

Practical knowledge of languages (UDC 81`24)

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Any science being accurate and systematized knowledge cares for its historical research. The teaching methodology of Russian language is not an exception.

A number of factors contributes to the necessity for historical research in the field of methodology: first of all — scientific interest and second — the importance of understanding the role of historical knowledge in the formation of a modern professional teacher, (no doubt that knowledge in the history of teaching methodology is a component of professional competence of a Russian-language-teacher). In addition, the dissemination of knowledge about the achievements of Russian science is urgent today when foreign methodological concepts and language-teaching experiences are popularized which causes the lack of local methods overview. Finally, the knowledge of history allows assembling a complete overview in the field of language teaching, organize, and systematize the existing knowledge.

The origin of teaching methodology of Russian language dates back to 1844, and associates with the publication «О преподавании отечественного языка» by F. I. Buslayev [1]. It should be noted that long before that research there were publications which were in fact teacher editions: «Азбука» by Ivan Fedorov (1574), «Грамматика словенская» by Lavrentiy Zizaniy (1596), «Грамматика словенского языка» by Meletiy Smotritskiy (1619), «Букварь» by Karion Istomin (1694); «Российская грамматика» by M. V. Lomonosov (1757); «Руководство учителям 1 и 2 разряда народных училищ Российской Империи» by F.I. Yankovich de Mirievo (1783).

However, the teaching methodology of Russian language in the full sense of the word began to emerge when Russian language entered the schools of Russia as academic discipline. From the late eighteenth century, and by the 40s of the XIX century, a rich methodological material in native Russian language has accumulated which allowed F. I. Buslaev to author a synthesized research based on native and foreign teaching experiences — «О преподавании отечественного языка».

The research «О преподавании отечественного языка» was the first in the history of Russian language teaching methodology where scientifically based system of methods was stated. «One should distinguish scientific and learning methods, — says F. I. Buslayev. — A scientist presenting the science focuses on that and only not paying any attention to the identity of the reader or listener, he offers his science only to those who understand it. The teacher, on the contrary, has to develop, educate and train students' ability: his science only has the value when it is appropriate for those whom is taught to. » Accordingly, in the first place Buslayev puts conscious assimilation of the material as well as the ability to use the knowledge in their own speech. By Buslaev, teaching a language means to develop the students spiritually, which is impossible without a method.

He distinguished the research and training methods. The objective of latter – to analyze the outcome of learning, to commute teaching experience, teach the learning activity ; study a student's identity ; ensure scientific validity of the studied material , to raise the desire for serious pursuits and awaken the love for science» [2]. Speaking of teaching methods, two ways of teaching were emphasized:

- With the help of teacher a student himself finds the truth;
- Student receives information about language as a finished product;

Wherein the first method is preferred: F. I. Buslaev was a supporter of heuristic methods and wanted the students themselves "to discover the unknown by means of the known" [1, p. 67]. Among the followers of F. I. Buslaev best known is K. D. Ushinsky, and the task he put in front of a teacher was "to teach the student to learn". «...A student should not simply be given a certain knowledge but should be encouraged to develop the ability to acquire knowledge without teacher's help» [3, p. 501]. K. D. Ushinskiy supported the systematic study of grammar considering it as the base for the development of children's logical thinking and the base for the development of students' speech. He proposed a system of summaries and compositions, the importance of which in the development of speech is highly appreciated. K. D. Ushinskiy introduced a new method of teaching reading and writing — based on the hearing and the combination of analytical and synthetic work of students.

A mark in the history of the native language method has left Leo Tolstoy, who created the auditory method of teaching reading and writing and composed «Азбука» in 4 books (1873). Writer and teacher devoted much attention to the theory of learning and teaching and expressed a number of original didactic solutions that have enriched teaching science with great ideas. Referring to the texts 2 and 3 of «Азбука» [4] , we can see that their study involves such mental operations as comparing , identifying the relationship of cause and effect and evaluation. Moreover, in the text it is only implied to student so he has the chance (perhaps under the teacher's guidance) to conduct his own reasoning.

The end of XIX — early XX century – the renaissance period of methodology. That was the time of V. I. Vodovozov, S. Y. Stoyunin, N. F. Bunakov and others. The synthesizing work «Родной язык в средней школе. Опыт методики» (1911) by A. D. Alfyerov tops it off. Paying the tribute to the literary language as a model of school study, A.D. Alfyerov warns, «Not a single sample should ever be considered as a complete perfection. It must be the starting point for one's own reasoning» [5].

At the same time, and after the revolution, A. M. Peshkovskiy (1878-1933) was actively involved in the study of methodology. His largest linguistic work «Русский синтаксис в научном освещении» was conceived as a high school textbook. His work

«Школьная и научная грамматика» (1914) talks about the gap between the linguistic science and the studies of language at school criticizing the situation in the school, where grammar was «a servant of spelling. » In Peshkovskiy's opinion — grammar has special value because «the main difference between the literary speaking from the natural is <...> the conscious use of language means <...> while the grammar (in its narrative part) just translates the unconscious into the conscious linguistic phenomena» [6, p. 12].

Thus, we can draw the following conclusions:

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О КОНЦЕПЦИИ ДИСТАНЦИОННОГО КУРСА ПОВЫШЕНИЯ КВАЛИФИКАЦИИ «МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО (РКИ): ТРАДИЦИИ И ИННОВАЦИИ»

Аннотация

В статье обосновывается подход к построению дистанционного курса «Методика преподавания русского языка как иностранного (РКИ): традиции и инновации» для повышения квалификации преподавателей русского языка как иностранного. Благодаря многолетнему опыту подготовки преподавателей РКИ и обучения иностранцев русскому языку определены темы, которые, с одной стороны, являются базовыми, а с другой стороны, вызывают определенные трудности в процессе преподавания русского языка как иностранного. Цель курса «Методика преподавания русского языка как иностранного (РКИ): традиции и инновации» – ознакомить преподавателей-русистов с традиционными методами обучения РКИ и новейшими исследованиями проблем преподавания РКИ. Предлагаются авторские учебные материалы, разработанные специально для слушателей дистанционного курса. Полученные знания слушатели курса могут непосредственно использовать в своей практике.

Ключевые слова: дистанционный курс, русский язык как иностранный, повышение квалификации, авторские учебные материалы.

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ON THE CONCEPT OF DISTANCE TRAINING COURSE "METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE (RFL): TRADITIONS AND INNOVATIONS"

Abstract

The article explains the approach to the design of the distance course "Methods of teaching Russian as a foreign language (RFL): traditions and innovations" for the training of teachers of Russian as a foreign language. Through years of experience of the teaching Russian language and of the training teachers of Russian language for foreigners are defined topics, which, on the one hand, these are basic, on the other hand, cause some difficulties in the process of teaching Russian as a foreign language. The aim of the course "Methods of teaching Russian as a foreign language (RFL): traditions and innovations" is to acquaint Russian teachers with traditional teaching methods RCT and latest research of the problems of teaching Russian as foreign. Authorial educational materials designed specifically for students of distance learning course. The acquired knowledge students can directly use in their practice.

Keywords: distance course, Russian as a foreign language, training of teachers, authorial educational materials.

Subject of study. The remote course "Methods of teaching Russian as a second language (RSL): traditions and innovations" is developed specially for teachers of Russian as a Second Language who want to improve their skills. The main goal of this course is to introduce teachers of Russian to traditional conceptions of RSL learning and the latest studies of problems at teaching RSL. Participants can immediately use the knowledge acquired from this course in their teaching practice. The years of experience of RSL teachers at St. Petersburg State University and who teach Russian to foreigners helped to identify the themes that on the one hand are basic, and on the other hand, they cause certain difficulties for RSL teachers.

Study materials. During the course, participants receive information about the following pedagogical functions of RSL teacher (according to V. Molchanovskiy) [1]:

1. *Communication-teaching* (the ability to achieve practical goals of training and knowledge about the communicative, speech and language content of the subject of study — "Russian as a second language").

2. *Information-retranslating* (the ability to perceive, select, transform, and transmit information intended for the student digestion).

1) Virtually since its inception, the scientific methods of teaching Russian language professed the idea of conscious, creative approach to teaching;

2) However, so far these ideas (with all the evidence and repeatedly proven effectiveness) have not acquired wide popularity, it turns out that simply common understanding of the approach is not sufficient for its practical application;

3) Therefore, a specific, step by step procedure is needed in order to apply the ideas (adopted to today's reality) of outstanding teachers of the past in the modern classroom.

3. *Motivation-challenging* (the ability to focus on the student as an active subject of the educational process and to select the situation determined curricular activities).

4. *Instrument-adaptating* (the ability to use the appropriate means for study).

5. *Self-realization and self-development functions* (the ability of self-understanding, the ability to understand the activities of the learning process, to manage and put in perspective the professional actions, the ability of professional self-education, self-learning and self-education).

The development of the teacher's personality and his/her professional qualities are complicated by the limited timeframe under the conditions of remote education. This supposes the greater amount of individual work of students and the optimal organization of learning process which should help to build primary forms of RSL teacher competencies as much as possible. Taking this into account, the remote course provides the work with scientific texts relating to this section (mandatory and optional). After reading the text, students perform control tasks and exercises. This approach results in a true practical orientation of this course that necessitates the need for representation of the learning process as the activities related to the solution of professional and pedagogical objectives that serve as units of teaching. According to modern methodists, the