The Model of Teaching Reading as a Type of Speech Activity to Foreign Students of Philology in the Innovative Educational Environment

Olga Khaleeva[1], Alena Kuvaeva[2], Irina Leshutina[3], Yulia Naumenko[4], Liliia Vokhmina[5]

Pushkin State Russian Language Institute, Russia[1, 2, 3, 4, 5]

Abstract

The article is devoted to the problem of refining the model of teaching reading for foreign students studying a foreign language (Russian) at Philological faculties. The article describes the tasks that were solved in the process of developing a model of teaching reading: the principles of selection of modern texts for reading, the system of lexical and grammatical tasks, tasks aimed at developing the skills of "mature" reading, tasks aimed at developing productive types of speech activity related to reading: "reading-writing", "reading-speaking". The main feature of this system is the presentation of all tasks exclusively for the distance learning format. The given model of teaching reading in a foreign language can be used for blended learning technology.

Keywords: *Russian as a foreign language, teaching to read, the portal "Education in Russian", blended learning technology, distance learning*

1. Introduction

The reading plays a key role in the process of teaching Russian to foreign students. They have the integrated task to learn Russian with the help of a variety of texts (scientific texts, literary and non-fiction literature) and at the same time to improve their language while reading these texts: to improve the productive types of speech activity (speaking and writing).

Teachers who work with students at both full-time format and distance learning format face the same task: to teach the productive "mature" reading, which means the ability of using the formed reading skills practically. The "mature" reading is characterized by the automation of reading techniques with a focus on the content of the text, the flexibility of combined techniques which are appropriated to a specific reading task and which can help to solve it not only correctly, but also economically in terms of time and energy costs [1]. In our case, this is reading with the use of various strategies by students, with a full understanding of what they have read, with an understanding the intent, meaning and subtext. This is the aim of teaching reading in a foreign (Russian) language to students of Philology. Thus, for such students the process of reading becomes both the means and the goal of studying.

In the Russian methodological tradition such well-known methodologists as Zhuravleva L.S., Zinovieva M.D., Kulibina N.V. (teaching reading literary texts), Muhammad L.P. (teaching reading scientific literature) and some others paid attention to the problems of teaching reading.

2. Context

In the methodology of teaching foreign languages (including Russian as a foreign one) the researchers of the effectiveness of the teaching process have to constantly seek answers to the two fundamental questions: "What to teach?" and "How to teach?".

The question "What to teach?" is still actual: the language is gradually but constantly changing and these changes find the reflection in texts of different types. Literary texts are not the exception: on the contrary, they capture all these language changes as well as possible.

Recently the question "How to teach?" was not so rapid: the methodology had rather full description of different methods and technologies of teaching. But the last months' events have shown us that there are still some problems to be solved. It is clear that the distance and blended learning technologies will develop completely changing the established concepts of teaching foreign languages.

The group of the researchers of Pushkin State Russian Language Institute analyzed the above-mentioned initial data and began to work on improving the model of teaching reading as a type of speech activities to foreign students of Philology within Russian as a foreign language in modern informational conditions (with the use of distance technologies). The following tasks were defined to achieve the goal:

- the sampling of modern literary texts to foreign students of Philology;

- the generating of task system to improve lexical and grammatical skills based on a read text;
- the generating of task system to develop an ability of "mature" reading aimed at understanding not only the general content, but also the meaning of the text, context and subtext;
- the generating of task system aimed at developing productive speech activities related to reading: "reading – writing", "reading – speaking";
- the presentation of the task system in the electronic format, the analysis of the means provided to students and teachers by this format of classes for teaching and studying in terms of promoting the advantages and minimizing the disadvantages of e-learning.

The ultimate goal of teaching foreign students to read is to understand the text they have read. How can the teacher assess how deeply and correctly the text is understood by students, if these students are studying at distance learning format? To do this, the teacher needs to know how to check the understanding of the level of the read material. There are several levels of understanding of the text. In the methodological literature you can find different approaches to determining the levels of understanding of the text. We will follow the following approach, which we find in the article by A.A. Larionova. The author mentions the following levels: fragmentary, global, detailed and critical understanding. The fragmented understanding is the ability to divide the text into meaningful parts and understand unfamiliar words in context, the global understanding is the ability to determine the theme of the text, the detailed understanding is the highlighting important and secondary details, the critical understanding is the ability to formulate the main idea of the text [5].

Thus, the set of tasks for understanding some literary text, according to the researchers' reading model, should reflect not only the fact of understanding / misunderstanding of the read text, but also show the depth of understanding.

Some reading materials and the set of tasks are represented in the course of the discipline for foreign students on the portal "Education in Russian": https://pushkininstitute.ru/. The materials are not in the open acess, they are only for students studying at the Faculty of Philology of Pushkin State Russian Language Institute. The materials are developed for self-study of students.

3. Description of the contingent who took part in the study

The study involved 1st year foreign students of the Faculty of Philology. The level of the Russian language is B1 +. The group includes students from China, France, Serbia, Bosnia and Herzegovina. Students study different disciplines in Russian, so we can say about the metasubject approach to teaching Russian. However, there is the discipline of the practical course of Russian as a foreign language for students, within which they continue to study Russian in general. The study of the Russian language in the current academic year is carried out using distance technologies. A certain amount of study time is the contact work with the teacher, the other part of the study time is filled with work in courses on the "Education in Russian" portal (https://pushkininstitute.ru/.

4. Description of the procedure

4.1. The sampling of modern literary texts to foreign students of Philology

Literary texts for foreign students must meet certain, rather stringent requirements:
• texts must have some literary value,
• the plot of texts should be interesting and relevant for young people,
• texts should be examples of modern literary language,
• texts must be authentic, but correspond to the level of proficiency in the Russian language,
• texts should be related to the topic studied by students.

For our research we selected texts that were not very long, since students studied at the distance learning format using a computer. We considered it inappropriate to read long texts from the screen of computers, tablets and other mobile devices.

We concentrated on the texts of modern authors that do not duplicate the literature program, in the classes of which students study a large number of classical works of fiction.

Thus, several texts were selected that meet all of the above requirements. The texts were not adapted, long texts were divided into semantic parts for the convenience of working with them. The system of tasks was generated for each text.

4.2. The system of lexical and grammatical tasks

The aim of lexical and grammatical tasks is to provide understanding of the information of a literary text, minimizing the difficulties associated with understanding individual units. Some lexical units of the

texts which are beyond the level B1 were highlighted. In this case the researchers used the system of checking a text to determine the level to which this text belongs which was developed at Pushkin State Russian Language Institute (https://pushkin-lab.ru/). Further work is based on the development of key words, free and non-free (phraseological) phrases, which must be entered into the active or passive vocabulary of students.

Despite the fact that the types of tasks are limited by the capabilities of the used LMS (Canvas), nevertheless, we tried to diversify the tasks as much as possible. The lexical tasks were the easiest (according to the survey) for the students.

There are some tasks: 1) combining an image of an object (photograph, picture) and the word which stands for, 2) combining a word and its interpretation, 3) crosswords, 4) typing the missing word into gaps in a sentence by meaning, 5) choosing words from the list, united by a common theme, 6) the choice of the correct interpretation of the phraseological unit. All tasks are of a closed type (without the teacher's participation).

Some tasks can be defined as lexical-grammatical, although the goal of studying grammar was not set, since students need not only to understand the meaning of the word, but to learn the lexeme in all the variety of grammatical forms. The "problem" area for foreign students remains, regardless of the level of language proficiency, the use of the imperfect and perfect form of verbs and verb forms, especially when meeting new verbs. Therefore, we included some tasks dealing with this material, predicting that the use of verbs would be difficult when transforming the text. The tasks were of a closed and open type (both without the participation of a teacher and with the possibility of checking by a teacher).

There are some tasks: 1) choosing the correct form of the verb, 2) typing in the gaps of the missing verb in the sentence in the correct form, 3) composing a story with a list of the verbs given in the initial form.

4.3. The task system to develop an ability of "mature" reading aimed at understanding not only the general content, but also the meaning of the text, context and subtext

There are some tasks: 1) combining the description of the hero of his appearance and characteristics with his name, 2) ordering correctly the events of the story, 3) choosing a statement corresponding to the content of the text (closed-type tasks).

4.4. The task system aimed at developing productive speech activities related to reading: "reading – writing", "reading – speaking"

The written speech (writing) and oral speech (speaking) are productive types of speech activity. We are convinced that these tasks allow us to determine the level of critical understanding of the text, as students can't use templates in their answers. In this regard, this block has the tasks of an exclusively open type (they require verification by the teacher). Thus, in addition to the development of productive types of speech activity the implementation of these tasks by students make it possible for teachers to determine the level of critical understanding of the text.

There are some tasks for the development of written speech: 1) a short written presentation of individual fragments of the story with elements of analysis of the actions of the heroes of the text, 2) compilation of written stories on the subject of the read text.

There are some tasks for the development of oral speech: 1) audio / video recording of of the student's oral answer with reasoning on the problem of the read text, posted by students in the course. It should be noted that this task turned out to be the most interesting for the students, who in a calm unstressed atmosphere were able to speculate on topics of interest to them. And this task was in demand among students who blog on the Internet.

5. Conclusion

Thus, the generated model of teaching reading has been organically integrating into the whole teacing system for feriegn students of Philology and forming metasubject links with other disciplines, primarily with literature.

We intend to use the generated reading teaching model in the future as part of blended learning, as it has shown its effectiveness.

6. References

[1] Azimov E.G., Shchukin A.N. "Modern dictionary of methodological terms and concepts. Theory and practice of teaching languages". M., 2018.

[2] Hasanova P.M., Buiskikh T.M. "Teaching foreign non-philological students to read as a type of speech activity" // Izvestiya MSTU "MAMI" №2 (14), 2012. V.3, P.372 - 379.

[3] Kulibina N.V. "Methodology for teaching reading fiction". M., 2018.

[4] Kulibina N.V. "Why, what and how to read in the lesson. Methodological guide for teachers of Russian as a foreign language". M., 2020.

[5] Larionova A.A. "Text as a unit of teaching Russian to students" // Bulletin of Kazan Technological University. Kazan, 2012, P.344-348.

[6] Muhammad L.P. "An integrative model of teaching receptive types of speech activity of non-philological students: Initial and middle stages of training": abstract of thesis. ... doctors of pedagogical sciences: 13.00.02, M. 2003.

[7] Zhuravleva L.S., Zinovieva M.D. "Reading training (based on literary texts)". M., 1988 (Library of the teacher of Russian as a foreign language).