

Features of Learning Russian

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Annotation: This article discusses various issues of teaching Russian to foreigners from the perspective of a communicative-activity approach, with a special place given to the importance of learning vocabulary.

Keyword: Russian language, activity, education, foreign language, innovation.

Russian is one of the most difficult languages in the world, so foreign students have some difficulties when learning it. In order for the teaching of Russian to foreigners to be effective, the teacher must competently organize training sessions, taking into account the typical difficulties that arise during the educational process.

Russian is the official language in Russia. It should be known not only by those people for whom it has become native, but also by those who have come to our country to live, work or do business. Knowledge of the language characterizes a person – it speaks about the degree of his education, social status, field of activity and much more. Language teaching can be conducted in two completely different ways: for those who speak Russian from birth, and for foreigners.

1. The study of the native language is reduced to the analysis of grammar rules, memorization of rare words, working out the correct placement of stress. A year of lessons with a tutor is enough to learn how to write and speak correctly.
2. It is much more difficult for non-speakers, since our speech is very different from all the languages of the non-Slavic group. At the same time, Slavs also have difficulties with pronunciation and construction of sentences.

Language features

- 1) The Russian language is very rich in homonyms. One word can have many different meanings. For example, a key is a device for opening a lock and at the same time a spring gushing from the ground.
- 2) Intonation is of great importance when the same word can express tender feelings and offend. For example, the word "fool" is often used as an affectionate, at the same time, said sharply, it immediately changes the transmitted meaning.
- 3) Stress. Some rules of the Russian language are based on the knowledge of stress. Without knowing how to put the stress correctly, it is impossible to learn to write without mistakes.

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- 4) The construction of the proposal. In some languages, the sentence scheme is primitive. Here it can include participial and adverbial phrases, introductory words, homogeneous sentence terms. One sentence can consist of several simple or complicated sentences with various constructions. For Russian-speaking people, the correct formulation of words in a sentence has been laid down since childhood and does not cause difficulties, but punctuation marks can lead anyone to a dead end. Foreigners have to deal with both the construction and punctuation marks in it, which is almost impossible without a good teacher.
- 5) Tenses, verb forms, arrangement of endings in words, consistency of sentence members are difficult for foreign-speaking students.

This is just a small fraction of the difficulties that any student or student has to face.

The main mistakes in learning Russian

1. Many students, hoping for their memory, do not repeat lessons that seemed simple to them. After a while, everything is forgotten and you have to go back to what you learned again.
2. Neglect of grammar rules. Some students believe that it is enough just to learn words and learn how to pronounce them. As a result, the speech turns out to be incoherent, consisting of a set of words, sometimes meaningless.
3. Insufficient time for practical training with a tutor. Only a competent teacher can correct pronunciation defects and point out mistakes that prevent mastering the language perfectly.

How to succeed in learning Russian

In order to learn any language, including Russian, it is necessary:

1. to have a great desire, perseverance, patience;
2. purchase good textbooks – books and audio materials;
3. find a good tutor of the Russian language;
4. Communicate with native speakers as often as possible by listening to their speech.

Teaching Russian as a foreign language (hereinafter — RCT) is a very complex, but at the same time an interesting process for both students and teachers. For successful teaching, it is necessary to study in detail various methods of teaching RCT, as well as take into account the personal and cultural characteristics of students. It is important to note that a foreign language teacher should pay special attention to the communicative-learning function, which determines the importance of building a training session on a communicative-speech basis and allows him to interact better with students. Foreigners often have various problems when learning Russian due to the complexity of the material being studied. However, this issue also becomes a teacher's problem, since he needs to find the best way to explain complex, problematic linguistic phenomena. Problems in learning the Russian language can begin at the earliest stage when learning the alphabet and phonetics. Students need to remember how to pronounce each letter and each sound. It is important to clarify the features of hard and soft signs, because they do not have a sound, but are separating signs and indicate the hardness or softness of the preceding consonant sound. The peculiarities of Russian phonetics are a great difficulty for foreigners, so the teacher should pay attention to this aspect and regularly conduct phonetic exercises, phonetic dictation, practice various exercises for training and setting sounds. Students need to learn to distinguish sounds by ear, since there are certain difficulties in recognizing words by sound. When studying phonetics, the teacher should be guided by the reproductive method

of teaching; he should become an example of the correct pronunciation of sounds, pronouncing words.

In any educational process, the work of the locomotive is very important. Therefore, a linguist teacher should put the question of improving and enriching the vocabulary of students in the first place. Because vocabulary work is not an additional part of the lesson, but the basis of language learning. In the dictionary work, the reader must see, read, hear correctly and write a new word.

Because the process of learning a language is carried out through listening, reading, speaking and writing. There are different ways to learn new words, but there are also important requirements for the process of getting to know a new word. Acquaintance with new words should be fun, interesting, which is achieved not only by performing a boring educational task for the reader, but also by the desire to please. When learning new words, the emphasis is mainly on the following:

1. To the orthopedic aspect (the word written on the board must be pronounced);
2. To the lexical aspect (to determine the meaning of the word);
3. To the spelling aspect (correct spelling of the word);
4. Entering into a context with other words (a phrase or the formation of a sentence).

The method of creative dictation can determine the meaning of words. An explanation of the words is given; students find and write the word itself, for example:

1. Characteristics of the contents of a short book, a manuscript of an article or. (Abstract);
2. The first academic degree acquired in 4-5 years of study at the university.(Bachelor's degree);
3. Collection of Slavic with explanations, interpretations and translations into Russian. (Dictionary);
4. A person engaged in sports. (Athletes);
5. A summary or a brief record of the content of Something.(Brief overview);
6. Oral presentation of an academic subject or some topic. (Lecture).

A positive impression in understanding and understanding the word increases interest in it and remains firmly in memory. That is why it is necessary to fill it with vital meaning, not limited to revealing the lexical meaning of the word. It is necessary to try to clarify the meaning of the word using situations familiar to the reader. Problems arise when translating many significant words found in the text. A reader who is not familiar with the full meaning of such words will certainly encounter difficulties in translation. One word can have multiple meanings. Depending on the meaning of the sentence, it can be translated correctly, taking into account in what sense it came.

Writing new words on the board or briefly presenting them in translation is tedious and does not give good results. When getting acquainted with these words, it is necessary to back up the compilation of sentences with their participation and be sure to repeat in several lessons. To increase the vocabulary of students means to enrich the content of speech. This is done not by multiplying the number of words, but by "strengthening" the existing reserve. (understanding ambiguity, the expression of a word, the use of synonyms, etc.)) Of course, it is very important to know the phrases (phraseology). The correct use of expressions in their place also prevails in speech. In the process of getting acquainted with Russian phrases, it is more effective to use interesting methods, not limited to translation, which gives an understanding of their meaning. First of all, it is of great interest to tell about the history of their origin, worldview.

Thus, vocabulary work, properly organized in training, arouses interest in the language. Constantly conducted vocabulary work will help to increase the vocabulary of students, improve their speech and, in general, will help to form the skills of literate writing. Words that are regularly repeated are strengthened in memory and help to apply them correctly in practice. The need to significantly improve the quality of communicative competence formed when learning Russian as a foreign language requires the use of new technologies and textbooks. In addition to using traditional types of vocabulary work, the article gives an idea of improving the quality and effectiveness of education through the organization of lessons based on modern pedagogical technologies and innovative methods.

An increase in the share of communication with the mass media (radio, television) leads to the fact that a modern person has the ability to perceive information by ear, and the ability to understand and interpret written text weakens. This exposes the problem of teaching people to pay attention to their own speech culture, purposefully working to ensure the norms of speech culture in modern society.

"Make a pair" offer students two types of cards. Expressions in one, and their meaning in the other. Of these, it will be necessary to form pairs, finding the one that suits each other, for example: Close at hand – very close; a white crow – a person who is different from others; to keep the upper hand – to be the best; a snail's pace – slowly; to make a molehill – exaggerate; a drop in the sea – very little, etc.

With an increase in vocabulary, students can also use the following method: with the beginning of training, students conduct vocabulary games. Choosing a letter, you can find words in advance. The first student pronounces the word, the second student returns the word spoken by the first student and pronounces his own word. The third student also repeats two words and pronounces his own, thus continuing the chain. The students in the first series return from the end forward. When the game ends, they write down the translation of new words in vocabulary notebooks. This game not only increases vocabulary, but also improves pronunciation, as well as strengthens memory.

Foreign students especially note the behavior of the teacher in his professional pedagogical field, namely in the classroom, during which he most clearly reveals his creative personality. Educational work with students and extracurricular communication with them are of great importance in the development of the Russian language by foreigners. Conducting non-traditional classes (correspondence excursions, discussions, games), organizing excursions and cultural events dedicated to significant dates, contribute to the rapid adaptation of students to the language environment. Thus, intensive and high-quality study of Russian as a foreign language is impossible without certain communication barriers, which is a particular difficulty in the learning process. However, with a detailed study of the similarities and differences of cultures, this problem becomes quite solvable. When organizing the educational process, the teacher should take into account the likely difficulties of assimilation of educational material by foreigners and pay special attention to each problem so that foreign students can fully use the acquired material in the communicative sphere.

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