

УДК 811.161.1  
doi 10.24411/2221-0458-2019-10001

## **ОПЫТ ОТБОРА УЧЕБНОГО МАТЕРИАЛА ПО РУССКОМУ ЯЗЫКУ ДЛЯ СТУДЕНТОВ-ИНОСТРАНЦЕВ**

*Томилова Т.П.*

*Тувинский государственный университет, г. Кызыл*

## **EXPERIENCE ON SELECTING EDUCATIONAL MATERIALS IN THE RUSSIAN LANGUAGE IN FOREIGN STUDENTS TEACHING**

*Tomilova T.P.*

*Tuvan State University, Kyzyl*

В данной статье автор делится опытом подбора одного из основных средств обучения в иностранной аудитории – дидактического материала. По мнению автора, работа по его подбору должна основываться на том, что речевая деятельность осуществляется во взаимодействии фонетических, лексических, грамматических составляющих. Важным моментом является соблюдение принципа непрерывности, который реализуется в преемственности подачи материала. Распределённость тем подачи материала, по мнению автора, должна быть обусловлена принципом систематичности. При обучении правильному произношению при работе с артикулемами (показ артикуляции звука, сравнение артикуляций звуков), при работе с позиционными звуками, навыками модулирования тембра русской речи автор руководствовался принципом деятельности, деятельностного подхода и ориентировался на творческое начало студентов (принцип творчества). Автор считает, что весьма важно добиться активности студентов, в том числе самостоятельной активной деятельности и тем самым реализовать принцип сознательности и активности. Лексический материал должен отбираться с учётом возможности осознания лексических значений слов не только как словарной единицы, но и в определённом контексте. Подбирая дидактический материал с учётом внимания к материи языка, следуя принципу понимания языковых значений, реализуя принцип оценки выразительности речи, принцип развития чувства языка, уделяя первостепенное значение развитию устной речи, опираясь на коммуникативный принцип, соблюдая общедидактические принципы, можно достичь определённых успехов в обучении студентов-иностранцев.

Ключевые слова: средства обучения, иностранная аудитория, развитие речи.

In this article, the author shares the experience of selecting one of the main means of training of foreign students - didactic materials. According to the author, the work on selecting didactic materials should be based on the fact that speech activity is carried out in the interaction of phonetic, lexical, grammatical components. The important point is the adherence to the principle of continuity, which is implemented in the continuity or succession of the material feed. The author considers that the presented themes should be distributed due to the principle of systematicity. Teaching correct pronunciation when working with articulations (showing articulation of sound,

comparing articulations of sounds) and positional sounds, modulating the timbre of Russian speech, the author was guided by the principle of activity, activity approach and focused on students' creativity (principle of creativity). The author believes that it is very important to achieve the involvement of students, including independent active work and thereby implement the principle of consciousness and activity. The lexical material should be selected due to the possibility of understanding the lexical meanings of words not only as a dictionary unit, but also in a certain context. Taking into account the matter of the language, the principle of understanding linguistic meanings, the principle of speech expressiveness, the principle of developing a sense of language, giving primary importance to the development of oral speech and the communicative principle, observing general didactic principles when selecting didactic materials, one can achieve certain success in teaching foreign students.

Keywords: means of teaching, foreign students, speech development.

When working with foreign students at the preparatory department whose future specialty was not of the Humanities, we set a goal to make practical learning of the language as intensive as possible in order to develop speech. To achieve it, we selected the necessary minimum of material on the theory of language, necessary for the practical development of the language, and practical material – speech samples. As S.G. Il'enko noted, “пафос развития речи определяется прежде всего приведением в акте речи во взаимодействие единиц разных уровней языковой системы фонетической, лексической, словообразовательной, морфологической и синтаксической = the pathos of speech development is primarily determined by interaction of different level units of the phonetic, lexical, word-formative, morphological and syntactic language system” [1: 4]. The work with practical material required analysis of phonetic, lexical and grammatical components, as well as adherence to the principle of continuity which consisted both in the continuity of the didactic material presentation and in the continuity of the use

of methodological techniques. It is important to note that the continuity, the sequence of the material presentation, the distribution of topics were due to the principle of systematicity (systematic approach to training).

When teaching correct pronunciation, the effective method was to show the articulation of sounds. In addition to that, we used images of English sound articulation. Then we introduced the articulation of Russian sound. We compared and contrasted difficult Russian sounds with each other and with the sounds of the English language. The habit of observing the articulation of sounds, comparing and contrasting the work of the speech organs produced good results.

The selection of educational material on phonetics was presented both empirically and through the introduction of terms: the sound of speech, letter, vowel, consonant, syllable, stress, unstressed, voiceless, voiced, hard, soft, fricative, separating ь and ъ. At the first stage of study, didactic material related to the reduction of unstressed vowels, with rules of voicing and devoicing, was presented empirically. At the second stage of study,

speech material was aimed at distinguishing between strong and weak positions. And since the positional changes of sounds allow us to establish the morphological criterion, the same morpheme was present in the material, but in different speech talk spurts. The selection of such material did not cause any difficulties, since the author of this article is a professional speech therapist and has a huge didactic material for the development of pronunciation skills and enrichment of speech. If native speakers pronounce the stressed and unstressed syllables intuitively, then foreigners need to develop ability to feel the stress in the word with the help of exercises in which the difference in the pronunciation of stressed and unstressed syllables is obvious. At the third stage of training, the focus was on developing the elements of intonation. Conducting was used to develop speech tempo. After three-time choral reading under the guidance of a teacher, one of the students conducted the study. Texts were read very slowly, slowly, at an average pace, quickly, very quickly. Such work was carried out throughout the year. Voice strength was developed on the basis of imitative exercises. To develop the skills of expressive reading, we suggested watching cartoons and listening to tape recordings. The initial skill of modulating the Russian language timbre was formed through imitation. When carrying out this kind of work, we were guided by the principle of activity, the activity approach, and focused on creative activity of students (the principle of creativity). A very important point for us was the activity of students, including independent active work (the principle of consciousness and activity). The teacher's emotionality, the use of music,

audiovisual means, elements of competition, encouragement, etc., helped us to stimulate activity.

Didactic material on vocabulary was selected taking into account the possibility of understanding the lexical meanings of words not only as vocabulary units, but also in a specific context. Special attention was given to terms: word, word meaning, polysemantic word, synonym, antonym. Ways to explain the word meaning were use of visual aids, the selection of synonyms, translation. The definitions that we used to explain the terms were taken from textbooks for elementary school. For example, synonyms are words that mean the same thing, but in different ways. Synonymous lines were given in three styles (neutral, book, and conversational). However, priority was given to textual synonyms. 40 tests were selected for the academic year, starting with mini-tests (20-30 words) and ending with texts up to 250 words. 400 words in constant use were suggested for active learning. Over a thousand words were presented in textual unities. The exercises contained interesting and diverse material containing an exact nomination. A set of new vocabulary and its revision took place purposefully also in the classes of other teachers and spontaneously in extracurricular activities, during cultural events, in everyday situations. At the initial stage of training, we took monosemantic words that were not stylistically marked. Monosemantic words were combined on the themes "Furniture", "Household Appliances", "Flowers", "Trees", "Berries", "Mushrooms", "Fruits", "Vegetables", "Animals of Africa", "Animals of the North", "Birds", "Pets", "Wild animals", "Dishes", "Food", "Clothing",

“Shoes”, “Shop”, “Hospital”, “Summer”, “Winter”, “Spring”, “Autumn”, “Time”, “Man”, “Nationality”, “Color”, “Insects”. The words of these lexical sets were studied during the first semester. When working, we took into account that the synonymous possibilities of monosemantic words of different lexical sets are not the same that is connected with the logical and subject content of these words. The work with synonyms allowed in some way to implement the principle of variation. Polysemantic words were demonstrated by using visual aids (paint brush - малярная кисть, bunch of grapes - кисть винограда, hand - кисть руки). Visibility principle caused a specific image which facilitated to memorize words.

The word is not only a lexical, but also a morphological unit, it is a part of speech that has grammatical forms. Mastering the grammatical forms of the Russian language for English-speaking foreigners presents great difficulties. In English there are almost no changes in cases and no grammatical category of the genus. In English it is enough to add S in order to put a noun in the plural. But it is problematic, or rather impossible, to master the Russian language without understanding its grammatical forms. Therefore, it was important to choose didactic material in such a way that there would be an awareness of the logical meaning of grammatical forms. It is very important in this case to observe the principle of gradual increase of requirements. Any grammatical form can be understood only by relating it to the phenomena of extralinguistic reality. The use of grammatical forms in speech is the realization of the principle of understanding linguistic meanings, the

principle of developing a sense of language. When working at the meaning of prefixes and suffixes, we used, first, separate words, then texts illustrating their use.

We represented grammatical forms in texts. A specific word with a specific lexical meaning becomes a component of a sentence, takes a syntactic position and detects a combination of links. We worked at the phenomena of a logical series without introducing terminology: the students assimilated the forms for designating predicative relations, assimilated the relations of place, time, cause, object, attribute, person and ways of expressing them.

A sufficiently large part of the material for mastering grammatical relations was illustrated texts which made it possible to understand the meaning of functional words. Let us cite as an example of such material a poem by Yevgeny Panasova “We learn prepositions”, in each line of which there is a preposition. Perfectly executed illustrations by artists S. Stenin and S. Malysheva did not allow students to misinterpret the meaning of the prepositions.

In general, the work was multidimensional, complex and was aimed at implementing the idea that “успех развития речи, предполагающий приведение во взаимодействие единиц разных уровней языка, во многом предопределяется тем, какое внимание при обучении уделяется слову, мыслимому, однако, не только в качестве лексической единицы, но лексико-грамматической единицы, обладающей определёнными синтагматическими связями и синтаксическими функциями = the success of speech development, involving interaction of different level units of language, is largely predetermined by

how much attention is paid to the word that is conceivable not only as a lexical unit, but also as a lexical and grammatical one with certain syntagmatic connections and syntactic functions” [1: 9]

Following the principle of communicative language teaching, we lined up a course on practical grammar, theoretical information about the language was presented as sketchy data. According to V.P. Bepal’ko, the goal of teaching foreign students in a higher education institution is to form their communicative competence, that is, to recruit and implement speech behavior programs, depending on the person’s ability to navigate in a communication setting [2]. As a result of training, we have formed the ability to use phonetic, grammatical, lexical and grammatical material of the Russian language practical course in oral speech. In our opinion, the stability of grammatical skills allows expanding the introduction of new lexical material and using it in a new speech situation, “что само по себе уже создаёт положительную мотивацию для порождения самостоятельных высказываний на уровне как диалогической, так и монологической речи = which in itself already creates a positive motivation for generating independent statements at the level of both dialogical and monologue speech” [3: 289-290]

By the end of the school year, students could navigate the speech situation easily, initiate a dialogue on standard models and direct it, organize and play situations, monitor the adequacy of the dialogue partner’s speech reactions; build monologue statements of different types (narration, description,

reasoning) without leading questions, understand the language of mass media (radio, television, cinema). They could keep up a conversation on everyday, cultural, professional, and socio-political topics at a pace that is common to colloquial speech. The presentation of didactic material in the form of didactic games allowed to increase the level of communicative skills formation, to become more relaxed in communication. One of the conditions for the development of a student’s speech and communication skills in a class was to create an atmosphere of trust and openness in the audience. We would call it adhering to the principle of psychological comfort. It is difficult to achieve the final result without creating a friendly atmosphere and cooperation with students.

We shared the experience of selecting one of the main teaching tools - didactic material - in this article. We selected didactic material paying attention to the language substance, following the principle of linguistic meaning understanding, implementing the principle of evaluating speech expressiveness, the principle of developing a sense of language, giving primary importance to the development of oral speech, relying on the communicative principle, respecting common didactic principles, notably principle of systematicity (systematic approach to training), the principle of consciousness and activity, visibility, accessibility, gradual increase in requirements, thus we were able to achieve some success in teaching foreign students. To achieve it, we also used the principles of activity, continuity, variability, creativity and the creation of psychological comfort.

Библиографический список

1. Iliencko S.G. Izucheniye slova i problemy razvitiya rechi. Slovo kak predmet izucheniya [Study of a word and Speech Development Problems. A word as a subject of study]. Leningrad, LGPI Publ., 1977. Pp. 3-9.
2. Bepalko V.P. Slagayemiye pedagogicheskoi tekhnologii [Components of pedagogical technologies]. Moscow, Pedagogika Jurnal, 1989. 190 p.
3. Tomilova T.P. Razvitiye russkoi rechi u inostrannykh slushatelei pri izuchenii grammatiki. Psikhodidaktika vysshego i srednego obrazovaniya: materialy odinnadtsatoi mezhdunarodnoi nauchno-prakticheskoi konferentsii, Barnaul, 12-14 aprelya, 2016 g. [The Russian speech development in learning Russian grammar by foreigners. Psychodidactics of higher

and secondary education: materials of the 11th International scientific practical conference, Barnaul, 12-14 April, 2016]. Barnaul, AltGPU Publ., 2016. Pp. 288-290.

References

4. Ильенко С.Г. Изучение слова и проблемы развития речи / С.Г. Ильенко // Слово как предмет изучения. Ленинград: ЛГПИ, 1977. С. 3-9.
5. Беспалько В.П. Слагаемые педагогической технологии / В.П. Беспалько. Москва, Педагогика, 1989. 190 с.
6. Томилова Т.П. Развитие русской речи у иностранных слушателей при изучении грамматики// Психодидактика высшего и среднего образования: материалы одиннадцатой международной научно-практической конференции, Барнаул, 12-14 апреля, 2016 г. Барнаул: Алт-ГПУ, 2016. С. 288-290.

**Томилова Татьяна Павловна**, кандидат филологических наук, доцент кафедры кафедры теории и методики языкового образования и логопедии Тувинского государственного университета. E-mail:tomilova.tatyana@list.ru

**Tatyana Tomilova**, Candidate of Philological Sciences, Associate Professor at the Department of Theory and Methods of Language Education and Speech Therapy, Tuvan State University, e-mail: tomilova.tatyana@list.ru

Дата поступления статьи в редакцию 07.06.19