

INTEGRATED APPROACH AS THE BASIS FOR THE DEVELOPMENT OF COHERENT SPEECH OF FOREIGN LANGUAGE STUDENTS

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Abstract: The article talks about teaching Russian to foreign students within the framework of international cooperation between Russian universities and foreign partners. Of great importance for the effectiveness of the process is the creation of an educational environment that allows for high quality educational services and the successful implementation of educational programs. A definition is given of the phenomenon of “educational environment”, which is one of the leading factors in personal development, provides the opportunity for young people to identify themselves in society, satisfy their own learning needs, and perceive education as a personal value. The author highlights the work experience of YSU teachers. I. A. Bunin on teaching Russian to Chinese students. The author considers the process of teaching foreign students more broadly than just teaching a non-native language, since the Russian language in this sense acts not just as an academic discipline, but also as a means of educational and cognitive activity and a means of communication. The article lists the difficulties that Chinese students encounter when mastering the norms of Russian spelling and grammar. The author highlights the basic principles of methodological work implemented in the course of teaching Russian as a foreign language (consciousness, functionality, consistency and communication). Of particular importance is the principle of co-teaching the language and culture of the people of the country of the language being studied. The internship program for Chinese students at the university, in addition to teaching the Russian language, includes a detailed acquaintance of students with the historical and cultural heritage of the city and its surroundings. The author summarizes that studying the Russian language in the educational environment of the Yelets region, in addition to obtaining linguistic and cultural knowledge and improving speech skills, contributes to the development of students' national self-awareness and cultural identification; the ability to compare fragments of cultural reality. The uniqueness of the historical and cultural heritage of the ancient city of Yelets and its surrounding area strengthens students' motivation to study the culture and history of Russia and develops cognitive and research interest.

Key words: educational environment, international cooperation, foreign students, Chinese language, Russian language, training, “living regional studies”.

Yelets State University named after. I. A. Bunina has been actively developing international cooperation for a long time. This cooperation is carried out on the basis of agreements with sixteen universities in twelve countries, including the Baghdad University of Technology (Republic of Iraq), the Bureau of Culture of the Embassy of the Republic of Iraq in the Russian Federation (Republic of Iraq), Anshan Normal University (People's Republic of China), Harbin Institute of Russian language Friendship (People's Republic of China). Yerevan State University

named after I. A. Bunina carries out academic exchanges of students and teachers, and also cooperates in the field of scientific, educational and innovative activities.

A few words about cooperation with China. Anshan Normal University, founded in 1958, cooperates with Yerevan State University. I. A. Bunin for more than ten years. The university includes four institutes, uniting 11 faculties, in which over 15 thousand students study, training is carried out in 36 undergraduate profiles. The teaching staff of the university is represented by highly qualified specialists, more than 500 of them have a doctorate degree. Yelets State University named after I. A. Bunina and Anshan Pedagogical University cooperate on a student exchange program. In the future, it is planned to expand cooperation in research and educational areas (distance learning for students, academic exchanges) [8].

Foreign citizens, receiving education in their native language, come to study at Yerevan State University. I. A. Bunin with the aim of obtaining higher education in prestigious areas of training, writing dissertations, internships in the Russian language, retraining in the chosen field. Currently at Yerevan State University. 71 foreign students from near and far abroad (Algeria, Kenya, China, Iraq, Azerbaijan, Moldova, Tajikistan, Turkmenistan, Ukraine) study in higher education programs (bachelor's, master's, postgraduate) at I.A. Bunin.

By attracting foreign students to study at the university, the teaching staff of Yerevan State University. I. A. Bunina solves the problem of creating an effective educational environment that allows us to provide high quality educational services for foreign students and successfully implement educational programs in their chosen areas. This task is characterized by complexity and diversity.

First, a few words about the phenomenon of the educational environment. "The educational environment is one of the leading factors in personal development; it provides young people with the opportunity to identify themselves in society, satisfy their own learning needs, and perceive education as a personal value" [12, p. 882]. It should be noted that a systematic consideration of the phenomenon of the educational environment in pedagogical science began in the 20s. last century, when the concept of "environment" was already actively used in the works of S. Shatsky ("pedagogy of the environment"), P. Blonsky ("social environment of the child"), A. Makarenko ("environment").

Currently, interest in the study of this phenomenon is justified by changes that have occurred in the social sphere and is associated with the introduction of a competency-based approach in education [18, 19].

Research by scientists (A. Artyukhina, B. Vulfov, T. Gushchina, E. Laktionova, Yu. Manuilova, L. Novikova, O. Shapran, Yu. Shapran, etc.) allows us to define the concept of "educational environment", identify its structure and typology. "Under the educational environment, modern scientists (B. Bodenko, A. Kurakin, Yu. Manuilov, A. Khutorskoy, etc.) understand the natural and artificially created socio-cultural environment of a person, which includes the content and various means of education, ensuring the productive activity of students and guiding the process personal development through the creation of favorable conditions for this" [12, p. 882].

The creation of an educational environment for training the human resources potential of foreign countries is of great importance [22].

One of the problems that arises in the process of training foreigners in Russian universities is their poor knowledge of the Russian language [20]. In the modern global world, when the

processes of intercultural communication intensify in all spheres of activity - in economics, culture, education, the importance of mastering a foreign language increases. Currently in China there is a high interest in learning Russian and English, knowledge “of which is the key to a successful personality, success in professional activities, success in a career” [5, p. 25].

As practice shows, learning Russian as a foreign language by Chinese students is fraught with great difficulties. “Teaching Russian to foreign students should be understood more broadly than just teaching a non-native language. The Russian language in this capacity acts not just as an academic discipline, but also as a means of educational and cognitive activity and a means of communication” [10, 16].

The Russian language, like any other, is a means of communication between members of society, therefore the goal of teaching the Russian language, first of all, is to teach students to satisfy their communicative needs in a Russian-speaking environment.

“Mastering a language involves mastering certain strategies for its use in the process of solving problems of society, and the teacher must structure the lesson in such a way as to model the relevant situations, taking into account those areas, themes and language material that students must master in accordance with the communicative minimum. Class work should be flexible enough to accommodate students' backgrounds and interests. The success of organizing the educational process and its effectiveness are determined by the extent to which it is able to ensure the formation of students' communicative competence” [9, p. 21].

Learning the Russian language begins with mastering Russian phonetics and intonation, mastery of which can lay a solid foundation for the formation of oral speech skills. The academic discipline “Practical course of the Russian language: phonetics and orthoepy” includes an introductory phonetic course. The goal of this academic discipline is for students to master pronunciation skills of the Russian literary language. Particular attention is paid to the study of accompanying courses in intonation, Russian graphics, and spelling rules. Understanding the text as an intonationally organized structure is important, therefore, to become familiar with the phonetic system of the Russian language in the classroom, a fairly large amount of time is required.

Already at the initial stage of studying the Russian language, foreign students experience difficulties in mastering the norms of Russian spelling and grammar. This is explained by the differences that exist in the orthoepic systems of the Chinese and Russian languages. When staging the pronunciation of Russian sounds for Chinese students, the teacher must pay attention specifically to sounds that do not exist in the Chinese language. For example, the pronunciation of the sound of the Russian language [r], which is absent in the Chinese language, as a result of which in their speech the Chinese replace the sound [r] with [l]: [l]abota (work), u[l]azhnenie (exercise), or their they mix area (area), telecast (TV show), etc. The teacher should pay special attention to Chinese students' pronunciation of words with two or more consonants inside a syllable: “... the phenomenon of epenthesis can be observed, when students insert vowel sounds between consonants to make pronunciation easier. This error manifests itself both in oral speech and in writing, primarily when students record speech perceived by ear. Let's give examples of several of the most typical errors: s[y]prasibo (thank you), me[s]to (place), ru[i]ka (handle), luch[i]she (better), etc. Moreover, sometimes Chinese students shift the emphasis to the epenthetic vowel, for example: k[y]rovat (bed), usually (usually), once [y]dy (once), state [and]stvo (state), etc. .” [11, p. 170–173]. Methodists [3, 5, 7, 22] advise teachers to use

culturally enriched material in Russian language classes: songs in which simple vocabulary predominates (songs for children), tongue twisters (the quintessence of folk poetry), with rhythm and rhyme, which makes them easier memorization. "Songs and tongue twisters in Russian language lessons not only increase interest in the language being studied, but also decorate the lesson" [13, p. 19]. "In grammar lessons it is possible to use texts from Russian folk tales" [13, p. 19].

Speech development classes develop oral and written speech skills and improve the communicative, linguistic and cultural competence of students. Training is based on the implementation of the basic principles of modern linguodidactics: consciousness, functionality, consistency and communication. "The communicative paradigm acts as the main integrative framework of language education, leading to the formation of a new type of personality who is able to represent their own culture in the process of intercultural and interpersonal communication, capable of being tolerant of the cultural manifestations of other people and nations" [2, p. 117].

The controllability of intermediate and final results of the implementation of the discipline "Practical course of the Russian language: workshop on speech development" is carried out through midterm control (after each topic) in the form of playing out a dialogue on the proposed topic, test work (tests) and final control (carried out through an assessment of independent activity).

Currently, the topic of intercultural communication, interaction and mutual understanding of people from different countries is very significant, and the problem of teaching a foreign language, taking into account the culture of the people of the country of the language being studied, its identity and differences, comes first in modern linguodidactics.

There is no doubt that an integral part of teaching the Russian language to foreign students is the study of regional studies and regional linguistics. Language teaching cannot exist without studying the culture of the people of the country of the language being studied [21]. Chan Dinh Lam states that students learning the Russian language in China is fraught with great difficulties, since the knowledge, skills and abilities acquired in the classroom do not find reinforcement and implementation in everyday life [12]. It is quite clear that a foreigner who does not know expressions, for example, "Bunin Russia", "white nights" or "Eletskaia accordion", is doomed to difficulties in understanding Russian speech. "A living language lives in the world of its speakers, and studying it without knowledge of this world (without what is called differently in different scientific schools: background knowledge, vertical context, etc.) turns a living language into a dead one, that is, it deprives the student of the opportunity use this language as a means of communication" [7, p. thirty].

For more successful mastery of the Russian language and immersion in the Russian-speaking atmosphere, knowledge of the culture of the country of the language being studied, the so-called "living regional geography", the Directorate of the Institute of Philology of Yerevan State University. I. A. Bunin plans to organize events to solve these problems. Every year, excursions to cultural and historical places in Russia (Moscow, Volgograd, Yasnaya Polyana, Spasskoye-Lutovinovo, etc.) are organized for foreign students. Getting to know the historical places of Moscow, the beauty of the Kremlin, the Alexander Garden and Red Square, the exhibitions of the Historical Museum, the diorama of the Victory Museum on Poklonnaya Hill, and a bus ride along the embankment of Moscow at night bring great pleasure and great benefit to foreign

students. Thanks to an excursion trip, foreigners can see the most famous historical and architectural monuments, touch the unique cultural heritage of Russia, gain new linguistic and regional knowledge and a lot of positive emotions.

A trip to Yasnaya Polyana last year became an unforgettable acquaintance with the world of a real Russian estate, with the atmosphere in which the greatest Russian writer L.N. Tolstoy lived and worked. The excursion participants learned a lot about the life of the writer's large family, about the economy of Yasnaya Polyana and the surrounding villages, and saw the places where Lev Nikolaevich loved to stroll during moments of relaxation. Participation in such events allows students to gain, expand and deepen their knowledge about Russia, compare the phenomena of their own and foreign cultures, identify common and different things, realize the features of another culture, and better understand the features of their own.

When teaching Russian to foreigners, we attach particular importance to the uniqueness of the territory of the Yelets region. Scientists of Yerevan State University named after. I. A. Bunin uses the term "unique historical and cultural territory" in relation to Yelets and its surroundings [1, p. 77]. An appeal to the "environmental approach" can be seen in the established humanitarian direction of scientific work by scientists from Yerevan State University. I. A. Bunin on the study of the historical and cultural wealth of the Yeletsk district. Since 1992, scientists from Yerevan State University. I. A. Bunin systematically study "the originality of the Yelets land as an integral event." "Research programs for the historical and cultural heritage of the region are interdisciplinary in nature: historical and philosophical, literary and local history, historical and pedagogical, philosophical and pedagogical, religious and pedagogical" [1, p. 78].

The glorious history and cultural richness of the Russian province form the basis of the modern educational environment in Yelets and the surrounding area. Practice shows that studying the Russian language in the educational environment of the Yelets region, in addition to obtaining linguistic and cultural knowledge and improving speech skills, contributes to the development of students' national self-awareness and cultural identification; the ability to compare fragments of cultural reality. The internship program for Chinese students, in addition to teaching the Russian language, includes a detailed acquaintance of students with the historical and cultural heritage of our city and the surrounding area (for example, with the activities of outstanding philosophers and writers S. N. Bulgakov, V. V. Rozanov, I. A. Bunina, M. M. Prishvin, their contribution to Russian culture, the glorious military past of the city, etc.).

New knowledge increases students' motivation to study the culture and history of Russia and develops cognitive and research interest. So, in October last year, at the Institute of Philology, as part of events dedicated to the 147th anniversary of the birth of I. A. Bunin, a poetry hour "I. A. Bunin: a view from China." Foreign students from China and Serbia took an active part in it together with Russian fellow students. Students got acquainted with the main events of the writer's life and work, looked at photographs of I. A. Bunin's relatives and friends, his native places, and identified what contributed to the development of the future Nobel laureate's writing talent. Foreign students read poems and excerpts from I. A. Bunin's famous stories "Easy Breathing" and "Antonov Apples" in Russian, Chinese and Serbian.

It should be noted that foreign students actively participate in the public life of the university and institute and, moreover, they themselves offer new forms of creative activity. For events dedicated to such holidays as Teacher's Day, Slavic Writing Day, Freshman's Day, Open House Day, etc., foreign students diligently prepare and show creativity. Yelets schoolchildren will

remember for a long time the meetings with Chinese students during the school winter holidays of this academic year. As part of the YSU winter university school named after I. A. Bunin “Onyx,” students were presented with a multimedia presentation “Traditions of celebrating the New Year in China.” Schoolchildren got acquainted with the customs accompanying this wonderful holiday, saw a Chinese dance performed by students from the People's Republic of China, and learned to cut out pictures with intricate patterns that Chinese residents use to decorate the walls and windows of their houses on the eve of the holiday. Students of general education institutions in Yelets plunged into the festive atmosphere of the Chinese New Year and spent their holidays quite excitingly and educationally. Each participant received a small sweet gift (fortune cookies) and was able to prepare New Year wishes for their relatives in Chinese.

Particularly noteworthy is the culture of the teacher of Russian as a foreign language. At the very beginning of training, the teacher is faced with the task of motivating students, infecting them with the desire to learn the Russian language and Russian culture, and igniting them with enthusiasm, which will help overcome language barriers in the learning process. We fully agree with the statement of N. E. Bulankina that “a teacher who is fluent in the entire palette of cultural patterns becomes an example, an ideal model for the Other/Others” [3, p. 31], only such a teacher will be able to convey the communication experience of each individual “with positive interaction and mutual exchange of direct participants in the dialogue”, laying the foundation for further improvement of knowledge of the Russian language.

conclusions

Summarizing the above, we note that the main emphasis in the process of teaching Russian to foreign students should be placed on creating an educational environment. The educational environment of the university is a guarantor of innovative development and quality of educational activities. When organizing training, it is necessary to take into account both the peculiarities of the mentality of this people and the peculiarities of their language; it is this approach that allows organizing the process of teaching the Russian language with high results. We reasonably believe that the educational environment of the university contributes to the mastery of knowledge by students, their assimilation of language norms and rules, speech forms, the formation of communicative and linguocultural competence, which results in the developed linguistic personality of the student - a direct participant in the dialogue of cultures.

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