

# THE ISSUES OF TEACHING RUSSIAN LANGUAGE AT THE STAGE OF PRE-UNIVERSITY TRAINING

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**Abstract** – The article explores the problems and causes of their occurrence in foreign students who graduated pre-university training. The article suggests possible effective methods for preventing future students from problems in the first years of study at the university. For writing this work, such methods of research, as observation, analysis and generalization were used. The article examines the learning situations in the teaching of the Russian language, as well as in vocational subjects at the stage of pre-university training, during which problems of foreign students arise that impede successful study at the university. The work examines the methodological point of view of the teachers mistakes, identified by the author based on monitoring the method of working with foreign students in the preparatory department. Classes in vocational subjects, where attention is focused on the method of submitting educational material, are of particular interest. The author of this article believes that the methods of vocational subjects should also be developed in accordance with the principle of taking into account the contingent of foreign students. This approach will help students to understand better the language of the vocational subject, and the teacher to understand and eliminate the possible cause of failures, during the learning of the vocational subject in Russian. The teacher should take into account the fact that foreign students are taught in a foreign language. We believe that this study can make a certain contribution to the field of teaching methods for vocational subjects at the stage of pre-university training of foreign students and can be taken into account when working with this contingent of students.

**Index Terms** – Russian as a foreign language, vocational subjects, vocationally orientated methods, professional communicative competence, foreign students, and preparatory department.

## I. INTRODUCTION

Nowadays, modern methodologists in the field of Russian as a foreign language offer the most effective methods of teaching the Russian language, as well as the language of the specialty in the course of classes with foreign students.

Despite the wide variety of scientific studies devoted to different aspects of teaching Russian to foreigners, problems are encountered in graduates of preparatory departments during the period of study at 1-2 courses in a university. Arguing about the need to study the methods of teaching the language of the specialty, G.A. Pimenova and N.N. Speranskaya note, ‘in the process of teaching the language of the specialty, including when working on special texts, the Russian teacher is faced with the need for semantization of terminological vocabulary. At the same time, terminological units enter into a variety of paradigmatic, syntagmatic relations in the text itself, in the terminology of this science, and can also have ambiguous semantic relations with the corresponding lexical formatives of the common language, with the terminology of other sciences’ [1, 26].

Such scientists as V.G. Kostomarov, E.M. Vereshchagin, G.A. Vishnyakova, S.P. Kurganova, O.D. Mitrofanova, E.I. Motina, and many others brought significant contribution to the study of the problem of teaching the Russian language, as well as the language of the specialty, to students-non-philologists.

## II. RESULTS AND DISCUSSION

One of the topical issues remains the competence approach to the training of vocational subjects at the stage of pre-university training in a foreign-speaking country.

The purpose of our article is to address the problem of teaching of vocational subjects, in particular, chemistry, physics, mathematics and other exact sciences; to try to identify the reasons for the difficulties encountered by foreign students in 1-2 courses in universities, and also to give some recommendations for more effective training of foreign students in the preparatory department.

Undoubtedly, foreign students should be trained in language not only in vocational subject classes, but also in Russian language classes. Students should select texts based on the language of their future specialty, make assignments for the consolidation of the passed terminology. ‘The study of special vocabulary in the aspect of teaching the Russian language as a foreign language should be conducted with reliance on ready-made lexemes existing in the general literary language, word-building and syntactic models that served as a basis for the nomination of special concepts’ [2, 110].

The purpose of pre-university training of foreign students is to form their professional communicative competence, i.e. to develop skills for free communication and adequate perception of educational material in the language of the specialty.

It is interesting to note the fact that foreign students after the end of the preparatory department encounter difficulties in understanding the lecture material on special subjects. Often, this problem is that at the stage of pre-university training, the training of foreign students is isolated from the speakers of the language being studied, and secondly, during the year of pre-university training foreigners get used to the slow pace of speech, as well as the adapted language during the classes, thirdly, after the end of the preparatory department, foreigners are completely immersed in the language learning environment, which does not take into account the national psychological characteristics of the foreign contingent, where the training system university cardinally differs from the system of vocational education in the home country of foreign students. ‘The development of the skills to choose and organize correctly language means in accordance with the situation of communication, the communicative task and the genre of utterance (oral or written) is the goal of the linguistic education of students of a technical university, in particular, the discipline ‘The Russian Language and the Culture of Speech’ [3, 143].

The formation of a competent foreign specialist is a complex process, because in the educational process of pre-university training two main tasks are realized, namely, to teach a foreign language, and also to form the professional competence of the future specialist.

At the preparatory department, an experiment was conducted to perceive adequately the text using vocational vocabulary. The task was to identify typical mistakes in the performance of tasks, as well as to identify the most difficult moments during the whole experiment, where foreign students performed three types of tasks: listen to the text and choose the correct answer; listen to the text and answer questions; write about what they learned from the text they read.

As shown by the analysis of written works, students did not complete the tasks in full; this is due to the lack of accurate perception of the text by ear. The analysis of the ascertaining experiment showed that all the students coped with the first task (choose the correct answer); the most difficult task was to write about the information from the text that was listened to by the participants of the experiment.

As a rule, foreign students in the classes in special disciplines work with visual texts, which also carry out the basic tasks. On this basis, we can conclude that in the classes in vocational subjects, assignments of a different type of orientation are not practiced enough.

This small study allows you identifying the difficulties that foreign students, who graduated from pre-university training, face, eliminate some of the reasons why the learning process is problematic, and improve the practical classes of vocational subjects and improve the professional communication of the future specialist in engineering and technology specialty.

### III. CONCLUSION

Observations in the course of the experiment also made it possible to determine the progress in vocational subjects. It is interesting to note that in different countries the system of study in universities is significantly different. This fact can influence the training in the university in another country. It is known that foreign students, who graduated from pre-university training, perceive oral colloquial speech much better than the lecture material in the classroom for vocational subjects. This is due to the fact that during the pre-university training in the Russian language classes different types of speech activity are practiced, and in the classes on special disciplines, the actions are mainly aimed at solving practical problems.

It should be noted that the problem of foreign students is the inability to express themselves in the language of the specialty. Often the situation develops in such a way that the foreign student, having excellent knowledge of the teaching material, has poor academic performance in certain disciplines. In the classes, it is important to improve all the skills of speech activity; they should be in interaction during the educational process.

It should be noted that the training in the preparatory department and in the 1-2 courses is significantly different, for foreign students there is a sharp immersion in the language environment, also, the education in the university is carried out in large groups, which in turn affects the nature of the learning process.

In the professional practice, the form and type of control of students' progress play an important role. To maintain the motivation for learning a foreign language, it is necessary to combine ways of current control of students' progress. Successful language training depends on the motivation for learning the language, as well as the working mood of students on the way to gaining new knowledge. Teachers need to improve their professional knowledge, because this determines the level of training of foreign students, as well as the motivation for interest and motivation for the language studied.

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