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ACQUISITION OF RUSSIAN LINGO-CULTURAL KNOWLEDGE

BY THE FOREIGN STUDENTS IN THE FORM OF TRIVIA

Abstract: this article discusses the introduction and conduction of a linguo-cultural quiz in Russian as a foreign language for foreign students. Examples of relevant questions are listed up, recommendations for organizing and evaluating of the quiz are given.

Keywords: quiz, interactive form of teaching, form of knowledge control, linguo-cultural discipline, foreign language, Russian language.

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ПРИБРЕТЕНИЕ ИНОСТРАННЫМИ СТУДЕНТАМИ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИХ ЗНАНИЙ ПО РУССКОМУ ЯЗЫКУ В ФОРМЕ ВИКТОРИН

Аннотация: в статье рассматривается внедрение и проведение лингвострановедческой викторины по русскому языку как иностранному для студентов иностранцев. Приведены примеры соответствующих вопросов, даны рекомендации по организации и оценке викторины.

***Ключевые слова:** лингвострановедение, интерактивная форма обучения, викторина, форма контроля знаний, иностранный язык, русский язык.*

Teaching and educational activities using interactive methods, in contrast to the usual lectures and practical classes, where students more frequently are limited by listening of proposed material and answering the questions on the topics of the seminars, is based on the direct involvement of higher education students in the process of acquiring new knowledge through a constructive exchange of accumulated information, productive dialogue, defending their points of view based on the available background data.

The implementation of interactive forms into the teaching process can be called as one of the most significant methods for improving the preparation of students in a modern higher school, since along with the fact that the professor can demonstrate his own competence and erudition, he also stimulates the manifestation of these skills by the students. In modern higher education, there are a fairly large number of different forms and methods of interactive work. Among them there are project activities, role-playing and intellectual games, work with printed, electronic and verbal sources of information. It is important to note the creation in the interactive process of such an educational environment that would contribute to the direct linguistic communication of participants.

We believe that the narrowly focused study of the Russian language only as a philological discipline is not enough for foreign students who come to our country to receive higher education.

One of the key goals of teaching a foreign language in the system of higher education, along with the development of communicative competence, is the formation and development of intercultural competence of students [4]. In this case, we are talking about such a subject as linguo-cultural discipline.

It should be marked down that the teaching of o-cultural studies can be divided, in our opinion, into two stages: linguistic, which considers the language as a system, and sociocultural, reflecting the realities of the country of the language being studied and its cultural heritage. Work with students within the framework of this discipline

may include a variety of forms of knowledge control. They can be a report and reference, project-presentational type, question-answering way, and, finally, a survey in the form of a test.

One of the forms of control, both background knowledge and knowledge gained in the process of learning, is a quiz. The format of the quiz itself provides for a variable thematic content, which is especially important in the process of teaching linguistic and cultural disciplines. Oxford English Dictionary gives, among others, the following definitions of a quiz.

1. A competition or game in which people try to answer questions to evaluate their knowledge.

2. Informal test given to students [2].

The very essence of a quiz as a game based on answers to oral and written questions determines its unique character and the possibility of using it in a wide variety of areas of teaching. The advantages of quizzes are that they involve an element of competition, which is an integral part of any game, they provide an opportunity to express yourselves and your knowledge, contribute to the acquisition of experience in collective thinking, develop speed of reaction, and allow professor to test the knowledge of an entire group. During the game, a favorable atmosphere is created, mental activity is activated, which helps to solve cognitive problems [3].

Returning to the topic of our study, we highlight the following distinctive features of the country-cultural quiz:

– it involves the control of background knowledge and skills of foreign students in the form of a game;

– it stimulates and activates students' interest in the country of the language being studied;

– it requires maximum activity and speed of thinking;

– it contributes to the manifestation of both personal qualities and the ability to work in a team;

– it forms both the desire to win and the ability to accept a loss, which is important from a psychological point of view.

The quiz must meet a number of requirements: simplicity of the rules; coverage of all participants if the event is a team event; interest and accessibility for all participants in accordance with their intellectual and physical capabilities; equal complexity of tasks for all participants [1].

The basis of the quiz developed by us includes questions on the main topics of the country studies course, divided into five categories: geography, history, literature, traditions and cities. Some questions are of mcq type, while others need to be answered on your own. One minute is given for discussion of each question, all team members participate in the discussion. We consider that optimal amount of people in a team is from 3 to 6, depending on the number of students in study groups and on the course as a whole. After a minute discussion the answer should be certainly submitted. One point is given for each correct answer. But the team can increase the score by giving +1 for each answer if the players are sure that the answer is correct. This score is added to the total one if the answer is correct and subtracted if a mistake is made. This assessment system allows you to differentiate the most prepared students. It is necessary to ensure that all team members participate in the discussion, since this form of control involves assessing the knowledge of each student. To increase game motivation, you can invite students to name their teams. It is also essential to provide technical equipment for the quiz. It should include, in our opinion, tablets or similar smart devices to be used by each team (for the convenience of processing results in Google Forms and Google Sheets), as well as a projector with a large screen for demonstrating questions and audio equipment for their voice playback. According to the results of the proposed quiz, the members of the team that got the highest score receive 10 points to the total number of points in the semester. Teams that take 2nd and 3rd places receive 5 and 3 points, respectively.

Below we provide examples of questions in the main topics of the country studies course for foreign students.

Section «Geography»

1. Name the longest river in the Russian Federation (the question is displayed in the mcq form).

2. What is the lowest recorded temperature in the Russian Federation? (the question is displayed in the mcq form).

3. Name the deepest lake in the world (question needs to be answered by the students themselves).

4. What mountains separate Europe from Asia? (the question should be answered by the students themselves).

5. Name the city-enclave of the Russian Federation (the question should be answered by the students themselves).

Section «History»

1. Indicate the year of Christianization of Rus' (the question is displayed in the mcq form).

2. Name the last president of the USSR (the question is displayed in the mcq form).

3. What was the name of the process of transferring private land to state ownership? (the question should be answered by the students themselves).

4. Name the first person to fly into space (the question should be answered by the students themselves, Y. Gagarin's portrait is displayed on the screen).

5. How many days did the siege of Leningrad last? (the question should be answered by the students themselves).

Section «Literature»

1. Who of the following writers was awarded the Nobel Prize? (the question is displayed in the mcq form).

2. What is the name of one of the periods of Russian literature? (the question is displayed in the mcq form).

3. Name the Russian poet and writer with African roots (the question should be answered by the students themselves).

4. Name the novel by L. Tolstoy, which tells about the Patriotic War of 1812 (the question should be answered by the students themselves).

5. Who was G.R. Derzhavin, after whom the Tambov State University is named? (the question should be answered by the students themselves).

Section «Cultural traditions»

1. What day is Christmas celebrated in Russia?? (the question is displayed in the mcq form).
2. Name a holiday dedicated to farewell with winter (the question is displayed in the mcq form).
3. What two products did they meet guests in Rus' with? (the question should be answered by the students themselves).
4. What is the name of the unofficial holiday traditionally celebrated on the 14th of January? (the question should be answered by the students themselves).
5. When Russia celebrates «Men's Day» and «Women's Day»? (the question should be answered by the students themselves).

Section «Cities»

1. What is the date of Tambov foundation? (the question is displayed in the mcq form).
2. Name the city where the Red Square is located (the question is displayed in the mcq form).
3. Name the central street of St. Petersburg (the question should be answered by the students themselves).
4. What is the current name of the city that bore the name Stalingrad during the Great Patriotic War? (the question should be answered by the students themselves).
5. Which city hosted the 2014 Winter Olympics? (the question should be answered by the students themselves).

Thus, the interactive method of knowledge control allows assessing the quality of information assimilation, structuring country-specific terminology, verbalizing lexemes within the context of the quiz, attracting as many students as possible to participate in, and integrating an element of competition into the routine process of knowledge control. Among other things, the game moment, through a positive emotional component, explicates the personal qualities of students and increases their self-esteem.

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