



**Actual problems of teaching russian language as the language of the specialty of
foreign students**

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**Actual problems of teaching russian language as the language of the specialty of foreign
students**

Anna A. Erofeeva¹, Zulfiya F. Yusupova¹

**1 Kazan Federal University, Leo Tolstoy Institute of Philology and Intercultural
Communication, info@ores.su**

Abstract

The article explores the problems and causes of their occurrence in foreign students who graduated pre-university training. The article suggests possible effective methods for preventing future students from problems in the first years of study at the university. For writing this work, such methods of research, as observation, analysis and generalization were used. The article examines the learning situations in the teaching of the Russian language, as well as in vocational subjects at the stage of pre-university training, during which problems of foreign students arise that impede successful study at the university. The work examines the methodological point of view of the teachers mistakes, identified by the author based on monitoring the method of working with foreign students in the preparatory department. Classes in vocational subjects, where attention is focused on the method of submitting educational material, are of particular interest. The author of this article believes that the methods of vocational subjects should also be developed in accordance with the principle of taking into account the contingent of foreign students. This approach will help students to understand better the language of the vocational subject, and the teacher to understand and eliminate the possible cause of failures, during the learning of the vocational subject in Russian. The teacher should take into account the fact that foreign students are taught in a foreign language. We believe that this study can make a certain contribution to the field of teaching methods for vocational subjects at the stage of pre-university training of foreign students and can be taken into account when working with this contingent of students.

Keywords: Russian as a foreign language, vocational subjects, vocationally orientated methods, professional communicative competence, foreign students, and preparatory department.



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INTRODUCTION

It should be noted that currently almost every university of philological and non-philological specialties has a preparatory department, where Russian is taught as a foreign language, and foreign students are trained in vocational subjects in Russian.

Nowadays, modern methodologists in the field of Russian as a foreign language offer the most effective methods of teaching the Russian language, as well as the language of the specialty in the course of classes with foreign students.

Despite the wide variety of scientific studies devoted to different aspects of teaching Russian to foreigners, problems are encountered in graduates of preparatory departments during the period of study at 1-2 courses in a university. Arguing about the need to study the methods of teaching the language of the specialty, G.A. Pimenova and N.N. Speranskaya note, 'in the process of teaching the language of the specialty, including when working on special texts, the Russian teacher is faced with the need for semantization of terminological vocabulary. At the same time, terminological units enter into a variety of paradigmatic, syntagmatic relations in the text itself, in the terminology of this science, and can also have ambiguous semantic relations with the corresponding lexical formatives of the common language, with the terminology of other sciences' [1, 26].

Such scientists as V.G. Kostomarov, E.M. Vereshchagin, G.A. Vishnyakova, S.P. Kurganova, O.D. Mitrofanova, E.I. Motina, and many others brought significant contribution to the study of the problem of teaching the Russian language, as well as the language of the specialty, to students-non-philologists.

One of the topical issues remains the competence approach to the training of vocational subjects at the stage of pre-university training in a foreign-speaking country.

The purpose of our article is to address the problem of teaching of vocational subjects, in particular, chemistry, physics, mathematics and other exact sciences; to try to identify the reasons for the difficulties encountered by foreign students in 1-2 courses in Russian universities, and also to give some recommendations for more effective training of foreign students in the preparatory department.

Undoubtedly, foreign students should be trained in language not only in vocational subject classes, but also in Russian language classes. Students should select texts based on the language of their future specialty, make assignments for the consolidation of the passed terminology. 'The study of special vocabulary in the aspect of teaching the Russian language as a foreign language should be conducted with reliance on ready-made lexemes existing in the general literary language, word-



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building and syntactic models that served as a basis for the nomination of special concepts' [2, 110]. The purpose of pre-university training of foreign students is to form their professional communicative competence, i.e. to develop skills for free communication and adequate perception of educational material in the language of the specialty.

It is interesting to note the fact that foreign students after the end of the preparatory department encounter difficulties in understanding the lecture material on special subjects. Often, this problem is that at the stage of pre-university training, the training of foreign students is isolated from the speakers of the language being studied, and secondly, during the year of pre-university training foreigners get used to the slow pace of speech, as well as the adapted language during the classes, thirdly, after the end of the preparatory department, foreigners are completely immersed in the language learning environment, which does not take into account the national psychological characteristics of the foreign contingent, where the training system university cardinally differs from the system of vocational education in the home country of foreign students. 'The development of the skills to choose and organize correctly language means in accordance with the situation of communication, the communicative task and the genre of utterance (oral or written) is the goal of the linguistic education of students of a technical university, in particular, the discipline 'The Russian Language and the Culture of Speech' [3, 143].

The formation of a competent foreign specialist is a complex process, because in the educational process of pre-university training two main tasks are realized, namely, to teach a foreign language, and also to form the professional competence of the future specialist.

MATERIALS AND METHODS

To implement the goal, the following research methods were used: analysis, observation, description, generalization. For the study, the work of scientists on the theory and practice of teaching Russian as a foreign language, Student's Books and learning guides in Russian as a foreign language, and scientific articles were used. In this paper, the results of an experiment conducted with foreign students of pre-university training receiving higher technical education we used. In the experiment, more than 40 foreign students attended the preparatory department of the Department of Russian as a Foreign Language for Professional Communication of Kazan National Research Technological University took part.

RESULTS



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Acquaintance of foreign students with vocational subjects begins in the second half of the year. Foreign students of engineering and technical specialty study subjects in Russian, namely mathematics, physics, chemistry, engineering graphics, computer science, economics, geography, biology. For effective work and improvement of the quality of education in the pre-university training period, special learning guides have been developed, namely, bifunctional ones, intended for the beginning of classes in the natural-science specialty. Such developments help to learn how to work with information on their own, as well as foreign communicants get acquainted with the functional lexis that they use during the educational process.

There are specially developed learning guides on technical subjects.

So, for example, the physics-learning guides contains materials for reading, writing, listening. Educational texts are adapted for the elementary level of Russian language proficiency; tables and visual grammatical material are also presented.

In the learning guide ‘Physics: Lectures for the course.’ Students using this training material get acquainted with the basic concepts, terms of mechanics, thermodynamics, molecular-kinetic theory and electrostatics. Also, it contains lexical and grammatical questions after the texts allowing better learning the studied material.

In the methodical development for the course ‘General Chemistry’, there are scientific texts, words and phrases for each lesson, exercises, charts, and tables – all this allows foreign students learning the basics of chemistry in Russian. [4, 3].

Such learning guides contribute to mastering the language of the specialty.

A number of learning guides on mathematics have also been developed. Such as ‘Methodological Guidelines for the Study of Elementary Mathematics in Russian with the Early Introduction of the Subject’, ‘Learning to Listen on the Material of the Language of the Specialty.’ A learning guide is for foreign citizens of the preparatory department. ‘At the Introductory-subject Course’, ‘Scientific Style of Speech. Mathematics’, ‘Algebra and Elementary Functions’. The training material of these learning guides corresponds to the Mathematics Program for the preparatory departments, which are aimed at foreign students. Topics on this discipline are set taking into account Russian grammar. In the guidelines, the mathematical material, pre-text and post-textual language exercises, vocabulary, assignments for independent work of students are compiled. At the end of some manuals, there is a dictionary with translation into English, French, Spanish, and Arabic.

Here there is an example of one lesson in teaching listening on mathematics.



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Theme 'Integers'.

'Task 1. Listen, read and repeat new words and phrases, watch the accent.

Science, mathematics, number – numbers, to study – he/she/it studies – they study, more, less, positive – positive number

Task 2. Listen to the lecture, at the same time watch the material presented in learning guide and mark in the text unfamiliar words to you. Repeat. Answer the questions. Watch for accent and intonation (tempo of presentation is 100 – 120 syllables per minute). [5, 3].

The preparatory department for foreign students developed learning guides on economics. Foreign students compile the texts and questions to them taking into account the incomplete knowledge of Russian. [6, 7].

Also, along with similar learning guides, there are developments of a standard test on the Russian language as a foreign natural-science specialty. So, for example, this learning guide contains tests on engineering, geological, geographic specialty. Foreign students pass the test on the following aspects: Grammar, Vocabulary, Listening, Reading [7].

It should be noted that students need speech practice not only on colloquial and everyday topics, but also in the practice of communication at a professional level. Representatives of another national culture, studying subjects of a natural specialty, meet with significant difficulties in understanding professional terminology. To facilitate the understanding of functional lexis and improve the quality of education in the preparatory department, educational dictionaries have been created, with translation from Russian into native languages of the students, in particular English, French, Spanish, German, Arabic, Chinese, Turkish, and Korean.

There are a large number of textbooks on the Russian language as a foreign language, given the different level of Russian language proficiency [8-13]. Unlike textbooks on the Russian language as a native language, in textbooks on the Russian language for foreigners, educational situational-themed modules are distributed depending on grammatical topics. The teaching material in the textbooks can be distributed in different ways, but the basic structure of the textbook presentation can be as follows: after the new grammatical material, a speech pattern, micro texts and dialogues follow, in which the new vocabulary is found. Thus, foreign students see how words change in combination with different word forms. Also, in the learning guides, tables, diagrams, and grammatical material can be compiled, i.e. demonstration in the form of pictures. At the end of the textbook, a final test can be included on the topics covered.



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Despite the wide variety of special learning guides, foreign students find it difficult to speak enough and use functional lexis.

DISCUSSION

At the preparatory department, an experiment was conducted to perceive adequately the text using vocational vocabulary. The task was to identify typical mistakes in the performance of tasks, as well as to identify the most difficult moments during the whole experiment, where foreign students performed three types of tasks: listen to the text and choose the correct answer; listen to the text and answer questions; write about what they learned from the text they read.

As shown by the analysis of written works, students did not complete the tasks in full; this is due to the lack of accurate perception of the text by ear. The analysis of the ascertaining experiment showed that all the students coped with the first task (choose the correct answer); the most difficult task was to write about the information from the text that was listened to by the participants of the experiment.

As a rule, foreign students in the classes in special disciplines work with visual texts, which also carry out the basic tasks. On this basis, we can conclude that in the classes in vocational subjects, assignments of a different type of orientation are not practiced enough.

This small study allows you identifying the difficulties that foreign students, who graduated from pre-university training, face, eliminate some of the reasons why the learning process is problematic, and improve the practical classes of vocational subjects and improve the professional communication of the future specialist in engineering and technology specialty.

CONCLUSIONS

Observations in the course of the experiment also made it possible to determine the progress in vocational subjects.

It is interesting to note that in different countries the system of study in universities is significantly different. This fact can influence the training in the university in another country.

It is known that foreign students, who graduated from pre-university training, perceive oral colloquial speech much better than the lecture material in the classroom for vocational subjects. This is due to the fact that during the pre-university training in the Russian language classes different types of speech activity are practiced, and in the classes on special disciplines, the actions are mainly aimed at solving practical problems.



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It should be noted that the problem of foreign students is the inability to express themselves in the language of the specialty.

Often the situation develops in such a way that the foreign student, having excellent knowledge of the teaching material, has poor academic performance in certain disciplines. In the classes, it is important to improve all the skills of speech activity; they should be in interaction during the educational process.

It should be noted that the training in the preparatory department and in the 1-2 courses is significantly different, for foreign students there is a sharp immersion in the language environment, also, the education in the university is carried out in large groups, which in turn affects the nature of the learning process.

In the professional practice, the form and type of control of students' progress play an important role. To maintain the motivation for learning a foreign language, it is necessary to combine ways of current control of students' progress. Successful language training depends on the motivation for learning the language, as well as the working mood of students on the way to gaining new knowledge. Teachers need to improve their professional knowledge, because this determines the level of training of foreign students, as well as the motivation for interest and motivation for the language studied.

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