



Особенности национально-ориентированного учебного пособия по русскому языку для тайских учащихся (Базовый уровень)

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The features of national-oriented textbook on Russian language for Thai students (A2)

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Аннотация

Статья посвящена одной из проблем обучения тайских учащихся русскому языку в неязыковой среде – разработке национально-ориентированного учебного пособия. Есть потребность в создании и пособий для специальных целей, которые ориентированы на конкретные условия Таиланда, где будет использоваться русский язык.

Abstract

The article focuses on one of the problems of teaching Thai students the Russian language in non-language environment – the designing of national-oriented textbooks. There is a need to create learning materials for special

purposes are focused on the specific conditions of Thailand, where Thais use Russian language.

Ключевые слова: русский язык как иностранный (РКИ), национально-ориентированный учебник, тайцы.

Keywords: Russian language (RFL), national-oriented textbook, Thais.

1. Introduction

National-oriented method of teaching foreign languages is considered in Foreign Language Didactics as a method of teaching a certain enrollment in specific conditions [2, 3, 4]. The fundamental requirement of this method –



taking into account national peculiarities of students.

Unfortunately, teaching the Thais the Russian language does not have its own traditions, there are no researches on the comparative lingual-methodical analysis of the Thai and Russian languages, as well as Textbooks on RFL oriented on the Thai contingent of learners. Thai students have to use either multi-national oriented textbooks or textbooks with the translation into the English language, or manuals appropriated, for example, for Chinese students.

Along with the development of political and economic relations between Russia and Thailand (especially in the touristic sphere), followed by drastic increase in the number of the Thais intending to learn Russian, there has been a need to elaborate textbooks for Thai-speaking learners.

2. Methodology

The main problem is supposed to be in the fact that if the authors of the national-oriented textbooks are Russian Teachers only, then, in our view, the results of learning will be lower than those that are planned. The reason is that the teachers of RFL working in Russia have no definite vision of the needs of students living in any other region.

The orientation on the students' country where they live as much methodologically important as the orientation on the students' native language. As a rule, the authors of foreign language textbooks, created for specific language groups, take into consideration the features of students' native language, the way, for example, American, French and German Methodists make it. Much less attention is paid to the nationally cultural and mental characteristics of learners who study Russian as a foreign language in non-native language

environment. It is critical for learning a foreign language to mention the regulation that «each ethnos has its own habitat, the territory, the concrete historical conditions and the specific environment» [1, p.82].

The problem of taking into account learners' national-cultural particularities needs to be observed from two sides — internal (the traditions and customs), and external (the traditions of learning and education in a certain country).

At the levels A1 and A2 such teaching techniques are required which allow first and foremost to establish contact between the interacting cultures.

3. Results

Let us consider the specific situation of learning Russian language in Thailand.

Believing an expert opinion of Sompak Chansugri (Ramkamheng University), «learning of the Russian language in Thailand has been put in practice for more than 15 years. Initially the range of students was very small. <...> However, during the last 5 years, the situation has changed radically» [5].

The need for the study of the Russian language in Thailand has grown for a number of reasons.

Firstly, on the part of Russian tourists and Russian-speaking tourists from the CIS countries there has been the increased interest to exotic and hospitable Thailand, and, as a result, cooperation with the touristic companies of Russia, as well as with other areas of business in Russia and the CIS is developing.

Thailand offers huge opportunities not only for the beach rest, but also for ecological, research and adventure tourism, and in this case, a local guide can experience some discomfort from the fact that he/she does not speak well with the tourists their native language.



Secondly, there is a growing number of Thai graduates of the Russian Universities who have received high educational background in Russia. They do not want to «lose» the Russian language.

An important aspect of the problem of taking into account the native culture of learners while teaching them a foreign language — is the educational system of a certain country, the tradition of training, teaching methods. «The biggest challenge for the Thai learners is the fact that in the Russian language, most parts of speech change by gender, number and case. For Thai grammar the changing of the ending of the word are not typical, therefore it is quite difficult for our students (Thais) to understand and remember all of the numerous rules of declension and conjugation, and especially the particularities of construction of Russian sentences» [5].

In Universities of Thailand, students learn only in class that takes most of the time to learn the Russian language. Only a small part of the Thai students can work independently. Because of the high density of the learning groups (up to 30 people), students have to do their writing exercises in class or repeat some exercises orally all-together, which contradicts the communicative approach of teaching RFL. The content of teaching of Russian as a foreign language and teaching materials have to be focused on not only the country where a foreign students live, but the specific learning conditions in non-native language environment.

Finally, in our opinion, the learning texts utilized for teaching Russian Thai students are to be different from the texts presented in the multi-national oriented textbooks, because foreign students perceive Russia and the lives of the people speaking in Russian through the prism of their own perception of the

reality. Not only the textual material in Textbooks, but also the content of exercises and tasks, topics of the dialogues, conversations and discussions must to account the peculiarities of the native culture of learners, traditions and customs of the country.

4. Conclusions

All of the above mentioned testifies that it is necessary to create Textbooks and materials for teaching based on the principles of national oriented didactics and focused on the country where they will be used. This means that in order to work with the Thai contingent of learners it is required to develop such a method that allows organizing learners' independent work in a special way. It is necessary to exercise the regular control assuming obligatory assessment, and the subsequent detailed analysis of results.

It is necessary to examine the lingual situation in Thailand to offer training material, relevant for this particular region. On the basis of these provisions, we developed a Textbook on RFL for Thai students «Bangkok — Peter» (A2).

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