



Approach To Teaching Russian as A Foreign Language With The Use Of Fiction Text (Russian as A Foreign Language)

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Abstract: The article is devoted to the methodological peculiarities of using fiction texts in the process of teaching Russian as a foreign language (RFL). The paper deals with the stages of work with a fiction text: pre-textual, textual and post-textual phases. Special attention is paid to the methods that promote the formation of language reflection, understanding of new words through the context, as well as the development of figurative perception of the text.

Keywords: RFL Teaching, Art Texts, Language Reflection, Intercultural Communication, Linguistic Goals, Non-Linguistic Goals, Work With Text, Teaching Methodology, Russian Culture, Speech Development, Text Perception, Analyzing A Work Of Fiction.

Introduction

It is impossible to learn RFL without studying fiction texts (FTS). The ability to read and understand real-world materials written in the target language is a sign of fluency. Non-adapted fiction novels are extremely difficult for foreigners because they require not only fluency in Russian, but also familiarity with Russian history, culture and reality.

Methodology

The process of teaching foreigners to read fiction has several quirks. These quirks manifest themselves in the choice of books, in the students' approach to working on the text, and in the purposes of using fiction in foreign language classes .

There are two different purposes of using fiction in foreign language teaching: linguistic and non-linguistic.

Both the acquisition of new vocabulary and the illustration of grammatical concepts are realized with the help of fiction texts. The development of foreign students' oral (monological and dialogic) and written speech begins with fiction texts.

The development of foreign students' written and dialogic speech. They serve linguistic purposes.

Familiarizing learners with the nation and culture of the target language is a non-linguistic purpose of including HT in the teaching process.

Familiarizing students with the nation and culture of the target language. Foreign students can learn about the country of the target language, the way of life of its speakers and the lives of those who speak it by reading literature.

In the system of teaching Russian to foreigners, the main purpose of working on a fiction book is to understand it as a work of fiction .

Foreigners who speak Russian should perceive the text both as a cultural phenomenon of native speakers and as a work of verbal art.

The work on an artistic text is usually divided into three parts: pre-textual, pre-textual and post-textual.

The purpose of pre-textual work is to arouse the reader's curiosity and encourage him/her to read the text.

Interest the student in reading the material. You can include detailed information about the author and his work, as well as fragments of critical articles and interviews. Do not

It is not necessary to suggest linguistic tasks or discuss the work itself. It is important to focus on the title, ask students to speculate on the possible meaning of the work, and make predictions about what might happen.

Modeling the reader's natural actions is the main goal of pre-textual work. When a native speaker encounters difficulties in reading, he or she tries to overcome them with the help of linguistic guessing, which triggers the reflexive mechanism.

Since non-native readers have to overcome obstacles much more often, they have to develop language reflection. Since language reflection processes are ubiquitous, the foreigner must create the prerequisites for transferring reading abilities to the native language.

Students should familiarize themselves with a fiction text before they begin working on it. A short text can be read aloud to the class.

It is a good idea to ask students to read the story at home without using any vocabulary, or, on the contrary, to try to solve problems in a more traditional way (vocabulary check). Either way, the text should be read aloud to the class. Preferably, the text should be read by the teacher.

The following sequential activities can be part of the teacher's pre-text technology.

To increase the effectiveness of the text, it should be broken down into manageable chunks. If the reader knows what circumstances make up the content of the book, it will be easier for him to understand the text. Within a fragment, the task begins by highlighting one or more significant parts of the text, using language to convey the main characteristics of the situations (character nominations, traits, place, time, events, etc.). Checking the understanding of the linguistic meaning of this part is very important.

If a student encounters an unfamiliar word, the tasks help him/her understand what it means. Determine the meaning on your own.

The following methods are used for this purpose: analyzing parts of speech, analyzing roots and affixes, dependence on grammatical structure, inference from the context of the

text using known words, “common sense” and information related to the topic and circumstance of the text.

Result and Discussion

However, understanding the grammatical meaning of a word alone does not ensure understanding of the text; understanding the meaning of the unit is crucial. To clarify meaning, the following methods are used:

Selecting synonyms and then analyzing the differences in their meanings according to the creative context, using prior knowledge and common sense, etc.

These two stages - understanding of meaning and comprehension - are combined into a single conceptual level of text comprehension. Unless perception at the conceptual level is added to the conceptual level, there will be no perception of the artwork. As the reader reads, the linguistic pictures that make up the creative text are transformed in the reader's mind into representations, which may be tactile, visual, auditory, or any combination of these.

Since each reader has unique ideas, it is the teacher's responsibility to inspire the reader's creativity.

Assignments that ask the foreign reader to visualize the subject matter and explain the mental images that come to mind can help achieve this goal.

This type of work encourages the reader to experience both aesthetic and emotional feelings. As a result, the construction of work on each important unit follows the process: from meaning to sense and representation.

It is recommended that the entire piece be read again after working on it in parts. Questions on the whole text can be used as homework.

Through the reader's conscious and involuntary actions of the reader's conscious and unconscious actions, the text extracts its private meanings, reader's perceptions, and the connections between them. The result is a system, the core of which can be conceptualized and expressed as the meaning of the read fiction text.

Post-text work includes summarizing exercises that allow students to share their thoughts and knowledge about the material. Its purpose is to put the text into a broader context and expand on the cultural background associated with it. Additional information about the author can be added. Post-text assignments can include summaries and conversations about the text. Any kind of visualization can be used, both professional and instructional.

Conclusion

Finally, it should be noted that teaching Russian to foreigners using fiction materials has a multifaceted character.

First of all, fiction serves as a source of linguistic information and resources for the development of receptive abilities in the field of reading as a speech act.

Secondly, literature is actively used to highlight problems characteristic of a particular nation in order to gain a deeper understanding of the theoretical foundations of the culture of the target language.

Third, introducing international students to works of one of the world's great literatures contributes to the development of their artistic thinking, aesthetic feelings, and cultural competence.

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