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METHODS OF RUSSIAN LANGUAGE TEACHING ENGLISH- SPEAKING STUDENTS

***Abstract.** Learning a language is a difficult process. It demands a teacher to be completely immersed in the process of teaching and a personal approach to each student. Russia has become an open country. A lot of people enter the country to work or study. The English language becomes a universal language to teach the Russian language to people from various countries.*

***Keywords:** Russian language, English language, methods of teaching, student.*

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МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА АНГЛОГОВОРЯЩИМ СТУДЕНТАМ

***Аннотация.** Изучение языка — это сложный процесс. Оно требует от учителя полного погружения в процесс обучения и индивидуального подхода к каждому ученику. Россия стала открытой страной. Большое количество людей приезжают в страну, чтобы учиться и работать. Английский язык становится*

универсальным языком для обучения русскому языку приезжающих из различных стран.

***Ключевые слова:** русский язык, английский язык, методика обучения, студент.*

Introduction

The most important practical task is to create a system of Russian language and Russian country studies courses for immigrants, and to integrate their children into pre-school and school educational establishments. Therefore, it is important to define approaches and principles of teaching Russian as a foreign language. Moreover, special methods of teaching should be provided.

The most effective forms of teaching Russian to foreign students are using of interdisciplinary relationships, access to literature texts and graphic-symbols analysis of text. The task of philological education is to develop unified state approaches to support the teaching of the Russian language abroad based on the achievements of science and teaching practices.

The Russian language is one of the most difficult languages to learn. Therefore, comfortable communicative environment should be created for efficient educational process for the language to be perceived more easily.

According to «Sputnik», Tajikistan, as of November 9, 2017, there is a fairly high demand for specialists with higher education who speak Russian. There is a need for teaching staff who could teach Russian as a foreign language. Russian is still the language of business in the post-Soviet space. Most important transactions are concluded on it. And people who do not know this language of interethnic communication are unlikely to see prosperity.

Interesting statistics were given by Mamed Tagaev, Honored Education Worker of the Kyrgyz Republic, Professor of the Kyrgyz-Russian Slavic University.

«The Russian language is a window to the world, to civilization», the professor said. «There are 216 Russian schools in Kyrgyzstan. And the most amazing thing is that these schools are in regions of the country where there are no Russians at all. One of the districts of the Naryn region has four Russians schools but Russian people do

not live there. There is a big competition in these schools. There are 50-60 people in the classes. While there are 15-20 people in the Kyrgyz class» [1].

«The Russian language played an amazing role of rallying, friendship, and not just of communication, - said the president of the State Pushkin Institute, Academician Vitaly Kostomarov. - It is a language of mutual understanding. He fed on the achievements of all languages. It is not for nothing that Pushkin considered Russian as «common and perceptive» [2].

Methodology

The history of teaching Russian as a foreign language in Russia goes back over 1000 years. The stages of development of the methodology reflect the changes that take place in the social, political and socio-economic life of Russia. Studying the Russian language abroad became relevant almost immediately after the formation of Kievan Rus and the entry of the Russian state into the international arena. Interestingly, in the South-East and West regions of Europe, training took place in different ways. In Orthodox Slavic countries, methods and teaching aids common to the entire region were used. In the South-East region, schooling of the Russian language was developed.

In Western Europe XII-XVII centuries. individual study of the Russian language predominated, and bilingual dictionaries were also widely used, there were trips to Russia with the aim of mastering the language while living with Russian families.

Russian was first taught at universities and grammar schools in Western Europe at the beginning of the 18th century. Russian and foreign authors have compiled practical manuals on the Russian language for foreigners. The textbooks contained texts telling about Russia - about geography, climate, sights of Russian cities, Russian customs. In the second half of the 18th century. in the West and in Russia, attempts were made to theoretically substantiate the methods of teaching foreign languages (grammar-translation and text-grammatical).

In the XIX - early XX century. Russian was taught in most European countries and some countries in Asia and Africa. In teaching the Russian language, two directions continued to develop: grammar and translation and practical. In the 70s. representatives of the school education reform put forward a natural (direct) method,

which, in a slightly modified form, began to be used in teaching Russian as a foreign language. In universities and secondary schools, the grammar-translation method was the most common. A new type of manual was created - a textbook-reader, which made it possible to take into account the heightened interest of foreigners in Russian literature [3].

The need to study the Russian language arose long ago, in the era of the formation of the Russian state, and then the USSR, where the language of interethnic communication continued to be Russian. Moreover, it was precisely as a foreign language that Russian was taught in non-CIS countries, including the Warsaw Pact countries. In the CIS and Baltic countries, due to the preservation of a rather significant Russian-speaking space, it is more obvious to discuss teaching Russian as the second foreign language, since in most cases English is studied as the first foreign language. Currently, the demand for quality education in Russian, including improving the knowledge of the Russian language, has grown significantly compared to the early 1990s, when there was a sharp decline in the interest to the Russian language.

When studying the Russian language outside the linguistic environment, the use of educational or feature films is especially relevant, since the film makes it possible to immerse yourself in the world of lively colloquial speech, learn to perceive Russian speech in its natural tempo rhythm and contributes to the development of students' speech skills. Working with the film also provides an opportunity to get acquainted with Russian culture and history.

Results and Conclusions

Summing up, it should be said that the direction of teaching the Russian language to English speakers should develop. Every year there are more people who need it, and the need grows every year.

Due to the fact that today the Russian Federation is becoming attractive not only for post-Soviet countries, but for students and employees from West Europe, we should develop a methodology for teaching Russian as a foreign language for different nationalities, as well as for different cultures.

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