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TÍTULO: La especificidad de la enseñanza del ruso en el entorno educativo bilingüe.

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RESUMEN: El artículo plantea los problemas de la formación bilingüe en Rusia. Los autores presentan su propia larga experiencia de la formación de los estudiantes extranjeros en los idiomas intermediarios en la Universidad Estatal Médica de Astracán, donde el ruso es objeto de estudio (en los cursos iniciales) y al mismo tiempo el medio para enseñar y aprender las asignaturas (en los cursos superiores de la carrera). Los autores creen que la formación bilingüe se centra en la interiorización y socialización personal en consonancia con los enfoques humanos y culturales en la formación de una personalidad armónica con la capacidad de participar efectivamente en la comunicación intercultural.

PALABRAS CLAVES: formación bilingüe, idioma ruso, idioma intermediario, interiorización, estudiantes extranjeros.

TITLE: Specificity of teaching Russian in a bilingual educational environment.

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ABSTRACT: The article highlights some problems of bilingual teaching in Russia. Our experience of many years training of foreign students in the intermediate languages at Astrakhan State Medical University is presented where Russian is both a subject of study in the primary courses and a means of teaching, and study of academic disciplines in the senior courses. The authors believe that bilingual training is aimed at the interiorization and socialization of a personality in the context of the humanistic and cultural approaches, formation of a harmonious personality who can effectively participate in intercultural communication.

KEY WORDS: bilingual training, Russian, intermediate language, interiorization, foreign students.

INTRODUCTION.

In connection with the globalization processes in the modern world and the entry of Russia into a single educational space, today in our country there is a formation of a new system of higher education which is focused on the cooperation of Russian and foreign educational and scientific organizations, international academic mobility, processes of internationalization, and interiorization. These all require new approaches in the organization of teaching process (Bashkina, 2018).

Currently in many countries, including Russia, a system of bilingual teaching has been formed. It is aimed at the interiorization and socialization of a personality in the context of the humanistic and cultural approaches, formation of a harmonious personality who can effectively participate in intercultural communication.

So, at Astrakhan State Medical University a tendency to increase the number of students from some African countries has been outlined in recent years. Our surveys (2016-2019) indicate that the students from some North African countries (the Arab Republic of Egypt, the Kingdom of Morocco, the People's Democratic Republic of Algeria, the Republic of Tunisia) speak three or more languages (Satretdinova, 2019), and the students from some South African countries (the Republic of Botswana, the Republic of Ghana, the Republic of South Africa, the Republic of Zambia, and others) mainly do their native language and English or French. In addition, the experience of our teaching shows that the natives of some North African countries, compared with the students from some South African ones, are more capable of learning foreign languages. Along with this all foreign students go through a period of adaptation, since they inevitably face a number of some problems in the process of living and study in Russia (Satretdinova, 2013; Kirillova, 2018).

Foreign students must realize acculturation in parallel with study of Russian for successful adaptation. In the article we adhere to the opinion of T. Stefanenko that acculturation is a process of entering an individual to a new culture (Stephanenko, 2008). Really, if a culture bearer can use automatically the verbal and non-verbal means for adequate communication in their country; then, in a new cultural space, this communication is complicated due to some existing norms which do not very often coincide with the norms of his native culture.

At Astrakhan State Medical University teaching of special academic disciplines to foreign students from abroad is carried out in two intermediate languages (in French or English) in the initial courses, starting from the third year it is done in Russian; that is, there is a smooth transition from teaching in the intermediate languages to training in Russian. However due to the limited number of hours for study of Russian as a Foreign Language the level of speech skills and language proficiency are not enough high to continue study in Russian: note-taking, note-making, work with scientific sources, annotation of scientific texts, conducting a dialogue between a doctor and a patient, and others.

The learning-centered syllabuses only in Russian are provided for the students from some neighboring countries (the Republic of Kazakhstan, the Republic of Tajikistan, the Republic of Uzbekistan, and others) as well as for the students after the preparatory department. Certainly, a one-year study at the preparatory department lays a good foundation, and the most of students acquire Russian in the amount of the first certification level by the time of their entering the first year of a university.

At the classes of Russian as a Foreign Language, our lecturers teach not only Russian as a system of knowledge and as a means of communication, but they acquaint the foreigners with the culture and customs of our country, norms of behavior, and etiquette. In other words, the classes of Russian as a Foreign Language are aimed at the formation of communicative competence that includes linguistic, discursive, sociocultural, and other competencies (Canale, 1980). In its turn, the formation of communicative competence contributes to more successful adaptation, socialization, and acculturation of foreign students. This approach to teaching of Russian to foreign students at a medical university is dictated by the requirements of Federal State Educational Standard of Higher Education of the Russian Federation for the specialization 31.05.01 General Medicine according to which the aim of teaching of Russian of students of medical university is a formation of communicative competence (Federal State Educational Standard of Higher Education of the Russian Federation for the specialization 31.05.01 General Medicine).

In addition, the President of the Russian Federation V. Putin emphasizes the growing importance of quality training in Russian (Putin, 2012). According to his opinion Russian scientists confirm the significance of high-quality language skills of Russian of foreign students to get higher education in Russia (Gagarina, 2015; Gagarina, 2018; Zyazikov, 2016).

DEVELOPMENT.

Methodology.

In the research process, we use some general theoretical methods: analysis of psychological, pedagogical, and methodical literature of domestic and foreign scientists (V. Putin, M. Zyazikov, O. Bashkina, E. Vereshchagin, T. Kirillova, S. Magaeva, E. Krylov, A. Satretdinova, T. Stephanenko, E. Gagarina, T. Smakhtina, M. Canale, M. Swain, and others), analysis of experience of many years in bilingual teaching of foreign students at Astrakhan State Medical University; some empirical methods: pedagogical observation, questionnaires, statistical processing, data analysis, experimental teaching at different levels of university training.

Results and discussion.

Speaking about bilingual teaching, we agree with the statement of E. Vereshchagin: "Bilingualism is the skills that allow a personality to use two language systems" (Vereshchagin, 2004, p. 160).

There are three types of bilingualism. The first type is a receptive bilingualism. A personality can understand a foreign language text without knowing and not acquiring the phonetic aspect of the studied language. It should be noted that only knowledge of the language system of the studied language is sufficient for receptive bilingualism. The second type is a reproductive bilingualism. It requires not only knowledge, but the skills which are developed by the implementation of some tasks. And the third type is a productive bilingualism. It is characterized by the skills to understand the interlocutor's speech as well as creatively and meaningfully respond to his speaking turns (Vereshchagin, 2004).

Taking into account that students translate incoming information and select the necessary language tools at the initial stage of training at the subconscious level, here one can talk about a contrastive analysis in which two language systems are compared (Satretdinova, 2010).

In the teaching of Russian to foreign students, there are a number of problems. The main difficulties are both some gaps, id est, lack of some lexical or grammatical equivalents and lexical-semantic interference (Odishelashvili, 2018). The simplest examples of allomorphy are the verbs denoting eating in Russian: *завтракать, обедать, ужинать*, but in English, there are no such verbs. In these cases, the following word combinations are used: the verb “*have*” and the corresponding noun: *breakfast, lunch, supper: have breakfast, have lunch, have supper*. Also, it should be noted the absence of articles in Russian. By this, they are very important indicators of English nouns. When an English noun is translated into Russian, a pronoun is used with it:

A man asked them. – Какой-то мужчина спросил их.

The man asked them. – Этот мужчина спросил их.

Russian is a very rich language that is why the same idea can be expressed in different variants, but in English one sentence can be only used. For example: *Вчера было очень жарко. Вчера была жара. Вчера стояла жара. – It was hot yesterday.*

It is important to note that in Russian as in English there is a fixed word order in a declarative sentence. Usually in the first place there is a "subject", in the second one there is a "predicate", in the third one there is an "object" in the dative case, and then there is an "object" in the accusative case. Thus, we can see some examples of allomorphy and isomorphy of Russian and English.

In our teaching of foreign students, we use the textbooks equipped with audio recordings and workbooks. At the initial stage of training the authors use some simple textual material both in the lexical and grammatical aspects which are taken from the speech of Russian people. Work with these texts involves training of reading, speaking skills, receptive intake of vocabulary and grammar norms of Russian. In the textbooks, there are translations of all the texts and dialogs into English. We accentuate the need for the translation of each sentence of these texts and dialogs in order that students can see and analyze the difference between the grammatical forms of Russian and English.

Working with these texts or dialogs at our classes, we analyze the grammatical forms of words, identify, our students are asked to determine the initial form of verbs, the gender, number, and case of nouns, et cetera. So, theoretical linguistic knowledge is transformed into the skills of correct speech in Russian.

The time limit of the classes does not allow to work out a high-quality pronunciation; therefore, our foreign students use audio recordings to the texts and dialogs, listening to which at home contributes to good results in their pronunciation. We would especially like to emphasize the advantage of reading and listening to a text at the same time. As a result, listening skills are formed too. Each text is accompanied by a series of tasks: answer teacher's questions to the text, complete the sentences, make up the sentences using the given words, restore the semantic sequence of the text, practice the conversations, and others. Some foreign students use the dialogues from our textbooks in their everyday speech practice, expanding them independently with new vocabulary and grammatical constructions in the process of communication in shopping centers, banks, pharmacies, clinics, and on the streets of the city.

At our classes, the foreign students do not only learn about Russia and Russian culture, but they also talk about their countries and try to compare the customs, traditions, norms of behavior adopted in Russia with the cultural features of their countries. They are especially surprised and glad that Russian holidays are very long.

The most interesting topic for foreign students is a field of food because every day they buy provisions for cooking their national dishes, go to a café. So, it is very relevant for them. In the process of such classes, there is an interpenetration of cultures and consciousness of common and specific features of speakers of different languages.

CONCLUSIONS.

Thus, in the process of bilingual training the foreign-language communicative and cognitive competencies, the skills to successfully participate in intercultural communication are formed as well as the interiorization of professional competencies are realized by Russian and the intermediate language. Accordingly, one can confirm that the main objective of bilingual teaching is the formation of bicultural professional competence of students.

The formation of a professional personality having a foreign language professional competence ready and capable of foreign language communication in the field of professional interests is possible while teaching process ensuring intrapersonal and interpersonal, intrasubject and intersubject integration (Krylov, 2016). Consequently, in bilingual training a foreign language (in our case it is Russian) is both a subject of study in the primary courses and a means of teaching and study of academic disciplines in the senior courses.

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