

*The Federal state autonomous educational institution of higher  
education "Peoples' Friendship University of Russia"*

*Faculty of Philology*

Recommended by ISSC

## **PROGRAM OF DISCIPLINE**

**Name of the discipline**

Russian as a Foreign Language

**Recommended for the direction of training / specialty**

42.06.01 Mass Media and Information and Library Science

**Graduate's Degree**

Researcher. Teacher-Researcher.

**Programs:**

10.01.10 Journalism

**Moscow  
2021**

## 1. COURSE OBJECTIVES:

The main purpose of the course “Russian as a Second Language” is to introduce students to the Russian language in use.

The course focuses on the practical teaching to communicate in various situation of communication and formation of communicative competence in the scope of the Linguodidactic program in Russian as a foreign language [Moscow: RUDN University, 2017] and the State Standard of Elementary level (A1).

### Course Aims:

- studying the features of phonetics, word formation, vocabulary, grammar of the modern Russian language (depending on the level of proficiency in the Russian language);
- developing foreign students' skills in producing and receiving oral and written texts of various genres and on various topics;
- mastering of the volume of Russian language units necessary to solve communicative tasks within a certain level;
- implementing communication in various situations of communication, functioning in the socio-cultural, social and domestic spheres of communication;
- achieving the formation of speech activities (reading, listening, speaking, writing) in accordance with the requirements of a certain level.

## 2. The discipline (module) in the structure of *EPHE*:

The course is one of the basic disciplines from the First block of the academic curriculum. The course provides practical communicative skills in Russian. The students are expected to have previous knowledge in linguistics: higher education (master's degree), usually in philology and linguistics, a synopsis of research in the selected area. Table 1 shows preceding and subsequent subjects aimed at forming competence discipline in accordance with the matrix of competences.

Table № 1

Previous and Following Disciplines

№ п/п	Competences	Previous Disciplines	Following Disciplines
Universal competences			
1.	UC- 3, 4	Foreign language Academic language	Scientific Training Scientific Seminar on Comparative-and-Historical, Typological and Contrastive Linguistics Scientific Research
General professional competences			
2.	GPC-	-	-
Professional competences			
3.	PC-4	Academic language	Scientific Seminar on Comparative-and-Historical, Typological and Contrastive Linguistics Comparative-and-Historical, Typological and Contrastive Linguistics Theory of Linguistics Scientific Research

### **3. Requirements to the results of mastering the discipline**

The process of studying the discipline is aimed to form the following competences:

#### **Universal competences (UC):**

UC-3 readiness to take part in Russian and international research teams to solve scientific and educational tasks;

UC-4 readiness to use modern methods and scientific communication technologies in national and foreign languages; readiness for communication in oral and written forms in Russian and foreign languages for solving problems of professional activity; foreign language communicative competence in official business, educational, professional, scientific, socio-cultural spheres of foreign language communication;

#### **General professional competences (GPC): -**

##### **Professional competences (PC):**

- PC-4 the ability to take part in theoretical, empirical or practical researches (to develop language resources: the corpus of texts, dictionaries, historical-comparative, typological, contrastive, terminological, and other databases).

#### **As a result of studying the discipline, the student must:**

##### ***know:***

- the main features of the phonetic system of the Russian language;
- reference points of articulation of Russian sounds;
- alphabet, sound-letter matching, basic reading rules;
- the place of stress in the most common words;
- signs of transcription and intonation marking;
- national and individual pronunciation difficulties.

##### **be able to:**

- recognize by ear sounds-phonemes in syllables and words for correlation with meaning;
- recognize by ear the number of syllables and the place of stress in words in isolation and in the composition of phrases and short phrases;
- distinguish by ear finished and unfinished narrative and interrogative phrases based on intonation;
- notice deviations from the correct pronunciation of phonological signs in foreign and private speech;
- simulate the pronunciation of syllables, words, phrases and short phrases (3-5 words) with visual support for articulation and presented sample (when repeating after the teacher or speaker);
- articulate Russian sounds, to emphasize words with respect for their phonological characteristics;
- to reproduce oral statements accurately;
- to correct phonological errors in speech consciously, basing on the knowledge of articulation reference points, rhythmic models of words and types of intonation constructions.

##### ***master:***

- use sound-letter correspondences and reading rules during self-reading aloud familiar and unfamiliar words with pointed stress;
- read aloud texts with familiar vocabulary;
- read aloud new texts with familiar vocabulary after mute reading (to yourself);
- to use sound-letter correspondences when writing an oral speech: syllables, words, short phrases;

- to write received from hearing the words, the syllables containing no discrepancies between pronunciation and spelling (phonetic dictation);
- write perceived by ear familiar words that have differences between pronunciation and spelling based on spelling knowledge (spelling dictation).

#### 4. The discipline content and kinds of training

The discipline accounts for **3** credits per semestre

Types of activities	Всего часов	Семестры			
		1	2	3	4
<b>Classroom activities (total)</b>	<b>130</b>				
<i>Lectures</i>					
<i>Practical lessons/Seminars</i>	130	54	76		
<i>Laboratory activities</i>					
<i>Control</i>	<b>14</b>	2	12		
<b>Independent work (total)</b>	<b>36</b>	16	20		
<b>Overall workload hours</b>	<b>180</b>	<b>72</b>	<b>108</b>		
<b>Credits</b>	<b>5</b>	<b>2</b>	<b>3</b>		

#### 5. Course content

##### 5.1. Content of the discipline:

No.	Title of sections (topics) disciplines	Summary of sections (topics)
1.	Review reading of scientific and popular science informative texts	<p>1. Analysis of the title, theme and problem of the text. Nominative offers, one-piece offers.</p> <p>2. Topic of the text. Search by topic. Search by keywords. Review of texts.</p> <p>3. Introductory constructions for creating an overview text.</p>
2.	Analytical reading of scientific popular and scientific text	<p>1. Complex syntax of a scientific statement. Definitive constructions. Construction's accessories. Complex sentences with a definition.</p> <p>2. General scientific vocabulary. Professional vocabulary.</p> <p>3. Information main and additional. Commentary or "water". The structure of the text, part of the text, paragraph.</p> <p>4. Thesis outline. Language tools.</p>
3.	Transformation of scientific and popular science text. Compression and expansion.	<p>1. Complex syntactic constructions of a cause-and-effect statement.</p> <p>2. Thesis and argument in the structure of the Russian text. Postulate and proof. Illustration by</p>

		<p>facts. Building a paragraph statement.</p> <p>3. Collapsing information. Stable book-writing constructions.</p> <p>4. Lexico-grammatical constructions of expression conditions, concessions.</p>
4.	Genres of scientific and educational written secondary analytical text.	<p>1. Abstract and abstract annotations.</p> <p>2. Lexico-grammatical stable constructions for the formation of the text of the abstract statement.</p> <p>3. Skills of writing an abstract of the article. Methods and techniques for shortening the text.</p> <p>4. Skills of writing a survey essay.</p> <p>5. Logical and semantic constructions in Russian syntax.</p>
5.	Features of oral scientific speech.	<p>1. Syntax of oral scientific speech. Stable structures. Binding syntactic means.</p> <p>2. Etiquette of scientific speech. Monologue. Dialogue.</p> <p>3. Genres of oral scientific and educational-scientific speech communication.</p> <p>4. Linguistic means of beginning and ending reasoning.</p> <p>5. Scientific report. Structure. Stylistics. Speech etiquette.</p>
6.	Creation of your own written scientific text.	<p>1. Verb-case constructions of scientific speech. Verbal names in the structure of a scientific statement.</p> <p>2. Adverbial definitions of actions and states in a scientific text.</p> <p>3. Norms for the use of introductory structures in a scientific text.</p> <p>4. Skills of using connecting linguistic elements when creating a scientific text.</p>
7.	Scientific article bibliography. Norms and features.	<p>1. GOST and traditions of compiling lists of literature in Russian.</p> <p>2. Analytical reading of a dictionary entry in different types of dictionaries.</p> <p>3. Search for information in abstract printed and electronic sources.</p>

		4. Key words and hashtags in Russian for searching for special literature in RUNET.
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## 5.2. The units of the discipline and activities

№	Units	Lect.	Pract/ Sem	Lab.	Control	Ind.	Total/ Hours
1.	Review reading of scientific and popular science informative texts		20			5	25
2.	Analytical reading of scientific popular and scientific text		20			5	25
3.	Transformation of scientific and popular science text. Compression and expansion.		20			5	25
4.	Genres of scientific and educational written secondary analytical text.		20			5	25
5.	Features of oral scientific speech.		20			5	25
6.	Creation of your own written scientific text.		20			6	26
7.	Scientific article bibliography. Norms and features.		10			5	15
	<b>Control:</b>						<b>14</b>
			<b>130</b>			<b>36</b>	<b>180</b>

## 6. Laboratory work – none

## 7. Seminars (= practical work)

All classroom lessons are practical lessons. -130 hours.

## 8. Technical Support Requirements

It is necessary to have a computer and a projector. PhD students may also e-mail the instructor to receive an inquiry response.

## 9. Information provision

### Electronic resources and means:

1. [www.e-lingvo.net](http://www.e-lingvo.net) – сайт филологической литературы
2. [www.garshin.ru](http://www.garshin.ru) – ссылки на лингвистические сайты
3. <http://stilistika.ru> – сайт по лингвистической стилистике
4. <http://philologos.narod.ru> – сайт по теории языка и литературы
5. [www.philology.ru](http://www.philology.ru) – русский филологический портал
6. [www.portalus.ru](http://www.portalus.ru) – Всероссийская виртуальная библиотека
7. [www.project.phil.ru](http://www.project.phil.ru) – сетевая лингвистическая библиотека СПбГУ
8. [www.rudn.ru](http://www.rudn.ru) – сайт Российского университета дружбы народов
9. [www.krugosvet.ru](http://www.krugosvet.ru) – электронная энциклопедия
10. <http://gramota.ru> – справочно-информационный портал о русском языке
11. <http://slovo.iphil.ru> – сайт научно-богословского центра «Слово» Института филологических исследований Санкт-Петербургского университета
12. <http://lingvisticheskiy-slovar.ru/letter/192> – лингвистический энциклопедический словарь

13. [www.ruthenia.ru](http://www.ruthenia.ru) – сайт по русской филологии

### **Free Foreign libraries**

[www.gutenberg.net](http://www.gutenberg.net)

Internet Public Library - [www.ipl.org](http://www.ipl.org), the University of Michigan

[www.theeuropeanlibrary.org](http://www.theeuropeanlibrary.org); [www.epoch-net.org](http://www.epoch-net.org)

Wikipedia ([www.wikipedia.org](http://www.wikipedia.org)) – The Free Encyclopedia

## **10. Teaching materials**

### **a) Basis Reference List**

1. Читаем и говорим по-русски: Практическое пособие для иностранцев / С. А. Хаврони́на, Крылова Нина Юрьевна. - 2-е изд., стереотип. - М.: Русский язык. Курсы, 2008. - 128 с.: ил. - ISBN 978-5-88337-130-0: 170.00. - 73 copies

### **b) Optional Reference List:**

1. Говорим по-русски без переводчика: Интенсивный курс по развитию навыков устной речи: Учебное пособие для вузов / Отв. ред. Л.С. Крючкова, Л.А. Дунаева. - 7-е изд. М.: Флинта: Наука, 2009. - 176 с.: ил. (Русский язык как иностранный). - ISBN 978-5-89349-413-6: 123.00. - 2 copies

2. Говорите по-русски / С. А. Хаврони́на. - 18-е изд., стереотип. - М.: Дрофа: Русский язык-Медиа, 2010. - 316 с. - ISBN 978-5-9576-0551-5: 320.00. - 2 copies

3. Государственный стандарт по русскому языку как иностранному. Элементарный уровень /Владими́рова Т.Е. и др. — 2-е изд., испр. и доп. — М.—СПб.: “Златоуст”, 2001. — 28 с.

4. Прогресс. Элементарный уровень (А1): учебник русского языка для иностранных студентов / Н.И. Соболева, С.У. Волков, А.С. Иванова, Г.А. Сучкова. - 9-е изд., стер. - Москва: РУДН, 2018. - 275 с.: ил.

5. С.А. Хаврони́на. А.Н. Широ́ченская. Русский язык в упражнениях (any edition with comments in English).

6. S. Khavronina. Russian as we speak it упражнениях (any edition with comments in English).

## **11. Course Studies Recommendations**

The course consists of seminars (practical works). Students are expected to be in class on time and it is crucial that they come prepared to talk about the readings. Participation includes active speaking, reading, doing exercises of different kinds as well as attentive listening. Students will be required to do homework which consists of different kinds of tasks and exercises. The final assignment covers all course modules/units/content/topics/issues and thus helps consolidate students' learning activities. Students are required to do the tasks/assignments at home and come to class ready to participate. The teacher determines the overall process of learning activities, offers recommendations to make use of various resources with the view of developing and improving knowledge, skills and abilities that are crucial for understanding the material. The student is expected to search for additional important material, use individually selected resources to perform independent work, taking into account the teacher's recommendations. Involvement in all the course academic activities is compulsory. In order to get the most out of the recommended readings, the unique contributions of all members of the group are vital. Plagiarism and copyright violation are not permitted. It is necessary to provide all references for all quotations used in the course paper and presentation. This also includes all internet sources which should be cited.

## **12. Fund of assessment tools for intermediate certification of students in the discipline (module).**

Materials for assessing the level of mastering the educational material of the discipline (assessment materials), including a list of competencies indicating the stages of their formation, a description of indicators and criteria for assessing competencies at different stages of their formation, a description of the assessment scales, typical control tasks or other materials necessary for assessing knowledge, skills, skills and (or) experience of activity, characterizing the stages of the formation of competencies in the process of mastering the educational program, methodological materials that determine the procedures for assessing knowledge, skills, skills and (or) experience of activity, characterizing the stages of the formation of competencies, are developed in full and are available for students on the discipline page in the TUIS RUDN.

The program has been drawn up in accordance with the requirements of the ESHE of RUDN University.

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