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## **МЕТОДИ НАВЧАННЯ РОСІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ**

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*Харківська медична академія післядипломної освіти*

У статті описано методiku викладання російської мови як іноземної на різних етапах вивчення мови. Проаналізовано значущість як традиційних методів (репродуктивних, словесних), так і активних. Описано дискусійні методи, метою яких є покращення і закріплення знань, збільшення обсягу нової інформації, вироблення вміння сперечатися, доводити свою думку, точку зору і прислухатися до думки інших.

**Ключові слова:** російська мова як іноземна, традиційні методи навчання, дискусійні методи навчання, словниковий запас.

## **МЕТОДЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ**

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В статье описана методика преподавания русского языка как иностранного на разных этапах изучения языка. Проанализирована значимость как традиционных методов (репродуктивных, словесных), так и активных. Описаны дискуссионные методы, целью которых является улучшение и закрепление знаний, увеличение объема новой информации, выработка умения спорить, доказывать свое мнение, точку зрения и прислушиваться к мнению других.

**Ключевые слова:** русский язык как иностранный, традиционные методы обучения, дискуссионные методы обучения, словарный запас.

## **METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE**

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The paper describes the methodology of teaching Russian as a foreign language at different stages of language learning. It is analyzed the significance of traditional methods (reproductive, verbal) and active ones. It is described discussion methods, the aim of which is to improve and consolidate knowledge, increase the new information, develop the ability to debate, prove one's opinion, point of view and listen to the opinions of other people.

**Keywords:** Russian as a foreign language, traditional teaching methods, discussion methods of teaching, vocabulary.

The problem of teaching Russian as a foreign language has always been one of topical problems of communicative linguistics and pedagogics. The course of the Russian language in high school (particularly in medical universities) is a professionally oriented course and its basic purpose is to help foreign students to master and learn the language of educational, scientific literature and prepare them for communication in their professional field. As the aim of teaching Russian as a foreign language differs from teaching other subjects, accumulation of knowledge is not so important as mastering of

foreign language practical skills. Theoretical and practical aspects of formation of foreign language communicative competence of professional education are analyzed in the works of V. Baidenko, T. Balakhina, M. Viatiutneva, I. Zymova, D. Izarenkova, L. Klobukova, A. Markova, Y. Passova, V. Safonova, A. Khutorskyi, A. Shchukina and others. Issues related to language training of foreign medical students are considered in the studies of E. Berdnikova, E. Heichenko, E. Ershova, O. Korolova, L. Muhamad, E. Suzdaleva, M. Tsyrenkova and other scientists.

Nowadays the first place among the methods of teaching Russian as a foreign language belongs to the communicative method (the name was suggested by Y. Passov). Its purpose is to develop students' abilities to solve communicative tasks by means of a foreign language, to communicate fluently with native speakers. Thus, the language is learned through natural communication organized by a teacher, who actively participates in it. The student plays the role of the subject of this communication and constantly has to act. Therefore, the main task of the article is the analysis of methods of teaching Russian as a foreign language.

Depending on the source of knowledge it is possible to distinguish such methods as: verbal, visual, practical. Conversations are the realization of a verbal method; images, tables, video films and computer presentations are the realization of a visual method; practical experiments and role-plays are the realization of a practical method etc. Each of these methods has a great potential for developing or improving speech competence of foreign students. At the initial stage in teaching foreign students (course learners) a reproductive method should be used. Reproductive exercises are especially effective in improving practical skills as turning into a skill requires repeated actions according to the model. The usage of active learning methods is the key for achieving positive results in a short term. Active learning methods help the teacher of Russian as a foreign language to simultaneously accomplish three interrelated tasks:

- 1) to subject the studying process to the teachers' impact;
- 2) to ensure active involvement in the educational process of all students: both prepared and unprepared;
- 3) to ensure continuous control of the process of mastering educational material. Dialogic Communication, which is the basis of active methods of teaching, helps to develop communication skills and the ability to solve problems collectively. Methodological system of tasks in Medical University should cover three cycles of training: humanitarian, fundamental and professionally-oriented, which will contribute to the enrichment of individual vocabulary, better assimilation and understanding of scientific terms operated by the specialists of medical industry.

It is better to choose such didactic material that contains coherent texts of different styles (artistic, scientific and official) that are of educational value. Also these texts should meet standards with the norms of the literal language. Tasks and exercises may consist of:

a) tasks for the formation of practical skills, based on control and improvement of speech; usage of linguistic and informational literature;

b) the tasks for formation of professional skills, making statements on professional topics; public speaking; modeling professional speech situations; preparation of professional documentation. Each task may consist of exercises that include: a) phonetic-stylistic tasks – analysis of phonetic designing of texts in different styles, redaction of the sentences; b) lexically-stylistic tasks – a study of the stylistic colouring of language units, finding shades in the meaning of polysemantic words, synonyms, antonyms, homonyms; replacement one unit of another; making texts of scientific and official styles; redaction of the text; c) grammatical-stylistic – study of peculiarities of the usage of certain forms of pronouns; making sentences and texts with different forms of verbs; text analysis of scientific and official styles; redaction of the texts; work with dictionaries.

Foreign medical students should have a large amount of active professional terminology for mastering of oral and written professional language. Translations can help to understand and «feel» a language. When you offer to make such task as translation you should encourage students to analyze the scientific text, to use words most accurately conveyed its contents in Russian. It is better to encourage students to use personal dictionary, where students will write down unknown terms and phrases that they must know by heart. Exercises can be the following: 1) to make a professional dictionary; 2) to answer the questions using medical terms; 3) to translate the text into Russian. These exercises will help foreign students to understand lectures of the main disciplines.

While studying foreign language student's vocabulary can be both active and passive, so during practical training sessions it is necessary to use discussion methods. Their aims are the following:

- 1) to improve and consolidate student's knowledge;
- 2) to increase the amount of new information;
- 3) to develop the ability to debate, prove one's opinion and point of view, ability to listen to the opinions of other people.

Firstly, it is important to teach foreign students to express their thoughts logically and correctly. To achieve this goal you may use a special method called "PRES". The purpose of this method is to help students to clarify their thoughts, express and formulate their opinion in a clear and laconic manner. The Structure of speech consists of:

- 1) POSITION: I believe that ... (express your idea and explain it);
- 2) EXPLANATION: ...because... (give the reason for the appearance of this thought);
- 3) An EXAMPLE ... for example, for instance ... (give the facts that will prove your ideas. This will strengthen your position);
- 4) CONCLUSIONS: so/ that is why, I think ... (summarize your oral speech, make a conclusion about what should be done).

While studying medical terminology you can use a special method called a "Fish bone". The advantages of the following method are as follows:

- 1) An ability to describe the situation, an ability to mobilize and allocate the main idea are formed;
- 2) A skill of public speaking is formed;
- 3) A communicative skill is formed (listening function);
- 4) The habit of analyzing the data is formed.

This method allows to identify gaps in theoretical knowledge. The conditions of this method are the following: the students of a group are proposed to construct the "skeleton of fish" with help of the given cards. The bones of the "fish" will consist of the answers to questions of etiology and methods of treatment. The skeleton (backbone) of the fish will consist of answers to the question: "clinical syndromes" (symptoms) in this disease. The tail of a fish will consist of the answers to the questions: "prevention of the disease". The answers to questions should be laconic and clear. After answering these questions the teacher pays attention to the structure of the fish skeleton and asks one of the students to make conclusions. A teacher corrects all mistakes that were made.

Also, while studying medical terminology you can use one more method that is called "Terminological Domino". If there are lots of students in a group you can unite them in teams that consist of several participants. Make special cards: the left part of the mentioned card can be "concept" and the right part – its definition. The Cards are cut into two halves. The winner is that student (player) who scores the most number of correct possible pairs. While playing this game they memorize both concepts and their correct definition. With the help of this method the teacher uses the following kinds of activities: reading, speaking and listening.

Active using of crosswords during classes also can help to memorize medical terms and develop oral speech. There are several ways you can use crosswords in learning process:

- 1) You give a definition and a student must guess the concept;
- 2) A teacher gives different definitions and concepts are given. Your task is to find a pair;
- 3) Divide students into groups. Each group is given a crossword with the part of the concepts that must be explained.

Another type of work during practical classes is creative tasks. They can contribute to the development of students' practical abilities and skills necessary for producing coherent statements on professional topics: study of basic and additional linguistic literature; preparation of oral and written answers to the questions concerning theoretical professional material; composing of various types of business documents; writing abstracts and presentations.

Therefore, the formation of professional speech of students of higher medical educational institutions is a requirement of the state. Students' success will depend on a good selection of didactic

material. This will facilitate the mastery of professional medical vocabulary and help to express their ideas and thoughts fluently. Activity in public life of the country will depend on foreign students' level of professional speech skills and ability to use them. Language education should be self-sufficient component of professional training of future specialists and to affect social status and social prestige of the acquired profession.

### **Література**

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