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Ethno-oriented teaching of Russian as a foreign language: problems and prospects

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The report briefly describes the history of formation of the ethno-oriented approach to the methodology of teaching Russian as a foreign language, describes the essence of the approach, and gives the author's point of view on the possibilities and prospects of using the ethno-oriented approach in teaching Russian as a foreign language today.

The formation of the ethno-oriented approach to teaching Russian as a foreign language and its separation into an independent approach can be attributed to the early 90s of the past century. As an organic continuation of the development of the nationally oriented methodology of teaching the Russian language (V. N. Wagner and others), the ethno-oriented approach integrated the achievements of the related sciences, such as psycholinguistics, ethnolinguistics, ethnopedagogy, linguistic and cultural studies, and others. It has allowed scientists and teachers to formulate principles of ethno-oriented teaching and to clarify approaches to teaching Russian as a foreign language to a certain ethnic contingent.

T. M. Balykhina mentions in her article "The role of ethno-methodological knowledge in the formation of new professional qualities of higher school teachers":

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"The nearest perspective, in our opinion, is research of ethno-psychological, ethno-cultural features of representatives of different countries, regions for didactic purposes, as well as the formation of a common data bank and recommendations related to the optimization of teaching in Russian, as well as in one of the world languages". [Balykhina 2010:36].

The theoretical positions of ethno-oriented methods were formulated in the joint monograph by T.M. Balykhina and Zhao Yuijiang "From Methodology to Ethnomethodics. Teaching Chinese to Russian: Problems and Ways of Solving Them" and put into practice in the manual "What Are They Like, Chinese? Ethnomethodical Aspects of Teaching the Chinese to Teach Russian".

The ethno-oriented approach to teaching Russian as a foreign language is based on the following methodological principles:

Principle of communicative orientation

- ✓ Principle of the dialogue (polylogue) of cultures
- ✓ Principle of consideration of the native language of students
- ✓ Principle of consideration for the ethno-cultural and ethno-psychological characteristics of the learners
- ✓ Principle of national didactic traditions
- ✓ Principle of adaptation difficulties
- ✓ Principle of the teacher's multicultural competence

V. N. Zhdanov in the article "Dialogue of Cultures and a Nationally Oriented Textbook" considers the dialogue of cultures "as a methodological principle that guides the learning process towards the formation of an intelligent personality exposed to different types of culture, and at the same time dialectically justifies the goals, tasks and forms of learning, the choice and organization of educational material that allows the most effective implementation of both cognitive-didactic and moral and aesthetic functions of the learning process in the foreign-language education". [Zhdanov 2008]. Language becomes a transmitter of culture. As the Russian scientist and teacher E.I. Passov formulated: culture through language and language through culture. Developing his methodology of foreign language

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education, Passov emphasizes that the goals of foreign language teaching should be aimed at teaching to understand each other on the verbal level, i.e. the meaning of words, phrases, speech functions, as well as at understanding "what is behind it, what meaning it has in the context of intercultural communication, in the context of the dialogue of cultures" so that the cognitive, educational, developing goals would be realized fully

The inclusion of the principle of dialogue of cultures as the guiding methodological principle and the use of the achievements of ethno-psychology, ethno-psycholinguistics, and sociology in work with particular groups of students allows the teachers of the Russian language to use the achievements of national and ethno-oriented methods in working with monolingual and multicultural student groups as well, and also to minimize difficulties of foreign students adaptation to the Russian educational, language and cultural environment in the learning process

Such an approach to teaching and the creation of nationally or ethnically oriented textbooks is reflected in several doctoral and candidate's dissertations. Let us mention just some of them: Kharchenkova L. I. Ethno-cultural and sociolinguistic factors in teaching Russian as a foreign language (1997); Reschke N. A. Consideration of peculiarities of national mentality in teaching Russian to English speaking students (2002); Zhao Yuijiang. Linguodidactic bases of ethno-oriented teaching of Russian language and testing (on the example of Chinese students) (2008) and many others.

Applying an ethno-oriented approach to the process of teaching Russian as a foreign language allows for:

- to understand adequately those who being taught.
- to determine the forms and methods of teaching that are most appropriate and effective for members of a particular ethnic group;
- to outline and justify the difficulties encountered by representatives of different ethnic groups in mastering the Russian language.

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- to minimize the difficulties of adaptation of foreign students to the Russian educational and linguocultural environment in the process of Russian language teaching.

During the last decade, scientists and researchers in the field of teaching Russian as a foreign language have created individual methodological systems (models) of teaching Russian as a foreign language on the basis of the ethno-oriented approach. Here are just a few of them: Deponyan K.A. Nationally oriented approach to teaching Russian as a foreign language in the Republic of Korea (using Russian anthroponomic system) (2015); Krotova T.A. Ethno-oriented system of linguocultural adaptation of Arab students in the practice of teaching RCT (2015); Kalita O.N. Distance learning of Russian verbs of motion in the RCT course using mobile applications (ethno-oriented model of coursework for the Greek audience, levels A2-B1) (2016); Sharifzadeh K.L. Ethno-methodical system of teaching Russian verbs to Iranian students (tense system) (2016); Bezhenar O.A. Ethno-oriented model of teaching Russian to Italian speaking students outside the language environment (2017) and others.

In the future, the application of the ethno-oriented approach in teaching Russian as a foreign language and in the development of Russian language manuals can be implemented in the following formats:

- development of comprehensive ethno-oriented descriptions of various contingents.
- Russian as foreign language's teacher training (advanced training in intercultural and ethnocultural competence)/
- development of ethno-oriented textbooks and manuals.
- strengthening and expansion of professional ties between representatives of foreign schools and universities and Russian as foreign language specialists.

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