MATERIAL SYSTEMIZATION IN RUSSIAN AS FOREIGN LANGUAGE TEACHING: GRAMMAR CHART TECHNIQUE

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ABSTRACT
This study is devoted to the methodology of teaching Russian grammar based on teaching aids in Russian and foreign universities. The purpose of the study is to identify the features of modeling educational information in the classroom on grammar using visual teaching aids (training table). The paper describes the methodological foundations of modeling as a process of visualization of educational information, describes the specific features of sign-symbolic modeling in the classroom of Russian as a foreign language. It is concluded that it is necessary to rethink the traditional approach to modulating learning tables in the Russian language as an auxiliary means of teaching and the possibility of modeling tables in grammar as a means of presenting educational information in the classroom in Russian as a foreign language. The analysis of visual teaching aids presented in textbooks on Russian as a foreign language is carried out.

Keywords: Learning materials. Demonstrativeness. Visualization. Russian as a foreign language. Teaching methodology.

SISTEMIZAÇÃO DE MATERIAIS NO ENSINO DO RUSSO COMO LÍNGUA ESTRANGEIRA: TÉCNICA DO GRÁFICO

RESUMO
Este estudo é dedicado à metodologia de ensino da gramática russa com base em auxiliares de ensino em universidades russas e estrangeiras. O objetivo do estudo é identificar as características de modelagem de informações educacionais em sala de aula sobre gramática usando recursos visuais de ensino (tabela de treinamento). O artigo descreve os fundamentos metodológicos da modelagem como um processo de visualização de informações educacionais, descreve as características específicas da modelagem simbólica de signos na sala de aula de ruso como língua estrangeira. Conclui-se que é necessário repensar a abordagem tradicional de modulação de tabelas de aprendizagem em língua russa como meio auxiliar de ensino e a possibilidade de modelagem de tabelas em gramática como meio de apresentação de informações educacionais em sala de aula em russo como língua estrangeira. É realizada a análise de recursos visuais de ensino apresentados em livros didáticos de ruso como língua estrangeira.


RESUMEN
Este estudio está dedicado a la metodología de la enseñanza de la gramática rusa basada en ayudas didácticas en universidades rusas y extranjeras. El propósito del estudio es identificar las características del modelo de la información educativa en el aula sobre gramática utilizando ayudas visuales para la enseñanza (tabla de capacitación). El artículo describe los fundamentos metodológicos del modelo como un proceso de visualización de la información educativa, describe las características específicas del modelo de signos simbólicos en el aula del ruso como lengua extranjera. Se concluye que es necesario repensar el enfoque tradicional de modular las tablas de aprendizaje en la lengua rusa como medio auxiliar de enseñanza y la posibilidad de modelar tablas en gramática como medio de presentar información educativa en el aula en ruso como lengua extranjera. Se lleva a cabo el análisis de los materiales didácticos visuales presentados en los libros de texto sobre ruso como lengua extranjera.

INTRODUCTION
The interest in the Russian language, as one of the most widely spoken languages in the world, is directly related to economic, political and social factors. In the XX century the Russian language became one of the so-called world (global) languages. Every year, Russian universities accept many foreign students who aspire to start learning Russian from the very beginning or continue to improve their language skills.

The Russian language for foreign students is not only an important resource of communication, but also a means of ensuring the participation of them in the educational process. It is well known that when studying the Russian language, a foreign student needs to grasp a lot of information. In accordance with this, the teaching of RFL is based on the implementation of audio-visual teaching aids, among which the chart format of the presentation of educational material plays an important role.

The article is devoted to the identification of the features of modelling educational information in the lessons on Russian as a foreign language using teaching aids. The authors analyse and classify the charts presented in textbooks on Russian as a foreign language. The purpose of this article is to identify the features of modelling educational information in the lessons on the Russian language as a foreign language using the chart.

The relevance of the study is determined by the lack of a unified methodological basis for teaching grammar to foreign students using teaching aids, and teaching materials are insufficiently improved on a chart format representation.

There have been numerous articles about the usage of grammar charts in the lessons, but practically grammar charts systematization has not been mentioned in the RFL methodology, thus, its general information and statements on chart effectiveness in teaching. As an example, modelling the content of the Russian language course through e-charts, and the educational process using them was an object of study [Ivanova, 2009], but the subject of the study is the use of educational charts in Russian schools in RFL lessons, but not in Higher education. However, firstly, it is necessary to understand that not every teaching room is technically equipped, and secondly, we should take into consideration incompatibility of methodology use for teaching languages in university and in school. Therefore, theoretical ordinance should be reasoned out on the application and elaboration of grammatical material in the chart format in RFL lessons.

From a methodological point of view, the process of teaching the grammar of Russian language using charts has not been a detailed study. Therefore, there is a need for work that suggests elicitation of features of modelling educational information in the lessons on the grammar of RFL using educational aids.

This study is dedicated to teaching Russian language grammar based on educational aids in Russian and foreign universities.

METHODS
To focus on implementation the following research methods are used: problem statement, method of analysis of specialized educational and methodical literature, programs, textbooks on modelling educational information; heuristic methods, the method of qualitative-quantitative analysis and synthesis of the obtained data and their statistical processing used in compiling a set of grammar charts and chart exercises. The comparative method is used in the study of structure and features, determining the advantages and disadvantages of the educational charts in the Russian grammar books for foreign students.

RESULTS AND DISCUSSION
The lessons in which all the basic principles of teaching are carried out interconnectedly are methodologically literate: awareness, demonstrativeness, systematicity, stability, considering age-related capabilities, nationality, the training stage, as well as an individual approach.

Visualization tools is the case in all stages of teaching Russian as a foreign language. “In modern conditions, we are talking more and more not just about visual aids, but about visualization tools, which are based on various ways of processing and composing information that allow it to be presented in a compact and easy to read and use form” [Isotova, Buglaeva, 2015].

It is well known that when perceiving visual material, a student can cover with a single glance all the components that make up the whole, trace possible connections between them, categorize them according to the degree of significance, generality, which serves as the basis not only for a deeper understanding of the essence of new
information, but also for its transfer to long-term memory.

A big number of knowledge visualization tools implementing modern information technology are currently in use. We list the main and most discussed in the methodological and scientific community: multimedia presentation, mental maps, infographics, tag clouds - in Wordle [www.wordle.net], training video and several others. The visualization system used in teaching foreign languages provides for the implementation of the educational, developmental and cognitive potentials of foreign language education as a goal through the visualization of information and the visualization of knowledge. The development of visualization tools is based on the principles of targeting, functionality, complexity, principles of system quantization and cognitive visualization.

Thus, the principle of visualization is one of the oldest and most important principles of didactics. Visibility was also addressed when there was no written language and no “school” concept. Since ancient times, philosophers and educators have been thinking about how to facilitate the cognitive work of students. In Chinese, Egyptian, Greek, Roman school visualization method was widely spread. Visual aids as a means of facilitating teaching were also applied in Rus.

The principle of visibility has not lost relevance in our time. In the XXI century, modern methodologists believe that the principle of visualization should be used in the implementation of both the teaching and the search course of teaching. The formats of its implementation depend on the characteristics of the psychophysical development of students, on the nature of the experience of students, on the conditions and methods of education, on the ability to conduct independent observations and record their results, as well as the results of measurements and experiments, to draw the right conclusions.

Consequently, the essence of the principle of visualization is the appropriate and effective involvement of the senses in the perception, awareness and processing of learning materials.

Among teaching aids, a grammar chart presentation is one of the most popular. This format of modeling learning materials has undeniable didactic value.

“The main goal of modern language teaching and teaching methods for RFL is to draw the attention of specialists in the field of teaching theory, methodologists and teachers of Russian as a foreign language to the importance of those psychological, pedagogical and linguistic approaches that, in modern conditions, come to the fore in understanding the process of teaching a language with a view to increase its effectiveness. The main components of these approaches are the learner-centred approach in language proficiency and the learning process, the language level of the learner, the interconnection of linguistic and mindset processes, the consideration of typological characteristics of perception and student’s memory in the implementation of communication programs and activities in the whole, the identification of individual skills to master the language. All these components form a system which is based on the ideal model of teaching in the centre of which is a student, not a teacher” (LEBEDINSKY, 2011).

According to V.M. Shklein, the successful mastery of the Russian language is determined by the content of “learning, which is understood as a system of knowledge, skills that students must master in the learning process. The use of visualization is one of the main didactic principles of teaching. At the Russian language lessons at the national school, the following types of visibility are widely used: natural (showing objects), graphic (diagrams, tables), graphic (illustrations, photographs, paintings, drawings). The most common format of visualization in the lessons of the Russian language are tables. They help to concretize abstract grammatical material, constructions of sentences” (SHAKLEIN, RYZHOV, 2018).

Thereby, a methodically well-organized learning process is a fundamental way to obtain a high-quality training. Teaching RFL in higher education requires a sustained effort on learning materials.

Even though the chart format of material presentation is valuable and popular among teachers and methodologists, it should be noted that the results of our research show that textbooks on Russian as a foreign language lack a unified methodological basis for teaching grammar using chart format materials, and deficient presentation of learning materials in chart format.

The most successful classification on learning chart-based material representation is found in the scientific work “Modern visual tools in the learning process” (GIL, 2016).

Charts are divided into three types: explanatory, comparative, and generalizing or thematic charts (GIL, 2016).

Explanatory charts in a concise form interpret language material. They facilitate the understanding of the studied
theoretical material, contribute to its conscious acquisition and remembering.

Comparative charts are a specific type of explanatory charts. These charts also facilitate understanding and interpret studied theoretical material through comparison. Unlike explanatory charts, comparative charts find similarities and differences in content, or establish preference to one over the other. Comparison of chart elements allows us to define common singular and other classifications.

Learning charts in the Russian language also vary in their formats - static and dynamic charts. The choice of the classification according to its format is associated with the development and application of modern technologies in training.

Static Tables. Most tables are static, i.e. never changes its initial format. The tabular form quite naturally provoked a new search - its external expression. So, in addition to static tables, which demonstrate the entire amount of learning material, a new dynamic tabular format, i.e. with a constant change or a change in activity tables became immensely popular.

Dynamic tables contain words or parts of words, separate letters appear or disappear, allowing to demonstrate material in parts, piece by piece; modify the table content, replace some elements with others. Dynamic tables are good to study the phenomena of word formation and form formation.

Various tables in the Russian language also differ in their content: lexical, orthoepic, morphological, syntactic, spelling, and punctuation tables.

Regrettfully, not all types of norms of the modern Russian language (lexical-semantic, lexical-grammatical, morphological, spelling, punctuation, orthoepic, syntactic, stylistic) are the objects of study in the lessons of Russian as a foreign language.

Accordingly, the visual teaching aids provide and facilitate the comparison of language learning materials. Scientific researches of Kazan Federal University academic staff are devoted to the dissemination of the methods of teaching (SIGBATOVA, 2016; KAPRALOVA, SHTYRLINA, DIAZ, 2019; SHTYRLINA, PALEKHA, KAPRALOVA, 2018; CHUMAKOVA, STAROSTINA, GALIULINA, 2019).

**SUMMARY**

Based on the aforementioned classification, applying the method of continuous sampling, a number of textbook charts were selected and analysed:

1. The total number of the selected and counted charts with their grammar content were established by the State Educational Standard for Russian as a foreign language.

2. Calculation and fixation of the charts within content, within purpose, and forms.

In the analysed textbooks, grammar charts related to grammatical topics (prepositional case form, category of number, type, ordinal numbers, participles, adverbial participles, word order in a sentence) are used to generalize, clarify and compare information in the Russian language. The explanatory and comparative tables are used approximately equally for the purpose intended. In our opinion, the pedagogical potential of the curriculum as a visual tool is not fully implemented.

Therefore, it is important for the trainer to find methodologically suitable adequate ratios and volumes of various types of visual aids: since the creation of visualization is a labour-intensive process that requires the trainer to be creative, strengthened mental activity, artistic skills, compliance with measures and aesthetics.

The modern methodology provides the use of all types of charts in the classroom, which contributes to the formation of correct ideas about the studied phenomena of the language and the development of relevant skills. None of the visual aids have absolute advantages over another. Often there is a need to use different types of visual aids when familiarizing yourself with the same issues.

Visualization in a tabular format of the presentation of learning material in many respects provides and facilitates the comparison, contrasting of the compared objects. At the same time, it is desirable to place the compared elements of the table under each other, the opposed ones - side by side.

Charts systematize the studied material, facilitate the repetition of the material covered, can be placed in the form of conclusions at the end of the topic, which are used in search learning activities.
The clarity of the tabular and schematic formats of the presentation of learning material is largely ensured by its compact arrangement, which facilitates the comparison and contrast of the objects.

In our opinion, it is necessary to accompany grammar lessons in Russian as a foreign language with specially developed supporting material: explanatory and comparative tables, the main purpose of which is to form a stable skill of using the correct case form. Unfortunately, most of the learning materials offered to foreign students is not available for self – study and requires comments and clarifications from the trainer. We believe that grammatical material, supplemented by a large number of tables, will more effectively organize student extracurricular work. A methodically correctly organized learning process will become an effective way to obtain a quality education.

CONCLUSIONS
Thus, the principle of visualization in historical terms was formulated as one of the first among the other principles of teaching and is universally recognized and has a number of advantages over other principles of didactics, which explains the active use of tabular expressions of language material over the past hundred years in the educational process.

It should be noted that professional learning and teaching of the Russian language in a foreign audience should include not only the successful activities of trainers, but also the creation of an effective methodology. The main objective of such a technique is to conduct successful classes at Russian universities using curriculum tables.

We are convinced that while studying the use of modern visualization tools (mental maps, cloud tags, etc.), theoretical scientists, methodologists and trainers of Russian as a foreign language need to continue to explore charts as the main means of visualization.

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