

# Key Research Trends in Methodical Science: Language Teaching Methods in Focus

A D Deykina<sup>1,a</sup>, and V D Yanchenko<sup>1,b\*</sup>

<sup>1</sup> Moscow Pedagogical State University, 1 Malaya Pirogovskaya str., Moscow 119991 Russia

<sup>a</sup>adeykina@list.ru, <sup>b\*</sup>v.d.yanchenko@gmail.com

\*Corresponding author

**Keywords:** tendencies, methodology of teaching Russian as a foreign language, doctoral and candidate dissertations, scientific generalization

**Abstract:** Currently, there is an update in the methodology of teaching Russian as a foreign language. There is a tendency to teach and practice alternative methods of scientific methodological search. This is reflected in the wide thematic spectrum of dissertation research for the degree of candidate and doctor of pedagogical sciences, defended in the dissertation council D 212.154.27 on the basis of the Moscow State Pedagogical University. The paper reviews the most notable dissertations, which have significant scientific potential and are defended during 2015-2019. The authors identify the following trends: (a) the tendency to rely on the principle of communicativeness, on cognitive foundations in teaching Russian to foreign students; (b) the increasing role of the axiological and cultural aspects in teaching native speakers of the Russian language to Russian; (c) devoting more attention to the history and culture of the country which language being studied; (d) the tendency to early language learning for special (professional) purposes; (e) the creation of nationally-oriented methods of teaching the oral form of speech (speaking) and reading; (f) the use of the principle of oral advancing, unconditional accounting of the zone of the student's closest development; (g) the principle of dialogue of cultures in the educational process. The aim of the study is to summarize contemporary research and insights in the field of language teaching methods. The novelty of the work is associated with the identification of relevant areas in contemporary methodological science.

## 1. Introduction

One of the important problems for the development of methodological science is the analysis of the latest dissertation research of the candidate and doctoral level. We will consider the work of Russian and foreign researchers with potential, which was executed and protected in the period 2015-2019.

## 2. Materials and Methods

To identify leading trends [2] in studies on the methodology of teaching Russian as a foreign language and the methodology of teaching foreign languages, methods such as analysis and synthesis were used. We will examine in more detail a number of dissertation studies with high potential.

## 3. Results and Discussion

In a number of modern methodological studies, directly the phenomena and facts of the Russian language system and the problems of their adaptation in the Russian language training course for foreign students are considered. So, in the candidate dissertation, Lu Yu "Linguistic and methodological foundations of teaching Russian pronouns in a Chinese audience" [8], the purpose of the study is motivated by the need to show Chinese students the pronouns as an interesting class of words in the Russian morphological-lexical system. The specifics of significant "small" words used instead of independent words of the nominal parts of speech with different functional tasks and having different categories are difficult for foreign students to master.

Moreover, the use of pronouns in speech is especially tricky, which provokes numerous errors in violation of the normative side of the functioning of pronouns. The many categories and functions of pronouns in the diversity of their semantics, structure, form-changing, and usage are not only interesting as features of the very part of speech but also interesting most of all from relations with other words. For example, the gender of

nouns in the Russian language is mastered through the pronouns, gender, and face of the verbs are also mastered through the pronouns.

The study of such a linguistic unit as a pronoun is of great importance for the assimilation of the grammar of the Russian language as a whole. Along with this, the pronoun is a frequency communicative unit. In many ways, the success of communication depends on the correct use of pronouns in speech. In the study of Lu Yu, such a morphological class of words as pronouns is considered from the approaches and principles of modern methodological science, linguistic and methodological foundations developed by predecessors are taken into account in it. The study also presents a promising theory of cognitive-communicative teaching of pronouns in Russian.

The relevance and prospects of research on Russian as a foreign language are still associated with the professional orientation of teaching international students in various industrial fields. So, N. N. Kolesova investigated the discourse of RAF (Russian as a foreign language) in a medical university in her work "Teaching professional Russian speech to international students of a medical university (using the thematic talk genre as an example) [5]. Methodological work in the medical field of education is not so frequent, but it is necessary to improve the training of medical workers in a Russian university. The genre of professional speech chosen by the author, namely the thematic conversation, is extremely significant in the rich palette of speech genres in the field of medicine. Through it, one can see the professionalism, ethics, and morality of physicians. RAF classes in this direction were provided by N. N. Kolesova in a meaningful and technologically advanced way.

The professional orientation of the "Russian language" training course for foreign students is also taken into account in other dissertation studies. Fatih Dyuzgyun, in his candidate dissertation on the topic "Learning borrowed vocabulary of the Russian language by Turkic-speaking students (based on the material of the distance course "Russian language in the field of business")" [3], addresses the problem of borrowing in Russian. In particular, he turns to business borrowing. It is in this area of the Russian language, there is a lot of international vocabulary, and the professional orientation of the student in business, economics, and similar areas of activity obliges him/her to pay special attention to this vocabulary. The researcher proposed a methodology for teaching a particular layer of the Russian language, namely, a dictionary of borrowings, which is necessary for the future field of his professional employment and, which is exceptionally modern, in a distance course.

Among scientific methodological studies, works appeared, the content of which is connected with the history of Russia. This technique was developed by Liu Qian and presented in her candidate dissertation on the topic "Teaching Chinese students-speakers of philology with the use of historical content" [7]. She proved that the historical context created by historical material in teaching Russian as a foreign language is really a necessity dictated by the need of Chinese students to study Russia and Russian history. Teaching the Russian language with historical materials makes it possible to speak objectively. And this is important for the formation of oral speech, namely, to have a subject for conversation. Such a subject for discussion may be either the fate of historical figures, or the historical fate of the Russian people, or individual historical milestones. The dissertation showed that in the current situation of studying the Russian language, the historical component is extremely interesting and in demand. In this context, spoken language training can be supported by extracurricular activities, as access to historical material is an opportunity to use the rich resources of Russian culture, namely: historical films, paintings, works on historical topics in painting, music, and literature, i.e., rich artistic aesthetically significant historical materials in conjunction with scientific and popular science texts. This direction, caused by the need for Chinese students in historical representations, is promising and productive for studying the Russian language, since today, in China, there is a revival of interest in Russian culture, Russian history, and the Russian language.

Texts on the history of Russia can become the basis not only for the development of oral Russian speech but also for the development of the reading skills of Chinese philological students. This topical issue is covered in Ji Min's candidate dissertation on the topic "Teaching Chinese philological students to read as a type of speech activity on the basis of texts on the history of Russia" [13].

Foreign students are interested in turning to the inexhaustible wealth of Russian literature, the coverage of this issue is presented in the dissertation of E.A. Eremina "Teaching foreign students the perception of verbal images (based on texts of Russian literature)" [4]. Language teaching in the context of culture comes to the

fore in the modern methodology of teaching Russian as a foreign language, since knowledge of only the language, outside the cultural context, is insufficient for effective international dialogue.

A new factor in the development of methodological science is the dialogue of methodological cultures, Russian and European. So, Georgia Rimondi investigated the methodology of teaching Russian as a foreign language in the language environment of the language being studied in Russia and in the native environment for students in Italy in a candidate dissertation on the topic “The Modern Paradigm of Teaching and Learning Russian as a Foreign Language in Russia and Italy” [10]. There are a number of debatable issues, for example, on the competency-based approach, which was included in the methodological approach as orienting to the long process of formation of various competencies, in the late 90s. G. Rimondi’s dissertation reveals similar innovative processes of integrativity in learning, relying on competence. An important point of the dissertation research by G. Rimondi, a representative of the Italian pedagogical community, is the conclusion about the influence of Russian methodological science on Europe, about the role of Russian psycholinguistic theories, about traditional values in relation to the Russian language and Russian culture. The author also noted such an important point as the convergence of the methods of Russian as a foreign, Italian as a foreign, French as a foreign and others. In a multilingual environment, the study of different languages takes place on a common basis (in one paradigm), taking into account fundamental differences that come from their traditions environment.

The problem of correlation in approaches is also outlined in other studies related to the study of foreign languages in the system of Russian education. So, in candidate dissertation on the topic “Training in writing business letters in a foreign language for students of economic specialties of universities (English, undergraduate),” E. V. Stavtseva [11] considered training in such a field of communication as business correspondence in English in the economic field. Business correspondence in the current situation of demand is multifactorial, and it is necessary to teach it on a rhetorical basis and on issues of expression of thought in different forms. Using electronic resources, the society conducts active correspondence in various areas of social life. And business correspondence is in a zone of individual responsibility, namely in the context of business documentation.

Another interesting study is related to teaching a foreign language in high school. The dissertation by Yu. M. Orekhova [9] examined the sociocultural situation and analyzed levels in the study of a foreign (English) language. Sociocultural competence is represented as a series of subcompetencies, the formation of which can be ensured by technological methods of accessing Internet resources. The search for methods in solving the problem of integrating Internet resources into the methodology of teaching a foreign language showed that there are analogues in a foreign methodology, and that new substantive and technological experience in teaching disciplines is being acquired. Undoubtedly, pedagogical science is being strengthened and modernized thanks to creative searches in the subject areas of the theory and methodology of teaching and upbringing (RAF and foreign languages).

The concept of cognitive competency-based training was presented by E. N. Tarasova [12] in her doctoral dissertation. An important point of modern methods is the combination of cognitive and competency-based approaches. This term, which consolidates scientific concepts, synthesizes two approaches, the essence of which is the awareness of a linguistic phenomenon and the mastery of its content. This expands the term system of methodological science, shows the movement of scientific thought along the path of improving and updating the educational process in the Russian language.

The doctoral dissertation by A. D. Kulik [6] contains the rationale for the content, methods, and forms of professionally oriented training of foreign students (A1, A2, B1 levels) based on an integrative-modular approach. The dissertation addresses the problem of early learning and mastering the basics of the scientific style of speech based on the material of the specialty language. The earlier study of a foreign language proposed in the dissertation by A. D. Kulik reflects the students’ needs for the earliest possible mastery of the scientific style of speech on the material of the specialty language and their ability to take part in professional communication, which is one of the incentives for the quick mastery of the studied language.

The issues of creating a nationally oriented methodology of teaching the Russian language, the development of the terminological system of methodological science, the students’ early mastery of the language of their future specialty, and a number of other problems remain debatable.

#### 4. Conclusion

In summary, the research in methodological science [1] is carried out in a number of main directions. We would like to distinguish among them the following ones: cognitive strategies based on problem tasks, activity approaches based on modern technologies (design, modeling, using ICT, etc.), axiological components of content [2]. Particular attention is given to working with text, which provides a more holistic character of the knowledge of the language being studied through the corpus of texts and their analysis. The provisions of the main approaches formulated in defended dissertations suggest a rational and emotional transition from a subject-informative to a personally developing and value-orientational strategy for teaching Russian as a foreign language and other languages as a foreign university and school. New results of methodological research act as methodological regulators for learning.

#### 5. Acknowledgments

The authors of the article express deep and sincere gratitude to the creators of the innovative works that were analyzed in this article, primarily A. D. Kulik, E. A. Eremina, N. N. Kolesova, Liu Qian, Lu Yu, J. Rimondi, Ji Min, etc.

#### References

- [1] Deykina, A. D. (2019). *Axiological methods or teaching the Russian language*. Moscow, Russia: MSPU.
- [2] Deykina, A. D., & Yanchenko, V. D. (2018). Some trends of modern methodology in teaching Russian as a foreign language. *Modern Communication Studies, 1*, 47-51.
- [3] Dyuzgyun, F. (2017). *Learning adopted words of the Russian language by Turkic-speaking students (based on the material of the distance learning course "Russian language for business")* (Abstract of Dissertation of Candidate of Pedagogical Sciences). Moscow, Russia: Moscow State Pedagogical University.
- [4] Eremina, E. A. (2017). *Teaching foreign students the perception of verbal shapes (based on materials from Russian literature)* (Abstract of Dissertation of Candidate of Pedagogical Sciences). Moscow, Russia: Moscow State Pedagogical University.
- [5] Kolesova, N. N. (2017). *Teaching medical students the professional Russian language (using thematic conversation)* (Abstract of Dissertation of Candidate of Pedagogical Sciences). Moscow, Russia: Moscow State Pedagogical University.
- [6] Kulik, A. D. (2017). *Integrative-modular approach to professionally oriented teaching of foreign students (elementary stage)* (Abstract of dissertation of Doctor of Pedagogical Sciences). Moscow, Russia: Moscow State Pedagogical University.
- [7] Liu, Qian. (2015). *Teaching Chinese philology students with historical content* (Abstract of Dissertation of Candidate of Pedagogical Sciences). Moscow, Russia: Moscow State Pedagogical University.
- [8] Lu. Yu. (2018). *Linguistic and methodological foundations of teaching Russian pronouns in a Chinese audience* (Abstract of Dissertation of Candidate of Pedagogical Sciences). Moscow, Russia: Moscow State Pedagogical University.
- [9] Orekhova, Y. M. (2018). *Technology for the building of sociocultural competence through the use of Internet resources in teaching a foreign language in high school* (Abstract of Dissertation of Candidate of Pedagogical Sciences). Moscow, Russia: Moscow State Pedagogical University.
- [10] Rimondi, G. (2019). *The modern paradigm of teaching and studying Russian as a foreign language in Russia and Italy* (Abstract of Dissertation of Candidate of Pedagogical Sciences). Moscow, Russia: Moscow State Pedagogical University.
- [11] Stavtseva, E. V. (2018). *Teaching foreign languages to students of economic specialties (English, bachelor level)* (Abstract of Dissertation of Candidate of Pedagogical Sciences). Moscow, Russia: Moscow State Pedagogical University.
- [12] Tarasova, E. N. (2017). *Theoretical foundations of cognitive competency-based training in verbal professional communication at a pedagogical university* (Abstract of dissertation of Doctor of Pedagogical Sciences). Moscow, Russia: Moscow State Pedagogical University.

- [13] Ji, Min. (2019). *Teaching Chinese philology students to read as a form of verbal activity based on the Russian history content* (Abstract of Dissertation of Candidate of Pedagogical Sciences). Moscow, Russia: Moscow State Pedagogical University.