary text reveals the linguistic, lingvostilistic, lingvocultural text features that form the "image of the Russian literary text", to define "the concept of a text."

Graphic symbolism of literary text is not an invention of the teacher or the students, and is derived from the text of art, mainly by finding keywords that lead to finding the "sign word", it creates the outline. This approach helps foreigners meaningful reading, studying, analyzing the text of art, develops visual memory, promotes the art of "seeing" the literary text in its compositional logic.

Russian literature was a reflection of the spiritual quest of writers of different eras and trends. Russia as a country of wandering and searching God's truth. Truth searching - the eternal traditional theme in Russian literature. Large foreign interest is work of the Great Russian writer, N.V. Gogol. Familiarity with the school program literary text of the writer's poem "Mertvie doushi (Dead Souls)" by introducing them to the hitherto unknown world of Russian reality, the first half of the XIX century. Use of our author's technique helps them to better understand not only the poem, but the specific of world of Russian literature. Not by chance, N.V. Gogol was called as the first "semiotic" writer of Russian literature. He has neither the image, the symbol (e.g. Sobakevich, Manilow, Plyushkin et al.). But it's better to enter foreigners into the world of Russian literature with an introduction to the era in which the writer lived, with the presentation of the phenomena that create the national color of the studied time. This is not only a "comprehensive commentary," which reflected the social and political (*the autocracy, the poll tax, census tales* etc.), historical and literary (*romanticism, critical realism, a poem in prose, irony*), individually-psychological (*frustration, ambition, hypocrisy*), attitudinal ("*darling*", "*crook*", "*dust*") language, but the dictionary table, which presents concepts that reflect the era of Gogol (*department chief, chief of police, policeman, cloak, etc.*), as well as the 14 steps of the social ladder, the conquest of which reflected the psychology of the characters of literary works of the time. Such chapters as "Gogol's Russia", "Gogol's literary masters", "Features of Romanticism as a literary movement," "National characteristics of Russian Romanticism," with reproductions of paintings and an appeal to the works of Russian artists are included in the work on the topic. Work on a literary text is preceded by an elaborate system of assignments, contributing to the development of oral coherent speech, vocabulary enrichment of foreigners, and the ability to construct sentences. With great interest, students learn the history of the poem "In the 1830 years in Russia there was a phenomenon that has caused great indignation among the people. Landowners to get land from the government did registry. They recorded their dead peasants as the living. Soon it became known to the king. And these landlords have tried. Alexander Sergeevich Pushkin wanted to write a novel about this phenomenon. But then he decided to give this story to Nikolai Gogol. When Gogol wrote several chapters and read them to Pushkin, Pushkin said, "God, how sad our Russia!" And Gogol decided to "show all Russia" in his novel.

Now about the *genre* of the novel. Although this *text* is written in *prose*, Gogol called it's as *poem*. There are many *thoughts of the writer* of Russian character, of the Russian language, the *role* of the writer in society, about Russia, about life, etc. These thoughts are called "*digression*". Gogol began to write a poem in 1836; in 1842 the first volume of poems was published.

Students complete the following tasks:

1. **Find highlighted words in the dictionary:** *history, create, poem, occur, a phenomenon, cause, outrage, people, the landowner, the government, the land, postscript, to die, a farmer, live, tell, novel, story, sad, decide, genre, literary work, prose, poem, reflection, writer, character, role, life, society, lyrical digression.*

2. Make sentences with the following words: 1830s, Russia, occur, a phenomenon, cause big outrage, people. The landlords, to get, government, land, do registry. They, write, their, to die, peasants, live. Soon, this, to become, known, the king. Such, landlords, to judge.

Alexander Sergeyevich Pushkin, want, to write, a novel, this, a phenomenon. But, then, to decide, to give, this, plot, Nikolai Gogol. When, Gogol, to write, a few, chapter, and read it, they, Pushkin, Pushkin said, "God, how sad, our, Russia!" Gogol, to decide, its, novel, "to show, the whole, Russia."

Now, a genre, novel. Although, literary work, to write, prose, Gogol, to call it, a poem. Here, many, thought, writer, Russian, character, Russian language, the role, writer, life, society, Russia, life etc. These, meditation, known as, a lyrical, retreat. Gogol, to start, writ, poem, 1836, 1842, year, issue, first, volume, the poem.

Reading the text of the poem, students are introduced to the style of the writer; enrich their vocabulary, improve oral connected speech. "Chapter 1. Chitchikov arrived to the city N. *The collegiate counselor* Pavel Ivanovich Chichikov *entered* the city in a beautiful *chaise*. He stayed at a *hotel* with his *servants*: Selifan *coachman* and *footman* Petrushka. According to Gogol, on the face of it was not "handsome, but not bad, not fat, but not thin, not old, but not young."

The city had *bad roads*, *stunted trees*. *Stone houses were painted yellow*. A *wood* – gray.

Chichikov decided *to visit the principal officials* of the city - *governor, prosecutor, police chief, architect* etc. The *owners* of city liked Chichikov, because it all praise, all flattered.

Chichikov *was invited* to the *party*. Here, *old men playing cards*. Young men danced with the ladies. Chichikov *met* many landlords - Manilow, Sobakevich, Nozdrev et all. All were invited Chichikov to his guests.

The task.

1. Found selected words of the text in the dictionary: *collegiate counselor, enter, the chaise. The hotel, a servant, a footman. Bad, road, stunted, wood. Stone, paint, yellow paint. Wooden - gray. Visit the main, the official, governor, prosecutor, police chief, architect. The owner, to catch the fancy, gives praise, all, flattering. Invite, a party. The elderly, devil's books, dating. Guest.*

2. Make sentences with the words: The collegiate counselor Pavel Ivanovich Chichikov, to enter, the city, a nice chaise. He, to stay, hotels, own, servants: Selifan coachman, the footman Petrushka. According to Gogol, on the face of it was not "handsome, but not bad, not fat, but not thin, not old, but not young."

City, to be, bad roads, stunted, trees. Stone, houses, to be, to paint, yellow paint. And wood - gray paint.

Chichikov, to decide, to visit, the chief, the officials, the city governor, prosecutor, police chief, architect etc. Owners, the city, Chichikov, to catch the fancy, he, all praise, all flattering.

Chichikov, to invite, party. Elderly, men, to play, devil's books. A young, men, to dance, ladies. Chichikov, to meet, many, landlords, - Manilow, Sobakevich, Nosedrev et all. All, become, invite, Chichikov, himself, guests.

Experience has shown that students with great interest acquainted with the material, expand their understanding of Russian literature, improved oral skills of connected speech produced by the lessons of Russian language, learned the "the soul of Russian literature" through its characters.

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