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**Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA
(RUDN UNIVERSITY)**

FACULTY OF PHILOLOGY

COURSE SYLLABUS

FOREIGN LANGUAGE (RUSSIAN AS A FOREIGN LANGUAGE)

(title of the discipline)

Recommended by the Didactic Council for the Education Field of:

45.04.01 Philology

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

“Language and Culture: Theory and Practice”

(in English)

2024

1. COURSE GOALS:

The main goal of the course 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 programme in Russian as a foreign language [Moscow: RUDN University, 2017] and the State Standard of Elementary level (A1), Basic level (A2), the first certification level (B1).

2. REQUIREMENTS TO LEARNING OUTCOMES

The process of studying discipline “Russian as a Foreign Language” is aimed at the development of the following competences:

Table 2.1. *List of competences that students acquire:*

Competence Code	Competence descriptor	Competence formation indicators (within this course)
UC-4	Able to apply modern communication technologies in the state language of the Russian Federation and foreign language (s) for academic and professional interaction.	UC-4.2. Adapts speech, communication style and body language to interaction situations; UC-4.3. Searches for the necessary information to solve standard communicative tasks in Russian and foreign languages;
UC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.	UC-5.2. Finds and uses information about the cultural characteristics and traditions of various social groups in social and professional communication; UC-5.4. Collects information on a given topic, taking into account the ethnic groups and confessions that are widely represented at the points of the study; UC-5.6. Adheres to the principles of non-discriminatory interaction in personal and mass communication in order to complete professional tasks and strengthen social integration.
GPC-1	Able to use in professional (including pedagogical) activities, fluency in communication strategies and tactics, rhetorical, stylistic and linguistic norms and techniques adopted in various areas of communication	GPC-1.1. Easily differentiates functional styles of speech.

3. COURSE IN THE EDUCATIONAL PROGRAMME STRUCTURE:

The course is a part of the core component (Block 1) of the educational programme academic curriculum.

As part of the Educational programme, students also master other disciplines and / or practices that contribute to the achievement of the planned results of mastering the discipline “Russian as a Foreign Language”.

Table № 3.1. List of the Educational Programme components contributing to the achievement of the planned results of mastering the discipline

Code	Previous disciplines / modules, practice	Subsequent disciplines / modules, practice
UC-4		Academic English Russian Grammar in Use Russian Language: Reading and Speaking
UC-5		Theory of Intercultural Communication English Literature: Cultural and Historical Approach Masterpieces of Russian Literature
GPC-1		Theory of Intercultural Communication Academic English Pedagogical Training Scientific and Research Training

4. COURSE WORKLOAD AND TYPES OF ACADEMIC ACTIVITIES

The total course workload is 6 credits (3 credit units per each semester: 1, 2).

*Table 4.1 Types of **academic activities** by periods of the Educational Programme mastering for **full-time** education*

Types of academic activities	Total	Semesters	
		1	2
<i>Classroom-based studies, academic hours</i>	70	34	36
<i>including:</i>			
Lectures (L)			
laboratory work (LW)			
practical work (PW)/ seminars (S)	70	34	36
Self-studies, <i>academic hours</i>	110	56	54
Control, <i>academic hours</i>	36	18	18
Total			
	<i>academic hours</i>	216	108
	<i>credits</i>	6	3

5. COURSE CONTENT

5.1. Content of the course by the type of activity:

Semester 1

Title of course unit	Content of the course unit	Type of academic activities

The First lesson Phonetics; Grammar	Sounds and letters: vowels and consonants. Index constructions with the word <i>ЭТО</i> . Speech patterns: <i>Это Антон. Он тут. Это Антон? Он дома?</i>	S
The Second lesson Phonetics; Grammar	Consonants: hard and soft; voiced and unvoiced. Reduction of vowel sounds. Rhythmic models. Intonation constructions. Speech patterns: <i>-Кто это? -Когда урок?</i> The Gender of Nouns. Personal pronouns <i>ОН, ОНА, ОНО</i>	S
The Third lesson Phonetics; Grammar	Consonants: hard and soft. Reduction of vowel sounds. Rhythmic models. Intonation constructions. Speech patterns: <i>Это мой дом. Вот моя книга. - Это банк? -Нет, это не банк. Это завод. Здравствуйте! Можно войти? Скажите, пожалуйста, где...? Дай! Дайте!</i> A simple declarative sentence. Personal and possessive pronouns. Use of nouns and adverbs. The dialogue " <i>Нина - студентка</i> ".	S
The Fourth lesson Phonetics; Grammar	Consonants: hard and soft. Rhythmic models. Speech patterns: <i>- Как вас зовут? - Меня зовут Ника. - У вас есть карандаш? - Да, есть.</i> The Present Tense of Imperfective Verbs (I). A Question: <i>Что вы делаете?</i> The Possessive Pronouns singular forms (<i>мой, моя, моё</i>). The text « <i>Моя семья</i> ».	S
The Fifth lesson Phonetics; Grammar	Soft consonants. Speech patterns: <i>- Вы говорите по-русски? - Как вы говорите по-русски?</i> Use of adjectives in speech. The Present Tense of Imperfective Verbs (II). Pronouns singular forms (<i>мой, моя, моё</i>): <i>- Чей словарь? - Мой.</i> A Question: <i>Где?</i> Inanimate Nouns in the Accusative Singular. The text « <i>Моя группа</i> ».	S
The Sixth lesson Phonetics; Grammar	Reading and pronunciation of Cardinal Numerals. Intonation constructions. Speech patterns: <i>- Скажите, пожалуйста, сколько стоит книга?</i> The Prepositional Denoting the Place of an Action. Conjugation of the verb « <i>учиться</i> ». The dialogue « <i>Телефонный разговор</i> ». The text « <i>Юрий Петрович - москвич</i> ».	S
The Seventh lesson Grammar	Speech patterns: <i>- Познакомьтесь, это наша новая студентка Мария. - Скажите, пожалуйста, где находится банк?</i> The Genitive Denoting Possession. The Genitive with the Numerals. The Past Tense of Imperfective Verbs. Using in the speech the verbs: <i>есть, был, была, было, были.</i>	S
The Eighth lesson Phonetics; Grammar	Moving the accent in the nouns (plural). Speech patterns: <i>- Скажите, пожалуйста, сколько сейчас времени? - 3 часа. - Спасибо! - Не за что.</i> Nouns in the Genitive Singular. The Genitive in Negative Sentences with the Words <i>нет, не было, не будет</i> . Expressing the meaning of the reason: Complex Sentences Containing the Conjunction <i>потому что</i> . The dialogue « <i>Нина дома?</i> » . The text « <i>Том - студент</i> ».	S
The Ninth	Speech patterns: <i>- Вы знаете Виктора? - Конечно, знаю.</i>	S

lesson Grammar	- Сначала я буду учить слова. - А потом? - Какие у Вас планы на субботу? - Приходите в гости. Мы будем очень рады. Inanimate Nouns in the Accusative Singular. The Accusative Denoting an Object Acted Upon. The Accusative Denoting Time. The Future Tense of Imperfective Verbs. Generalization: The Present, Past and Future Tense of Imperfective Verbs. The dialogue «Телефонный разговор». The text «Письмо».	
The Tenth lesson Grammar	Speech patterns: - Добрый вечер, Виктор Иванович! - Привет, Джон! - Доброе утро, друзья! Добрый вечер! - Алло! Я слушаю Вас! - Пойдем в кино. - С удовольствием! Unprefixed verbs of motion. The Accusative with the Verbs of Motion. The dialogue «Разговор о поездке на конференцию». The text «Экскурсия в музей Льва Толстого».	S
The Eleventh lesson Grammar	Speech patterns: - Кому вы купили цветы? - Не скажу. Это мой секрет. _ Вы знаете Антона? Передайте ему, пожалуйста, привет. - Как жаль! Я не могу ему позвонить. Nouns and Personal Pronouns in the Dative case. The Dative Denoting the Recipient. The Dative Denoting Age. The Dative with the preposition к. Complex Sentences Containing the Conjunction поэтому. The Genitive with the Preposition из and с Denoting Direction. The dialogue «Телефонный разговор». The text «Наша группа».	S
The Twelfth lesson Grammar	Speech patterns: - Это правда, что Вера стала актрисой? - По моему, сегодня холодно. - Да, я согласна с Вами. - Что случилось? Как вы себя чувствуете? Что у Вас болит? - Я купила билеты в театр. - Прекрасно, я давно хотел посмотреть этот спектакль. Nouns in the Instrumental case. The Instrumental in the Compound Predicate after the Verbs стать and быть. Personal Pronouns in the Instrumental. Complex Sentences Containing the Conjunction не только..., но и.... The dialogue «Визит к врачу». The text «Композитор С.С. Прокофьев».	S
The Thirteenth lesson Grammar	Speech patterns: - У тебя есть линейка? Дай, пожалуйста, на минутку. - Ты был в библиотеке или в кино? - Нет, я нигде не был. - Алло! Позовите (попросите), пожалуйста, Веру. Verb Aspects and Tenses. Principal Meanings of Perfective and Imperfective Verbs. The Prepositional Singular with the Preposition о (об, обо) Denoting the Object of Speech of Thought. Personal Pronouns in the Prepositional. Use of Infinitive Imperfective and Perfective forms after verbs хотеть and должен. The dialogue «Луис» и «Тереза». The text «Письмо другу».	S
The Fourteenth lesson	Speech patterns: - Вы уже прочитали статью? - Нет еще, но скоро прочитаю.	S

Grammar	The Future Tense of Perfective and Imperfective Verbs. Conjugation of the Perfective and Imperfective verbs. The Dative case Denoting the Logical Subject in the patterns with words <i>надо, нужно, можно, нельзя + (было, будет) + инфинитив (Вам нужно написать заявление. Ему надо было пойти в поликлинику. Здесь нельзя курить.)</i> The Direct and Reported Speech. The dialogue «Приглашение на концерт». The texts «Математик», «Мой выходной день».	
The Fifteenth lesson Grammar	Speech patterns: - <i>К сожалению, я не могу поехать на экскурсию. - Мне понравился этот маленький город. - Ну, хорошо. Увидимся завтра.</i> Nouns in the Genitive Plural. Forms of Conjugation of Aspect Pairs of Perfective and Imperfective Verbs. Direct and Reported Speech (Questions). The dialogue «Новости». The text «Поездка в Петербург»	S
The Sixteenth lesson Grammar	Speech patterns: - <i>У вас есть журнал «Химия и жизнь»? - Подождите минуточку. Сейчас посмотрю.</i> Demonstrative pronouns <i>этот, эта, это, эти</i> . Compound nominal predicate: <i>Этот музей называется Эрмитаж.</i> Use the adverbs <i>холодно, тепло, жарко</i> in the patterns <i>Сегодня холодно.</i> Complex Sentences Containing the Conjunction word <i>который</i> in the Nominative case in singular and plural. The texts «Московская погода», «Юрий Никулин».	S
The Seventeenth lesson	Assessment	S

Semester 2

Title of course unit	Content of the course unit	Type of academic activities
Module 1.	Adjectives, the Possessive and Demonstrating pronouns, the Ordinal Numerals in the Prepositional Singular. The Prepositional with the Preposition <i>о (об, обо)</i> Denoting the Object of Speech. The Prepositional with the Prepositions <i>в, на</i> . The Possessive Pronoun <i>свой</i> in the Prepositional. Nouns, Adjectives, the Possessive and Demonstrating pronouns, in the Prepositional Plural. The Prepositional Denoting Time. Complex Sentences Containing the Conjunctive <i>который</i> in the Prepositional Singular. The text «Кем я был и кем - не был»	S
Module 2.	Adjectives, the Possessive and Demonstrating pronouns, the Ordinal Numerals in the Accusative Singular. Transitive verbs. The Possessive Pronouns in the Accusative. The Use of the Imperfective Aspect after the Verbs <i>начинать (ся) - начать (ся), продолжать (ся) - продолжить(ся), кончать(ся) - кончить(ся)</i> . Animate Nouns, Adjectives, the Possessive and Demonstrating pronouns in the Accusative Plural. Complex	S

	Sentences Containing the Conjunctive <i>который</i> in the Accusative Singular and Plural. The text «Как изучать иностранный язык»	
Module 3.	Nouns, Adjectives, the Possessive and Demonstrating pronouns, the Ordinal Numerals in the Genitive Singular. Adjectives, the Possessive and Demonstrating pronouns in the Genitive Plural. The Use of Verb Aspects. Complex Sentences Containing the Conjunctive <i>который</i> in the Genitive Singular and Plural. The text «М.В. Ломоносов»	S
Module 4.	Adjectives, the Possessive and Demonstrating pronouns, the Ordinal Numerals in the Dative Singular. The Dative after the verbs. The Predicative Adverbs with the Dative. Nouns, Adjectives, the Possessive and Demonstrating pronouns in the Dative Plural. Verbs of Motion with the Dative. Short-form Adjectives with the Dative. Complex Sentences Containing the Conjunctive <i>который</i> in the Dative Singular and Plural. The text «На острове»	S
Module 5.	Adjectives, the Possessive and Demonstrating pronouns, the Ordinal Numerals in the Instrumental Singular. The Instrumental after the verbs without prepositions. The Use of Imperfective and Perfective Verbs after verb <i>хотеть</i> . The Instrumental with preposition <i>с</i> after the verbs. The Instrumental with preposition <i>с</i> after Short -form Adjectives. Nouns, Adjectives, the Possessive and Demonstrating pronouns in the Instrumental Plural. Complex Sentences Containing the Conjunctive <i>который</i> in the Instrumental Singular and Plural. The text «Юрий Гагарин»	S
Module 6.	Direct and Indirect Speech (with Particle <i>ли</i>). Verbs of Motion. Complex Sentences Containing the Conjunctive <i>хотя, несмотря на то, что...</i> . Complex Sentences Containing the Conjunctive <i>если</i> . The texts «М. Кутузов», «Москва», «Санкт - Петербург»	S
Module 7.	Revision	S
Module 8.	Assessment	S

8. TECHNICAL SUPPORT

It is necessary to have a computer or a laptop (with installed licensed software and the Internet) and a projector in a classroom.

Table 6.1. Technical Support of the course

Type of the classroom	Classroom equipment	Specialized educational / laboratory equipment, software and materials
Classroom for seminars	A classroom for conducting seminar-type classes, group and individual consultations, current control and intermediate certification, equipped with a set of specialized furniture and technical means for multimedia presentations.	

Classroom for self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to the electronic educational system.	
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7. EDUCATIONAL-METHODOLOGICAL AND INFORMATION SUPPORT OF THE COURSE

Books and manuals:

Main

Читаем и говорим по-русски: Практическое пособие для иностранцев / С. А. Хавронина, 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

Additional

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

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

Internet resources

RUDN library online site <http://lib.rudn.ru>

The Free Encyclopedia www.wikipedia.org

<http://beniko-mason.net/content/story-listening/2020-10-22-fundamentals-of-langauge-eduation-krashen.pdf>

Databases, search engines and reference data:

<http://www.elsevierscience.ru/products/scopus/>

<https://scholar.google.com/>

<https://www.researchgate.net/>

<https://publons.com/about/home/>

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

1. A course of lectures on the discipline “Russian as a Foreign Language”.
2. Guidelines for the implementation of a final assignment of the discipline “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 RUDN TEIS!

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES

The assessment toolkit and the grading system* to evaluate the level of competences (competences in part) formation as the discipline results are specified in the Appendix to the internship 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

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