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**TEACHING THE RUSSIAN LITERATURE IN THE RUSSIAN AS FOREIGN
SYSTEM AS FACTOR OF INTEGRATION OF FOREIGN STUDENTS
INTO THE RUSSIAN SOCIOCULTURAL SPACE**

***Аннотация:** авторы статьи рассматривают обучение русской литературе на подготовительном факультете как фактор интеграции иностранных студентов в русскую социально-культурную среду.*

***Ключевые слова:** художественный текст, литературные понятия, русские писатели, культурное пространство.*

***Abstract:** the authors of the article consider teaching of the Russian literature on the preparatory faculty as the factor of integration of the foreign students to the Russian sociocultural space.*

***Keywords:** artistic text, literary concepts, Russian writers, cultural space.*

It is known that teaching in Russian as foreign is effective only if it is carried out in parallel with knowledge of the Russian history, culture, modern realities of various spheres of life of the Russian society. «Each lesson of foreign language is intersection of cultures, it is practice of cross-cultural communication because each foreign word reflects the foreign world and foreign culture» [3, p. 25]. In this regard the appeal to the sensual and emotional sphere of human life is submitted especially important. Exit

in cultural space of the learned language is impossible without appeal to soul, character of native speakers where feelings and emotions take the predominating place.

In this regard in the last decades the special role of teaching of the Russian literature is admitted in the system of teaching Russian as foreign as fiction is verbal art form which reflects the material and spiritual life of people, its culture in oral (folklore) and written works, stores and transfers from generation to generation moral values and ideals. Any of classical creations of the Russian literature has, certainly, the content and the educational potential. Works of art are turned to the different parts of the soul of the reader. They promote completeness and integrity of development of the language identity of foreign students.

The feature of educational process on preparatory department consists that Russian language is learned as special subject on classes in Russian as foreign, and on classes in general education disciplines including on the Russian literature, it is at the same time both means and subject of teaching.

The course of the Russian literature taught at stage of pre-university training of foreign students has to be intended for the pupils who are knowing Russian at the elementary level and going to continue further studying in humanitarian specialties (philology, journalism, design, direction, performing arts, vocal, choreography, etc.). Content of discipline has to conform to the modern State educational standard on Russian as foreign. This course cannot apply for research depth. It is only introduction to the Russian literature.

The course purpose is to prepare foreign students of humanitarian specialties for training at the main faculties: to acquaint students with the most important concepts of literary criticism, the literary directions, the Russian folklore, life and creativity of the best-known representatives of the Russian literature of the 19th century.

Problems of the course:

1. To give definitions to the most important concepts of literary criticism (the subject, the idea, the plot; the image of the hero, the literary character) and to teach students to operate with the literary terms.

2. To study the main literary directions (currents), kinds and literary genres of fiction.
3. To acquaint foreign students with genres of the Russian folklore.
4. To create for students a general idea about life and career of the best-known Russian writers of the 19th century, about features of their creative identity.
5. To teach students to analyze poetic and prosaic works of the studied period:
 - a) to define the subject and the idea;
 - b) to give characteristics to the main characters;
 - c) to reveal art features of works.

It should be noted that language graphic means of expression (tracks and stylistic figures) are studied by foreigners philologists from the first course, but, getting acquainted with highly artistic samples of the Russian classics on preparatory department, it is already possible to begin conversation on the art figurativeness. At the initial stages of the studying of the Russian literature foreign students notice that usual informal conversation and the poetic speech considerably differ from each other, but, despite it, figurativeness, graphic means, features of author's style are the most difficult questions of understanding of the work of art by foreigners. The word is often multiple-valued in the art text. Repeated stratification of artistic image complicates process of perception it in foreign-language audience therefore it is already necessary to do attempts on formation at students of metaphorical thinking at the stage of pre-university preparation. Of course, it concerns, first of all, future philologists, linguists, journalists, but also it would not be out of place for students who have chosen other humanitarian specialties.

As a result of the studying of the course of the Russian literature the foreign student has to have the following common cultural competences:

- the ability of logically true, reasoned and clearly to build oral and written language;
- readiness to build and realize perspective lines of intellectual, moral, cultural, professional self-development and self-improvement.

The graduate of preparatory department also has to have the following professional competences:

- skills of oral and written communication in Russian as foreign in the professional sphere;
- ability to apply the gained knowledge to the solution of tasks in their professional activity.

The foreign student has to know:

- minimum of literary terminology.

The student has to have idea:

- about the biography and works of outstanding Russian writers of the 19th century;
- about the main data and area of the theory of the literature;
- about the main literary directions (classicism, sentimentalism, romanticism, realism).

The foreigner has to be able:

- to read the adapted art and educational texts on literature;
- to retell the read educational text, apprehended orally, to answer questions on the text;
- to build the monological statement on the studied subject with support on the plan, questions;
- to take part in dialogue, in conversation on the studied subject;
- to understand orally the monological and dialogical speech on literary subject;
- to write down contents of audible information on literary subject;
- to summarize the educational text on literature;
- to state in written form own statement on literary subject;
- to make the simplified literary analysis of the art text so far under the leadership of the teacher.

Thus, the problems of teaching of literature in the process of familiarization by foreign students of Russian language at stage of prehigh school preparation are difficult

and diverse. All of them are called to help to solve the most important problems of teaching of Russian as foreign – to teach foreigners to comprehend word meaning and to feel its potential opportunities, to develop skills of oral and written language of students, to improve culture of their speech, to impart taste to reading fiction in foreign language, to develop speech figurative thinking.

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