

## MODERN METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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### ABSTRACT

*The paper considers modern methods of teaching Russian as a foreign language in the educational and professional sphere of communication. The main task of teaching a foreign language, in particular Russian as a foreign language, is teaching the language as a real and complete means of communication. Education should equip future specialists with competencies that will help them successfully realize themselves in a multicultural society, interact with people of other cultures and languages.*

**KEYWORDS:** *Modern Teaching Methods, Didactic Game, Project Practice.*

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### INTRODUCTION

Currently, all areas of educational activity are being updated, which is caused by the reforms taking place in the education system. One of the tasks of the changing education system in Russia is to strengthen the practical preparedness of the future specialist for professional activities. The changes lead higher education to the need to revise the goals, content, forms, and methods of professional training of future specialists. In this regard, in order to increase the efficiency of education, improve the quality of training of specialists, more and more people are talking about the importance of using innovative technologies, developing a variety of teaching materials.

Thus, the authors of the work "Philological Master's in Russia: Yesterday and Tomorrow" E.N. Kovtun and S.E. Rodionova say that the student's activity in the learning process comes to the fore. GEF-3 determines that in the master's program "lecture-type classes ... cannot make up more than 20 percent of classroom classes" At the same time, GEF-3 requires that "the share of classes conducted in active and interactive forms ... in general in the educational process" accounted for "at least 40 percent of the classroom." Thus, the share of types of classroom work that is directly aimed at activating students increases, which creates conditions for the formation of competencies laid down in the standard, both professional and general cultural.

It is no coincidence that the list of master's competencies strongly emphasizes independence, activity, initiative, creativity, responsibility of graduates who have completed master's training" [1: 16].

The main task of teaching a foreign language, in particular Russian as a foreign language, is teaching the language as a real and complete means of communication. Education should equip future specialists with competencies that will help them successfully realize themselves in a multicultural society, interact with people of other cultures and languages. The teacher should take into account that the defining approach in teaching Russian as a foreign language is a communicative-activity approach, which focuses language classes on teaching communication, using the language to exchange thoughts [2].

Textbooks, teaching aids, dictionaries, reference books are used as auxiliary materials for teaching Russian as a foreign language. In the modern lesson, a large place is occupied by audiovisual materials, various visual aids, and technical equipment. Tables, pictures, films, computer presentations should be organically included in the structure of the lesson, help to introduce new material, consolidate it and control mastering. Modern teaching methods also play an important role.

The use of the game method of teaching is an interesting and, according to many scientists, an effective method in organizing the educational activities of students; it is a promising innovation in recent years. The study of the use of the game method in the classroom in a foreign language has been and continues to be studied by linguists, methodologists, and teachers. A number of scientists involved in the methodology of teaching foreign languages rightly draw attention to the effectiveness of using the game method. A significant number of scientific pedagogical, psychological and methodological works are devoted to the problem of using games in teaching a foreign language. And this is no coincidence, since the game of adults is a special type of cognitive activity that can serve as a method of learning to communicate in a foreign language, as well as rest during class.

Many modern textbooks widely use the game method in teaching foreign languages. The game contributes to the fulfillment of such tasks as providing psychological preparation for communication in a foreign language, repeated repetition of language material. Being a difficult and at the same time exciting activity, it requires a huge concentration of attention, trains memory, and develops speech.

As you know, in the classroom, the teacher should strive to achieve three main learning objectives: teaching, developing and educational. It is the game that is one of the types of educational activities that allows you to realize all these goals. Despite the large number of works devoted to the problems of game learning, the detailed development of the introduction of game techniques into the educational process, the study of the effectiveness of their application in various training courses is still a serious task of modern methodology. Thus, the problem of using games to form the communicative skills of students of various educational profiles has not been practically studied; the technology of games that form the communicative skills of foreign students in the educational and professional field of communication has not been sufficiently developed [3].

Given the variety of different types of games, this paper focuses on the role of didactic games as an active method of learning.

The characteristic features of a didactic game are its intentionality, planning, the presence of a learning goal and the intended result.

In the lesson of Russian as a foreign language, games are used to solve a wide variety of tasks that can be grouped into four groups depending on the purpose of using the game:

- 1) To acquire new knowledge (mastery of language competence);
- 2) To consolidate skills (mastery of speech competence);
- 3) For the development of skills in the types of speech activity (mastery of communicative competence);
- 4) To familiarize students with the country of the language being studied, its culture, and the behavior of native speakers (mastering socio-cultural competence) [4].

Language and speech games are held at classes in Russian as a foreign language. An example of work on the introduction of role-playing games aimed not only at the formation of knowledge of Russian as a foreign language, but also professionally oriented, can be the course "Dialogue of cultures in teaching Russian as a foreign language", where the focus is chosen - philological support for the sphere of tourism and socio-cultural service (master's program "Russian as a foreign language").

In the lessons of this course, students work out special thematic vocabulary, speech models offered depending on the communicative tasks that are solved in specific situations. A significant part of the time in the classroom is devoted to role-playing games, when students use real social relationships that operate in the field of work (client and travel agency manager, tourist and hotel manager, tourist and guide, business partners, etc.).

So, after studying the topic "Excursion activity", students are invited to prepare and conduct a tour of the city or the museum. One of the students acts as a guide; the others are tourists who can ask questions during the tour. It should be noted that the student's story is not just a story about the objects of the excursion, but rather the story of a professional guide using the methodology of the excursion: this is a dialogue with tourists, the use of speech turns characteristic of the excursion story: Look to the right, Pay attention to this building, Now we let's go a little further and see...

In the classroom, students act out the dialogue "At the hotel", the participants of which are a tourist and a hotel guide. The tourist has health problems; he needs help with insurance issues. Another type of communicative game is a business game, which is a form of recreating the subject and social content of the future professional activity of a specialist, modeling such systems of relations that are characteristic of this activity as a whole.

In a business game, a holistic form of collective learning activity is implemented on the model of professional activity, since a business game recreates the subject context-environment of future professional activity and the social context in which the student interacts with representatives of other role positions [5].

In a business game, students imitate professional activities that combine educational and professional elements. Knowledge and skills are acquired by them not in the abstract, but in the context of the profession. In the course of the game, the norms of professional and social actions are mastered.

During the study of the topic "Choosing and designing a tour", students are offered a game. Students receive handouts describing the tours. One participant in the game is the manager of a travel agency that organizes holidays in warm countries; the other is a client who wants to combine a beach holiday and excursions. A dialogue between the manager and the tourist is played out, in which information about the tours is used.

At the end of the course "Dialogue of cultures in teaching Russian as a foreign language" a business game is held with undergraduates, during which all the studied material is repeated. All students take part in the games, who act as a tourist, a manager of a travel company, meeting a tourist at the airport, a hotel guide, a tour guide. Description of the actions of the participants in the game: A tourist comes to a travel company to purchase a sightseeing tour. The manager of the company helps the tourist with the choice of the tour, draws up a contract, medical insurance. At the airport, the tourist is met by an attendant who accompanies him to the hotel. The administrator deals with the accommodation of the tourist in the room. The hotel guide conducts an organizational meeting. A tourist goes on a city tour with a guide. The tourist returns and calls the travel company and thanks the manager for the good service.

Professionally oriented learning of a foreign language using active teaching methods contributes to the integration of the Russian language with the chosen specialization, which can significantly improve the quality and volume of students' professional knowledge.

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