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ДИДАКТИЧЕСКИЙ ПОТЕНЦИАЛ ПРОИЗВЕДЕНИЙ О КИТАЕ НА УРОКАХ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО DIDACTIC POTENTIAL OF WORKS ABOUT CHINA AT THE LESSONS OF RUSSIAN AS A FOREIGN LANGUAGE

Аннотация. В статье рассматриваются вопросы содержания обучения русскому языку как иностранному в вузе.

Abstract. The article deals with the issues of the content of teaching Russian as a foreign language at a university.

Ключевые слова: русский язык как иностранный, дидактический потенциал поэзии.

Key words: Russian as a foreign language, didactic potential of poetry.

"A man stops thinking, when he stops reading," a French philosopher D. Diderot warned [Diderot 1956: 76]. Nowadays there is a great number of readers for foreign students. At the same time, one anthology and one master's project

have been developed, that transmit the idea of the productivity of using at the lessons of reading the texts of the group "Russians about you", that is, the texts of Russian authors about the countries and cultures represented by students. This is Yao Chengcheng's anthology "Images of China in Russian literature for children and adolescents" [Yao 2014] and the master's project of the manual on analytical reading for Chinese students by Li Jing [Li 2016].

Not only concrete practical development, but also scientific and methodological interpretation show the relevance of the practical application of the works of the group "Russians about you" at the lessons of Russian as a foreign language. Thus, a researcher M. A. Litovskaya in the article "Key texts of Russian literature in the instructional program of Russian as a non-native language", dividing these texts into 4 categories – children's literature, "school" classics, "Russians about themselves" and "Russians about you", notes the interest of foreign students to the last group [Litovskaya 2012: 69]. This interest, according to the researcher, may be connected, firstly, with the fact that "the student's interest in the Russian language is narrowly pragmatic: they need to settle down safely in an unfamiliar socio-cultural environment" [Litovskaya 2012: 69], and secondly, with "ordinary human curiosity – to find out what they say about me and my neighbors" [Litovskaya 2012: 69].

In this article, we have set a goal to ensure the productivity of the use of the texts of the group "Russians about you" at the lessons of Russian as a foreign language and to identify the range of Chinese students' interest in order to choose the texts that can stimulate conversation practice.

To achieve these goals, we decided to conduct a survey among Chinese students. Undergraduate students of the Ural Federal University of the Department of Russian language for foreign students attended the survey (27 people). The first question they were asked to answer was: "Which literary texts at the lessons of reading are you more interested in?"

Possible answers: "A) Russians about Russians (Russians about themselves) B) Russians about Chinese; C) classical texts of Russian writers; D) Russian children's literature; E) modern Russian literature".

No one chose variants "D" and "E", 11% chose the answer "A", 22% chose the answer "C", 67% chose the answer "B" – Russians about Chinese.

In addition, we conducted an experiment, which demonstrated that not all texts about China and the Chinese written by Russians were appropriate to be given to the Chinese audience. Therefore, we conducted an experiment, giving the students to read to some extent a provocative "Song about Mao Zedong's wife" by V. Vysotsky. During the experiment, students reported that such a text should not be given to the Chinese audience. We asked them to take part in the survey, and choose between two statements. The first one was: "The song about Mao Zedong's wife: A) can't be taken as a material at the reading lessons with Chinese audience at all; B) can be taken as a material at the reading lessons with Chinese audience in Russia, but you can't take it in China". 22% of respondents chose answer "A", 78% - "B".

We asked another question, answering which it was possible to choose several options or formulate your own one: "“The song about Mao Zedong's wife” by V. Vysotsky: A) seemed ridiculous; B) you liked it; C) you did not like it; D) was interesting for you; E) was not interesting for you; F) insulted your national feelings; G) _____ (your option). "

10% chose answer "A", 10% chose answer "B", 80% chose answer "E" – it didn't interest them.

Then we decided to ask students one more question: "What would be the most interesting thing for you to read? - The poems of Russian poets: A) about modern China; B) about ancient China; C) about China of the XXth century."

No one chose answer "C". Students' interest was divided between the texts of Russian writers about ancient China (56%) and modern China (44%).

Of course, this survey should be deepened by including more questions and expanded by including in it more Chinese groups, but already obtained data make it easier to choose the material.

So, according to the received answers, poems of the Russian poet N.S. Gumilev can be included in the reader for foreign students.

Despite the fact that N.S. Gumilev had never been to China, however, he repeatedly appealed to the "Chinese" theme. He wrote a poem "Journey to China", a poetic collection "Porcelain pavilion" and a few more poems about China.

We would like to talk about the didactic potential of his poetry at the lessons of Russian as a foreign language on the example of the poem "Chinese girl" from the collection "Quiver".

The poem describes the following situation: a young, beautiful girl, sitting in a gazebo is sad. There is water around her, and the gazebo is seen as a secluded island. The girl looks into the distance and thinks about something. The girl has a groom, he is ugly and not young. Although she doesn't like the groom, he's rich and endowed with authority. There is no love between them, and the girl feels like a bird that lives without freedom.

This situation was quite typical for Ancient China. The girl obeyed the older man in the family (usually a father). Even if she had to marry some strange and old, but a rich man.

According to Confucianism, marriage was important both for the family and society and for the cultivation of virtue.

In Chinese history, there are many examples when marriage had an impact on political stability within the country and international relations. For example, Princess Wencheng married the Emperor of another state Sōngzàn Gānbù to bring peace between Tibet and the Tang dynasty.

Despite the fact that there were divorces in Ancient China, a woman could not be the initiator of divorce. Causes of divorce could be the following: a serious woman's illness, infertility, lack of respect for family members, the recalcitrance of the wife, excessive extravagance. The woman's ability to protest against the divorce was unreal, and the women just accepted the decision [Ivik: 2010].

At the same time, according to the ancient rule, the wife had to stay with her husband in the "mortal life and in the afterlife", she was not allowed to remarry.

In order for this poem to serve as a speech and communication stimulus, we propose to ask the following questions during its discussion:

1. Why did not the girl described in the poems
2. break off the engagement with her groom?
2. What was the place of a woman in the family and in the society of Ancient China?
3. What was the role of marriage in Ancient China? For what purpose was it?

Awareness of students in the material of Chinese history, traditions of Ancient China will facilitate the speech-making process, removing a number of psychological barriers and calling the students' desire to tell the information they know.

Thus, the choice of texts written about China and the Chinese by Russian writers is an interesting approach in the process of choosing materials for reading in the Chinese audience.

Firstly, due to it, you can arouse students' interest in speaking Russian and help students to take the initiative. Secondly, such an approach would ensure the communication at the lessons. Familiar materials will make students talk and discuss them.

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ФОРМИРОВАНИЕ ОТВЕТСТВЕННОСТИ ОБУЧАЮЩИХСЯ В ПРОФЕССИОНАЛЬНОМ ОБРАЗОВАНИИ СССР FORMATION OF RESPONSIBILITY OF STUDENTS IN PROFESSIONAL EDUCATION OF THE USSR

Аннотация. Статья посвящена исследованию подходов к воспитанию социальной и профессиональной ответственности будущих специалистов-производственников с