

Graphic and symbolic teaching the Russian language to foreigners as the basis of linguodidactic resource «Russian philology in the Russian northeast and APR countries (China, Korea, Mongolia, Japan)»

Enseñanza gráfica y simbólica del idioma ruso a extranjeros como base del recurso linguodidáctico «Filología rusa en el noreste ruso y en los países APR (China, Korea, Mongolia, Japan)»

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ABSTRACT:

The relevance of the problem under study is determined by the need for development of interactive educational technologies in the field of teaching Russian as a foreign language and insufficient examination of the problem under consideration. The purpose of the research consists in creation of the project "Online linguodidactic resource "Russian Philology in the Russian Northeast and in APR Countries (China, Korea, Mongolia, Japan): innovative practices", in actualization of techniques of practical poly- and bilingual description of the language in unity with literature and culture of the nation, of problems of teaching language and culture

RESUMEN:

El problema que se estudia en este artículo está determinado por la necesidad de desarrollar tecnologías educativas interactivas en el campo de la enseñanza del ruso como lengua extranjera y un examen insuficiente del problema que se considera. El propósito de la investigación consiste en la creación del proyecto "Recursos linguodidácticos en línea" Filología rusa en el noreste ruso y en países APR: prácticas innovadoras", en la actualización de técnicas de descripción práctica bilingüe y bilingüe de la lengua en unidad con la literatura y cultura de la nación, problemas de enseñanza del lenguaje y cultura teniendo en cuenta conceptos clave, en los

taking into account key concepts, in which the life of the Russian nation, its history, culture, customs, worldview, beliefs, mutual relations with nations residing in the region of teaching are reflected. Methods of the research: The key method of researching this problem is creation of a linguodidactic online resource of teaching the Russian language to foreigners using graphic and symbolic analysis of a literary work, allowing considering this problem as a process of purposeful and conscious mastery of communicative skills by learners. Research results: The paper presents an innovative model of the linguodidactic online resource of teaching the Russian language to foreigners using graphic and symbolic analysis of the literary work; peculiarities of its application have been revealed: an algorithm of introducing this model into the practice of teaching the Russian language to foreigners has been developed. Practical significance: The suggested model is aimed at providing foreigners with the innovative approach to effective mastery of the Russian language through the linguodidactic online resource using graphic and symbolic analysis of the literary work and is oriented to development of scientific and methodological support of the education quality.

Keywords: ethnolinguistics, Russian as a foreign language, online linguodidactic resource, graphics, literature

que se refleja la vida de la nación rusa, su historia, cultura, costumbres, cosmovisión, creencias, relaciones mutuas con las naciones que residen en la región de la enseñanza. Métodos de investigación: el método clave de investigación de este problema es la creación de un recurso linguodidáctico en línea para enseñar el idioma ruso a extranjeros utilizando el análisis gráfico y simbólico de una obra literaria, permitiendo considerar este problema como un proceso de dominio consciente y deliberado de la comunicación habilidades de los estudiantes. Resultados de la investigación: El documento presenta un modelo innovador del recurso linguodidáctico en línea para enseñar el idioma ruso a extranjeros utilizando el análisis gráfico y simbólico de la obra literaria; se han revelado las peculiaridades de su aplicación: se ha desarrollado un algoritmo para introducir este modelo en la práctica de enseñar el idioma ruso a los extranjeros. Importancia práctica: el modelo sugerido está destinado a proporcionar a los extranjeros el enfoque innovador para el dominio efectivo del idioma ruso a través del recurso linguodidáctico en línea usando análisis gráfico y simbólico de la obra literaria y está orientado al desarrollo del apoyo científico y metodológico de la calidad educativa

Palabras clave: etnolingüística, ruso como lengua extranjera, recurso linguodidáctico en línea, gráficos, literatura

1. Introduction

Promotion of the Russian language in the world is related to the strategically important directions of the modern international policy of the Russian Federation (National Doctrine, 2010). These problems were reflected in a number of documents, reflecting the problems of the Russian language preservation in Russia, its popularization in the CIS countries and promotion of the Russian language in the world (Concept, 2016).

New social and economic realia of the Sakha Republic (Yakutiya), growth of international and transnational contacts, change of the information space, appearance of fundamentally new information sources have led to formation of new language conditions, requiring scientific comprehension and practical solution. On the territory of Yakutiya, two state languages (Russian and Yakutian) and five official languages (Even, Evenk, Yukaghir, Chukchi, Dolgan) are functioning officially. The necessity of methodological research for studying the ethnolinguistic aspect of the methods of teaching Russian as a foreign language (RFL) for the dialogue of national cultures is evident. In the process of training, a foreign student acquires language, communicative and pragmatic competences, which is especially important in bilingualism conditions. Peculiarities of the language environment of the higher school and the region of training exert direct influence on the process of teaching RFL. Ethnolinguistic adaptation of foreign students is considered as a multidimensional process of familiarization, adaptation and adjustment of the personality of a foreign learner to the foreign (multicultural) Russian educational environment. Each territorial variant of the language along with general linguistic ones has its specific ways of fixation of cultural information, caused by intralinguistic or extralinguistic factors. In this case, it is expedient to dwell on the ethnolinguistic resource of the language environment since it is connected with the place of teaching foreign students and possesses specifics inherent in this region.

Teaching the Russian language to foreigners at the modern stage must correspond to a new geopolitical, global sociolinguistic situation.

Creation of the project "Online Linguodidactic Resource "Russian Philology in the Russian Northeast and in APR Countries: Innovative Practices" is conditioned by both external factors, related to ubiquitous informatization of society, and increasing interest of APR (Asian-Pacific Region) countries in the Russian northeast, in the region with a high level of the natural-resource economic potential, and internal factors: availability of a promising

school at North-Eastern Federal University (NEFU) named after M.K. Ammosov, which is actively introducing modern innovative methods in the practice of teaching RFL, including those that are based on information and communication technologies.

These methods and practices were approved at the international conferences ("Russian Philology in the Russian Northeast and in APR Countries", 2014, 2017, Yakutsk city) with extensive participation of the Russian language teachers from APR countries (China, Korea, Mongolia, Japan). By the results of the conferences, a strategy of further cooperation with teachers - specialists in Russian philology - from APR countries was developed, which triggered the creation of the project. According to the concept of V.M. Shaklein (2000), the regional linguoculture can be presented in the form of an indissociable chain of linguocultural situations, including the material of classic literary works, as well as principles, ensuring activity of the learners, independent learning activity, contributing to development of communicative and sociocultural competences, motivating to learning RFL in Yakutiya.

The peculiarity of this project is that integrated cultural and educational programmes, based on interdisciplinary methodology, taking into account indissoluble connection of the Russian language, literature and culture, considering cultural traditions of nations, populating the North of Russia, are presented.

Developers of the project suggest a complex technology of designing an educational environment, accompanying teaching RFL at NEFU, on scientific bases laid by ethnolinguistic principles. In the period from 2014 to 2017, a number of electronic educational resources (EER) on RFL were introduced into practice for different groups, studying in China (Qiqihar, Jilin, Changchun Universities), Korea (Hankuk University), Japan (Sapporo University); experimental groups with approval of innovative practices were organised under the guidance of the Department of RFL at NEFU; at these higher schools, the creation of the Russian information education environment was at the stage of development.

The Sakha Republic (Yakutiya) as the largest region in the northeast of the Russian Federation has also become a subject of interest on the part of the nearest foreign neighbours. Assessing the educational trends, existing in the south-east Asia in the field of training teachers of RFL and the process of teaching RFL to students, such as an insufficient number of hours in curricula, limited language practice, lack of modern training packages, lack of the Russian language training environment, the Philological Department and Subfaculty of RFL at NEFU named after M.K. Ammosov initiated the project "Online Linguodidactic Resource "Russian Philology in the Russian Northeast and in APR Countries: Innovative Practices". The project includes development and realisation of the system of measures aimed at formation of the Russian educational environment with an ethnocultural component in foreign higher schools, as well as application of new project and research technologies and methods of teaching, contributing to the dialogue of cultures. The social and public importance of the project consists in popularization of the Russian language for foreigners, studying at NEFU, as well as in the creation of an open educational environment contributing to the development of interest of foreigners in studying the Russian language, literature, culture, Russian history, in perfection of a scientific, academic and methodological basis of teaching RFL. Scientific and pedagogical significance of the project consists in creation of innovative training startups based on different operating systems, in using ethno-oriented technologies, methods, forms, techniques of teaching RFL taking into account regional peculiarities of the Sakha Republic (Yakutiya).

The core of the project "Online Linguodidactic Resource "Russian Philology in the Russian Northeast and in APR Countries: Innovative Practices" is formed of the author's methodology of the NEFU professor, S.M. Petrova, "Graphic and Symbolic Analysis of the Literary Text in the Process of Teaching Russian as a Foreign Language" having gained popularity not only in the regions of the Russian Federation, but also abroad (China, Mongolia, South Korea, Japan, Tunis, etc.).

Realisation of the principle of cultural consistency of the modern education acquires an increasing significance in process of teaching the Russian language to foreigners, but this is impossible without familiarization of learners with the vast layer of graphic culture, which will contribute to the mastery of verbal and nonverbal means of communication allowing one

to communicate freely in Russian, native, foreign languages. Researchers rightly note the necessity of serious development of the theory and practice of application of the graphic language in the learning process (V. Bepalko, K. Gomojunov).

Solution of this problem requires nonordinary ideas based on the newest achievements in the field of ethnolinguistics (Zhondorova, 2015), psycholinguistics (Frumkina, 2003), lingual culturology (Alefrenko, N.F., 2013), study of literature, philosophy, ethnopsychology (Egorova, 2003), ethnomethodics (Balykhina, 2012) et al.

Innovative technologies, capable to change radically the established system of obtaining knowledge, become reflection of a new strategy of learning and teaching the Russian language to foreigners. Increased attention to the role of the language in formation of the cultural and semiotic component of social consciousness and in the intercultural social interaction is typical of the modern humanitarian thinking, which entails a corresponding extension of the field of linguistic studies (Borbotko, 2011), establishing interdisciplinary relations, which are based on a synergetic approach (Budanov, 2009). Synergetics reflects a new worldview, related to the research of the self-organisation phenomenon (Zinchenko, 2007). The methodology of synergetics was also comprehended philosophically in the linguistics field (P.A. Florenskii). R.G. Piotrovskii determined synergetics as one of the "main directions of linguistics of the future" (Piotrovskii, 1995).

Semiotics as an interdisciplinary science, which studies the world with the help of an elementary particle known as a sign, attracts increasingly close attention of scientists (Chertov, 2014). Semiotic ideas had been set out already in ancient philosophy. The founders of semiotics asserted that "signedness is a necessary condition for any human reasoning" (G.-W. Leibniz) and that "the entire universe is filled with symbols; moreover, it is composed of them" (C.-S. Peirce). In the 20th century, traditions of the national semiotics ascended from works of B. de Courtenay, A.A. Potebnia, A.A. Fortunatov. A.F. Losev defined the symbol as a "comprehensive sign". This idea has been pursued by other researchers, thinking that "a sign expresses and a symbol reveals the given meaning" (E.V. Ilenkov, M.I. Makarov, M.K. Mamardashvili, A.M. Piatigorskii), that symbolism is an instrument of cognition and communication, transformation and transformation transfer (E.A. Taisina). N.B. Mechkovskaia thinks that semiotics plays an important role for understanding communicative and cognitive evolution of culture (Mechkovskaia, 2004). Semiotics allows seeing general lines in development of sign systems (Stepanov, 2010). Semiotics of the text can play a large role in that. However, today, as B.A. Plotnikov notes, in the scope of science about text there are only verbal (word) signs, but "*the true reality of text is comprised of ... numerous nonverbal signs (numbers, symbols, drawings, etc.*" (highlighted by the authors – S.P.) (Plotnikov, 2010). Semiotics as a "technique of treating signs" (M.K. Mamardashvili) represents a new direction of science about signs in modern conditions of the educational system (Pocheptsov, 2002). This problem has been developed and realised at the secondary and higher schools of the Sakha Republic (Yakutia).

The method of teaching RFL has a glorious history and its splendid representatives at different stages of the science development (E.M. Vereshchagin, V.G. Kostomarov, Iu.E. Prokhorov, O.D. Mitrofanova, E.I. Motina, M.I. Viatiutnev, E.I. Passov et al.). At the same time, RFL as a pedagogical science is improving constantly in accordance with the time.

2. Materials And Methods

2.1. Methods of research

A key method of researching this problem is creation of the linguodidactic online resource of teaching the Russian language to foreigners using graphic and symbolic analysis of the literary work, allowing considering this problem as a process of purposeful and conscious mastery of communicative skills by learners.

2.2. Experimental base of research

An experimental base of the research is FSAEI of HE (Federal State Autonomous

2.3. Research stages

The study of the problem was conducted in three stages:

- At the first stage, a theoretical analysis of methodological approaches was conducted in special literature on philosophy, psychology, linguistics, pedagogy; problems, a purpose, research methods were formulated; a plan of the experimental research was made up;
 - At the second stage, an EER model "Linguodidactic Online Resource of Teaching the Russian Language to Foreigners Using an Innovative Methodology of Graphic and Symbolic Analysis of the Literary Work" was developed; a system of the linguodidactic online resource of teaching the Russian language to foreigners using graphic and symbolic analysis of the literary work was revealed and substantiated; research and experimental work was performed; findings, obtained during the experimental work, were analysed and specified;
 - At the third stage, the experimental work was completed, theoretical and practical findings were specified, the obtained results were generalised and systematized.
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3. Results

3.1. The structure and the content of the model

The suggested graphic and symbolic model of the analysis of the literary work in the context of teaching the Russian language to foreigners represents a system of the work, related to realisation of the main provisions expressed in the following: deep understanding of the historical period under study, knowledge of the writer's biography, careful reading of the curriculum literary work of the writer, ability to see the text and make up its graphics. Foreigners are offered an adapted text with tasks. Difficult words, reflecting the national coloration of the poem, as well as the words, which meaning the learners have to find in the dictionary and then to use them during retelling, are given in italics.

Chapter 1. Chichikov's arrival in the N town

Collegiate counsellor Pavel Ivanovich Chichikov entered the town in a fine britzka. He stayed at a hotel with his servants: coachman Selifan and footman Petrushka. As Gogol writes, his face was neither "handsome nor ugly, neither fat nor thin, neither old nor young".

There were bad roads, wilted trees. The stone houses were painted yellow. And the wooden – grey.









Chichikov decided to visit head officers of the town – the governor, the prosecutor, the polizeimeister, the architect, and others. The hosts of the town liked Chichikov because he praised and flattered everybody.




Chichikov was invited to the party. There elderly men were playing cards. Young men were dancing with ladies. Chichikov got acquainted with many landlords – Manilov, Sobakevich, Nozdrev, and others. Everybody began to invite Chichikov to their houses.

Task.

1. Retell the text.
2. Find the words, italicized in the text, in the dictionary.
3. Make up sentences using the words: collegiate counsellor Pavel Ivanovich Chichikov, to enter, a town, a fine britzka. He, to stay, a hotel, his, servants: coachman Selifan, footman Petrushka. A town, to be, bad, roads, wilted, trees. Stone, houses, to be, paint, yellow, colour. And wooden – grey, colour. Chichikov, to decide, to visit, head, officers, a town, a governor, a prosecutor, a polizeimeister, an architect, and others. Hosts, a town, Chichikov, to like, he, everybody, to praise, everybody, to flatter.

Below, there is a table of the holistic analysis of this literary work, which gives a full understanding of the studied poem by N.V. Gogol. A similar working procedure with the text is unique; there are no analogues to it in the world Russian philology.

Chapter	Graphics and symbolics of chapters	Pivot, key, and sign words
<p>Chapter 1. Chichikov's arrival in the N town. Chichikov wants to get acquainted with "hosts" of the town. The town description is given.</p>	 <p>This symbol reflects an ugly society of officers of the N town, in which Chichikov arrives.</p>	<p><i>Pivot words:</i> a hotel, servants, roads, an officer;</p> <p><i>Key words:</i> a collegiate counsellor, flattery.</p> <p><i>Signword; emptiness.</i></p>
<p>Chapter 2. Meeting between Chichikov and Manilov.</p>	 <p>A twisting line embodies Manilov, his servility, resourcefulness</p>	<p><i>Pivot words:</i> a verst, a summer house, a pond, furniture;</p> <p><i>Key words:</i> page 14, household, dead souls;</p> <p><i>Sign word: emptiness.</i></p>
<p>Chapter 3. Korobochka – "a pig-headed woman".</p>	 <p>A square symbolizes the soul of Korobochka, her narrow-mindedness</p>	<p><i>Pivot words:</i> a cap, a yard, sacks;</p> <p><i>Key words:</i> a visit, customs, a widow, a court;</p> <p><i>Sign word: ashes (emptiness).</i></p>
<p>Chapter 4. "Historical Man" Nozdrev.</p>	 <p>Two divericating lines embody Nozdrev, getting involved in different unpleasant incidents and being always astonished at that.</p>	<p><i>Pivot words:</i> a tavern, a kennel;</p> <p><i>Key words:</i> "a historical man", rumours, mess;</p> <p><i>Sign word: emptiness.</i></p>
<p>Chapter 5. Sobakevich... is "a kulak, a kulak and in addition a rogue".</p>	 <p>This symbol defines Sobakevich, about whom Gogol himself told, "A cabinet, a true cabinet..."</p>	<p><i>Pivot words:</i> a cabinet, a wife;</p> <p><i>Key words:</i> a bear, an order, a swindler, bargaining;</p> <p><i>Sign word: stinginess.</i></p>
<p>Chapter 6. Pliushkin. "In his eyes there was intellect".</p>	 <p>Pliushkin is represented this way: "a tear on humankind"</p>	<p><i>Pivot words:</i> a landlord, a house, a wife, children;</p> <p><i>Key words:</i> stinginess, hunger, dilapidation, a host, dirt, dust, an order;</p> <p><i>Sign word: ashes.</i></p>
<p>Chapter 7. Law Courts.</p>	 <p>The Law Courts is presented as a bowl as a symbol of justice</p>	<p><i>Pivot words:</i> a booth, a purchase deed, feathers;</p> <p><i>Key words:</i> sale, documents, the law courts;</p> <p><i>Sign word: emptiness.</i></p>
<p>Chapter 8. The ball at governor's.</p>	 <p>Society loves Chichikov; the</p>	<p><i>Pivot words:</i> a ball, a governor, daughters, dances;</p> <p><i>Key words:</i> attention, rumours, envy;</p> <p><i>Sign word: emptiness.</i></p>

	ladies view him as a desirable fiancé (a cross in a circle).	
Chapter 9. Unmasking Chichikov. (a line in a circle)	 Everybody turns away from Chichikov after being unmasked by Nozdrev.	<i>Pivot words:</i> a ball, Nozdrev; <i>Key words:</i> appearance, dead souls, lie; <i>Sign word:</i> emptiness.
Chapter 10. A narrative about captain Kopeikin.	 A small circle in a big circle embodies a status of a snip in the society.	<i>Pivot words:</i> a grandee, an ataman, bandits; <i>Key words:</i> a veteran, an invalid, a sovereign, robbery. <i>Sign word:</i> honour.
Chapter 11. Chichikov, "I am a human being!".	 Chichikov as "a slice severed from the loaf", excluded from the society because of the acquired nurture.	<i>Pivot words:</i> a gornitsa (small room), a college, a povytchik (an officer in charge of court proceedings), a kopeck <i>Key words:</i> life, money, an officer; <i>Sign word:</i> insight.

The table shows that each chapter of the poem has its own graphics, conditioned by the text content. The sign words are repeated almost in each chapter not accidentally. It is indicative that in the last chapters, these words are of already another nature since they reflect the changes occurred in the worldview of the writer.

3.2. Stages of model introduction

3.2.1. Ascertaining stage

Searches for effective forms of teaching the Russian language in a foreign national audience, having been reflected in the works of famous scientists-methodologists (Shchukin, 2010; Guseva, 2013; Vishniakov, 2013; Lysakova, 2016), have brought the authors to the idea about creation of the method of teaching the Russian language to foreigners based on graphic and symbolic analysis of the literary work (Petrova, 2009), using practice oriented provisions of semiotics (M.K. Mamardashvili), mnemonic technique (V. Kozarenko), ergonomics (V.P. Zinchenko). At the lessons on RFL, much attention should be paid to literary texts. A fiction text differs by correct formation of grammar structures. Use of graphics allows understanding better the literary work under study. The learners "see" the text, which develops their imaginative and associative thinking, hear correct Russian speech performed by the teacher. During the study, the vocabulary is constantly enriched, an idea about the vocabulary richness of the Russian language is extended, oral coherent speech becomes perfect.

3.2.2. Forming stage

As training material, the authors have chosen the poem "Dead Souls" by N.V. Gogol, being one of the most difficult and, at the same time, representative literary works of the writer. The learners obtain quite a full understanding of the main characters of Gogol's poem from the adapted texts. With great interest they familiarise themselves with Gogol's unique language, which reflects the character and psychology of the writer. Thus, Chichikov: "is neither handsome nor ugly, neither too fat nor too thin; one cannot say that he is old,

however he is not too young"; Pliushkin ("he is either a man or a woman"). The main purpose at this stage of teaching the Russian language to foreigners is to arouse interest in a word, literature, to develop a standard of reading, speaking, retelling. The graphical analysis of the literary work under study contributes to the development of these skills. Each chapter acquires a certain appearance conditioned by the text itself. Such work accustoms foreigners to attentive, conscious reading, ability to "see" the literary work; contributes to more effective text learning, promotes development of coherent oral speech, develops fluency in reading and speaking.

Since N.V. Gogol's poem "Dead Souls" consists of 11 chapters, it is necessary not only to remember them, but also to reproduce these chapters in their logic sequence (Gogol, 1962).

How to draw one or another chapter so that it could not only be imprinted on the memory, but also reflect its idea? And in this case, the writer himself helps to build graphics corresponding to the character. Sometimes it is a "speaking" surname of the character (*Korobochka, Sobakevich*) or a description, which the writer gives to his character (Pliushkin – "a tear on humankind").

During analysis of the poem, foreigners encounter many difficulties, which they should overcome to understand the literary work. First of all, they are words reflecting the national coloring of the literary work (*a polizeimeister, a collegiate counsellor, etc.*), or words that are difficult for understanding (*a clerk, a profiteer, a sbitenshchik (a seller of saloop), a povytchik, etc.*), as well as archaic words, but being of great significance for the text (*fervour, to spite, etc.*).

3.2.3. Control stage

The undertaken study has demonstrated that the use of the graphic and symbolic analysis of the literary text in the system of teaching the Russian language to foreigners contributes to the utmost to its effective mastery, enhances interest in it, enables perfection of oral coherent speech, enriches vocabulary, develops thinking. When analysing the literary work under study, the learners acquire necessary knowledge, contributing to the understanding of the foreign national language culture.

4. Discussion

Researchers note that the literary works by N.V. Gogol are "some synthetic hypertext"; "a semiotic trace or, more precisely, elements of the semiotic approach" are evident in them (V.N. Toropov). The peculiarities of the language and the style of N.V. Gogol serve as a fine illustration to the words of Iu.M. Lotman: "A language is a clot of a semiotic space" (Lotman, 2014). The findings of scientists on the fact that "teaching should correspond to the principles of brain functioning" are very important for practical work with foreigners" (Kosilova M.F.). At that, it is necessary to take into account the peculiarities of a language personality, national character (Kornilov, 2011), ethnopsychology of multinational audience. The work on the curriculum literary work of N.V. Gogol acquaints foreigners not only with the writer himself, but also with his epoch, personality. A special emphasis in this method is put on comprehension of the philosophy of the epoch under study, knowledge of the history of creation of the literary work under study, the understanding of the moral and world outlook position of the writer. The learners obtain this knowledge during analytical conversation, slide show, preceding the practical work on the text.

To understand the literary work under study better, the authors of the paper created an adapted text of the poem. At that, the meaning of the literary work must be preserved. The work on the text is accompanied by a searching work with the dictionary. In the traditional methods of teaching, such concepts as *pivot* and *key words* are used. However, the essence of the authors' methods consists in the search for namely a *sign* word, which reflects the idea of the literary work. As a rule, a sign word must be abstract. If the learners name this word during the analytical conversation by means of searching and exploratory activity, it means that they have understood the literary work.

The work on the text structure is a complex synergetic process when readers, overcoming bifurcation, discover a mysterious world of the Russian history, culture (Moskalchuk, 2010),

5. Conclusion

Thus, from the experiment, carried out by the authors, it is possible to draw a conclusion on the fact that the methodology of graphical and symbolic analysis of a literary work in the system of teaching the Russian language to foreigners has demonstrated its effectiveness. The carried out experiment on realisation of the authors' approach to teaching the Russian language to foreigners has revealed their increased interest in the Russian language, aspiration for understanding the literary work under study, for knowing the history of the Russian literature better. If earlier the process of teaching the Russian language to foreigners, mostly "from scratch", extended over many months, using the authors' methodology, the learners began to speak Russian well after 2-3 months. At that, they had many questions because of their desire to understand and to comprehend better some phenomena in the Russian literature.

The fact that foreigners resort to the history, culture, literature of Russia when studying the Russian language contributes largely to a deeper penetration into other system of thinking, induces to look differently at one's national heritage, develops the striving for intercultural communication (Zemliukov, 2016).

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