WORKING WITH SPECIAL TEXTS DURING THE LESSONS RUSSIAN AS A FOREIGN LANGUAGE

ABSTRACT
The proposed article reveals the issues of professionally oriented teaching in Russian as a foreign language (RFL) for students and postgraduates, considering the difficulties of social and cultural adaptation. The authors show and substantiate the necessity and features of organizing stage-by-stage work with special texts based on the principle of continuity, an algorithm for working with such text materials is proposed, certain types of tasks are given for the formation of the necessary skills among students and graduate students in analytical types of work with text, and further prospects are demonstrated for enhancing the knowledge, skills and abilities acquired during the Russian language classes. The article discusses possible approaches to solve the problems of classroom and independent educational and scientific activities of students in the assimilation and progressive processing of information in the language material of special texts, which will not only improve the language level of students, but also their motivation in linguistic and professional terms.

Keywords: Russian as a foreign language. Language education. Professionally oriented training. Educational service quality increase. The internationalization of universities.

TRABALHANDO COM TEXTOS ESPECIAIS DURANTE AS AULAS RUSSO COMO LÍNGUA ESTRANGEIRA

RESUMO
O artigo proposto revela a problemática do ensino profissionalizante do Russo como Língua Estrangeira (RFL) para estudantes e pós-graduados, levando em consideração as dificuldades de adaptação social e cultural. Os autores mostram e fundamentam a necessidade e as características da organização do trabalho estágio a estágio com textos especiais baseados no princípio da continuidade, um algoritmo para trabalhar com tais materiais de texto é proposto, certos tipos de tarefas são dados para a formação do necessário habilidades entre alunos e alunos de pós-graduação em tipos analíticos de trabalho com texto, e outras perspectivas são demonstradas para aprimorar o conhecimento, habilidades e habilidades adquiridas durante as aulas de língua russa. O artigo discute possíveis abordagens para resolver os problemas de sala de aula e atividades educacionais e científicas independentes dos alunos na assimilação e processamento progressivo de informação no material de linguagem de textos especiais, o que não só irá melhorar o nível de linguagem dos alunos, mas também sua motivação em termos linguísticos e profissionais.


TRABAJAR CON TEXTOS ESPECIALES DURANTE LAS LECCIONES RUSO COMO IDIOMA EXTRANJERO

RESUMEN
El artículo propuesto revela los problemas de la enseñanza con orientación profesional en ruso como lengua extranjera (RFL) para estudiantes y posgrados, teniendo en cuenta las dificultades de adaptación social y cultural. Los autores muestran y fundamentan la necesidad y características de organizar el trabajo paso a paso con textos especiales basados en el principio de continuidad, se propone un algoritmo para trabajar con dichos materiales de texto, se dan ciertos tipos de tareas para la formación de los necesarios habilidades entre estudiantes y estudiantes de posgrado en tipos analíticos de trabajo con texto, y se demuestran nuevas perspectivas para mejorar los conocimientos, habilidades y habilidades adquiridas durante las clases de idioma ruso. El artículo analiza posibles enfoques para resolver los problemas del aula y las actividades educativas y científicas independientes de los estudiantes en la asimilación y procesamiento progresivo de la información en el material lingüístico de textos especiales, que no solo mejorarán el nivel de lenguaje de los estudiantes, sino también su motivación, en términos lingüísticos y profesionales.

INTRODUCTION

Integration processes in the field of education and the creation of a single educational space open up new opportunities for obtaining a profession in another country. According to T.T. Kapezina, “at present, about 3% of foreigners from the entire contingent of student study at the universities study of our country, that is, the country provides education to more than 150 thousand foreign students”. (Kapezina) It should be recognized that both sides - the student and the teacher - face numerous problems: difficulties in the climatic and cultural adaptation of a student in an unfamiliar country, the need for internal work on the student's awareness of a new social status, difficulties in language acquisition, the problems with the peculiarities of speech behavior, etc. (Nalchadzhian) To remove these difficulties, the teacher needs to build a strategy and tactics not only for the presentation and consolidation of educational material, but also for speech behavior.

The experience of teaching foreigners the Russian language shows that the scientific and technical profile of education is the most promising in universities today is [www.proinno europe.eu/ extranet/ admin/ uploaded documents/innovation_scoreboard_en.pdf. 2003], therefore, the main content of the educational process in RFL includes a complex of work with special texts, preparing the students for the perception of educational material in special disciplines, teaching the skills of classroom, extracurricular, independent work with texts, as well as the ability to produce special information and present it in written and oral form and in various kinds (plan, theses, abstract, report, etc.).

This task is extremely complicated by the difficulties associated with the development of educational and methodological materials in special disciplines for the classes with foreigners on mastering the terminological apparatus of the discipline, understanding the content of professional texts, developing skills for constructing a secondary special text and, ultimately, developing skills in modeling one's own syntactic whole within a special discourse.

A lot of studies have been devoted to the topic of foreign expert training in Russian universities as one of the most difficult and relevant in the methodology and practice (E.I. Motina (1988), I.B. Avdeeva (AVDEEVA, 2005; AVDEEVA, 2017), E. A. Trushina (TRUSHINA, 2020), A. E. Massalova, E. V. Dziuba (MASSALOVA, DZYUBA, 2018), V. N. Yapparova, T. G. Bochina, I.A. Sadykova (YAPPAROVA, BOCHINA, SADYKOVA, 2016), Miftakhova A. N., Sadykova I.A., Iliasova S. V. (MIFTAKHOVA, SADYKOVA, ILIASOVA, 2019), etc.), however, as the the international role of higher education and the expansion of university internationalization (ALTBACH, REISBERG, RUMBLEY, 2010; KING, MARGINSON, NAIDO, 2013; LOSH, 2014), it becomes more and more relevant and requires further development.

This study was carried out to summarize the experience of working with special texts during RFL lesson, understanding the principles of selecting educational material, determining the stages of working with texts of a special professional orientation, and also aimed at identifying the features at certain stages of work in a foreign audience during Russian lessons. All of this should ensure educational service quality increase in opposition to the fears expressed by P. G. Altbach, and E. Hazelkorn: “Prestige and reputation have become the dominant driving factors that supplant the desire to provide quality education and student achievement.” (ALTBACH, 2017).

An unconditional contribution to the development of the scientific and methodological trend for the language profile of foreign experts is the fact that the research undertaken by the authors of the article allows for a more systematic and clear organization of both the preliminary activities of a teacher during the stage of lesson planning, and the direct practical work of students with special texts.

METHODS

The methodological and theoretical basis of the study was the works in linguodidactics, psycholinguistics and the methods of teaching Russian as a foreign language (I.A. Zimnyaya (ZIMNYAYA, 2001), G. A. Kitaygorodskaya (HTAYGOROODSKAYA, 2008), A. A. Leontiev (LEONTIEV, 2003), M. V. Silant'eva (SILANTYEVA, 2017), E. I. Motina (MOTINA, 1988), etc.), as well as the methodology of the process of teaching the language by E. I. Passov. (PASSOV, 2000)

The work used general scientific methods and particular methods of linguistic analysis: theoretical analysis and generalization of data from scientific and educational literature on Russian as a foreign language, the main content of basic courses and specialized disciplines; logical approach; structural and semantic analysis of special texts and linguistic units, their components; semantic and cognitive analysis of text fragments; the method of scientific observation of the assimilation of various types of texts by foreign students during RFL lesson; conversations with research participants.
RESULTS AND DISCUSSION

Today, the scientific community observes a purposeful integration process of “international, intercultural or global components into the tasks, functions and methods of higher education implementation to improve the quality of teaching and research for all students and staff.” (Mit et al, 2015) In this regard, it is necessary to select educational material taking into account the professional interests of students and the key problems of modern science development. A special role should be assigned to the nature of the material: its non-adaptation, volume, availability of additional information, complexity of lexical and syntactic content. The material under study must be associated with the student's scientific ambitions, which will contribute to his motivation to learn the Russian language.

When selecting texts, it is also worth correlating their value-based content with the general educational goal, the direction of the university and the department where the student is studying; the possibility of practical use of the material, calculate the percentage of new information in the text and compare it with the knowledge already available to the student and the level of his general development, and also consider the text in terms of regional geographic information in it that creates the background knowledge of the student.

When selecting educational material, it is necessary to strive so that the articles contribute to the formation of students' conviction that the material they study is a source of new information that they are not only able to understand and assimilate, but can also process and present in the desired form.

Working with a text, involving production based on the knowledge and skills acquired, is associated with the development of private skills and provides for certain stages of text analysis.

The first stage of working with the text—learning how to draw up a plan—includes the text division into semantic segments, choosing the exact wording of the text parts (in the form of interrogative or nominative sentences).

Working with an unadapted text, a student encounters difficulties that arise when the author of an article returns to the same position, but such materials are interesting for students.

The need to compress the text of articles, reports, drawing up abstracts, annotations and abstracts of publications is dictated by communication tasks. How to teach students to shorten a text?

As you know, the "compression" of a text can be carried out by reducing information and by language transformation with the preservation of information.

In order to develop the skills of text compression by information reduction, the following tasks can be proposed: a) highlight the main provisions of the article; b) divide the text into argumentative and illustrative parts; c) omit details; d) summarize the remaining information.

While practicing the skills of "compressing" the text with the preservation of information, students can be offered the tasks that focus on the lexical and syntactic structure of the article: a) eliminate duplication of information; b) replace complex constructions with simple ones or make one from several sentences with identical components.

The next stage—drawing up the theses of the text—is important to carry out based on the skill of drawing up a plan, here it is necessary to warn students against mistakes to replace the theses with a naming plan.

Since abstraction is also the result of text compression, when drawing up abstracts, students need to perform already familiar operations, as well as solve a new task—to record the basic information briefly: a) by the words of the article; b) in your own words.

First, students are encouraged to write abstracts of one article of informational or problematic nature. A more difficult task is to write abstracts of a number of articles with one problem. To do this, the student must rely on already formed skills and at the same time highlight repetitive and new information, therefore, before giving an assignment for independent fulfillment, the teacher needs to carry out preparatory work: select and give students two or three articles on one problem. Only then you can complicate the task—to determine the topic, to recommend to choose literature independently and to draw up abstracts.

To complete the communicative task of drawing up abstracts is not enough. Therefore, the next stage of work will be the deployment of the thesis, which occurs by expanding the arguing part of the text or by including details. Students are offered the tasks to unfold the text: Comment on this thought ...; Illustrate any provision of the article; Argument the conclusion, bring new evidence to the existing one; Refute any point of view or express your agreement/disagreement with it.
During this stage of working with the text, a great place is occupied by the development of statement forms, connecting the text of the elements (hereinafter, in conclusion), the words expressing the speaker's attitude to any fact (of course, obviously, etc.). It is important to explain to students that such words play the role of logical transitions. Such tasks prepare students for an abstract; the same purposes are served by the assignments that encourage students to answer the following questions correctly: What is the nature of the article? What area of scientific knowledge does the information of this article refer to? Does the article provide information on general problems of this field of science or raise specific questions?

The next type of work with the text is the outline.

It is advisable to carry out work on the formation of note-taking skills first using the material of popular science texts, and then the texts of a special nature. The attraction of material related to the future profession of students also provides for the solution of the most important psychological problem: motivation in learning.

Preparation for teaching the elements of note-taking begins in parallel with teaching reading. When reading any text, the following tasks are appropriate: Answer the question to the sentence; Add a question to the sentence; Find reference words; Reduce the sentence, keeping the main meaning, etc. Then it is advisable to carry out the work at the level of supra- phrasal unity.

The next step is such a type of analytical work with text as drawing up a text abstract.

Proceeding from the position that the abstract is not only a summary of the article content, but also its critical assessment, the student should not only be able to perform certain operations to compress the text, but also comprehend critically the information and fix it in the appropriate form.

Students can be offered different kinds of abstracts for analysis. It is necessary to pay attention to the special style of the genre, the use of clichés, to work out the most common language models. This painstaking work involves the use of synonymous options.

The next type of work in reading and writing is abstracting.

When teaching abstracting, it is necessary to be guided by the following principles: “abstract is a semantically adequate presentation of the main content of the source; an abstract has a small volume (1/8 of the volume of the abstracted article); an abstract is characterized by a constant structure (heading part, the abstract part itself, reference apparatus)” (PASSOV, 2000).

The process of writing an abstract includes the complex use of various previously acquired skills.

First, students need to be introduced to various types of abstracts: an abstract-synopsis, an abstract-resume, an abstract-summary of an overview nature. The most interesting is the last type of essay, for the compilation of which the student is offered several texts on the same topic, and the task is to summarize the points of view and conclusions of the authors on the problem (this work requires a good level of language proficiency and skills in analytical work with the text).

The preparation of essays will allow students to acquire the necessary skills to participate in discussions, disputes, where students learn to argue, make a speech correctly, reason, argue their thoughts, refute the position of the disputing party, etc. The result of the work can be an educational and scientific student conference. The skills in text editing and review preparation may be necessary at this stage.

**CONCLUSIONS**

Practice has shown that it is not always possible to differentiate strictly the types of work in the educational process. However, we can talk about focusing on a particular skill during a specific period of training. A strictly defined sequence when they work with text is advisable. As a rule, work with information from a new text begins with anticipation exercises, where the title (WIT, 2015) acts as the main reason for text hypothesis development; these tasks assume a stimulating question: Read the title of the article and tell me what it is about; Read the title of the text and determine what may be said in it on the given issue. The task to come up with a title for the text also guides students to choose the best option.

Then students are given the tasks to predict the content of a more complex text: Read the first sentences of the paragraphs and name those questions that will be considered in the description ;...; Read the conclusions in the text and tell me what content may precede them. Of course, such exercises are not new, but given the complexity of the material, you have to pay serious attention to this skill development.
**SUMMARY**

The practice of working with students to develop and improve the skills and abilities of working with scientific and technical literature in Russian shows that this activity logically continues educational work during the previous stages of training and serves as a necessary link in foreign student preparation for scientific and pedagogical practice in profiling departments. Thus, a solid foundation is created for the consolidation and further development of the stable interest among students during the Russian language study. In this case, it is the student's professional interest that acts as an important incentive.

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