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THE DIGITAL ENVIRONMENT IN THE FIELD OF TEACHING CLASSIC RUSSIAN LITERATURE

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Abstract. The works of the Russian classics form the basis for teaching literature in schools and universities. One of the most important methodological skills that a master's student of a pedagogical university is the search for techniques and technologies for teaching classic Russian literature for later professional activity. The following research methods are presented: Interviewing master's students studying at a pedagogical university, content analysis, qualitative and quantitative generalization of the obtained results, prediction of the main directions of work at the stage of identification, design, and control of experiments.

The research was conducted among the master's students in the 2nd year of the Institute of Philology of Moscow State Pedagogical University (Russian Federation). A total of 45 students participated in the experimental part from September 2019 to February 2020. The study results were also discussed in the advanced training courses for teachers at the St. Petersburg Institute of Business and Innovation.

The necessity of using digital technologies and organizing a dialog with contemporary literature in studying classic Russian literature is empirically demonstrated.

As a result, a classification of digital technologies was created, and the main areas of work related to the inclusion of modern literature in studying Russian classics were identified.

Keywords: *Russian classics, dialog, readers, literary education, teaching methods and technologies, professional education, digital content, contemporary literature*

Introduction

Each historical period forms a cultural genre system in art due to its own characteristics. Thanks to this historically formed cultural heritage, we can appreciate and learn about the artistic image of each period (Portnova, 2017). This includes exemplary works of art with an inexhaustible spiritual potential for national and world culture. The perfection of form and content distinguishes them, and a high humanistic pathos, the presence of a moral and esthetic ideal, characterizes them. The classics live in the "great age," and each era reads and updates them. Nevertheless, unlike popular literature, classic literature requires deep, thoughtful reading and serious preparation for reading. (Chertov & Trubina, 2012). Unfortunately, modern readers have certain difficulties reading and interpreting literary classics (Domanski et al., 2020). There is a danger that classic works will be transformed into the category of museum exhibits, explored only by specialists. In this regard, there is a need in school and university teaching for prolific methods that allow updating and reinterpreting classic works in new ways. Updating the teaching of literary classics will bring them closer to the average reader and minimize the indicator of students' emotional burden – students' anxiety, which is a pressing problem in the modern educational system (Ivanova & Sorokina, 2019).

This article aims to classify digital technologies (Law et al., 2018) and identify the main areas of work related to the inclusion of contemporary literature in studying classic Russian literature based on the experimental work conducted by the article's authors.

Materials and methods

The research was conducted on the basis of the Moscow State Pedagogical University. Forty-five people participated in the study (23 people in an experimental group and 22 in a reference group). The participants of the two groups were students of the Institute of Philology of Moscow State Pedagogical University. The participants of the experimental group were taught according to the experimental method. The results of this study are the aim of the present research. The reference group continued their studies with the existing and proven programs. In the beginning, the experimental group and the reference group participants had the same methodological background, which ensured the purity of the experimental conditions.

To achieve the main aim, the following tasks were solved:

(a) updating the information about the research results related to the study of classic Russian literature in the modern educational situation (in the experimental group);

(b) conducting the ascertaining experiment to determine the students' attitudes towards the inclusion of digital technology in the study of Russian classics (in the experimental and reference groups);

(c) analysis of qualitative and quantitative dynamics of students' attitudes towards digital technologies in the process of studying classic literature in both groups;

(d) recording the data from students in both groups who use a corpus of newer literature in studying classic literature in the control phase of the experiment.

To solve the above tasks, the following research methods were used:

• Observation of the educational process organization for the subject "Study of classic literature in school" (this subject is part of the curriculum of the master's program of the Institute of Philology at Moscow State Pedagogical University, Pedagogical Education 44.04.01 ("Current processes in philological education")).

• Conducting a detailed questionnaire study among students (experimental and reference groups).

• Experimental teaching (part of a practical lesson conducted by an experimental group is included).

• Discussion and clarification of the obtained results.

Results

In order to investigate the peculiarities of the perception of digital technologies used in the study of classic literature at school (Aristova et al., 2018) by the students of a pedagogical university, we conducted an ascertaining experiment. We will briefly explain the general content of the experiment and present the main results. The experiment consisted of three phases:

I. Detailed questionnaire for students (both groups) with the following questions:

• What do you understand by the terms "digital learning technologies," "digital content and classic literature," and "online resources for teaching literature"? Give a detailed description.

• Do you use digital technology to analyze classic literature? And why?

• When (for which seminars and course topics) have you used digital technologies to prepare for the subject "study of classical literature in school"? Give one or two concrete examples.

II. a presentation on the analyzed subject (in the experimental group). In particular, we covered the following topics:

• "Classics and digital content," "digital learning technologies," relevance of the concepts; frequency of use of digital technologies in the study of classic literature.

• Functionality and peculiarities of the use of digital content in the analysis of Russian classic literature.

III. discussion and clarification of the obtained results during the practical lessons (in groups).

In addition, the dynamics of reference to digital technology in the educational process of classic literature was studied in experimental and reference groups. The quantitative results of the study are presented in the following table:

Table 1

Quantitative dynamics of master's students' outcomes using digital technologies to study classic literature

Attitudes toward the use of digital technologies in the study of classic literature	September 2019 (experimental group before the educational process)		September 2019 (reference group before the educational process)	
Positive	20	87%	17	74%
Negative	2	9%	3	13%
Neutral	1	4%	2	9%
Use of digital technology in textual analysis of classic literature	February 2020 (experimental group after the experimental educational program)		February 2020 (reference group after the state-approved educational program)	
Frequently used Almost not used	20	87%	10	45%
Not often used	3	13%	12	54%
Almost not used	–	–	–	–

Thus, the experiment showed that students in both groups generally had positive attitudes toward using digital content in the study of classic literature. However, the frequency of using digital technology and network content in the experimental group increased after the practical teaching on the research topic (see the results in Table 2), which required the specification of a number of terms and concepts of digital technology to achieve the objectives of this research.

The dynamics of the frequency of digital content use in the classic literature study is shown in the following table:

Table 2

Qualitative dynamics of the frequency of use of certain digital technologies by master's students in the study of classical philology

Name of the digital technology	February 2020 (experimental group)	February 2020 (reference group)
Social media	23	12
Multimedia presentations, scripts, brochures, and infographics about the biography and works of classic writers	23	22
Educational and insightful websites about classic literature	20	14
Educational online blogs by writers and critics	21	10
Video lectures, online seminars, and workshops	23	12
YouTube videos	22	8
Mobile applications on Russian classics	23	14
Virtual tours of literary museums	22	11

The positive evaluation of the use of digital technologies in general, the increase in the frequency of certain digital technologies during the study of classic literature (in the experimental group), and the justification of their necessity for use in the subsequent practical activities led the students in the experimental group to the following conclusions, which we divided into eight main functions:

1) Worldview
2) Universal
3) Informative

4) Integrative

5) Socio-pedagogical

6) Cultural-educational

7) Educational

8) Recreational

The results of the analysis of the students' (experimental group) responses are summarized in Table 3 below:

Table 3

The most important functions of digital technologies identified according to the analysis of respondents' answers

Function	Characteristic	Examples of students' reasoning
1. Worldview	"The digital economy is not a separate industry, but a way of life, a new basis for the development of the system of public administration, the economy, business, the social sphere, society as a whole" (V.V. Putin)	Digital technologies shape a child's view of the world and contribute to developing his or her views and beliefs." "The digital environment is one of the most important in the modern world, so today it is impossible to analyze a work of art without relying on digital content." "Digital technologies are changing people's worldview: People are starting to think in a bigger, more comprehensive way, which is especially important when we turn to the classics with students." "These days, it is hard to imagine life without digital technology."
2. Universal	It is used in all industries, and the study process of classic literature in schools and universities is no exception	"Digital technologies can be seen as an opportunity to increase interest in literature"; "As a universal method that can be used at different stages of teaching, in different areas of life." "Digital technologies are used to study various Russian and world classics topics and works."
3. Informative	Satisfying human information needs in the digital age	"In the digital environment, there is more information, and access to it is faster." "Digital technologies satisfy the child's cognitive and emotional needs, help assimilate complex material more easily, empathize with the author, and accelerate the learning process." "Digital resources are the most important source of information for modern people."

Continuation of Table 3

Function	Characteristic	Examples of students' reasoning
4. Integrative	Maintaining the normal functioning of society, strengthening the sense of belonging of all to all, including belonging to the masterpieces of classic literature	"Digital technologies accelerate the process of globalization, give a sense of unity of the human community." "Formats of remote collaboration connect people from different continents." "New forms of communication are possible in the digital environment." "Students unite their interest in studying a particular writer." "Collaboration between a teacher and a student in a format familiar to young people."
5. Socio-pedagogical	Promoting a certain lifestyle through digital technologies and involvement in a certain system of influence	"Digital technologies make it possible to involve students in the learning process, the analysis of works of art." "Huge distribution of videos that draw attention to a particular problem, author, topic." "Digital technologies convey certain values." "Digital technologies influence lifestyles and attitudes."
6. Cultural-educational	Introduction of a person to culture, direct influence on a person's value attitudes, the transmission of any cultural and educational events in the digital environment, including those related to the popularization of the classics	"Achievements of culture and art are freely accessible." "A person can get acquainted with the masterpieces of world culture and art through the digital environment for a minimum fee." "There are digital resources that can immerse a child not just in a single literary work, but in an entire historical era."
7. Educational	Transfers educational and enlightenment programs to the digital environment	"A homework assignment can be given using digital curricula." "Digital technologies help activate critical thinking." "Through websites and mobile apps, you can send interesting resources to prepare for class or "revive" a classic text written 100–200 years ago." "You can master a subject in a digital environment."

End of Table 3

Function	Characteristic	Examples of students' reasoning
8. Recreational	A specific form of leisure time that is used for recreation and restoration of human strength	"Information and communication technologies help to make teaching more lively." "Digital technologies make it possible to overcome the monotony of teaching, to distract oneself from real problems for a while." "Digital technologies can be perceived as a relief, as an opportunity for a real emotional rest." "When children turn to digital technologies, it creates the illusion of relaxation, but at the same time, the student gains knowledge."

It is noticeable that the defense of their position by this group of respondents was characterized by a convincing and detailed argumentation, concreteness, and consistency in the presentation of arguments, as the digital environment is a comfortable space for the realization of their educational and individual needs, and the use of digital technologies in the process of studying classic literature by future teachers is taken for granted in modern life.

The group of respondents who negatively evaluated the use of digital technologies in the study of Russian and world classics is very small (1–2% of the total number of respondents), and the reasons were irrelevant to the topic.

Thus, the analysis of the experimental results has shown the relevance of the proposed topic and the need for a structured approach to the use of digital content in the study of classic literature.

It should not go unmentioned that literature has always played a leading role in Russian culture, but now the digital environment has significantly changed the situation. As T.N. Kasyanuk (Kasyanuk, 2004) noted, there are currently two tendencies in literary education that actively struggle with each other: on the one hand, a historically based value orientation, and on the other hand, a more modern, rational, and pragmatic one. The task of the future literature teacher is to reconcile the above tendencies as much as possible and to create conditions in which digital technologies and digital content play a motivating and organizational role, as well as contribute to the formation and

development of interest in the personality of the writer, in the reading of works of classic literature, their discussion and interpretation, including in the digital environment.

As a result of the discussion of the peculiarities of the study of classic literature in school during the experimental part, the question of the need to attract modern literature and compare it with the masterpieces of Russian classics was also discussed.

In the first stage of the work, a survey was conducted among the same 2nd-year students (45 people: 23 in the experimental group and 22 in the reference group). This phase of the experiment aimed to determine the students' attitudes (experimental and reference groups) to the necessity of using modern literature in studying Russian classics.

Attitudes toward the use of modern literature in the study of classic literature	September 2019 (experimental group before the educational process)		September 2019 (reference group before the educational process)	
Use frequently in textual analysis	8	34%	10	44%
Do not use it often	12	52%	10	44%
Almost do not use	3	13%	3	12%

As seen from the study, students in the experimental and reference groups do not often refer to modern literature when studying classic literature.

In the formative experimental phase, some practical lessons were held in which this way of working was followed. Below, we give a concrete example of an excerpt from a practical lesson.

The students were offered to study the novel by E.G. Vodolazkin, "Aviator" (Vodolazkin, 2019). The choice of this work is justified by the fact that understanding its artistic composition is impossible without a deep knowledge of classic Russian literature. Moreover, it is precisely "for the organic combination of the deep traditions of Russian spiritual and psychological prose with a high philological culture; for the inspired style of artistic writing" (Zaitsev, 2021) that the writer was awarded the Alexander Solzhenitsyn Literary Prize in 2019, and the novel received the country's most important national literary prize "Big Book." In addition, E.G. Vodolazkin, who holds a Ph.D. in philology, has received international recognition: in 2018, the Jagiellonian University hosted the

international scientific conference "Iconic Names of Contemporary Russian Literature: Evgeny Vodolazkin" (Krakow, May 17–19, 2018), which was attended by 91 researchers from 19 countries of the world (Popova & Soldatkina, 2018) and presented a scientific understanding of the writer's work.

We held a practical lesson on researching the novel "Aviator." Master's students were offered to get acquainted with the materials from the monograph "Significant names of modern Russian literature": Evgeny Vodolazkin" (Skotnitskaya & Svezhego, 2019). The title of the novel is a direct allusion to A. Blok's poem "Aviator" It is no coincidence that the protagonist of the work reminds of this poem and its author. The main idea of the novel "Aviator" is contained in the words "Go fearlessly." These words are a reminiscence of the poem by K. Balmont "Go fearlessly, higher and higher...". A comparative analysis of the poem and the plot of the novel revealed the author's intention. In the seminar, students were asked to highlight the main problems of the work. In the course of the discussion, it was concluded that these are problems that have already been dealt with in classic Russian literature.

During the pedagogical activities, students were able to highlight the main problems of the work: the problem of crime and punishment, guilt and retribution, the spiritual quest of the protagonist, the eternal love that resurrects the hero, the role of personality in the story, and the relationship between the eternal and the momentary in human life. In addition, the camp theme and the image of the little man were identified. The key to understanding the aspects of the novel were the Russian classics and the intracultural dialog between the classics and the present. The comparison between classical texts and modern literature took place both at the level of themes, problems, and ideas and at the level of direct allusions and reminiscences from other works of art. For a more in-depth analysis of the text, the prospective literature teachers were given a series of questions and assignments:

• What is the main character's guilt, and what kind of retribution awaits him?

• Why did the author conceal his character's guilt and let the readers believe in his innocence?

• What trials did the protagonists face, and why were they prepared for him?

• Where do you see the parallels between E.G. Vodolazkin's novel and F.M. Dostoevsky's Crime and Punishment?

• How does E.G. Vodolazkina implement the idea of the all-forgiving power of love in the novel?

• What role does the legend of the resurrection of Lazarus play in the novel?

• What path of moral search did Innokenty Platonov take? What explanation does he find for the catastrophes that occurred in the 20th century?

• How does E.G. Vodolazkin use Tolstoy's method of "dialectics of the soul"?

• How does E.G. Vodolazkin's position coincide with L.N. Tolstoy's concept of the role of personality in history?

• What changes has the image of the little man undergone in Russian literature, and how does this image develop in the novel "Aviator"?

• What do you think: does a modern writer who did not survive the camp experience have the right to write about Solovki? Why is the name of the writer V. Shalamov mentioned in the novel "Aviator"? What similarities are there in the description of camp life by V. Shalamov, A.I. Solzhenitsyn, and E.G. Vodolaskina?

• Why does the author choose the words of I.A. Bunin, "No man of the present time"?

• Why did the author choose the name of the protagonist, which coincides with the name of the great Russian writer Andrei Platonov?

During the discussion and comparative analysis of E.G. Vodolazkin's novel with the works of the Russian classics, the students concluded that the problem of crime and punishment runs throughout the novel. The main character of the work is the person who commits the murder. The protagonist is caught in the trap of retribution, but his sincere repentance and the resurrecting power of love give him a chance for forgiveness and a second life. Ideologically and thematically, Vodolazkin's novel is as close as possible to the novel "Crime and Punishment" by F.M. Dostoevsky. As in the novel Crime and Punishment, the biblical legend of Lazar the Four-Days Dead plays a special role in the novel Aviator. In the novel Aviator, "the image of

Lazarus unites the terrible Soviet reality with its projects of unnatural immortality, the competition with God in the effort to abolish death and subordinate it to man (think, for example, of Lenin's mummification), and the Gospel story of true victory over death – of the resurrection of Lazarus the Four-Days Dead" (Popova & Soldatkina, 2017). The moral search of Innokenty Platonov makes him related to the heroes of the novel by L.N. Tolstoy, "War and Peace." The search for truth condemns the protagonist to painful trials, during which he gets to know himself. The "Dialectic of the Soul" allows the reader to follow the spiritual growth of a character. The death of Innokenty at the end of the novel is comparable to the death of Andrei Bolkonsky and the lines from the poem by K. Balmont: "Do not believe him who tells you // That death is death: – it is the beginning of life, // Live, pray – in deeds and words, / And meet death as the best news of life." In describing the catastrophes of the 20th century, E.G. Vodolazkin draws on the historiosophical reflections of L.N. Tolstoy. According to L.N. Tolstoy, the great man is only a label that gives a name to the event, he is the least connected with the event than anyone else. E.G. Vodolazkin also believes that the image of the hostage of history in his novel is compared to the rope used by the villain. It is about collective suicide. Stalin's personality is interpreted from the point of view of the representative of the public will. The writer concludes that his atrocities could not be committed by himself but that he expressed a general desire: "Real terror needs two things: the will of society and the one who takes the lead" (Vodolazkin, 2019). Comparative work on fragments of both works allows students to trace the identity of these writers' views and to find out that E.G. Vodolazkin uses L.N. Tolstoy's ideas in building his concept, which helps him find a logical explanation for the tragic events of Russian history.

The image of the little man has undergone a remarkable transformation in Russian literature: from the humble stationmaster to Chekhov's despicable Chervyakov. E.G. Vodolazkin created a new synthetic type of the little man, who is transformed in the course of the plot. At first, Bulgakov's Sharikov comes to life in the reader's perception, then the hero is changed, and allusions to Griboyedov's Tsaretsky appear. Finally, at the end of the novel, Gogol's Bashmachkin appears, addressing his malefactors, "Leave me, why do you insult me?" – and in these forceful words are mirrored other words, "I am your brother" (Gogol, 2000, p. 217).

With regard to the theme of labor camps in the novel by E.G. Vodolazkin, we recommend that master's students read the stories by V.A. Shalamov, "The Chess Game of Doctor Kuzmenko," "Weekends," "The Last Day of Major Pugachev" and the story by A.I. Solzhenitsyn "One Day in the Life of Ivan Denisovich." The comparative analysis shows that the modern writer draws on the experience of his predecessors, which he himself admits: "I now read a lot about the Soviet period, and now, it seems, I have come to the idea with Shalamov that, having survived the terrible events in the camp, one must say: they are beyond human experience. And after that, perhaps it is better not to live at all" (Vodolazkin, 2019, p. 250). Just as the ideas of V.A. Shalamov and A.I. Solzhenitsyn clarify E.G. Vodolazkin's approaches to describing the labor camp theme, the novel "Aviator" allows you to understand the camp experience in a new way. First of all, about one of the questions that the author asks the reader in the novel: "What made it possible to preserve the personality in the inhuman conditions of the camp?" The answer of the protagonist corresponds to what he is called in the novel: "No man of the new century" The definition of I.A. is not accidental that the author used Bunin. It underlines that his protagonist survived on the island thanks to his inner memory and the ability to see the beauty of the world around him.

The author gives the hero the name of the great Russian writer Andrei Platonov. And, of course, this is important. On the web portal "Books of my life" E.G. Vodolazkin names among his favorite writers and favorite books A. Platonov's story "Foundation pit" (Vodolazkin, 2020). Ya.V. Soldatkina wrote: "The idea of restorative kinship, spiritual rebirth, mutuality of life and death brings "Aviator" closer to the artistic world of Andrei Platonov. Just as Plato's protagonists strive to fill the post-revolutionary social experiment with a high symbolic meaning, in "Aviator," the historical-fantastic collision turns out to be only a plot cover for philosophical and religious reflections on being and non-being on the meaning of life and the paradoxical interdependence of the executioner and the victim" (Soldatkina, 2017, p. 313).

Summarizing the discussion of the novel "Aviator," it is concluded that the analysis of this work in the magistracy is important because, on the one hand, the study of the literary text in the history and literature course of the high school allows the teacher to summarize the knowledge of students about the Russian literature of the 19th and 20th centuries, and, on the other hand, the independent

reading of this work is impossible without knowledge of the classical texts, since the author builds the entire plot on a dialog with classic literature.

In the final stage of the work, a control experiment was conducted among the 2nd year master's students (45 people in the experimental and reference groups). This control experiment aimed to determine how the students' attitudes toward using modern literature in the study of Russian classics changed (Table 5).

Table 5

Results of students' reference to modern literature while studying the classics

Frequency of reference to modern literature during the process of analyzing the classical literature	February 2020 (experimental group before the educational process)		February 2020 (reference group before the educational process)	
Often during the process of analyzing the text	20	87%	10	44%
Do not use it often	3	13%	10	44%
Almost do not use	–	–	3	12%

Thus, the control experiment showed that the frequency of reference to modern literature in the study of Russian classics increased in the experimental group and that there was no dynamic in this matter in the reference group.

Discussion

Historical and cultural heritage embodies the era of its creation and creates a unique, indivisible, organic cultural and historical context, one rhythm, one breath that connects us and makes us feel the history from within (Portnova, 2015). However, modern realities dictate their conditions. Therefore, the structuring of digital content, now actively used in education to study classic literature (Getmanskaya et al., 2015), has become a requirement of our time (Mironova, 2020). It should also be noted that creating a pleasant learning environment using various methods and approaches not only improves student performance but also reduces stress and anxiety (Ivanova & Sorokina, 2019; Ivanova & Sorokina, 2020). As the main arguments for creating a classification of digital technologies used in the study of classic literature, we highlight the following:

• A shift of emphasis in the use of digital technologies in teaching towards producibility and formalization of the content component is unacceptable in relation to the study of Russian and foreign literary classics.

• A disorderly functioning of digital technologies in the sphere of information and educational networks.

• A plethora of digital technologies for teaching literature do not meet literary education goals and do not contribute to the development of professional skills of future language teachers.

Thus, during the study, we identified the following digital technologies (depending on the content of the material proposed for the study) used in the study of classic literature:

• Digital technologies are used to study the writer's personality (multimedia presentation about the writer's biography and creative path, video lecture about the writer, interactive poster about the writer's biography, and virtual tour in a literary museum).

• Digital technologies used in work with artistic texts (mobile application "Live Pages," online routes through the pages of classics, blogs of writers and critics, YouTube channels on works of Russian classics and modern literature, book trailers, infographics, scribing, gamification).

Of course, this classification does not exhaust the wealth of digital content that can be found in the digital space (OECD, 2017). However, it is precisely the technologies mentioned above that are actively used by master's students when analyzing works of classic literature (see "Results") and, in our view, contribute to an effective study of the classics in the modern educational space.

In addition, during our research, we identified the most important areas of work for comparing classical texts with works of modern literature:

• The compilation of a corpus of works of modern literature whose artistic world is connected with the Russian classics.

• The methodical understanding of works of modern literature can arouse interest in a classical work.

• The search for works of modern literature, the understanding of which is impossible without reference to the classics.

It should be noted that such creative tasks make it possible to implement a competency-based approach in teaching, which contributes to the development of the student's ability to think and analyze independently, to approach more effectively the formation of professional skills and abilities

that will allow them to apply the acquired knowledge in their professional activity in the future (Portnova, 2017).

Conclusion

The results of the experimental work show the scientific and methodological expediency of resorting to digital content and computer technologies in the study of classic literature, as well as the legitimacy of the methodological understanding of works of modern literature that can arouse interest in a classic work. In the digital age, when the theory and methodology of professional education are in search of new approaches to the study of the classics, the question of methodological tools capable of updating classic literature for the modern reader arises with all the importance and urgency for higher humanitarian education and the system of in-service training of language teachers. Hence, it can be concluded that incorporating digital technologies and digital content in the study of literature can not only enhance students' learning experience but also help them appreciate classic works of literature in a modern context. This approach has the potential to foster a love for literature among students and help them develop a deeper understanding of the themes and messages present in classic works. Ultimately, it will contribute to preserving our cultural heritage and help ensure that these works continue to inspire future generations.

Acknowledgments

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КЛАССИКА В ДИАЛОГЕ С СОВРЕМЕННОСТЬЮ: МЕТОДИЧЕСКИЙ ПОИСК

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Аннотация. *Введение.* Произведения русской классики составляют основу школьных и вузовских литературных курсов. Классика живет в «большом времени», и каждая эпоха по-своему их прочитывает и актуализирует. Методические аспекты обозначенной проблемы рассматриваются в данной статье на материале опыта преподавания учебных магистерских курсов в Институте филологии Московского педагогического государственного университета и широкомасштабного исследования, проводимого в рамках гранта РФФИ «Классика в диалоге с современностью: теоретические и методические аспекты изучения русской литературы».

Материалы и методы. Мониторинг работ магистрантов Института филологии МПГУ, изучающих дисциплину «Изучение классической литературы в школе» (по направлению 44.04.01 Педагогическое образование (программа: «Актуальные процессы в филологическом образовании»)) и материалы курсов повышения квалификации педагогов при Санкт-Петербургском Институте Бизнеса и Инноваций составляют контент исследования.

Результаты исследования. Проведённый констатирующий эксперимент показал возрастание частотности использования цифровых технологий, сетевого контента в процессе изучения

классической литературы, а также необходимость привлечения произведений современной литературы с целью организации диалога с шедеврами русской и зарубежной классики.

Обсуждение результатов. На современном этапе развития методической науки появилась необходимость в структурировании цифрового контента, активно используемого сегодня в образовательном пространстве для изучения классической литературы, а также вычленение основных направлений работы по сопоставлению классических текстов с произведениями новейшей литературы.

Ключевые слова: *русская классика, диалог, читатель, литературное образование, методики и технологии в преподавании, профессиональная подготовка, цифровой контент, новейшая литература*

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WHICH IS MORE IMPORTANT, BEING ACTIVE OR BEING GOOD? COMPARATIVE STUDY OF CHILDREN'S SCHOOL AWARDS IN RUSSIAN AND CHINESE SCHOOLS

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Abstract. A child's well-deserved recognition and praise are one of the oldest methods of providing feedback on whether a person is developing in the right direction. By examining the types of positive reinforcement and the differences in the way children are encouraged in different countries, teachers can better understand the characteristics of their potential international students and choose new methods to support Russian-speaking students from neighboring countries. The article aims to analyze the differences in the culture of discourse about school awards in Russian and Chinese schools. Research methods: comparative and descriptive approaches to text analysis and statistical analysis. School award texts received by schoolchildren and preschoolers from Russia (n = 51) and China (n = 50) were used for the study. As a result of the study, it was found that school awards in three formats are typical for Chinese educational institutions and seven for Russian ones. The systems of school awards in Russia and China have similarities and differences. Common to both practices is the promotion of good academic performance (achieving high rankings) and support for developing the child's talents in the arts or sports. Encouraging the student's personal qualities (love of work, conscientiousness, perseverance) can be said to be a characteristic found exclusively in Chinese schools. A peculiarity of the Russian school in this respect is the promotion of the student's work in some creative activity ("participation in an exhibition/festival") without mentioning the specific result of the child. Both Chinese and Russian award texts mention "achievements," but in the Chinese ones, teachers prefer phrases that include "hope for future success," while in the Russian school award texts, only the fact of the awarded child's participation in a particular event is mentioned. Moreover, the Russian award texts use virtually no artistic language devices, while the Chinese texts frequently use metaphors, epithets, and similes to reinforce the encouraging statement emotionally.

Keywords: *school awards, recognition of educational achievements, positive motivation, teacher support, feedback, Russian school, Chinese school*

Introduction

Recently, scientific and pedagogical discourse on the logic of positive education, school well-being, and feedback in pedagogical practice has developed in different countries [1][1]. Tools for developing school well-being are associated with changes in the school environment as well as pedagogical practices that evoke feelings that support motivation to learn [20][2], work on self-development, and self-improvement [28][3]. The well-deserved recognition and praise of the child is one of the traditional methods to provide feedback on whether the adolescent is building models of adaptation to the current challenges of the time and self-determination in the right direction [19][4]. The recognition that the child receives can be viewed from the perspective of operant learning when reinforcement leads to repeated "correct" behavior [9][5]. Another logic of psychological and pedagogical interpretation of the discourse on the recognition of child success is also possible [26][6]. In his theory of social-cognitive learning, Alfred Bandura emphasizes the mutual influence of environment, behavior, and personal factors, giving a special place to the cognitive processes that provide mental self-control and self-efficacy of the

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individual [13][1]. In this sense, recognition, and encouragement can be considered as one of the factors of the mentioned self-efficacy already in early childhood. In practice, however, the educational problem is that many successful (usually financially well-off) parents do not allow their children to lose to other children [8][2]. The lack of external encouragement and especially of school awards, is seen by them as a problem and violates the principles of operant learning [17][3]. They teach their children to be diligent learners from an early age, enroll them in extracurricular activities, and want their children to spend all their time exclusively learning [11][4]. The most important measure of their children's hard work and success is recognition in the form of official validation from outside sources. Of course, this is only one aspect of the problematic nature of the discourse on school awards, but the example given allows us to assess the general research potential of the topic mentioned in the article. When students achieve good grades in exams or competitions, the school gives awards to encourage them. At the same time, students may show the certificates to their parents for additional recognition. By examining positive reinforcement practices for academic behavior and understanding the differences in school awards across countries, educators working in multicultural settings can better understand the characteristics and aspirations of their international students. In this way, they can choose appropriate support methods and ways to provide positive feedback to their students and achieve better educational outcomes.

An analysis of publications shows that very few studies have been published on the discourse of school awards at different levels of education in different cultures. In this context, we formulated some questions for conducting a comparative study. Why exactly do students in China and Russia receive awards? What constitutes the "pride" of students and their parents in the context of educational activities? Are there differences in the phrases and

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words teachers in different countries use to recognize and encourage their students? China is a socialist country and differs from Russia in terms of the methods used to develop human capital and civil society. We will identify similarities and differences in pedagogical values and practices by analyzing the cultural and pedagogical differences between the formats and texts of school awards and incentives in the two countries.

Theoretical analysis

Perhaps the first statements a person encounters when learning a foreign language are statements with gratitude and positive evaluation/praise [2][1], suggesting in particular that gratitude is one of the essential components of the human conceptual system [6][2]. Patterns of interaction with the world are passed on in the educational process as educators, parents, and other important adults encourage or fail to encourage various behaviors in their children and students [3][3]. Many authors have studied encouragement as an obvious form of expressing gratitude. It has been shown that encouragement is sometimes more helpful than criticism and can stimulate students to learn more [18][4]. In daily school practice, it is a very common pedagogical tool for teachers to praise their students [10][5]. Sometimes even the simple phrase "very good" can significantly support and motivate a student [24][6].

In contrast to the adherents of behavioral pedagogy, proponents of the humanistic approach consider the award as a stage of reflection and recognition of achievement that is part of the student's pedagogical support system, especially when the student is focused on his or her

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development [12][1]. If we disregard the practice of awards as a behavioral approach to children's education, it becomes possible to focus the research on the problem of perception of the ideal image of a person (a child) in a particular society [15][2]. Solving the problem of forming an "ideal personality" of a student as a future "ideal adult" has been one of the leading areas of theoretical and applied interdisciplinary research for many centuries [3][3].

The idea of an ideal person exists in both the culture of the "East" and the culture of the "West" [25][4]. In particular, in Chinese culture, the idea of an ideal person is based on the ideas of Confucianism, and in the Chinese language, there is even a separate word for such a person – "Junzi." The term frequently appears in classical Confucian texts and usually has two meanings. Before the Zhou Dynasty (1045 BC to 221 BC), it was a collective term for aristocrats [27][5]. Afterward, it extended its meaning to high moral standards and became one of the most important terms in Confucianism, denoting the ideal person [14][6]. According to Confucian ideas, such a person is endowed with benevolence, justice, and morality as the most important worldview and humility, trust, and righteousness standards of behavior [23][7].

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In Russian educational practice, the concept of the *ideal person* is traditionally based on coexisting and sometimes contradictory ideas of Western European and Orthodox cultures [22][1]. The ideal person in this cultural and philosophical context is, on the one hand, an active, energetic, strong-willed person who overcomes adversity, but at the same time should be characterized by contemplativeness and the ability to accept reality as it is, without trying to change anything in it, but only striving to survive the difficulties that constantly arise [7][2]. The combination of these differently oriented vectors characterizes the understanding of the personal ideal in different social groups [16][3].

In the cultural traditions of education in the East and West, teachers and parents encourage students on different occasions and in different ways. In Eastern culture, students should display the following five virtues in the learning process: seriousness, diligence, care, perseverance, and concentration [5][4]. In the Western culture, parents and teachers mainly emphasize the desire for inquisitive behavior and curiosity, the expression of critical thinking, and the desire for self-expression, activity, and discussion in the learning process [4][5].

Research methods and methodology

We hypothesized that there are cultural and pedagogical differences in the texts of award ceremonies in Russian and Chinese schools designed to promote children's achievement. To test this hypothesis, we compared the texts of certificates given to students in Russian and Chinese schools (Fig. 1, Table 1). This work used not only a comparative but also a descriptive approach, which included a content analysis of the award texts. The subject of the analysis was the following aspects presented in the texts: The reason for the award, the

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form of educational support, and the language of the award and encouragement. As a result of the analysis, it was determined what content the teachers (school administrators) write in the award document, why the encouragement is given, and how the award texts are designed in terms of linguistic means.

Text: *"Commendation Certificate for Wang Yu. You are very intellectual, enjoy reading, and have excellent grades in school. You have been classified as "Excellent Little Reader – Wolf King Dream*." Congratulations! I hope you will continue to be diligent and read the best books. This letter is to encourage you to keep going! Group 4, Grade 6, Primary School 20.09.2021"*
(12 years old, China)

Text: *"Diploma / awarded to/ Alesya A. / winner (first place) of the scientific-practical conference on research and design work of schoolchildren "KRONA Junior": strategy of discoveries and transformations/signatures of the organizing committee / St. Petersburg"* *(14 years old, Russia)*

Fig. 1. Examples of a commendation certificate for a student of a Chinese school and a diploma for a student of a Russian school

Table 1

*Reasons for awards in **Chinese** and **Russian** schools, including award texts*

Reason	Russian award texts	Chinese award texts
Good academic performance and rankings	***Diploma.** First place winner in the age group up to 6 years in the nomination "Fine arts: painting."* *Mushnikov M.* ***Honorary diploma** The student of group 3B Naumov K. is awarded for good academic performance*	***Commendation certificate** Wang Sh. (9 years old). Won first place in the Chinese competition "Welcome to the New Year." Huai Ren Huajie Elementary School*
Personal talents	***Commendation certificate** Lisov S. is awarded "an expressive recitation of a poem by A.S. Pushkin"*	***Commendation certificate**. Bai Yu (4 years old): For outstanding performance in the second semester of the 2016–2017 school year and was named a "lucky lark" (sings very well). This certificate is meant as encouragement!* ***Honorary Diploma.** Qin Yi (8 years old): In the first semester of 2021–2022, he did well and received the title "Little Poet." I hope you will continue working hard and become your best version!*
Personal qualities	*no data*	***Commendation certificate.** Bai Yu (5 years): Recognized as an "excellent worker" for outstanding performance in the second semester of the 2017–2018 academic year. This letter is issued for encouragement. June 1, 2018.* ***Honorary Diploma.** Student (10 years old): Congratulations on your activity, and conscientiousness, in learning English. You are recognized as a "Star in English Learning" This letter is issued to encourage you!*
Participation in activities	***Diploma.** Lisov S. and Lisov A. are recognized for participating in the kindergarten creative exhibition "Dad can do it."* ***People's Choice Award.** The student of the 1st grade, P. Starkova, is awarded in the drawing contest on the theme: "The Universe of the Cell" (based on the exhibition about cells)*	*no data*

*Note: In Chinese culture, there is a positive image of the wolf, which combines courage, activity, mindfulness, and diligence. Therefore, the phrase

"Wolf King Dream" fits well with the discourse about awarding a child who is an active reader.

Databases for the analysis of school awards

By school awards, we mean documents issued to a student to express recognition and praise for personal achievement and indicate the importance of that achievement. The award text also indicates which moral qualities and behaviors most deserve public attention and praise in different cultures.

The educational process for students in both countries is generally divided into preschool, elementary, and high school. In this study, we analyzed the school award texts received by students aged 4–14 in Chinese and Russian schools. The sample did not include recognition texts for children under the age of 4, as they do not yet have pedagogical independence. Furthermore, the age limit of 14 years was set to more accurately "synchronize" the sample, given the significant organizational differences between schools in China and Russia (e.g., the start of specialized schooling).

Thus, the texts of 50 Chinese and 51 Russian school awards sent to us by parents for analysis became the basis of the study. The study was conducted with the parent's consent, who accepted our research principles and objectives and sent us copies of their children's acknowledgments to analyze for scientific purposes. The corpus of analyzed texts included: diplomas, recognitions, commendation certificates, and certificates issued to school children in Russia and China between 2015 and 2020.

Research results and conclusions

The types of school awards in Russian and Chinese school practice have a number of similarities and differences. This diversity is reflected, in particular, in their names, which we found in the presented corpus of texts (Fig. 2).

Modern China is characterized by school awards in three main forms: a *commendation certificate* (68%), less frequently an *honorary diploma* (26%), and very rarely *Joyful news* (6%). The definition from the explanatory dictionary of the Chinese language makes it clear what students are encouraged to do by the various text forms. The *Commendation certificate* is an award that expresses a student's recognition and praise for high achievement. The *honorary diploma* is a document that highlights the

winner's achievement. Finally, the *joyful news* refers to an informative document with emotional undertones, meaning that this *news* (fact, event in which the recipient is involved) makes a person, a group, a country, or even the whole world happy. Usually, this format is used in informal and playful situations [21][1].
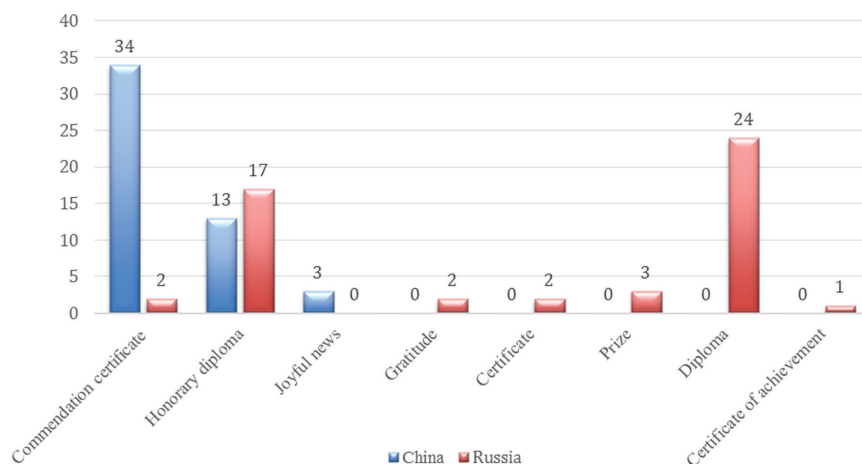
Fig. 2. Frequency of occurrence of different types of awards in Chinese educational practice (n = 50) and Russian educational practice (n = 51)

In Russian school practice, we identified seven types of award texts: *Diploma* (47%), *Honorary Diploma* (33%), the remaining 20% seem to be distributed among *commendation certificate*, *gratitude letters*, *certificates*, *prizes,* and *certificates of achievement*. The *honorary diploma* is considered the most official document, representing an award in itself. The *gratitude letter* is an official recognition of a particular social or educational behavior of a student at a particular time at a particular event. *A certificate* officially certifies (confirms) the fact that the student has mastered course participation in a particular event or case. A *prize* (usually with an explanatory text) is awarded to the competition winner. A *Diploma* as an award document certifies the successful completion of a particular educational or creative pathway and usually refers to competitions, Olympiads, and festivals. And the *certificate of achievement* is an official document that certifies a specific educational achievement or an event in a student's life.

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[1] Chinese Dictionary // URL:http://xh.5156edu.com/

An analysis of the age dynamics of school awards shows that it is quite comparable in both countries, although each country has its own characteristics. We divided school awards into four groups: Preschoolers (4–6 years old), Elementary School students (7–9 years old), Middle School students (10–12 years old), and High School students (13–14 years old). This classification by age corresponds to the schooling levels in Russia and China. Figure 3 shows the quantitative distribution of school awards by age.
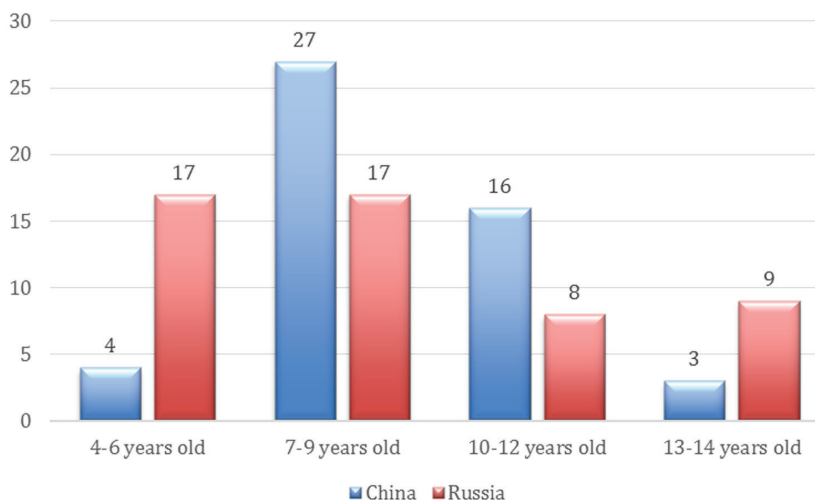
Fig. 3. age of Chinese students (n = 50) and Russian students (n = 51) at the time of an award

The figure shows that in Chinese schools, the largest proportion of awards falls on the age of 7–9 years, namely 54%; the smallest proportion falls on the age of 13–14 years, namely 6%. The share falling on the age of 4–6 years is also very small – less than 10%.

If we analyze the age dynamics of rewarding and encouraging Russian students, we find that the largest share falls on the age groups 4–6 and 7–9 years, where they account for 33.33% each. On the other hand, the smallest share is accounted for by 10–12-year old students and represents 15% of the total number of school awards. Furthermore, we found that in both national school systems, the number of school awards decreases as the age of the students increases. Perhaps this is because schools begin to set higher expectations for students, so the number of awards students receive generally decreases.

To analyze the reasons for awards in Russia and China, we examined the texts of award documents and divided them into four types, shown in Table 1 and Figure 4.
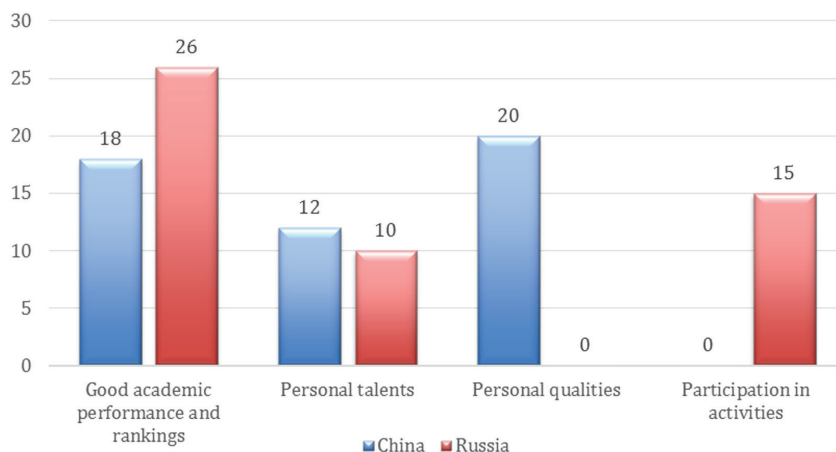
Fig. 4. Frequency of reasons for awards in Chinese (n = 50)
and Russian (n = 51) schools

As a result of the analysis, we found that when promoting student performance in Chinese schools, the reasons related to personal qualities account for the largest proportion. These reasons account for 40%. This is followed by reasons related to academic performance – they account for 36%. The smallest share is accounted for by reasons related to specific personal qualities – their number is 24%. At the same time, personal qualities are promoted in both preschool and elementary school. Recognition for good academic performance in general or for achieving a specific high academic result is statistically the most common reason for school awards for Chinese children over the age of 10.

Having done the same analysis with respect to Russian schools, we found that in Russian schools, the largest proportion is awarded for winning Ist, IInd, or III^{d} places in competitions that have nothing to do with academic achievement. The share of these reasons for the award is 51%. The share of awards for participation in certain activities is 29%, and the share of rewards for "personal talents" (usually creative or sports) is 17%. At the same time, there is a correlation between the age group a Russian child belongs to and the reason for an award. Preschool children are more often awarded for active participation in an activity, elementary school students for good academic performance, and older children over ten mainly for personal talents.

We view the practice of school awards examined in this study as a range of educational support necessary to address different developmental stages of a particular skill and achieve new outcomes. Therefore, we divided the forms of pedagogical support in the texts of Chinese and Russian awards into the following categories:

1) Expression of hope. The words used are associated with the hope that students will continue to work hard and achieve better results.

For example:

"You did well in the reading activity "Melon in the First Grade" and were named a reading star. I hope you will read more good books and become a happy reader!" (7 years old, China).

"This week in Chinese class, you listened well and were active and were graded as "Little Star in Chinese Class." I hope you will continue to work hard and learn the best version of yourself! With love. Master Zhou" (12 years old, China)

2) Expression of gratitude.

For example:

"Diploma for participating in the creation of the children's short film "Where Bears Dream"... Thank you for your joint work aimed at teaching humanistic values to the young generation" (14 years old, Russia).

3) A specific demonstrated ability or educational outcome is noted.

For example:

"A diploma for a wonderful clay model work" (5 years old, Russia).

"Commendation certificate for outstanding achievement during the 2019–2020 school year, you will be awarded the title of Outstanding Alumnus. This letter is an encouragement for you!" (11 years old, China)

4) Formal Award. In the text of such an award, there is little or no encouragement for education. Example:

"The diploma of the winner of the X-City children's literature contest "Southern Storyteller" is awarded to Bykova V." (14 years old, Russia)

"You have been recognized as an outstanding pioneer in the second semester of the 2020–2021 school year. This certificate is awarded to you as an encouragement!" (9 years old, China)

Figure 5 shows a comparative analysis of the texts of the award certificates, which reflect one or the other type of educational support.

After analyzing the form of pedagogical support in the award texts, we conclude that in the Chinese award texts, the largest proportion is devoted to highlighting and supporting specific student achievements: it amounts to 82%; no words of support are used in 6% of the cases, and expressions of hope are recorded in 12% of the cases. Furthermore, the expression of gratitude is not used at all in the texts of Chinese awards. Instead, Chinese teachers describe students' achievements in detail to make students (and their parents) aware of their strengths while inspiring them to work hard in their further education to build on them. This kind of award is also used in Chinese schools to allow some students to show themselves as role models for others.
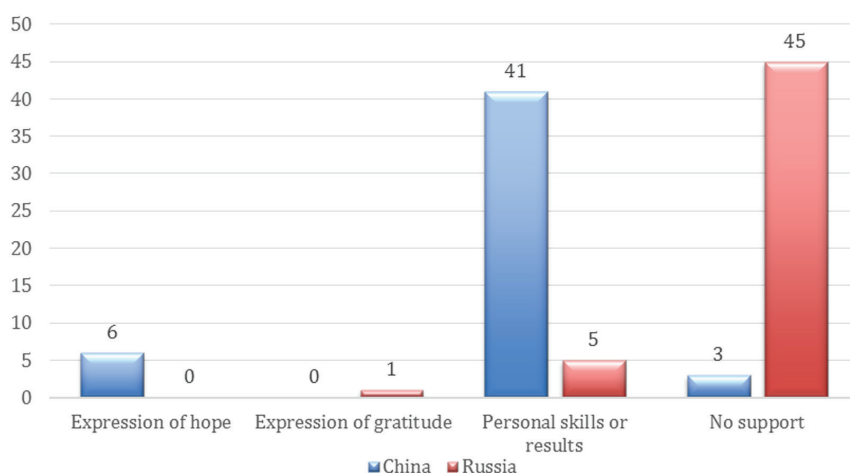
Fig. 5. Frequency of manifestation of pedagogical support in the texts of Chinese and Russian awards (n = 101)

In contrast to the situation in China, the largest proportion of award texts in Russian schools falls into the "no support" category – about 88%; award texts mentioning a specific achievement result account for about 10%, and texts expressing gratitude only about 2%.

Analyzing reward practices as a form of pedagogical support, we found that Chinese reward texts more often mention specific student achievements. At the same time, Russian award texts mention achievements and students' active participation in one or another school-approved activity. Our results show that "expression of hope" is used more frequently in Chinese awards, while the category "expression of gratitude" occurs only once and only in Russian award texts. Texts addressed to Chinese students actively support the

student's "personal abilities or results," while Russian award texts record the fact of the student's participation in a school-approved activity or (as in Chinese texts) the fact of achievement. At the same time, the position of pedagogical support is almost always absent from these texts.

Analyzing the texts of school awards in general, we find that while the pedagogical practices of school awards and encouragement in Russian and Chinese schools have many similarities, they also differ significantly. The "ideal" Chinese student displays diligence and care and performs well. On the other hand, the "ideal" Russian student is primarily characterized as an active student who participates in events inside and outside school.

In analyzing the texts, we learned of significant linguistic differences in the award texts of the two national school systems. The Chinese awards are characterized by an artistic style dominated by metaphors (8%) and epithets (76%). The texts of Russian school awards are mostly written in an official style. Figure 6 illustrates the differences in language style between the two national school systems.
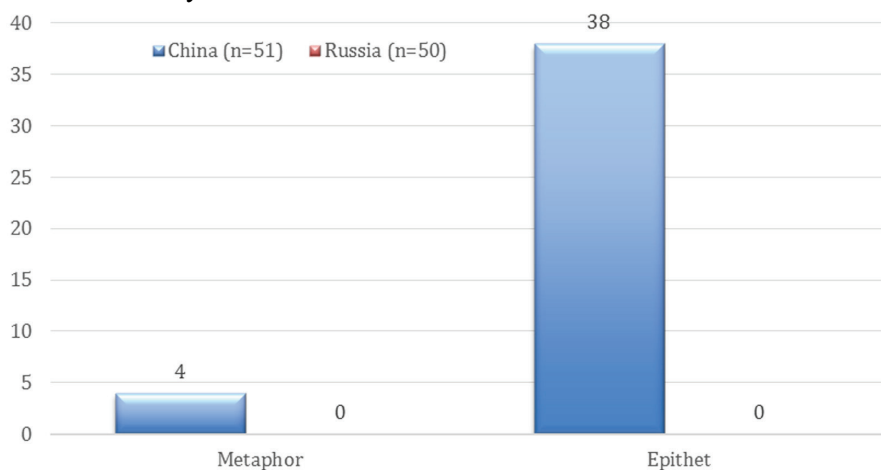
Fig. 6. frequency of use of epithets and metaphors in the texts of Chinese and Russian awards

The traditional Chinese award text very often contains metaphors and analogies and uses impressions and artistic images to illustrate the judgments and facts stated in the text. The texts written by the Chinese teachers themselves usually contain specific, simple, and at the same time, beautiful images, which, on the one hand, are intended to help the awarded/encouraged

student understand the essence and reason for the encouragement and, on the other hand, to leave a deep impression on them and encourage them to achieve even greater success in the future.

We have also found that most of the epithets used in Chinese school award texts contain the word *"little"* to emphasize the youth of the recipient, e.g., *"little calligrapher"* or *"little example of a hard worker."* In a Chinese school, it is common to give such an honorary title to express the adults' hope for a great and successful future for the child. This approach is in line with the Plan for the Moral Education of Children in Chinese Society, officially adopted at the state level as the "Outline for the Implementation ... Strengthening civic morality construction" of the Party Central Committee. In general, the practice of awarding and encouraging, which is common in modern Chinese schools, aims to help Chinese school children strengthen their moral education and raise their self-esteem.

Conclusions and discussion

As a result of the study, we found that the culture of school awards in both countries begins at about the same age – 4–5 years. Until the age of 4, children do not understand the meaning of awards, so the encouragement is more directed to the child's family. In both countries, there is a correlation – the younger the child, the more awards and encouragement he or she should receive, but the older the child gets, the less often teachers issue commendation certificates and diplomas. We have several hypotheses about the reasons for this relationship. First, teachers in preschool specifically shape useful learning habits and skills. Second, students move from "playing" to systematic "learning" with a fixed outcome of knowledge and skills in the higher grades. Third, schools in both countries place higher demands on students with each grade level, making it more difficult to earn honors and decreasing their numbers accordingly.

We found a statistically significant relationship between the age of students at the time of the award and the reasons for the award in all national school systems. Russian and Chinese pedagogical practices have in common the promotion of good performance by children in elementary school and the achievement of high rankings in competitions (I^{st}, IInd, III^{d}). In other words, in both systems, the manifestation of a certain ability or talent in a certain activity is encouraged.

A peculiarity of the Chinese school is that as children grow older, the proportion of awards associated with personal qualities and talents decreases, and the promotion of academic achievements increases. In Chinese middle schools, educators place more emphasis on academic achievement and less on personal (additional) talents not directly related to learning. For Chinese parents, however, a source of pride is not only an award for placing well in competitions but also awards for their child showing positive personal qualities in the life of the school and the class.

In Russian educational practice, active participation in competitions is most often encouraged in preschool age, for good academic performance – in elementary school, and only in adolescence students are awarded for the manifestation of personal talents. This situation is explained by the fact that specialization in a particular subject in Russian schools begins at twelve. Personal awards not only recognize a child's achievement but also give him or her feedback about their performance in a certain area, which may be related to their future learning specialization. The fact that a teenager receives a school award for manifesting certain skills and talents qualifies him or her for selection for special programs to support gifted children, funded by the state and business.

Compared to Russian practice, the emphasis in Chinese schools is clearly on the value of academic achievement. However, this often results in the school not creating conditions and opportunities for children to participate in certain activities where they could show their talent. This is also reflected in the content of school award texts, where there is no category encouraging participation in additional (extracurricular) activities, as this is not considered a meaningful activity for students. Thus, in the Chinese school award system, specific educational progress and academic achievement are encouraged in most cases.

In the comparative study, we also found a lack of educational support in the texts of Russian awards. In most Chinese school award texts, hope and belief in the student's "great successful future" are emotionally expressed with the help of metaphors and epithets. Russian school award texts are predominantly devoid of such artistry and emotionality, as well as lines associated with hopes for a successful future. Despite this difference, it is important to recognize the value of both approaches. While Chinese award texts may be more emotionally expressive and evoke a sense of hope and inspiration, Russian award texts may be more straightforward and focus on the student's academic achievements. Ultimately, school awards aim to

acknowledge and reward students' hard work and achievements, and both Chinese and Russian award texts serve this purpose in their own way. By recognizing and appreciating the cultural differences in how educational support is expressed, we can gain a deeper understanding and appreciation of the unique educational experiences of students in different parts of the world.

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ЧТО ВАЖНЕЕ БЫТЬ АКТИВНЫМ ИЛИ БЫТЬ ХОРОШИМ? СРАВНИТЕЛЬНОЕ ИССЛЕДОВАНИЕ НАГРАД РОССИЙСКИХ И КИТАЙСКИХ ШКОЛЬНИКОВ

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Аннотация. Заслуженная награда и похвала ребёнка, является одним из древних способов обратной связи о том, в нужном ли направлении развивается человек. Изучая способы позитивного подкрепления и различий в способах поощрения детей в разных странах, учителя могут лучше понять особенности своих возможных иностранных учеников, а также выбрать новые методы для поддержки учеников-соотечественников. Цель статьи – проанализировать различия в культуре наградного дискурса школьных достижений в российских и китайских школах. Методы исследования: сочетание сравнительного и описательного подхода к анализу текстов, статистический анализ. В исследовании использовались наградные тексты школьников и дошкольников из России (n = 51) и Китая (n = 50). В результате исследования было установлено, что для китайских образовательных учреждений характерны награды трёх форматов, а для российских – семи. Системы поощрений в России и Китае имеют схожесть и различия. Общим для обеих практик является поощрение хорошей успеваемости (достижение высокого рейтинга) и поддержка развития личных талантов ребенка в области искусств или в спорте. Свойственным исключительно китайской школе можно назвать поощрение личностных качеств ученика (любовь к труду, добросовестность, настойчивость и т.д.). Уникальной особенностью российской школы в этом контексте является поощрение активности

школьника в какой-либо творческой деятельности («участие в выставке/фестивале») без указания конкретного результата ребенка. В текстах и китайских и российских наградных документов отмечаются «достижения», но в китайских наградах педагоги отдают предпочтение формулировкам, содержащим «надежду на будущие успехи», а в российских фиксируется только факт участия награждаемого ребенка в том или ином событии. Кроме того, в текстах российских наградных документов практически не используются художественные средства языка, в то время как в текстах китайских широко используются метафоры, эпитеты и сравнения для эмоционального усиления "поощрительного высказывания".

Ключевые слова: *школьные награды, позитивная мотивация, педагогическая поддержка, обратная связь, поощрение, российская школа, китайская школа*

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NEUROGYMNASTICS AS A WAY OF DEVELOPING INTERHEMISPHERIC INTERACTION IN PRESCHOOL CHILDREN WITH AUTISM SPECTRUM DISORDERS

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Abstract. The article deals with the pathology of the development of interhemispheric interaction in children with autism spectrum disorders (ASD). Based on the research results of Russian and foreign authors on the morphological differences in the corpus callosum in people with ASD, in which a specific neural marker was identified, a new directional vector for corrective work was established. Since the corpus callosum is the main commissure of the brain and is responsible for interhemispheric interaction, the authors suggested that its development in children with ASD in corrective work would reduce such manifestations as uncoordinated handwork, difficulty in the spatial organization of movements and actions and simplification of the program in dynamic practice, as well as improve concentration and increase stress resistance. Therefore, Neuro-gymnastics was chosen as a means of developing interhemispheric interaction. In order to prove the effectiveness of the use of neuro-gymnastics, an experiment was conducted using fragments of the neuropsychological diagnostics of preschool children according to Zh.M. Glozman, in particular, a set of adapted samples, the quantitative assessment of which is compared with the predetermined values. The results of all phases of the study are described. Additional methods served as an experimental factor, in particular neuro-gymnastics, which was included in the lessons with the children of the experimental group, first as a substitute for the traditional warm-up and then in the structure of the lessons themselves. An analysis of the results

obtained at the beginning and the end of the experiment suggests that short daily neuro-gymnastics sessions can accelerate the development of interhemispheric interaction in children with ASD and bring it to the level of normally developed children.

Keywords: *autism spectrum disorders, autism, interhemispheric interaction, corpus callosum, neuro-gymnastics*

In recent years, the prevalence of autism spectrum disorders (ASD) has increased significantly – from five cases in the early 2000s to more than 50 cases per 10,000 children currently [1, p. four]. According to the Centers for Disease Control and Prevention, one in 54 children is autistic [2]. Boys are four times more likely to be diagnosed with this condition [3]. Most of these children require systematic corrective help and suffer from various mental disorders. The variability of the expression of the disease significantly complicates the diagnosis, treatment, and correction. Therefore, it is important to study the existing practical experience and develop new methods of corrective work with children with ASD [4].

Numerous medical studies have not yet revealed a unified concept of the causes of ASD in children. However, it is known that genetic and biological factors that cause abnormalities in a child's development at an early stage play an important role. Children with ASD have been shown to have impaired brain function. American scientists have successfully identified a neural marker for ASD specific to infancy before the major behavioral symptoms of the disorder appear [5]. Differences in the size of the corpus callosum of normally developed infants and those later diagnosed with ASD were found to be most pronounced at six months of age. This is of particular significance and suggests that excessive growth of the corpus callosum may be one of the earliest neural signs of autism [5].

It is noteworthy that the results obtained by other scientists contradict the results of the above study. In a medical study by C.M. Freitag, the sample of subjects was composed of elderly people. It was found that the corpus callosum is disproportionately smaller in people with ASD compared to healthy people [6]. Italian researchers Alessia Giuliano, Paolo Brambilla, and

Filippo Muratori showed that the smaller size of the corpus callosum was also observed in older preschool children [7]. Consequently, the change in the size of the corpus callosum in ASD suggests the interplay of neurodynamic developmental processes characteristic only of infancy. In the first year of life, the rapid growth of the corpus callosum and cerebral cortex occurs, and after 2–3 years of age, development gradually weakens, and by 6–7 years of age, the corpus callosum in children with ASD is smaller than in healthy peers [5].

According to the theory of L.S. Vygotsky and A.R. Luria about the systemic dynamic localization of higher mental functions, the interhemispheric interaction is a special mechanism that connects the left and right hemispheres of the brain into a single holistically functioning system [8]. Abnormalities in interhemispheric interaction in ASD are due to weak neural connections between distant parts of the brain and structural disturbances in the corpus callosum [9]. Since the corpus callosum is the main brain connection through which the hemispheres perform joint activities and exchange information via specialized pathways that have an integrating function and transmit inhibitory and excitatory currents between the hemispheres, it is the corpus callosum that provides interhemispheric interaction [10].

With unformed interhemispheric interaction, the following are observed: uncoordinated work of the hands, simplification of the program in dynamic praxis, low level of phonemic hearing (inaccurate perception of words and sounds, misunderstanding of the meaning of speech), low-stress resistance (anxiety, tearfulness, bad mood), difficulties in the spatial organization of movements and actions (spatial search, mirroring, spatial distortions, tension, slowness in reciprocal coordination), as well as intellectual deficiency [11].

The same symptoms are observed in most cases of autism. This fact, as well as the fact about the pathology of the corpus callosum in children with ASD, gives us the right to suspect that a number of ASD symptoms are due to a low developmental level of interhemispheric interaction. On this basis, we hypothesize that the development of interhemispheric interaction in children with ASD helps to reduce the number of manifestations and improve concentration.

Exercises aimed at developing interhemispheric interaction are, in our opinion, best started from the age of 3 years since, at this age, the development of the corpus callosum is weaker in children with ASD. Therefore, start with the simplest exercises and gradually increase the difficulty level.

Of all the variety of methods for the development of interhemispheric interaction, leading neuropsychologists Zh.M. Glozman and Yu.V. Mikaze distinguish neuro-gymnastics [12]. This is due to the fact that neuro-gymnastics exercises are primarily aimed specifically at the development of the corpus callosum. In addition, neuro-gymnastics is more "flexible" and may include exercises from other methods in accordance with the purpose of our study. So, by including kinesiology exercises, logorhythmics, graphomotor exercises, mirror drawing with both hands, and rhythmics in neuro-gymnastics, we have adapted these techniques for children with ASD.

Modernity, versatility, and the ability to combine different methods determine our choice of neuro-gymnastics to develop interhemispheric interaction in children with ASD.

To prove the effectiveness of neuro-gymnastics as a means of developing interhemispheric interaction in preschool children with ASD, we conducted a six-month experiment in the city preschool institution "Kindergarten No. 105 of compensatory type" in the city of Magnitogorsk. The phases, schedule, and content of the experimental work are presented in Table 1.

Table 1

Phases, schedule, and content of the experimental work

The phase of the experiment	Deadlines	Content
Concluding	September–November 2021	Performance of a diagnostic study to determine the developmental stage of interhemispheric interaction. Analysis of data obtained at the beginning of the experiment
Formative	November–May 2021–2022	Selection of methods for the development of interhemispheric interaction in older preschool children with ASD. Implementation of neuro-gymnastic exercises with the children
Control Diagnostic	May 2022	Conducting a diagnostic control examination. Analysis of the results obtained at the beginning and at the end of the experiment. Description of the results. Preparation of guidelines for the implementation of neuro-gymnastics with children with ASD

In the following, we describe the diagnostic instruments, analyze the data from the ascertaining and control experiment, and draw the appropriate conclusions.

Twelve children aged 5–6 years with ASD participated in the experiment. We divided them into the experimental group (E.G.) and the control group (C.G.), each with six subjects.

The selection of an effective diagnostic technique is of particular importance to assess the extent of interhemispheric interaction in children. Considering that the brain is a paired organ but functions as a whole, methods for assessing interhemispheric interaction belong to a special category because they differ from methods for assessing interhemispheric asymmetry, which are based on simultaneous (bilateral or dual) stimulation or response [13].

In performing a diagnostic examination, we considered the following important principles:

1) the principle of scientificity – diagnostic work to determine the level of development of interhemispheric interaction in older preschool children with ASD should be based on scientific research that justifies the choice of studied indicators, methods, timing, and organization of the examination;

2) the principle of ethics suggests that a diagnostic investigation should be conducted in compliance with ethical norms and rules;

3) the principle of optimality – the necessary amount of diagnostic information about the developmental status of interhemispheric interaction in children with ASD should be obtained as much as possible with minimal effort;

4) the ontogenetic principle – involves the study of the level of interhemispheric interaction in children with ASD taking into account the age norm of development;

5) the principle of accessibility – involves the construction of tasks at the level of the actual abilities of a child with ASD.

In order to assess the developmental status of interhemispheric interaction, we used an extract from the neuropsychological diagnostics of preschool children according to Zh.M. Glozman [14] and, in particular, adapted the following tests for children with ASD:

– Reciprocal coordination test (from the age of four)

– Test of finger posture praxis

– Test of oral praxis (from the age of four)

– Tests of dynamic praxis

– Test of conditioned choice responses (for children five years and older)

– Test of reproduction of rhythmic structures (for children 5 years and older, involving reproduction of two or three palm strikes on the table).

In his methodology, Zh.M. Glozman uses a penalty point system for each sample. We adapted this system to the aims of the study and compared the quantitative scores with the developmental stages of interhemispheric interaction (Table 2).

Thus, in Table 2, we see that depending on the number of points obtained for all methods in total, it is possible to determine the level of development of interhemispheric interaction and present it as low, moderately low, normative, and high.

It should be noted that all children showed perseveration of movements, simplification of the program in dynamic praxis, and difficulties in the spatial organization of movements and actions during the diagnostic examination. In addition to motor problems, there was a low concentration of attention on one thing, frequent distractibility by strange objects, tantrums, and inadequate reactions to what was happening. This is typical of children with ASD, and we considered this characteristic.

Table 2

Quantification in points of developmental stages of interhemispheric interaction

Test	Development level			
	Low	Moderate-Low	Normative	High
Reciprocal coordination test	3	1.5–2	0.5–1	0
Test of finger posture praxis	3	1.5–2	1	0–0.5
Test of oral praxis	3	1.5–2	0.5–1	0
Tests of dynamic praxis	3	1.5–2	1	0–0.5
Test of conditioned choice responses	3	2	1	0
Test of reproduction of rhythmic structures	3	2	1	0
Total:	20–22 points	19–9.5 points	9–3 points	2–0 points

In the ascertaining phase of the experiment, we obtained the results, which are given in percentages in Table 3.

Table 3

Results of the ascertaining experiment

Development Level	Groups	
	Control Group	Experimental Group
Low level of development of interhemispheric connections	17%	33%
Moderately low level of development of interhemispheric connections	83%	66%
Normative level of development of interhemispheric connections	0%	0%
High level of development of interhemispheric connections	0%	0%

From Table 3, we see that all children have problems with the development of interhemispheric interaction. Thus, we ensured that interhemispheric interaction is low or moderately low in children with ASD. This allowed us to assume that it was necessary to introduce additional methods in the children's classes in the experiment's formative stage. Namely, neuro-gymnastics was included in the teaching program for the children of EG, while CG continued their education according to the traditional program.

A traditional training program is a training program that includes a certain structure of teaching that is valid for an extended period of time. It includes the following structure of teaching: warm-up, repetition of the material covered, the study of the material covered, dynamic break, and consolidation of the material. For the children of EG we have changed the lesson's structure: We replaced the warm-up with kinesiology exercises and combined the dynamic break with graphomotor exercises.

In the first month of the experiment, the children mastered the exercises "ring," then "bunny ring," and at the end of the month, "bunny ring chain." The difficulty was the persistence of the movements, the distraction of attention, and the difficulty in the spatial organization of the movements. Therefore, we also incorporated graphomotor exercises into the structure of the lessons.

In the second month, the exercises "goat," "fingers say hello," and "lezginka" were added to the list of kinesiological exercises performed with the children. These exercises are slightly more difficult and require more focused attention than the exercises added in the first month, but as practice

showed, the children were already able to master them. During this phase, improvements were noted in the concentration of attention and spatial organization of movements. However, the movements' perseveration continued, making the assimilation of the Lezginka exercise more challenging. The graphomotor exercises continued to be performed with the children.

In the third month, the list of kinesiology exercises remained the same, but some exercises were slightly changed: Spoken instructions were added to change the order of movements. For example, in the Fingers say hello exercise, the teacher dictates which finger should say hello to which finger. Or Lezginka with alternating straightening of certain fingers. In addition to graphomotor exercises, exercises with neuro-rehabilitation games were also included in the structure of the lessons.

At 4–5 months, the children continued the kinesiological exercises, to which the ear-nose exercise was added. At this point, the children could control their (initially frantic) movements and focus on the learning material. A brief perseveration of movements and errors occurred only in new tasks and at the end of the session, when fatigue was observed, control decreased. After a few repetitions, the perseveration disappeared. The lessons additionally included mirror drawing.

By month 6, the children had mastered the "goat," "fingers say hello," "lezginka," "ear-nose," and "fist-palm-rib" exercise complexes. The last exercise in the "fist-palm-rib" sequence remained difficult for them. However, the children successfully completed the simple mirror drawing tasks at this phase.

The control experiment was conducted in April 2021. For this, we also used an excerpt from Zh.M. Glozman's neuropsychological diagnosis for preschool children and our adjusted quantification. The results of the control experiment are given in Table 4 in percentages.

From Table 4, it can be seen that at the control phase, the level of development of interhemispheric connections in children of both the control and experimental groups increased. In contrast, a low level was not noted in anyone, and in the experimental group there, a high level of development of interhemispheric connections was seen.

Table 5 presents a comparative analysis at the beginning and end of the experiment to evaluate the dynamics of the evolution of the interhemispheric interaction at CG and EG.

Table 4

Results of the control phase experiment

Development Level	Groups	
	Control Group	Experimental Group
Low level of development of interhemispheric connections	0%	0%
Moderately low level of development of interhemispheric connections	66%	17%
Normative level of development of interhemispheric connections	33%	66%
High level of development of interhemispheric connections	0%	17%

Table 5

Comparative analysis of the dynamics of the development of interhemispheric interaction at the beginning and at the end of the experiment

	Results of the ascertaining experiment		Results of the control experiment	
	CG	EG	CG	EG
Low level of development of interhemispheric connections	17%	33%	0%	0%
Moderately low level of development of interhemispheric connections	83%	66%	66%	17%
Normative level of development of interhemispheric connections	0%	0%	33%	66%
High level of development of interhemispheric connections	0%	0%	0%	17%

To illustrate the dynamics of the development of interhemispheric interaction in both groups, we present the results in the form of a diagram in Figure 1

We see changes in both groups by analyzing the data presented above (Table 5 and Fig. 1). Almost all children of EG moved toward the normative level of development of interhemispheric interaction. Out of 100%, only 17% remained at a moderately low level. Here we can see that 17% of the children showed high dynamics and moved to a high level. In addition, the children of

EG became calmer, the concentration of attention improved, distractibility and inappropriate reactions to unexpected situations practically disappeared.

The children of CG remained predominantly at a moderately low level of interhemispheric interaction development. Only 33% of the children moved at the normative level. The changes in the children of CG can be explained by the fact that at the age of seven, the hippocampal commissure responsible for polysensory intermodal integration and memory matures. In addition, the interhippocampal structures play the role of initiator and stabilizer of the relationships between the right and left hemispheres. Therefore, there is a positive trend even without specific exercises [15].
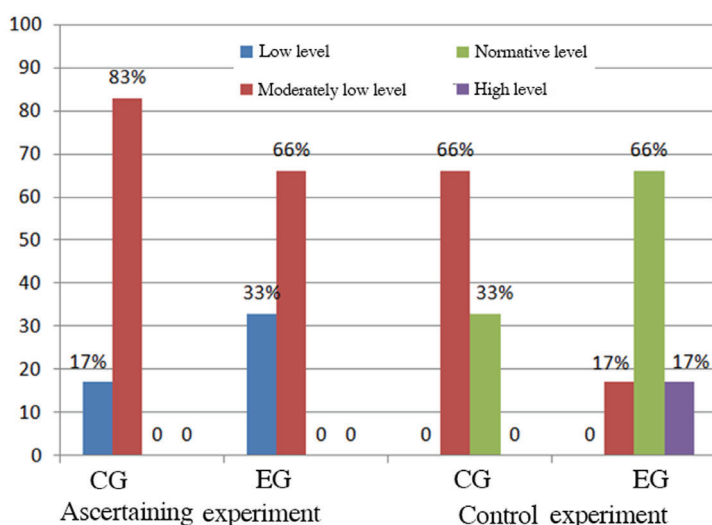
Fig. 1. Comparative analysis of the dynamics of the development of interhemispheric interaction between CG and EG

In conclusion, interhemispheric interaction in children with ASD is at a low or moderately low developmental level without specific additional courses and exercises. The experiment has shown that some symptoms of ASD are associated with low developmental levels of interhemispheric interaction. Therefore, in this category of children, it is necessary to work on their development. Short daily neuro-gymnastics over a longer period of time compensates for such manifestations of ASD as uncoordinated hand movements, difficulties in the spatial organization of movements and actions, program simplification in dynamic praxis, and improved concentration and increased resistance to stress.

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НЕЙРОГИМНАСТИКА КАК СПОСОБ РАЗВИТИЯ МЕЖПОЛУШАРНОГО ВЗАИМОДЕЙСТВИЯ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА С РАССТРОЙСТВАМИ АУТИСТИЧЕСКОГО СПЕКТРА

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Аннотация. В статье рассмотрена патология развития межполушарного взаимодействия у детей с расстройствами аутистического спектра (РАС). На основе изученных результатов исследований российских и зарубежных авторов относительно морфологических различий мозолистого тела у людей с РАС, в которых выявлен специфический нейронный маркер, был определен новый вектор направления коррекционной работы. Поскольку мозолистое тело является главной комиссурой головного мозга и отвечает за межполушарное взаимодействие, авторы предположили, что его развитие у детей с РАС в процессе коррекционной работы позволит снизить такие проявления, как нескоординированная работа рук, трудности пространственной организации движений и действий, упрощение программы в динамическом праксисе, а также улучшить концентрацию внимания, повысить стрессоустойчивость. В качестве способа развития межполушарного взаимодействия была выбрана нейрогимнастика. С целью доказательства эффективности применения нейрогимнастики был проведен эксперимент, где для оценки уровня развития межполушарного взаимодействия использованы фрагменты

нейропсихологической диагностики детей дошкольного возраста по Ж.М. Глозман, в частности ряд адаптированных проб, количественная оценка которых сопоставлена с обозначенными уровнями. Описаны результаты всех этапов исследования. В качестве экспериментального фактора выступали дополнительные методики, в частности нейрогимнастика, включенная в занятия с детьми экспериментальной группы сначала как замена традиционной разминки, а затем в структуру самих занятий. Анализ результатов, полученных на начало и конец эксперимента, позволили заключить, что короткие ежедневные занятия нейрогимнастикой могут ускорить развитие межполушарного взаимодействия у детей с РАС и приблизить его к уровню нормально развивающихся детей.

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INTEGRATIVE AND ASSOCIATIVE METHODS FOR TEACHING THE VOCABULARY OF LANGUAGE FOR DIFFERENT MAJORS

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Abstract. *Introduction*. The article is devoted to the modern methods for teaching the vocabulary of language for "Philology: Linguistics & Literary Studies" Major and considers two methods tested in practice – the Integrative and the Associative. The Integrative Method is related to the multi-channel presentation of the teaching material and shows its organizing principles. Such a program is based on a listening course using only authentic lecture fragments. The lecture glossaries, which serve as a basis for revising the main patterns of Russian pronunciation that are difficult for foreigners, also expose the content of the discipline. The result is a compact, multipurpose course that covers phonetics, accentuation, rhythmics, vocabulary, grammar, logic, composition, rhetoric, analysis of spoken and written texts, and speech development. Since the typology of tasks for each lecture is extensive and reproduced in the course several times, students have the opportunity to look at each topic from different angles and understand its unity and contradictions.

The Associative Method aims to anchor large amounts of specialized vocabulary in the students' memory. The operative activity of the students is connected with close, distant, and complicated associations to a stimulus word from the lecture lexicon.

The goal of this article is not only to describe the teaching material presented in integrative and associative forms but also to present various concrete ways in which students acquire knowledge and skills through the process of similar training courses.

Materials and Methods. The main research method was a comparative analysis of real and hypothetical ways of combining different goals, tasks, and types of speaking activities within a unified training course for teaching Russian as a Foreign Language.

Results and Discussion. It was found that the goals and tasks of forming competencies, different in their essence, are compatible in a unified training course. Listening as a type of speaking activity can be the basis for

such a course. The mental actions practiced in the discussed three-part training complex (extracting information from different sources offered on different vehicles, comparing phenomena, recognizing the essence, composing a whole from different elements, formulating general and specific problems, and estimating aspects of the problem) constitute a certain way of thinking necessary not only for students of Philology (Linguistics & Literary Studies) but also of other specialized fields.

Conclusion. Integrative and Associative teaching courses provide a holistic system that engages students in mental and speech activities simultaneously. In this way, accelerated formation of dominant, professional communicative competence is achieved.

Introduction

The term *integrative* is usually understood in two senses: 1) correlated in meaning with the noun *integration*; 2) holistic [1].

In modern linguistics, the term integrativity, we daresay, is used more in the first sense, referring to the formation of interdisciplinary competencies (especially as a result of mastering the so-called interdisciplinary courses), as can be seen in [2]. In the same sense, it is used in pedagogy when referring to the so-called teamwork among students, for example, in [3].

Part I.
I. Aims of the integrative teaching

Integrative teaching, especially of a foreign language, is multipurpose. It contributes to:

1) combining knowledge and skills from different sources (sciences or disciplines), e.g., studying Geography and English, Russian Art History and Russian;

2) developing in students' conscience the algorithms of applying these skills under different settings (in different environments, as, for instance, the skill of finding the contradiction: on the word level – antonyms, on the word combination level – descriptive predicates, on the microtext and text level – different authors' attitude towards one and the same problem);

3) students' using conflicting information in written and spoken speech (e.g., in linguarethorics);

4) students' developing the ability to understand the nature of a phenomenon, the author's position, and the meaning of language units extracted from the context, even when the text contains a high proportion of unfamiliar words;

5) creating the ability to combine heterogeneous information, both theoretical and practical (graphics, numerical one), and the habit of correcting perception flexibly.

In other words, Integrative Teaching is designed to help students combine traditionally autonomous areas. Interdisciplinary cognition promotes higher-level thinking and helps students understand the links between different subjects. This is more advanced than focusing on a narrow area or single (sometimes conventionally limited) discipline.

Interdisciplinary teaching helps students develop a way of thinking relevant to the modern world. As far as the method reveals the internal links between phenomena, the areas of study thus do not look unrelated.

The Moscow Institute of Philosophy, Literature, and History and the Institute of History, Philology, and Philosophy of the Siberian Branch of the Russian Academy of Sciences are examples of institutions that take an integrative approach to knowledge.

As for a discipline such as "Russian as a Foreign Language," there have been attempts to combine various aspects of learning: a) grammar and vocabulary; b) syntax and listening comprehension; c) grammar and various aspects of general humanities knowledge, and some others.

However, it is more common to teach these topics separately, such as phonetics, intonation, vocabulary, and grammar.

In this discussion, we will focus on how to teach vocabulary in Russian as a Foreign Language.

II. Traditional vocabulary course for Russian as a Foreign Language (RFL)

Vocabulary is essential for international students to develop communication skills in Russian, so it is an important focus in RFL courses. At Lomonosov Moscow State University and other Russian universities, vocabulary is often taught separately. In this discussion, we will consider two well-known vocabulary courses used at Moscow State University and examine the teaching materials they offer.

The vocabulary textbook by E.I. Amiantova and I.P. Slesareva [4] was designed to analyze Russian word usage's most challenging aspects, including typical mistakes made by international students when using lexical units. I.P. Slesareva, a lexicologist of RFL, organizes the relevant vocabulary material into lexical-semantic groups (LSG) as a method for teaching vocabulary.

According to I.P. Slesareva, a *lexical-semantic group* "usually refers to a group of words that are closely related in meaning" [5, p. 139].

She also considers the lexical-semantic group as a linguistic reality, a network of words that have the same grammatical status and are connected by similar meanings. These meanings may include synonymy, hyponymy, hyperonymy, and other types of semantic relationships. The lexical-semantic group may also include antonyms. The amount of material presented in the LSG may vary at different stages of learning.

The authors of the textbook include regularly used word combinations, not just single words, in the LSG. This helps avoid problems students may have due to differences between Russian and their native language. For example, a word in Russian may have a different number of meanings than the same word in the student's native language, or the words may not be exact equivalents due to the cultural and linguistic peculiarities of different languages. The textbook takes these potential difficulties into account.

The edition uses a communicative approach and includes several games, such as interviewing a celebrity or writing a newspaper article using the new vocabulary, to teach the material. These game elements are integrated into the lesson and not separated from the main topic and teaching material. This approach helps to reduce the negative impact of student errors.

The textbook by I.P. Kuzmich and N.M. Lariokhina [6] emphasizes grammar more than the previous textbook. It focuses on the differences in syntactic models used to form the specific meanings of verbs. The textbook includes a large section, "Different Models – Different Meanings," which deals with verbs with multiple meanings expressed by different syntactic models of verb regulation. The authors do not aim to create an LSG or other organized groupings of vocabulary units.

This textbook covers various topics, from everyday things to scientific ones, and versatile styles are examplified.

It is worth noting that the textbook reveals how different types of vocabulary units can be used in different sentence structures. This edition is

intended for language learners at A2 and B1 levels and contains simpler examples than the first textbook analyzed.

III. Integrative vocabulary course in RFL: special language for the field of Philology

Many well-known researchers, including E.I. Motina, G.I. Rozhkova, O.D. Mitrofanova, E.I. Amiantova, I.P. Slesareva, G.A. Bitekhtina, A.L. Gorbachik, N.A. Lobanova, G.I. Volodina, N.M. Lariokhina, M.N. Nayfeld, V.V. Dobrovolskaya, L.P. Klobukova, T.M. Balykhina, L.V. Farisenkova, etc., have dealt with teaching Language for different Majors.

The study has been going in different directions: The goals and aspects are specified, as in [7], and strategies are developed to teach international students to read authentic texts in scientific language style [8, 9].

The RFL program at Lomonosov Moscow State University has been expanded to include an audio course teaching specialized vocabulary for Language students.

This decision was made for several reasons. Listening comprehension is not given enough attention in the current course. Both first and second-year Ph.D. students in the study program for international Ph.D. students at the Philological Faculty of Lomonosov Moscow State University [10] have only two hours per week for listening comprehension (mainly phonetics).

In some other countries, such as China, students get only two hours per month to listen to TV and radio news. This may be why Chinese students at Lomonosov Moscow State University have difficulty understanding questions. Though they cannot yet "hear" well, students at the university must immediately start listening to lectures in their field of study. This has prompted university lecturers to develop new, comprehensive training courses.

Integrative teaching is an important aspect of foreign language teaching. It involves using real-life situations to teach the language and develop students' professional skills. Many language programs are divided into "teaching aspects" to present the material and facilitate aspect-based implementation of the curriculum.

Linguadidactic aspect bundles typically include grammar + vocabulary, grammar + speech development, or vocabulary + speech development. The term "integrativity" also refers to the idea of teaching a complete course that encompasses different aspects of language. In the context of teaching

vocabulary in RFL courses, the use of a new three-volume work published by Lomonosov Moscow State University can be helpful.

The first part of the textbook by O.K. Grekova and E.A. Kuzminova [11] was published in 2010 and has been widely tested. In 2020, the second and third parts of the complex, titled "Listening to lectures on Literature Theory" [12] and "Listening to lectures on Literature History" by E.V. Baldina, O.K. Grekova, A.S. Evtihieva, and others were published. These books come with CD-MP3s [13].

The three textbooks teach listening comprehension to international students in their respective fields of study. The first textbook is aimed at Philologists of Language, and the second and third at Literary Studies Philologists and specialists in the Histoty of Russian Culture. These textbooks are part of a program for training international students at Russian universities and are closely related to the master's program "Russian Language and Culture in the Modern World" [14]. A wide range of tasks and exercises has been worked out by the authors of the first book, while the second and third textbooks have their own specific features.

The last two textbooks contain instructions for listening to lectures and cover topics from Literary Studies and the History of Culture. Experienced professors gave these lectures at the Philological Faculty of the Lomonosov Moscow State University and the Gorky Institute of World Literature of the Russian Academy of Sciences. The goal of the teaching materials is to help the foreign audience develop the ability to recognize, understand the professional scientific speech flow and adequately reproduce new information.

The first part of each textbook provides a short course in Russian pronunciation, focusing on the oral speech aspects, the most challenging for the RFL students. These include the types and degrees of reduction, certain morpheme positions, the arrangement of sounds within and between syllables, the features of the Russian phonetic word, situations of iotation, and various phenomena related to voicing and voicelessness. The material in this section is based on the language units of lectures to be discussed and emphasizes correct terminology pronunciation. The exercises in the first book also include 40 common verbs with the suffix *-ирова-* and borrowed stems that are difficult to pronounce and linguistically problematic. These verbs are accompanied by symbols that clarify their pronunciation and illustrations of their usage, summarized in a reference table. This part of the manual is

designed to help students develop the ability to accurately match the words they hear to the words they read and pronounce.

The second part of each textbook consists of authentic lecture fragments divided into smaller sections for classroom listening and discussion. This part of the textbook takes the form of a workbook, which has been used effectively in teaching RFL for many years. Its special features are explained in more detail below.

What makes these textbooks a tool for integrative learning?

1) Students learn the lexical units of each subject – both terminological and non-terminological – in a short course on Russian pronunciation, with which each textbook begins.

2) Each lecture fragment is first listened to and then repeated in the "Listen and repeat after the speaker" task. After that, the topic is discussed in more detail while working on the tasks. This procedure helps students associate the sound of a word with its visual appearance, which enables them to pronounce it correctly while paying attention to accentuation.

3) They teach students how to gather information from various sources and incorporate it into their own statements, for example, in tasks such as "Is the definition of the term sufficient? Is the material in the excerpt sufficient for students to understand? If not, in what part of the lecture would you include this additional material?" Through this process, students learn to reorganize the text, restructure the logic of the arguments, and analyze the accuracy and completeness of the expression of ideas.

4) The materials introduce students to the concept of content redundancy by asking them to reproduce a fragment of the lecture in an extremely concise form (2–3 sentences) and to expand the fragment of the lecture with an introduction, a conclusion, and an explanation of the lecturer's ideas. The first form of this task is usually more difficult.

5) They teach students to combine textual and numerical material by extracting numbers from what they hear and interpreting them in context (e.g., in tasks such as "What is behind the numbers given and where is the possible place of the numerical material in the lecturer's arguments?").

6) They teach students to use various logical mechanisms, e.g., conjunctions, disjunctions, identifying arguments, and drawing conclusions based on the lecturer's words.

7) They teach students how to analyze and construct an argumentative text.

8) They teach students to anticipate and understand new information by giving them tasks such as "What comes next in the textbook? Name the possible options."

IV. Linguadidactic features of an integrative course: a typology of tasks

Tasks to improve auditory memory:

~ at the word level

a) The subject-terminology series.

Read the list of terms. Cross out the terms that are not mentioned in the first parts of the lecture.

Диктум, модус, предикативная единица, подлежащее, сказуемое, субъект, предикат, дополнение, вопросительность.

The task aims to have students make professional associative connections: in a lecture, the subject and predicate (components of the formal organization of the sentence) were discussed, but the subject and predicate (components of the semantic organization of the sentence) were not discussed. Working on the task, an associative chain is formed: "There is a formal organization ... and its components, and there is a semantic organization ... and its components." The student selects from the units given in the box what has not been mentioned, relies on the information of the lecture, forms binary oppositions predicate-predicate and subject-subject, remembers the terms as non-synonymous in these pairs, and relates them to certain areas – formal organization and semantic organization. This negative-choice task has a higher difficulty level than the usual multiple-choice tasks.

b) The symbolic representation of the terms.

Which symbols were not mentioned in the lecture? Cross out the redundant symbols.

$$N_1 \quad V_f \quad Adv \quad Adj \quad V_{Pl3} \quad V_{Sing3} \quad Inf$$

c) Memorizing personalities

What ideas of scientists were discussed in this part of the lecture? Mark their names.

Н.Ю. Шведова	А. Вежбицка	В.А. Белошапкова

Е.А. Земская	Е. Курилович

d) Discussion of numerals with disclosure of the semantic complex behind them.

Underline the numbers mentioned in the lecture and comment on them.

19	2	5	13	8

~ at the phrase level

a) Listen to the part of the lecture. Title it.

b) Based on what you have heard, complete these sentences.

c) The sentence not only names the situation but also presents it as...

d) The predicate informs about...

~ at the sentence level

Show on the diagram to whom the interpretations of the part-of-speech status of pronouns presented in the lecture belong to.

1) Местоимения являются особой частью речи	В.В. Виноградов
2) Местоимения не являются самостоятельной частью речи	А.А. Потебня, А.М. Пешковский
3) К знаменательным частям речи относятся только местоимения-существительные	М.В. Ломоносов, А.Х. Востоков, И.Г. Милославский

Tasks for practicing the subject range (conceptual apparatus)

Select and mark the meaning of the term "perception" with the sign ^ and the meaning of the term "signification" with #.

	ощущение
	мнение
	отношение
	мысль
	восприятие
	смысл
	сознание

Tasks for recognizing fragments of the lecture and general content of the lecture as a whole

If the statement is true, put + and if it is false, put –.

	Лексико-семантические варианты слова реализуют значения одной лексемы
	Корпусная работа полезна только для лексикологов и лексикографов

Using the audio fragment of the lecture, find meaningful errors in these sentences.

a) The lecture talks about seven ways of derivation.

b) The function of word-formation means does not depend on the context.

In this type of task, auditory and visual perceptual supports are integrated. The first support precedes the second

Put the sentences in the correct order as on the lecture plan.

	Единство подхода к проблеме ФСП А.В.Бондарко и преподавателей РКИ
	Структура функционально-семантического поля
	Суть подхода, практикуемого А.В.Бондарко
	Роль лексических и контекстуальных средств выражения смысла

Read the list of topics for the first two lectures. Listen to them and tell which topics are missing. Complete the list.

1) Временные рамки вводного курса «Практический русский язык для иностранцев на начальном этапе».

2) Введение алфавита и понятия редукции.

3) ………..

4) ………..

5) Необходимость умения иностранцев узнавать слова в потоке речи.

The material in this part of the lecture is presented in the form of a hierarchical diagram. Reconstruct the information that is missing from the diagram.

Иерархизация схематического материала больше, чем иное упорядочение, позволяет:

– лучше упорядочить лекционный материал,

– установить связи общего с частным,

– установить связи абстрактного с конкретным

– увидеть общий абрис композиции лекции, её смысловые части.

Tasks focusing on the logical structure of the text.

Determine the internal structure of the second part of the lecture. What is it based on?

1) основной тезис – раскрытие тезиса – иллюстрация – второстепенная информация – вывод;

2) основной тезис – второстепенная информация – раскрытие тезиса – иллюстрация – вывод;

3) основной тезис – раскрытие тезиса – вывод;

4) основной тезис – раскрытие тезиса – вывод – второстепенная информация.

Tasks focused on building the instructional text, developing the theme, and practicing the connecting elements of the text.

– Please read the additional text and title it. In what part of the lecture could this information be included? Suggest how you might move from the introduction to the main part of the lecture.

– Create an outline for this part of the lecture. Read the definition of semantic class. Find a place for this information in your plan.

Tasks to vary the structure of the lecture.

– The lecturer begins his or her overview of the new topic as follows: "Our next topic is a classification of positions according to the Moscow Phonological School." How would you like to begin?

– How would you transition from the introduction to the main part of the lecture? What transition would you make? Write it down.

– How did the professor end the lecture? What conclusion would you draw? Write it down.

Tasks to shorten the material of the topic.

– Shorten the content of the lecture. Which excerpts would you leave out? Give reasons for your choice.

– Summarize the content of the lecture in five or six sentences. Write them down.

Tasks to vary the level of difficulty of the material presented.

– The lecture was given to a group of students with an upper-intermediate language level. Adapt it for a group with a pre-intermediate language level.

– Read aloud the definition of compression derivation that the student wrote down in his or her notes.

Компрессивная деривация – это образование сокращений от составных многословных обозначений тех или иных реалий.

– What important piece of information is missing? Write down the full definition of compression derivation.

– Read the text and compare it with the part of the lecture you have already heard. Find the information that was missing from the audio recording. Write them down briefly.

Oral and written reproduction tasks

– Discuss the positions of two prominent linguists who have studied the structural model of a sentence by selecting the objects of their study on the right.

Text reproduction tasks

– Select an idea of the lecturer that interests you. Describe the current state of the problem using additional material of your own.

Listener-Lecturer Feedback Task.

– After listening to the lecture again, fill in the "I do not understand" box and formulate questions for discussion.

V. Illustrations. Multi-channel perception of the educational audio course "Listening to lectures on Literature Theory"

Compared to the first audio course, the second part of the audio trilogy entitled: "Listening to Lectures on Literature Theory" provided holistic learning experience for literary scholars and cultural historians. For example, in the module "The Subject of Literature, Science, and Art," several learning methods were used.

The auditory perception channel is an audible fragment of an authentic lecture.

Предмет искусства не имеет четко очерченных границ. Круг интересов литературы и искусства чрезвычайно широк. Вся конкретная, чувственно воспринимая реальность может стать предметом изображения. В принципе нет разницы между предметом науки и предметом искусств. И ученый, и художник имеют дело с реальностью, но подходят они к её изучению по-разному.

Visual perception channel

A) **Text** – presents N.G. Chernyshevsky's ideas about the nature of beauty.

B) **Video** – "Capoeira" (Brazilian martial art Capoeira combines elements of dance (with which the duel begins), wrestling, acrobatics, and play. There is a clear threat in the graceful movements of the participants.

C) **Reproductions** of paintings by Lithuanian artist and composer M.K. Čiurlionis "Creation of the World," "Sonata of the Sun. Allegro," "Star Sonata," "Sonata of Spring," and "Sonata of the Sea." in combination with his musical works as part of the double compositions of music and painting.

D) A **presentation** illustrating Viacheslav Ivanov's opinion about the work of M. Čiurlionis as an experience of synthesis of painting as spatial art and music as temporal art.

These materials serve as the basis for various tasks, student-created presentations, and thematic discussion materials.

Results and discussion

Listening is an important skill for both professional and personal interactions. It can help improve communication skills such as vocabulary, grammar, and speech. The three-volume textbook we analyzed shows that listening can be the foundation for designing a comprehensive, cohesive, and multifaceted course.

Using an integrative, versatile audio course has several advantages:

1. Using multiple channels for teaching material helps students develop a range of skills intensively.

2. An integrative course is a holistic system that engages students in multiple forms of communication.

3. Like the actual discursive process, it supports students' speaking activity in a variety of ways and strengthens their speaking skills.

4. The course helps improve the so-called inner speech necessary for understanding and interpreting spoken material. It also helps students develop skills in dealing with written and read texts.

5. An integrative course based on listening helps students address various aspects of a written text, including its integrity, coherence, logic, argumentation, and evaluation. It also considers the tone (textual modality) and addressee of the text.

6. Such a course, due to the versatility and variety of the teaching material, creates a versatile framework for teaching and develops associative and analytical thinking (the methods were explained in more detail in the audio course "I listen and understand" and in [15] and are discussed in the second part of this article).

Conclusion 1

There are not many audio and integrative training courses in higher education curricula. Those that do exist often rely on newspapers or monotonous academic texts. It would be useful to introduce more courses of this type, especially for teaching General Russian and Russian for different Majors.

Among the perspectives of the study is the creation of a project for integrative courses in other areas.

PART II.

The Associative Method for Teaching the Vocabulary of Language for Different Majors

The Associative Method is an effective way to help international students memorize a large number of vocabulary items. *Association*, the connection between two things, has been used in psychology since Aristotle to explain how one phenomenon can lead to the occurrence of another. This concept, known in associative psychology, has evolved and remains relevant nowadays. The ability to make associations has led to many important discoveries in various fields of knowledge. On the contrary, a narrow associative field can limit understanding and prevent one from seeing connections between real and hypothetical phenomena, impairing one's ability to solve problems.

The term *associative field* is often used in linguistics to refer to a functional psycholinguistic model that captures the associative connections between words. These connections, which may be conscious or unconscious, are revealed through experimental methods and represent a person's awareness during communication. Researchers such as Yu.N. Karaulov, Yu.D. Apresyan, A.V. Bondarko, and V.P. Abramov [16] have studied the concept of associative field, and N.V. Akovantseva has stated that it also represents a special way of grouping language units [17].

Creating associative links, reflecting a person's unique consciousness, follows certain laws and can be improved. Although it may seem that each person uses only the set of associations that he or she has accumulated over a lifetime, it is possible to significantly expand this range and develop the habit of associative thinking. This can be especially useful for students.

The types of associations that arise are based on the logical and the grammatical criteria. Based on the logical criterion, which marks the presence of a semantic connection between phenomena, two types of associations are distinguished: 1) central, where this connection exists directly (e.g., *учебник – знание, сооружение – строитель*); 2) peripheral, with mediated or absent semantic connection (e.g., *авария – дождь, учитель – дорога*) [18].

For our purposes, the associations made on the basis of the grammatical criterion are more important:

1) syntagmatic when the grammatical class of response words differs from the grammatical class of stimulus words (*классификация – семантическая, вывод – сделан*);

2) paradigmatic when the response words and the stimulus words belong to the same grammatical class. Nowadays, researchers distinguish at least six types of paradigmatic associations based, for example, on the type of cause-effect (*весна – почки*), part-whole (*среда – неделя*), contrast (*день – ночь*).

The data of N.G. Miloradova show that at least 66% of associations of people are central. On the other hand, a high number of peripheral associations could indicate a lack of language skills or a slower thought process. On average, people tend to form at least 70% paradigmatic associations, i.e., associations based on common features or categories. In contrast, a higher proportion of syntagmatic associations, i.e., associations based on a sequential relationship, might indicate immature thinking.

A set of learning tasks arranged in the course according to the principle of increasing complexity could look like this.

Tasks for close associations

They can be used to teach Russian language vocabulary to international students at levels A2 and B1. A stimulus word is given, and all stimulus words are taken from the philologist's dictionary of active terms: *абзац, актант, отрывок, рубрика, цитата, метафора, рифма, персонаж, сюжет* (possible associations: *абзац текста, удачный абзац, абзац номер 2, лишний абзац; сюжет романа, сюжет первого тома, хрестоматийный сюжет, разветвленный сюжет*).

Tasks for remote associations.

Two or three stimulus words are given, and the association must be general. For example: *раздел, параграф, текст (учебник); понятие, концепт, термин (теория); конверсия, компрессия, сжатие (предложение); типология, классификация, разновидности (предикаты); возрастание, убывание, сохранение (звучность); сопоставление, противопоставление, соположенность (понятия); начальная, средняя, действие (фаза действия); ямб, хорей, поэма (стихотворный размер); изосиллабизм, мадригал (строка).*

These tasks may include introducing two or three words or phrases and asking students to develop a general association. These words or phrases may be related in various ways (e.g., as synonyms, antonyms, or with a gradation of the meaning), or they may have no clear relationship. These tasks suit students at B1, B2, and C1 levels. The materials for these tasks at the Department of Russian as a Foreign Language of the Philological Faculty of Moscow State University are often taken from textbooks on listening comprehension for international Philology students [11, 12, 13].

Tasks for complex associations.

Students are presented with two, three, or four stimulus words, and when looking for associations, additional actions are allowed, such as changing the grammatical form of a word and using prepositions: *образ, персонаж, роман (художественный образ, образ персонажа, персонаж в романе, мыслить образами, образный ряд); Гоголь, горечь, смех, "Ревизор" (горький смех, гоголевский "Ревизор," смех в "Ревизоре," смеховая культура, осмеяние).*

Such learning activities are especially suitable for groups of B1, B2, and C1 levels. Attention to the development of associative thinking can be focused by teachers in class on vocabulary, grammar, and development of written and oral speech – both on the material of General Literary Language and on the material of the Language for different Majors. Tasks of this type can also be included in the so-called lexical-syntactic dictations.

The most active method of searching for associations is the work of students in a group, the so-called *brainstorming.* The nature of the tasks' set is the same, but they are carried out by all members of the group, who repeatedly throw ideas into a common piggy bank. The associations are

written on the board without any special additional rules, and are subject to discussion. Surprise, disagreement about the expressed ideas usually contribute to the emergence of new connections and associations, and their number multiplies quite significantly. Sharp criticism of the idea must be excluded, no matter how unusual and individual it may be.

The discussion aims to select the most popular associations of the group without evaluating them according to the degree of their attractiveness and without indicating their authorship. Without exception, the authorship of all associations is recognized as collective and not individual.

Conclusion 2

Psychologists have long recognized that associative thinking can be developed. Some researchers argue that the brain's association with written text is merely a reflexive response to information received through the visual channel, but nonetheless, external influences are stored in our memory in some way. With repeated contact with similar components, associative memory begins to operate, which is more complex and more profound than just reflex.

Including tasks specifically aimed at developing associative thinking in a Foreign Language course can provide intensive training for students' memory, helping them to develop their ability to work with large groups of new lexical units as well as the habit of volumetric seeing and comprehension of the problem. It also outlines new possible links between routine phenomena.

General conclusion

Practice shows that the Integrative Method of teaching the Vocabulary of Language for different Majors is compatible with the introduction of the Associative Method, and both together intensify the learning process. In this way, students can gain a deeper understanding of the language and its related concepts.

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ИНТЕГРАТИВНЫЙ И АССОЦИАТИВНЫЙ МЕТОДЫ ОБУЧЕНИЯ ЛЕКСИКЕ ЯЗЫКА СПЕЦИАЛЬНОСТИ

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Аннотация. *Введение*. Статья посвящена современным методам обучения лексике языка специальности «Филология: Лингвистика: Литературоведение» и выдвигает на обсуждение два опробованных на практике метода – интегративный и ассоциативный. Интегративный метод связан с многоканальным предъявлением учебного материала и выявляет принципы его организации. За основу такой программы берётся курс аудирования учебных лекций, построенный исключительно на материале аутентичных лекционных фрагментов. Глоссарии лекций, являясь материалом для повторения основных трудностей русского произношения для инофонов, в то же время представляют предметный ряд дисциплины. В результате выстраивается компактный многоцелевой курс, охватывающий такие области, как фонетика/акцентуация/ритмика в совокупности с лексикой/грамматикой/логикой/композицией/риторикой/ анализом текста звучащего и письменного/развитием речи. Поскольку типология заданий по каждой лекции обширна и воспроизводится неоднократно, учащиеся получают возможность увидеть каждый предмет с разных сторон в его единстве и противоречиях.

Ассоциативный метод нацелен на закрепление в памяти учащихся больших объёмов специальной лексики. Операциональная деятельность учащихся связана как с ближними и дальними, так и с осложнёнными ассоциациями на слово-стимул, взятое из лекционного глоссария.

Целью статьи является как описание передаваемого интегративно и ассоциативно учебного материала, так и представление ряда способов работы со знанием в ходе подобных обучающих курсов.

Материал и методы. Ведущим методом исследования послужил сопоставительный анализ реальных и гипотетических способов соединения разных целей, задач и видов речевой деятельности

учащихся функционального курса русского языка как иностранного в едином курсе.

Результаты и обсуждение. Выяснилось, что цели и задачи формирования ряда разных по своей природе компетенций совместимы в едином курсе обучения. Несущей основой такого курса может служить аудирование как вид речевой деятельности. А отрабатываемые в обсуждаемом трехчастном учебном комплексе умственные действия (извлечение информации из неоднородных источников, предлагаемых на разных носителях, сопоставление явлений, выделение главного, составление из разрозненных элементов целого, формулирование общей и частных проблем, исчисление аспектов проблемы) формируют определенный тип мышления, необходимый обучающимся не только по специальности «Филология: Лингвистика: Литературоведение», но и по другим специальностям.

Заключение. Интегративный и ассоциативный учебные курсы представляют собой целостную систему, вовлекающую учащегося сразу в несколько видов умственной, речевой деятельности. Таким образом, достигается ускоренное формирование доминирующей, профессиональной коммуникативной компетенции.

Ключевые слова: *Русский язык как иностранный, интегративный метод, ассоциативный метод, обучение лексике, язык специальности «Филология»*

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DESCRIPTION OF THE GRAMMATICAL MEANS OF FOCALIZATION IN THE RUSSIAN LANGUAGE TO TEACH INTERNATIONAL STUDENTS HOW TO CREATE LITERATURE REVIEW

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Abstract. The article deals with grammatical means used by the speaker to indicate the source of information when forming an utterance whose purpose is to convey the information obtained in communicative acts prior to a particular communicative act. It will be shown that these grammatical devices, belonging to different departments of the language system, are not fully characterized in the scientific and methodological literature and, in particular, in the official documents regulating the teaching of Russian to international students. For international students, using grammatical means to indicate the source of information in the productive language, for example, when writing a literature review for a master's thesis, poses a significant difficulty. However, it is possible to fill the existing gap in the applied description of the language system (its fragment) based on the research results in theoretical linguistics. In order to determine the place of grammatical means of indicating the source of information in the language system, the authors refer to the concept of communicative grammar by G.A. Zolotova to the terms "focalization" and "means of focalization" proposed within the framework of this concept. Following G.A. Zolotova, the grammatical means of focalization are classified according to the type of interaction between the model of the source text and the chosen model for conveying information in the created literature review. Considering the system of focalization in the Russian language from the point of view of theoretical linguistics, the tasks of their study and description are formulated from the linguistic-didactic aspect and scientifically justified for language teaching.

Keywords: *Russian for academic purposes, source work, formal means of focalization, reporting verbs, reporting clauses, writing skills for research work*

The most important goal of foreign language teaching is forming communication skills. The use of a foreign language as a means of communication is impossible without mastering a sufficient number of lexical and grammatical units necessary for constructing an utterance – a tool for fulfilling a certain communicative task. The description of communicative tasks (intentions) and linguistic units corresponding to them is the basis of normative documents regulating foreign language teaching.

One of the communicative tasks systematically confronted by the participants of one or another communicative act is the transmission of information previously obtained in a communicative act preceding a given communicative act. This communicative intention is specified in different forms in the state educational standards for Russian as a foreign language at different levels[1]:

"A foreigner must be able to convey ... the content, the main idea of the text read or heard" (from Requirements for Russian as a Foreign Language. First level. General mastery of the language [5, p. 10])."

"A foreigner must be able to:

(a) adequately perceive and understand educationally and professionally relevant information from written and oral texts, process it and present it in oral or written form.

(b) compose textual and oral works of the following genres: ... Abstracts, summaries of various kinds, term papers, dissertations, reports, and scientific communication (from the requirements for the second proficiency level of Russian as a foreign language, taking into account a student's professional orientation [6, p. 28])."

When forming an utterance based on the text of another, it is often important for the sender of the message to draw the attention of the receiver of the message to the source of information conveyed, for which the language, including Russian, has special means. In the state educational standards, these

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[1] The systematization of grammatical tools for the creation of literature review is understood as an important task by foreign language teachers in various countries, see e.g. [1–4].

means are described extremely sparingly: "Complex sentences with conjunctions *что, чтобы, как, якобы, ли (В статье сообщается, что...; Во второй части описывается, как...).* Indication of direct speech (quotations) and indirect speech. Indication of the source of information" (from the description of the content of language skills in the requirements for the second level of mastery of Russian as a foreign language, taking into account the student's professional orientation [6, p. 33]). In fact, the standard proposes a formulation of a communicative task instead of a description of lexico-grammatical material that can organize an utterance for implementing this communicative task.

Meanwhile, the system of syntactic means "for expressing the source of knowledge underlying the message" in Russian is very extensive [7, p. 33]; see also [8]. The detailed presentation of these means in describing the content of language competence in normative documents can prevent possibly incomplete, inaccurate reproduction of this language material in textbooks and teaching materials for Russian as a foreign language.

As is well known, to correctly determine the composition of the language material necessary for the implementation of the communicative intentions declared in the educational program, it is necessary to resort to theoretical linguistics [9, p. 9]. In the linguistic studies of the Russian language, the constructions of which the focalized statement is an integral part are singled out and characterized in detail by G.A. Zolotova[1].

When adding references to the source of knowledge underlying the message to a sentence that "contains this or that information about objective reality", Prof. Zolotova calls the sentences a focalization. However, the constructions "have a second structural and semantic plan that refers to the subject, the 'author' of perception, who establishes or evaluates the phenomena of reality, and sometimes also to the nature of perception" [7, p. 263], she calls focalization constructions.

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[1] In her study (1971), Professor Zolotova notes how unfortunate it is that Russian is not an international language of science and how this fact leads to many profound and informative works by researchers from other countries going unrecognized. This can be seen in the comparison between the extensive work of G.A. Zolotova on complex syntactic structures and the indication of the source of information and the more recent work of Professor Hyland and his colleague from Hong Kong [1].

G.A. Zolotova has shown that the properties of the focalization construction and the features of its organization directly depend on the constructive possibilities of the focalization tool chosen by the speaker – this is another reason that explains the need for a detailed description of the grammatical tools of focalization in order to teach their practical use.

In the work of Prof. Zolotova, three types of focalization constructions were identified [7, p. 263–278]:

1. The focalizing model is attached to the focalized model, with no interaction between the models (their structural change). For example, this type of focalization is observed when the following is used to indicate a source of information:

(a) the structure of a compound sentence – in this case, the reference to the "author" is expressed in the form of a main clause, in which the focalized model takes the position of a subordinate clause:

В. Белинский в рецензии на "Риторику" А. Кошанского пишет по поводу бессоюзной конструкции с условными отношениями, что *эта форма "проще, легче и лучше" союзной (Золотова Г.А. Бессоюзные сложные предложения с точки зрения текста)*;

Н.С. Поспелов подытоживает, что *общим признаком бессоюзных сложных конструкций служит непосредственная взаимосвязанность содержания входящих в их состав предложений (Золотова Г.А. Бессоюзные сложные предложения с точки зрения текста)*;

(b) introductory constructions that form the focalization model:

Если, ***как справедливо полагают авторы главы****, таксисные отношения разновременности / одновременности характеризуют связь в полипредикативном комплексе, то можно вспомнить, что время – лишь одна из предикативных компонент,* ***по В.В. Виноградову****, наряду с модальностью и персональностью (Золотова Г.А. К вопросу о таксисе)*;

Пушкин для Виноградова был, ***по слову Д.С. Лихачева,*** *"любимым героем" исследований. К проблемам анализа текста (Золотова Г.А. В.В. Виноградов в работах о Пушкине)*.

(c) Synthaxemes with the meaning of the focalizer and the focalizer with a possessive-locative connotation that are formally included in the structure of the focalized clause but do not enter into collocations with other forms that form the pattern clause." [7, p. 98–99]:

__Для Тимирязева__ как физиолога растений основной научной проблемой было изучение процесса усвоения зеленым растением углерода под влиянием энергии солнечных лучей, т. е. процесса фотосинтеза (Ракитин Ю.В. Памяти К.А. Тимирязева);

В то время как __у Ньютона__ [focalizer] *длина спектра превышала ширину в пять раз, __у Люкаса__ длина была больше ширины лишь в три с половиной раза (Филиппов М.М. Исаак Ньютон. Его жизнь и научная деятельность)*;

Заметим, что термином таксис __у Р. Якобсона__ и __А.В. Бондарко__ [focalizer with a possessive-locative connotation][1] *назван известный признак одновременности либо последовательности действий глагольного предиката и деепричастия (потом и других полупредикативных оборотов) в рамках одного предложения (Золотова Г.А. Русский глагол в структуре текста)*;

И ведь он целый век все такой-то был: деньги − __ему__ солома, дрова какие-то (Сухово-Кобылин А.В. Свадьба Кречинского).

2. The focalized model is integrated into the focalizing model (in a simple sentence). This model interaction is most evident when reporting verbs serve as the means of focalization. That is, verbs of speech-thought-action, through which the modus frame revealing the position of the subject of speech-thought in relation to the dictum content of the statement, is made explicit [12, p. 75].

Two factors determine the nature of the transformation of the focalized model:

a) the construction abilities of the reporting verbs: *кто?* __отмечает__ *__что?__ (В. п.), кто* указывает __на что?__ *(на + В. п.); кто?* считает __что? (В. п.) чем? (Т. п.)__*; кто?* пишет __о чём? (П. п.) / о чём? (П. п.) как о чём? (П. п.)__ *и др.*;

b) For example, when you focalize a typical model "subject and its quality," the case forms of the subject and predicate of the basic model are changed according to the requirements of the focalizing construction:

Следующую задачу [the predicate of the basic model is in the accusative case] *__Виноградов видел__ в систематизации* [the subject of the basic model is in the "__в__" + prepositional case;] *«речевых единиц, как типов, однородных форм словесной композиции» (Золотова Г.А. В.В. Виноградов и перспективы филологии)*;

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[1] For more details on the distinction between the meanings of the syntaxeme "у" + genitive case, which is considered a "proposition of focalization", see [10], [11, pp. 106–107].

Проф. Л. А. Булаховский также, вслед за Дельбрюком, возводит *эту форму* [the subject of the basic model is in the accusative case] *прошедшего к повелительному наклонению* [the predicate of the basic model is in the "к" + dative case] *(Виноградов В.В. Русский язык. Грамматическое учение о слове)*;

Ключом [basic model predicate is in the instrumental case] *к архитектонике текста* ***В.В. Виноградов считал*** *"образ* [the subject of the basic model is in the accusative case] *автора"* <...> *(Золотова Г.А. Коммуникативные регистры речи в композиции текста)*.

When we focalize models with other typical values, the basic model undergoes a transformation "that converts a subordinate clause (in a propositional context) into a predicate name." [13, p. 317]. The syntactic derivation implies a nominalization of the predicate of the basic model, which causes a change in the case form of the subject and, if necessary, of the object:

Суммируя идеи предшественников, ***Е.В. Падучева отмечает*** *возможную многозначность* [substantive from an adjectival predicate in the accusative case] *иллокутивного предназначения* [the subject of the basic model in the genitive form] *предложения (Золотова Г.А. О путях синтаксических исследований)*;

Далее, ***он*** [Timiryazev] ***устанавливает*** *определенную зависимость* [substantive from a verbal predicate in the accusative case] *химического действия* [the subject of the basic model in the genitive form] *от напряжения света (Крашенинников Ф.Н. Климент Аркадьевич Тимирязев)*;

Он [Macer-Prinsepu] ***не сомневался*** *в происхождении* [substantive from a verbal predicate in the "в" + prepositional case] *всех этих тел* [the subject of the basic model in the genitive form] *из хлорофилла Пельтье и Каванту (Тимирязев К.А. Спектральный анализ хлорофилла)*.

3. The focalized model includes the focalizing model (in a simple sentence). This kind of interaction between the focalized and the focalizing model is described by G.A. Zolotova on the example of sentences in which the reporting verb is used in passive form as a means of focalization. In this case, the basic model (the focalized model) also undergoes transformations determined by its typical meaning. However, the different interaction between the focalizing model and the basic model is reflected in the different case form of these models: the subject of the basic models with the typical meaning "subject and its qualification" is used in the nominative case, while

the subject focalizer in the focalizing model is in the instrumental case. Models with another typical meaning in the nominative case have a predicate name (the result of the transformation of the predicate of the basic model):

Квадратура [the subject of the basic model is in the nominative case] *сложных кривых* **сводится Ньютоном** [subject-focalizer is in the instrumental case] *к квадратуре слагаемых (Вавилов С.И. Исаак Ньютон)*;

По-видимому, *вся совокупность древних славянских письменных памятников* [the subject of the basic model is in the nominative case] <…> **рассматривается Ломоносовым** [the subject-focalizer is in the instrumental case] *как письменность на «древнем славянском языке»* *(Успенский Б.А. М.В. Ломоносов о соотношении церковнославянского, древнерусского и "древнеславянского" языков (на материале его записки о А.Л. Шлецере))*;

Тенденциозность [the substantive from an adjectival predicate in the nominative case] *утверждений* [the subject of the basic model is in the genitive case] *названных историков тогда еще* **была с горечью и едкой иронией высмеяна Михаилом Васильевичем Ломоносовым** [the object-focalizer in the form of the instrumental case] <…> *(Порфиридов Н.Г. Древний Новгород. Очерки из истории русской культуры XI−XV вв.)*.

G.I. Rozhkova has repeatedly emphasized that the methodology should be understood as "dependent on and derived from the whole system of the Russian language" [14, p. 9]. The interpretation of the syntactic properties of sentences in which the modus and dictum models interact, proposed by Professor Zolotova, and the systematization of the lexical and grammatical means of designating the source of information allow us to formulate and scientifically justify the tasks of studying and describing the above fragment of the language system for methodological purposes. It seems possible to outline two main directions of the applied work:

1. First, the teacher of Russian as a foreign language must prepare a list of lexical and grammatical means of indicating the source of information in normative documents. This should be done based on the language system and research results in theoretical linguistics. It is also necessary to justify the distribution of means of focalization in normative documents according to different levels of language proficiency.

2. Second, it is necessary to characterize the working methods (presentation, exercises, techniques of speech introduction) to the

constructions of focalization that teacher-practitioners can use in developing textbooks for Russian as a foreign language.

It is obvious that introducing new methods into teaching Russian as a foreign language should be gradual and build on already learned material [14, p. 27]. From this point of view, the first ones that should be introduced are the means of focalization that do not require structural changes to the models they connect, i.e., they are used in constructions of focalization of the first type. These means are listed above. For a correct linguodidactic description of these means related to the source of information, a number of problems have to be solved:

1. It is necessary to investigate possible semantic differences between syntaxems with the meaning of focalization with locative connotation and syntactic contexts in which these forms are used. It is necessary to work thoroughly on the methods by which these prepositional forms can be presented to a foreign audience – in particular, to avoid their confusion with homonymous syntaxemes, for more details, see [15, pp. 199–201].

2. It is useful to conduct a similar investigation with respect to introductory constructions such as *с точки зрения + genitive, по + dative, согласно + dative,* in order to understand whether they can be introduced as a list, as absolute syntactic synonyms, or whether the context of the use of each of the constructions should be specified.

3. One of the main tasks in characterizing complex sentences, the structure of which can be used for focalization of a message, should be the formation of a list of reporting verbs, impersonal predicative words beginning with "о" and occupying the position of a predicate in the main clause. It is necessary not only to select the most frequently used lexical units but also to find out the semantic differences between them. It is obvious that *Н.С. Поспелов* **пишет***, что…* is not the same as *Н.С. Поспелов* **обнаружил***, что…*, or *Н.С. Поспелову* **известно***, что…* is not the same as *Н.С. Поспелову* **ясно***, что….* When speaking about the semantic differences between reporting verbs, one usually refers to the nuances of the modus meanings contained in the modus framework formed by these verbs. Based on the analysis of these modus meanings, G.A. Zolotova elaborated:

a) Qualifying Focalization – Focalization models "that contain an evaluation of objects or phenomena, or reveal the content of concepts." [7, p. 265];

b) Perceptual focalization [7, p. 272];

c) Recognition focalization – in these sentences, focalizing models interact with basic models by "reporting the feature of the object recognized by the subject of the focalizing model" [7, p. 274].

Professor Zolotova's paper lists verbs that can be used in the modus framework with qualifying focalizations, perceptual focalizations, and recognition focalizations. Here are some examples:

*а) Он [Yablochnikov] **писал**, что «русская свеча в короткое время распространилась по всему миру, дойдя из Парижа до дворцов шаха персидского и короля Камбоджи…» (Вейтков Ф. Русский свет)*;

*Рассуждая по аналогии со звуком, Ньютон **полагает**, что эфирные колебания отличаются по величине, но не по скорости (Вавилов С.И. Исаак Ньютон)*;

*…Еще **подлежит сомнению** (особенно после последних исследований Шунка и Мархлевского), принадлежат ли эти линии главному составному началу хлорофилла или какому-нибудь из его продуктов разложения (Тимирязев К.А. Космическая роль растения)*;

*б) Ежедневно мы **видим**, как Солнце и Луна появляются из-за горизонта, описывают на небе дуги и снова прячутся за Землю (Зеликович Э. Спор о земле)*;

*в) Вольта **открыл**, что два разных металла при прикладывании к языку вызывают кислый вкус (Владимиров С. Рождение двух наук)*;

*В результате **оказалось**, что между икс-лучами и фосфоресценцией на самом деле нет никакой связи (Нечаев И. Открытие радиоактивности)*.

These few examples already show that some reporting verbs merely denote the source of knowledge underlying the message. In contrast, others are semantically more complex: They not only indicate the source of information but also contain other mode meanings: Evaluation, an emotional attitude of the speaker towards the message presented in the dictum part. Reporting verbs should be carefully and thoughtfully grouped in textbooks and study guides so that international students can select the correct lexical unit from the list[1].

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[1] A similar problem arises when studying other foreign languages. For example, an article about English reporting verbs in a foreign class says that international students do not see the semantic nuances of reporting verbs [16, pp. 33, 45]. See also [17, 18].

The examples also show grammatical problems, which, on the one hand, are not specific to focalized constructions, but on the other hand, must be taken into account when presenting and practicing these constructions. These are:

1) the grammatical construction of the predicate of the focalizing model with an indefinite-personal focalizer *(Считают, что…, оказалось что…)*;

2) the possibilities of syntactic synonymy: the formation of the predicate of the focalizing model with the help of the compensator verb and the derivative of the reporting verb in the corresponding case form *(Ньютон* **предположил***, что… − Ньютон* **высказал предположение***, что…).*

Structurally focalized constructions of the second and third types are more complex and will be considered in the next section. To describe these constructions from a linguodidactic point of view, you need to do the following:

1. Outline the rules for transforming the basic model in interaction with the focalizing model (for teaching purposes); point out possible difficulties that students might encounter (especially those caused by the characteristics of the student's native language);

2. Determine the construction potential of the reporting verbs (i.e., the case structure of the interacting models of modus and dictum with a given reporting verb). From our point of view, for this task, it is useful to refer to the appendix "Verb Combinations" compiled by G.A. Zolotova in the "Syntactic Dictionary of the Russian Language" [10, pp. 351–375].

When introducing grammatical means of message focalization within a new educational level, it is important to follow the principle of systematic learning.

Both the teacher and the student should combine new and already learned means of focalization in a paradigmatic way when "different branches of the linguistic system solve the same problem – the expression of subjective meanings" [15, p. 204.

Above, we discussed examples of message focalization where the author and the author of the literature review are not the same. The B2 language level defined in the educational standards includes the ability of students not only to understand and analyze the work of others but also to write their scientific texts, such as coursework, dissertations, and scientific communications. Achieving this requires specific analysis from a language teaching and

learning perspective, including focalization constructions where the speaker and author are the same person. This is called the metatextual use of focalization, where the author is also the commentator of the text [19, p. 404].

Замечу, что *используется этот термин в разных смыслах: у А.В. Бондарко речь идет о значениях грамматических категорий, а в "Коммуникативной грамматике" это обобщенные значения частей речи и их подклассов (Золотова Г.А. Проблемы грамматики русского глагола)*;

На мой взгляд, точнее было бы в этом труде название полей не функционально-семантическими, а категориально-семантическими (Золотова Г.А. К теории поля в языкознании).

It is obvious that special attention should be paid to these constructions in language textbooks and teaching materials for non-native speakers of Russian. However, for effective teaching, it is also important to consider the context in which they are used in an applied pedagogical language model [20].

In conclusion, we would like to say that understanding the linguo-didactic perspective of focalization constructions, which are not yet fully described in the literature, while relying on a language system, is crucial for effective teaching of these materials to non-native speakers and for successful mastery of the materials by students.

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ОПИСАНИЕ ГРАММАТИЧЕСКИХ СРЕДСТВ УКАЗАНИЯ НА ИСТОЧНИК ИНФОРМАЦИИ В РУССКОМ ЯЗЫКЕ В ЦЕЛЯХ ОБУЧЕНИЯ ИНОСТРАНЦЕВ СОЗДАНИЮ ВТОРИЧНЫХ ТЕКСТОВ

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Аннотация. Рассматриваются грамматические средства, которые используются говорящим для обозначения источника информации при организации высказывания, цель которого – передача сведений, полученных в коммуникативных актах, предшествующих конкретному акту коммуникации. Показано, что эти грамматические средства, принадлежащие разным отделам системы языка, не охарактеризованы в полной мере в научно-методической литературе и, прежде всего, в нормативных документах, регламентирующих обучение иностранцев русскому языку. Между тем для иностранцев использование грамматических инструментов указания на источник информации в продуктивной речи, например, при написании обзора литературы в магистерской диссертации, представляет значительную трудность. Восполнить существующий пробел в прикладном описании системы языка (ее фрагмента) можно, опираясь на результаты ее исследования в теоретической лингвистике. Для определения места грамматических средств указания на источник информации в системе языка авторы обращаются к концепции коммуникативной грамматики Г.А. Золотовой, к предложенным в рамках этой концепции понятиям «авторизация», «средства авторизации». Вслед за Г.А. Золотовой грамматические средства авторизации классифицируются в зависимости от характера взаимодействия модели из текста-источника и выбранной модели передачи информации в создаваемом вторичном тексте. При рассмотрении системы средств авторизации в русском языке с позиций теоретической лингвистики формулируются и научно

обосновываются задачи их изучения и описания в лингво-дидактическом аспекте, в целях обучения языку.

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