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**Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA
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

2024 -2025

1. COURSE GOAL(s)

The discipline “Methods of teaching Russian as a foreign language” is included in specialty program “Dentistry” in the direction 31.05.03. “Dentistry” and studied in 8, 9 semesters of 4, 5 courses. The discipline is implemented by the Department of Russian Language 5. The discipline consists of 7 sections and 27 topics and is aimed at studying pedagogical activities.

The goal of the course is to prepare foreign students Medical Institute, residents, as well as foreign medical specialists to independent professional pedagogical activity as teacher in Russian language courses and clubs.

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.

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

Code	Name of competence	Indicators of achievement of competencies (within this discipline)
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. Establishing and developing professional contacts in accordance with joint activity requirements, including information exchange and common communication strategy development.
		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.
		GC-4.5. Choosing a style of business communication in the state language of the Russian Federation and in a foreign language in accordance with the purpose and conditions of the partnership; adapting their speech, communication style and sign language to the communication situations.

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 technologies, including in a foreign language/foreign languages to interact in the academic and professional areas.	Foreign language**; Russian language (professional level)**; Russian language as foreign**; Russian language for foreigners students; Foreign language (elective); Russian language and culture of speech; Russian language in academic sphere; Foreign language (professional level)**; Latin language;	

* To be filled in according to the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course "Methods of teaching Russian as a foreign language" is 2 credits (72 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>	66	34	32		
including:					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)	66	34	32		
<i>Self-studies</i>	6	2	4		
<i>Evaluation and assessment (exam/passing/failing grade)</i>					

Type of academic activities		Total academic hours	Semesters/training modules			
			8	9		
Course workload	academic hours_	72	36	36		
	credits	2	1	1		

* To be filled in regarding the higher education programme correspondence training mode.

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Section 1. General questions of methodology of teaching RFL	<p>Topic 1.1 The role and importance of the Russian language in the modern world.</p> <p>Topic 1.2. Methods of teaching Russian as a foreign language, communication psychology and linguistics.</p> <p>Topic 1.3. The purpose, principles, methods of teaching trials.</p> <p>Topic 1.4. Features of teaching trials at the initial stage (A1-A2): purposes and content.</p>	S
Section 2. Teaching grammar	<p>Topic 2.1. 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 2.2. The noun. Gender, number, animation and case. The connection with the native language.</p> <p>Topic 2.3. 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 2.4. Verbal system. View-time subsystem. Conjugation. Classes of verbs. Verbal notebook.</p> <p>Topic 2.5. Verbs of movement: a sequence of learning difficulties. Indirect meanings of verbs of motion.</p>	S
Section 3. Teaching vocabulary	<p>Topic 3.1. Work on vocabulary. Lexical minimum. Types of lexical exercises.</p> <p>Topic 3.2. Methods of semantization of new words. Difficulties in the use of words that are similar in meaning.</p>	S

<p>Section 4. Teaching phonetics</p>	<p>Topic 4.1. 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 4.2. Units of phonetics. Sounds and letters. Russian alphabet. Phonetic transcription. Work on pronunciation.</p> <p>Topic 4.3. Methods of producing and correction of Russian sounds.</p> <p>Topic 4.4. The sound system of the Russian language. Vowel sounds, articulation base reduction. Errors in pronunciation of vowels. Eliminating accent.</p> <p>Topic 4.5. The sound system of the Russian language. Consonants. Location and method of formation. Voiced / voiceless , hard / soft consonants. Methods of producing consonants. Errors in pronunciation of consonants, the elimination of an accent.</p> <p>Topic 4.6. The pronunciation of the word. Phonetic structure of words. Typical phonetic errors and methods to address them.</p> <p>Topic 4.7. work on intonation. Characteristics of intonation structures (construction, use). Possible mistakes.</p>	<p>S</p>
<p>Section 5. Teaching types of speech activity</p>	<p>Topic 5.1. Types of speech activity. Objectives and content of teaching speaking. speaking mechanisms. Teaching monologue and dialogue. Exercise for teaching speaking, examination.</p> <p>Topic 5.2. Types of speech activity. Teaching listening skills and mechanisms. The complexity of the exercises. Errors in teaching listening.</p> <p>Topic 5.3. 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 5.4. Types of speech activity. writing training: characteristics, mechanisms, exercises on writing techniques.</p>	<p>S</p>
<p>Section 6. Organization of examinations and independent work</p>	<p>Topic 6.1. Functions of examinations.</p> <p>Topic 6.2. Examinations (tests on vocabulary and grammar, by listening tests, reading tests, writing tests, oral tests).</p> <p>Topic 6.3. peculiarities of independent work in the training trials.</p>	<p>S</p>

Section 7. Organization of the education process	Topic 7.1. Lesson as a structural unit of the learning process Topic 7.2. lesson plans: the lesson step by step, the goal of learning activities, methods and means of training.	S
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* - 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)
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	multimedia projector; personal computer, audio and video materials.
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.

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Pugachev Ivan Alekseevich. Teaching the basics of Russian teaching methods

- language as a foreign language for non-philological students: textbook / I.A. Pugachev, N.G.
2. Karapetyan. - Electronic text data. - M.: RUDN, 2018. - 151 pp. URL: https://lib.rudn.ru/MegaPro/UserEntry?Action=Link_FindDoc&id=473533&idb=0
 3. Shchukin Anatoly Nikolaevich. Training in verbal communication in Russian as a foreign language: educational and methodological manual for teachers of the Russian language as a foreign language / A.N. Shchukin. - 2nd ed., revised. - M.: Russian language. Courses, 2015. - 784 p. -(Methods. Techniques. Results).

Additional readings:

1. Balykhina Tatyana Mikhailovna. Methods of teaching the Russian language as non-native (new): textbook / T.M. Balykhina. - 2nd ed., rev. - M.: RUDN, 2010. - 188 pp. URL: https://lib.rudn.ru/MegaPro/UserEntry?Action=Link_FindDoc&id=326324&idb=0
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. RUDN University Electronic Library System - RUDN University EBS <http://lib.rudn.ru/MegaPro/Web>
 1. EBS "University Library Online" <http://www.biblioclub.ru>
 2. EBS Urayt <http://www.biblio-online.ru>
 3. EBS "Student Advisor" www.studentlibrary.ru
 4. EBS "Lan" <http://e.lanbook.com/>
 5. EBS "Trinity Bridge"
- Databases and search systems:
6. electronic fund of legal and regulatory and technical documentation <http://docs.cntd.ru/>
 7. Yandex search engine <https://www.yandex.ru/>
 8. Google search engine <https://www.google.ru/>

Educational and methodological materials for independent work of students in the development of the discipline/module:*

1. Guidelines for students on mastering the discipline "**Methods of teaching Russian as a foreign language**"

* - all educational and methodological materials for independent work of students are placed in accordance with the current procedure on the page of the discipline in TUIS!

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

1. The set of lectures on the course "Methods of teaching Russian as a foreign language".
2. The laboratory workshop (if any) on the course "Methods of teaching Russian as a foreign language".

3. The guidelines for writing a course paper / project (if any) on the course "Methods of teaching Russian as a 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) 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).

DEVELOPERS:

Associate Professor of the
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N5

position, department



signature

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name and surname

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