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METHODOLOGICAL APPROACHES TO TEACHING RUSSIAN TO CHINESE STUDENTS (LIMITS OF PERMISSIBLE)

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Introduction

Learning Russian in China has been considered prestigious for several centuries. It was taught at a secondary school. In the modern period – from grades VII to X. From this first stage, the threads stretched to higher education. For a long time and to this day it has been distributed at universities in Beijing, Heilundzyansk and other cities of the country.

It is significant that experienced teachers and the leadership of relevant organizations looked at this subject widely, especially in humanitarian universities. Namely, if possible, we tried to cover several significant areas: practical, general educational at the same time. In our opinion, they correctly assumed that in such a multifaceted way, an exact guideline is set for the fulfillment of important learning goals. That is why it is so relevant today (especially at the beginning of the third decade of the XXI century) to raise the question of various methodological approaches to teaching the Russian language among the national contingent of students. In addition, it is clear that by analyzing this question, we are simultaneously creating an additional incentive to study in general.

1. Methodological approaches in language learning

We see one of the first well-thought-out methodological approaches in the gradual but steady expansion of textual segments of speech. It is quite obvious that, compared with school, the university curriculum in the Russian language naturally becomes more complicated. Therefore, at the first stage of training, Chinese teachers primarily focus on small-volume texts. The practice of working at these universities in China has shown that small annotated scenes from fiction are most suitable for reading and better memorizing the text. Initially, excerpts from compositions of “small genres” are listened to. These are mostly short stories, novellas. Small texts read by teachers, followed by students in the first year, facilitate familiarization with individual sections of the Russian language. In addition, it allows students to get to know modern Russian life, culture and traditions better. Consequently, the texts, on the one hand, have a linguistic and regional connotation. On the other hand, they are gradually saturated with new content, enriched, which gives them not only a popular-cognitive, but also a scientific character.

It is impractical to differentiate a small volume of texts by subject, since the material contained in them is more often of a fragmented nature. As a rule, there is no logical

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connection between individual episodes. Strictly speaking, such a goal is not set by teachers; the main thing is to teach students the correct pronunciation and simultaneously understand and fix in memory the meaning of individual phrases and expressions. The essential point in this case is the division of the learning process into separate stages. There is no way to force events, everything should happen gradually.

2. The role of texts and the distribution of topics

At the next stage of training, with the organic complication of texts, it is already possible to group them into separate topics. The priority is set by the teacher, and most often it is given to local history, ethnography or some scientific publications, disciplines, organizations. Let's say: "Our University", "Cities", "Capital of China", "Family", "Russian Expanses", "People of Chinese nationality", "Brief biography of the Russian people" and others. In theory, there may be many of them, but from the moment they are distributed over the courses, an equally significant question arises about the limits of what is permissible. As will follow from the further discussions in our article, we are talking about both the preservation of ethics (an important additional nuance, especially for modern Chinese youth) and the transfer of scientific knowledge in the Russian language. Let's explain. The initial training (I and II courses) involves reading texts, which are mainly introductory in nature. Therefore, the lexical minimum is more often limited to 700-800 words. These are the lower and upper boundaries of the lexicon. From our point of view, a significant increase or decrease in this number of hours is unacceptable, since in the first case the requirements will be reduced, and the curriculum will be elementary not fulfilled. In the second case, in all likelihood, only a part of the students will be able to answer correctly, and it will become problematic to remember and reproduce in the future even for individual students. So excesses in this direction are fraught with inhibition of the process of teaching Russian as foreign language (RAF). It is characteristic that at the first stage of training, as a rule, there are more texts of popular, maximally adapted, than scientific purpose. Further, at the advanced and final stage of training, in accordance with the requirements of the curriculum for Chinese universities, about 400 hours are allocated to Russian language classes in the III-IV courses, and the volume of words increases accordingly to a thousand.

The question of the limits of acceptable vocabulary is so important that it often becomes the subject of discussion both in monographs and in modern print. For example, in one of the articles by Dmitry Kreventsov, Alice Vyushkina and Ksenia Ogareva, we read: "In schools and universities of foreign countries, in science, in various public spheres, including the study of foreign languages, a specialized methodology called "Tests on the Montreal Cognitive Scale" has recently been very actively promoted and applied locally. Its essence lies in the assessment of the speed of reaction to memory and thinking. Namely, foreigners studying in schools and universities are invited to memorize a certain number of words and expressions selected in advance by teachers, but to reproduce (answer them) them not immediately, but after completing some intermediate tasks. Then it is also recommended to solve problems, exercises, name words for certain letters, etc. The maximum number of points provided for this test is thirty. The average is twenty-five to twenty-six. But less than twenty-five is already considered a cognitive impairment" [3, p. 6].

3. Regulatory requirements

It is significant that there are many such standards, where the boundaries of what is permissible in the teaching methodology of the Russian language are established, which are not recommended to cross. Thus, according to the testimony of the Azerbaijani

methodologist E.G. Asimov, Chinese students should be taught certain norms of the Russian language. Summing up his opinion, in the abstract order, we will give the most significant, from our point of view, regulatory requirements.

Upon graduation, foreign students should be able to pronounce Russian words correctly, read texts of various volumes freely aloud. At the same time, it is essential if they begin to rely on the vocabulary already known to them from early training courses. Further, it is important that students read freely using the materials of explanatory dictionaries.

At the same time, the limits of what is permissible orient teachers to ensure that in subsequent courses students are gradually obliged to get rid of the mechanical repetition of identical words. A purely psychological moment comes into play, figuratively speaking. For example, if a native speaker repeats the same text many times (as, say, when presenting in high school), then this fills him with a grudge. The situation is different with bilingualism. In this way, a foreign student can more easily remember both individual words, expressions, and even whole phrases. Most often, students do not care about a small vocabulary. The main thing, in their opinion, is the shortest ways to remember. However, it is clear to the teacher that students follow the path of least resistance, rather than consciously perceive texts. The teacher must first of all make sure himself that he is in control of the situation.

So, according to the calculations of the Azerbaijani methodist theorist, it turns out that three or four percent of words previously unknown to Chinese students should be present in the text. In turn, the reading speed is limited to forty-forty-five words per minute [1, p. 51]. Based on personal experience, we will add for E.G.Asimov: only a very slight deviation is permissible; otherwise, persistent forcing of events can lead to a negative result when relatively rarely spoken Russian words are erased from memory.

We regret to state that some questions of the methodology of teaching RAF still remain unanswered. Among them, the most acute and problematic are those in which there is still no absolute clarity in deviations from the norm. It is easier to say: what is the minimum required knowledge that Chinese students must firmly memorize, depending on the course of study of the Russian language.

4. The Cultural Revolution in China

It turns out that the turn of the XX-XXI centuries makes its own adjustments to this issue. Although the “cultural revolution” in China is already far removed from our days, nevertheless, its relapses are still sometimes felt. So, achievements in the area of interest to us sometimes quite inappropriately alternate with shortcomings. So, from the height of the past two or three decades in the XXI century, both positive and negative sides of traditional forms of teaching methods of RAF in China were noted. Unfortunately, practice shows that sometimes positive and negative are in an undesirable balance. This state of affairs is partly due to the fact that the authors of some textbooks published in China in recent years, unfortunately, are not aimed at improving the level of communication skills, but rather at maximally adapted texts with the extraction of brief information from them. But not always such texts become the alpha and omega of learning.

Of course, it would be unfair to say that modern methodist theorists do not struggle with these factors. So, the famous Chinese scientist Zheng Fuk pointed out the following three factors, which an experienced Chinese Russian teacher has no right to allow in his work. This is first of all:

A). Prevention of unauthorized RAF training in the absence of appropriate conditions in the Chinese classroom;

B). Opposition to the fragmentary nature of learning, because otherwise there is an

involuntary gap in the study of individual sections of Russian linguistics;

C). (Zheng Fuk pays special attention to this point among the above). Namely, the scientist opposes the mechanistic extraction of information from sections of Russian text of various volumes, since this is “a purely formal approach to teaching RAF, and it, of course, cannot contribute to success” [4, p.77-78].

Of course, it is wrong to consider these three points as a panacea for different methodological approaches. The proposed is only one of the small fragments of the linguistic picture of the world. But these requirements (even in such a purely private form) are objectively important. What can be extracted from this information? Symptomatically supplementing item No.1, one should speak, write and promote purposeful teaching of the Russian language among Chinese students. In other words, to authorize the whole process so that it is not allowed to take its course. This point is logically connected with the second one, because it prohibits the broken nature of training. It is unacceptable to teach Russian as a non-native language, involuntarily singling out from each section (phonetics, grammar, stylistics, vocabulary, punctuation, syntax) separate information that will be extremely difficult to put together later. Students will simply forget the original material due to the artificially created long time distance. This point, in turn, is consistent with the third and is rightly highlighted by Zheng Fuk, since he clearly outlines the boundaries of what is permissible. Moreover, the scientist calls the lack of attention to it a formal methodological approach to teaching RCT in a Chinese audience.

Finally, by associatively connecting all three points, one can be sure that the author did not speak out due to the lack of setting the next goal as such. We are convinced that they contain a very important methodological recommendation. A guideline is taken for one of the priority directions of teaching a foreign language: an alternative strategy for the successful formation of communicative competence. Moreover, it was conceived not as a residual, a kind of addition to other items of the general education program, but as its main link. Moreover, this theoretical position is developing, supplementing the course of the educational process in the Russian language with the necessary linguistic information.

Speaking about the boundaries of the permissible and unreal, it should be remembered that the initial course of teaching Russian to students from China gives only the first impetus to the development of communicative skills. Their further “growth” and improvement depend on the professional skills of teachers, on the one hand, the creative potentials and efforts of the students themselves, on the other. So, advanced course (3 and 4 years of study at the university) according to its norms and requirements, it is clearly not comparable with the initial stage. Here a different goal is already being set: an installation is being given for a more thorough mastery of the specialty of a Russian in the future. Consequently, the limits of what is permissible are shifted in a certain way. For example, the proposed dialogues, which the student continues for the author, become more complicated; the teacher advises a group of students and individually to be transported to another time and space by the power of imagination. At the advanced stage, more attention is also paid to professional, socio-political, educational and socio-cultural spheres. At the forefront is the work on the text, mainly artistic. Teachers and the leadership of leading Chinese universities are particularly concerned about this issue these days.

A dilemma arises: what should be temporarily left out of the previously learned, replacing them with more productive methodological approaches to teaching RAFs? What should be partially discarded as a passed stage, as opposed to bringing new knowledge to the fore? A well-known methodologist with a long experience among foreign students, L.E.Alekseeva believes that “... in the third and fourth year of studying the Russian language, it is unacceptable to limit oneself to memorizing common phrases in

which the same words are repeated. Firstly, it is necessary to significantly expand students' knowledge on the use of different parts of speech in dialogues. Secondly, it is necessary to study in more depth the meanings of each of the lexemes, which are subsequently successively formed into sentences" [2, p. 57].

In what way is it more convenient to achieve this without violating the limits of what is permissible? In our opinion, it is necessary, objectively assessing the immense possibilities of text analysis, to narrow this issue down to considering the methodological aspect of working on words separately. To do this, several conditions must be met:

- Maintain consistency in the process of learning new material, more precisely, new vocabulary. It seems that it is more expedient to differentiate the input material by topic separately, taking into account the communication situation;

- Remember that individual words that the teacher intentionally extracts from the text being studied are subject to different methods of semantics;

- A system of tasks and exercises with vocabulary adapted for Chinese students should be introduced in order to further consolidate the material covered.

- To check the clarity of pronunciation and literacy of the use of the vocabulary selected by the teacher.

Conclusions

We believe that for the issue analyzed in this article, the fulfillment of these conditions will help to increase the level of competence of students. So, we can also talk about a good preparation of a future Russian teacher for his successful professional activity. But for this purpose it is not cost-effective to limit your knowledge of the Russian language only to the replenishment of the lexicon, even taking into account the increased attention to each word, as L.E. Alekseeva correctly suggests doing. That's not enough. Therefore, we will add: for accelerated learning of the basics of the Russian language, Chinese students need to gradually master certain sections of textbooks on the program of the last years of graduation in Russia and at home. In addition, it is advisable to additionally familiarize yourself (at least in the most general terms) with related disciplines. For example, psychology, psycholinguistics, history, didactics, literature, philosophy, regional studies, etc.

If Chinese students master the sum of this knowledge (of course, within certain limits) at least at an amateur level, then in the end this will necessarily affect the course of the lesson, when working with new linguistic material, on its consolidation when selecting texts or exercises. Finally, it is clear that today's well-prepared linguistically and generally scientifically student is a future specialist in literature. In turn, one of the responsible tasks of teachers of our time is the organization of such learning activities of students, which is available for professional management.

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Резюме

Фань Цзяхао

*Методические подходы к обучению русскому языку китайских студентов
(границы допустимого)*

Представленная статья представляет собой определённый интерес. Отметим, что на избранную тему есть немало критической литературы. Ее авторами в разные годы (в основном на рубеже XX-XXI веков) чаще всего были китайские и русские учёные-методисты. Свою скромную лепту внесли и некоторые азербайджанские учёные. Между тем в, казалось бы, хрестоматийную проблему методических подходов к обучению РКИ автор сумел внести нюансы, и статья в целом и общем приобрела как строго научный, так и познавательный характер. А именно: вкратце установлены границы допустимого в традиционной и новейшей методике. Приведённые в работе мнения современных русских, азербайджанских и китайских теоретиков-методистов дают ясное основание считать, что в анализируемом вопросе далеко не все точки расставлены над I. Поэтому автор статьи комментирует суждения учёных, органично дополняя их и тем самым высказывая собственную точку зрения на предмет исследования. Его суть состоит в том, чтобы показать, что следует из традиционных методических путей или приёмов взять на вооружение в наши дни, с одной стороны, и какие формы устарели – с другой. Первое – закрепить, развить и усовершенствовать; второе – отбросить. Установление пределов допустимого позволит педагогам в китайской аудитории улучшить и ускорить процесс обучения иностранных студентов русскому языку. Очень интересные тематические параллели вскрываются при внимании к отдельным нюансам преподавания РКИ для китайских студентов, связанных с фонетикой. В китайском языке много сонорных и дифтонгов, отдалённо напоминающих английские. Отсюда, к примеру, наиболее распространены имена «Ло», «Лоу», «Теон», «Пеон». С задненёбными используются такие имена, как «Фан», «Фын», «Кын» и т.д. Но у студентов с шипящими дело обстоит сложнее: они с заметно большим трудом произносят звуки «ш», «ж», «щ», мягкое «ч», твёрдое «ц».

Ключевые слова: русский язык, китайская аудитория, современный период, методика, популяризация языка, курс обучения, этапы

Xülasə

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*Çinli tələbələrə rus dilinin tədrisində metodoloji yanaşmalar
(mümkün olan hədlər)*

Təqdim olunan məqalə rus dilinin tədrisi metodikasına həsr olunmuşdur. Qeyd edək ki, seçilmiş mövzu ilə bağlı çoxlu tənqidi ədəbiyyat mövcuddur. Rus dilinin Çinli tələbələr tərəfindən öyrənilməsi məsələlərinə bir çox Avropa və Çin müəlliflərinin əsərlərində toxunulmuşdur. Buraya, əsasən, XX-XXI əsrlərin başlanğıcında olan araşdırmaları aid etmək olar. Bir neçə Azərbaycan alimi bu məsələ ilə bağlı öz töhfəsini vermişdir. Bütün bunların hamısı məqalədə geniş şərh olunmuşdur. Qeyd etmək olar ki, müəllif rus dilinin əcnəbi dil kimi tədrisinə metodoloji yanaşmaların dərslik probleminə nüansları qeyd edə bilmişdir və məqalə bütövlükdə həm ciddi elmi, həm də idrak xarakteri daşıyır. Məqalədə ənənəvi və ən yeni metodologiyada mümkün ola bilən sərhədlər qısa şəkildə müəyyən edilmişdir. Müasir rus, Azərbaycan və Çin metodist nəzəriyyəçilərinin əsərdəki fikirləri əsas verir ki, təhlil olunan məsələdə hər şeyə tam aydınlıq gətirilsin. Buna görə də, məqalə müəllifi alimlərin mühakimələrini şərh edir, onları üzvi şəkildə tamamlayır və bununla da tədqiqat mövzusunə öz baxışlarını ifadə edir. Onun mahiyyəti bir tərəfdən bu gün ənənəvi metodoloji yollardan və ya texnikalardan nələrin götürülməsini, digər tərəfdən hansı formaların köhnəliyini göstərməkdir. Birincisini – möhkəmləndirmək, inkişaf etdirmək; ikincisini – kənara qoymaqdır. Mümkün olan hədlərin müəyyənləşdirilməsi Çin auditoriyasındakı müəllimlərə tələbələrin rus dilinin tədrisi prosesini yaxşılaşdırmağa və sürətləndirməyə imkan verəcəkdir. Çin tələbələrinə fonetika ilə bağlı RXX tədrisinin müəyyən nüanslarına diqqət yetirdikdə çox maraqlı tematik paralellər aşkar edilir. Çin

dilində ingilis dilini qeyri-müəyyən şəkildə xatırladan bir çox sonor və diftong vardır. Beləliklə, məsələn, ən çox yayılmış adlar “Lo”, “Low”, “Theon”, “Peon”dur. Damaqarxası səs “Fan”, “Fyn”, “Kyn” və s. kimi səslər istifadə olunur. Onlar üçün cingilti-kar qarşılığı korrelyasiya etmək, “i” və “s” səslərini fərqləndirmək çətindir.

Açar sözlər: rus dili, Çin auditoriyası, müasir dövr, metodologiya, dilin populyarlaşdırılması, təlim kursu, mərhələlər

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