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Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University

Institute of Medicine

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Methodology of teaching Russian as a foreign language

course title

Recommended by the Didactic Council for the Education Field of:

31.05.03 Dentistry

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

Dentistry

higher education programme profile/specialisation title

2022-2023

1. COURSE GOAL(s)

The goal of the course “Methodology of teaching Russian as foreign language” to prepare foreign students of the Medical Institute, residents, as well as foreign medical specialists for independent professional pedagogical activity as a teacher in courses and circles of the Russian language.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course (module) “**Methods of teaching Russian as a foreign language**” is aimed at the development of the following competences /competences in part :GC-4.; GC-4.1; GC-4.2.

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-4	GC-4. Being able to apply modern communication technologies, including in a foreign language/foreign languages to interact in the academic and professional areas.	GC -4.1. Establishes and develops professional contacts in accordance with the needs of joint activities, including the exchange of information and the development of a unified interaction strategy;
		GC -4.2. Making up, translating from a foreign language into the state language of the Russian Federation and vice versa, and editing various academic texts (reference works, essays, reviews, articles, etc.), including in a foreign language.

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective* component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-4.	Being able to apply modern communication	"Russian as a foreign language" (II certification level of	

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	technologies, including in a foreign language/foreign languages to interact in the academic and professional areas.	Russian as a foreign language) «Rhetoric» "Russian language and culture of speech" "Russian language for foreign students"	

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is credits (68 academic hours).

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	Total academic hours	Semesters/training modules	
		8	9
<i>Contact academic hours</i>	34	17	117
including:			
Lectures (LC)			
Lab work (LW)			
Seminars (workshops/tutorials) (S)	34	17	17
<i>Self-studies</i>	34	17	17
<i>Evaluation and assessment (exam/passing/failing grade)</i>	34	17	17
Lab work (LW)			
Course workload	academic hours_	68	34
	credits		

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Type of academic activities	Total academic hours	Semesters/training modules
General questions of methodology of teaching RFL	Topic 1. The role and importance of the Russian language in the modern world. Topic 2. Methods of teaching Russian as a	S

	<p>foreign language, communication psychology and linguistics.</p> <p>Topic 3. The purpose, principles, methods of teaching trials.</p> <p>Topic 4. Features of teaching trials at the initial stage (A1-A2): purposes and content.</p>	
Teaching grammar	<p>Topic 5: The role of grammar in the process of achieving the major goals of practical training trials. Selection language material. Using speech samples. Types of exercises.</p> <p>Topic 6. The noun. Gender, number, animation and case. The connection with the native language.</p> <p>Topic 7. prepositional-case system of Russian language. Meaning cases. Principles of approach to the study and sequence of study of prepositional-case system. Difficulties in the assimilation of the case system of Russian language.</p> <p>Topic 8. Verbal system. View-time subsystem. Conjugation. Classes of verbs. Verbal notebook.</p> <p>Topic 9. Verbs of movement: a sequence of learning difficulties. Indirect meanings of verbs of motion.</p>	S
Teaching vocabulary	<p>Topic 10. Work on vocabulary. Lexical minimum. Types of lexical exercises.</p> <p>Topic 11. Methods of semantization of new words. Difficulties in the use of words that are similar in meaning.</p>	S
Teaching phonetics	<p>Topic 12. The subject and the meaning of phonetics, discrete and general phonetics, theoretical and practical phonetics. General principles of methodology of teaching pronunciation.</p> <p>Topic 13. Units of phonetics. Sounds and letters. Russian alphabet. Phonetic transcription. Work on pronunciation.</p> <p>Topic 14. Methods of producing and correction of Russian sounds.</p> <p>Topic 15. The sound system of the Russian language. Vowel sounds, articulation base reduction. Errors in pronunciation of vowels. Eliminating accent.</p> <p>Topic 16. The sound system of the Russian language. Consonants. Location and method of formation. Voiced / voiceless , hard / soft</p>	S

	<p>consonants. Methods of producing consonants. Errors in pronunciation of consonants, the elimination of an accent.</p> <p>Topic 17. The pronunciation of the word. Phonetic structure of words. Typical phonetic errors and methods to address them.</p> <p>Topic 18. work on intonation. Characteristics of intonation structures (construction, use). Possible mistakes.</p>	
Teaching types of speech activity	<p>Topic 19. Types of speech activity. Objectives and content of teaching speaking. speaking mechanisms. Teaching monologue and dialogue. Exercise for teaching speaking, examination.</p> <p>Topic 20. Types of speech activity. Teaching listening skills and mechanisms. The complexity of the exercises. Errors in teaching listening.</p> <p>Topic 21. Types of speech activity. Objectives and content of teaching reading. The requirements for academic text at an early stage. Work on the literary text.</p> <p>Topic 22. Types of speech activity. writing training: characteristics, mechanisms, exercises on writing techniques.</p>	S
Organization of examinations and independent work	<p>Topic 23. Functions of examinations.</p> <p>Topic 24. Examinations (tests on vocabulary and grammar, by listening tests, reading tests, writing tests, oral tests).</p> <p>Topic 25. peculiarities of independent work in the training trials.</p>	S
Organization of the education process	<p>Topic 26. Lesson as a structural unit of the learning process</p> <p>Topic 27. lesson plans: the lesson step by step, the goal of learning activities, methods and means of training.</p>	S

* - to be filled in only for **full**-time training: *LC* - lectures; *LW* - lab work; *S* - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
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Computer lab	Audiences for conducting entrance testing, final testing. Comp. medical school classes	Set of specialized furniture, Electric wall screen Cactus MotoExpert 150x200cm (CS-PSME-200X150-WT), Projector BenQ MH550, Software: Microsoft products (OS, office suite, including MS Office/Office 365, Teams)
Seminar	Audiences for practical training, individual consultations, current control and intermediate certification, equipped with a set of specialized furniture and equipment. RUDN Audit Fund: room. 377,378, 379	мультимедийный проектор; персональный компьютер, аудио-, видеоматериалы.
Self-studies	An auditorium for independent work of students (can be used for practical classes, additional classes and consultations), equipped with a set of specialized furniture (room 377)	multimedia projector; personal computer, audio and video materials.

7 . SOURSES RECOMMENDED for COURSE STUDIES

Main readings:

1. Karapetyan N.G. Learning the basics of methods of teaching Russian as a foreign language students-philologists. Training materials for lessons on the main themes of a special course (types of speech activity). M.: Publishing House of People's Friendship University, 2018. - 80 p.
http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=442731&idb=0
2. Atabekova A.A. New computer technologies in teaching Russian as a foreign language. Moscow: Publishing House of People's Friendship University, 2018. - 245 p.
http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=287652&idb=0

Additional readings:

1. Shchukin A.N. Training of speech dialogue in Russian as a foreign language. Russian language. Courses. 2018. – 784p.
2. Shustikova T.V. The complexity and the aspect of teaching Russian as a foreign language: the competence approach. Moscow: Publishing House of People's Friendship University, 2010. - 320 p.
http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=326333&idb=0

Electronic educational resources, databases, information and reference and search systems:

1. PFUR electron library system.
2. PFUR learning portal (<http://web-local.rudn.ru>).
3. Scientific Electronic Library (<http://elibrary.ru/defaultx.asp>).
4. Universal Library ONLINE (<http://biblioclub.ru>).
5. Electronic Journals Library Elsevier (<http://www.elsevier.com/about/open-access/open-archives>).
6. Russian Language Department website of the Medical Institute
7. B) databases, information and referral and search engines:
8. Reference GRAMOTA.RU information portal. <http://www.gramota.ru/slovari/info/>
9. culture writing. <http://gramma.ru/>
10. One box of access to information resources. [http://window.edu.ru/catalog/resources?p_rubr=2.2.73.12.18&p_page=2:](http://window.edu.ru/catalog/resources?p_rubr=2.2.73.12.18&p_page=2)
11. Stilistika.Yazykovaya norm. culture speeches. http://window.edu.ru/catalog/?p_rubr=2.2.73.12.24
12. "Do you know..." <http://www.gramma.ru/RUS/?id=14.0>
13. Section Internet-project "Culture of Russian speech", in which a collection of articles explaining the meanings of some words. Information about how and why we say so. Interesting facts from the life of language.
14. Russian education. Federal portal. <http://www.edu.ru/>

*Training toolkit for self- studies to master the course *:*

1. The set of lectures on the course “Methodology of teaching Russian as foreign language”
2. The laboratory workshop (if any).on the course “Methodology of teaching Russian as foreign language”
3. The guidelines for writing a course paper / project (if any) on the course “Methodology of teaching Russian as foreign language”.
4.

* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS’ COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (GC-4.1; GC-4.2) upon the course study completion are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

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