

TEACHING RUSSIAN AS A FOREIGN LANGUAGE WITH CASE METHOD

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Abstract

The article is devoted to the problem of improving the efficiency of teaching Russian as a foreign language using case method in the educational process at the University. The purpose of the research is to reveal the history, essence and content of case-study technology as a means of mastering the Russian language and its application in various daily and educational situations. The article deals with the issues related to the pedagogical potential of case method in the study of the Russian language by foreign students.

The authors consider the system-activity approach as the basis for the use of case method, analyze forms of work and options for the use of cases in the classroom. Examples of the organization Russian as a foreign language lesson with the use of case method are given. The conditions of successful problem teaching Russian as a foreign language using case-study technology are considered. The authors conclude that the case method is important for the successful mastering of the Russian language by foreign students and for the formation of professional competence of the future teacher of Russian as a foreign language in the process of professional training at the university.

Keywords: Russian as a foreign language, pedagogical technology, case method, system-activity approach, problem learning, situation, text, text approach

1. INTRODUCTION

In modern Russian education, special attention is paid to the subject "Russian Language". Its study is aimed

at the formation of communicative competence and awareness of students of the role of the Russian language as a means of international communication of the peoples of Russia. In recent years, due to the large influx of foreign students into the sphere of Russian education, special attention has been paid to the Russian language as a foreign language. This fact has activated teachers and methodologists to develop various effective technologies of teaching Russian as a foreign language.

In the process of teaching Russian as a foreign language different educational technology are used. Currently, the traditional lesson of the Russian language is complemented by interactive technologies (Arefeva O.V., Arefeva S.A., Biryukova N.A. et al. (2018), among which the case technology is widely used. It involves the construction of the learning process on a system-activity approach. This approach is implemented the subject-subject interaction of students, teachers and students, activates the independence and initiative of students, the ability to solve problems, collectively using the available knowledge. The undoubted advantage of this approach is the possibility of forming a profile motivation and solving the problem with the involvement of knowledge necessary for the future profession, the development of professional competencies (Biryukova N.A., Kolomiets D.L., Maltseva E.V. et al. (2017).

2. MATERIALS AND METHODS

The case method is based on the research method, the idea of which in the framework of problem learning and independent work in the 20s of the twentieth century was strongly supported in connection with the solution of problems of increasing the level of cognitive activity of students (N. K. Krupskaya, P. P. Blonsky, A.M. Peshkovsky et al.). However, this method could not bring significant results due to the lack of theoretical basis of problem learning and limited research abilities of students. In the 60s of the twentieth century a problem of development of students' research abilities becomes relevant again. Now it is associated with the problem of independent work and development of creative independence of students (M. A. Danilov and B. P. Esipov, M. S. Lopatukhin, I. Malkin, G. N. Pristupa, M. N. Skatkin, I. R. Paley et al.). But the mechanism of independent activity of students has not yet received its full disclosure. A solid theoretical basis for independent work and implementing its research method to gain in 70-80s thanks to the work of Y. K. Babanskiy, T. I. Shamova, P. I. Pitkasisty L. G. Vyatkina, T. V. Napolnyi. They developed and implemented effective educational technologies and case method was among them.

Case-study method was developed by Michael Buravoy, E. S. Pola, L. V. Reingold, O. G. Smolyaninova (Smolyaninova O.G. (2015) and others. Case study means to analyze a specific situation in the form of a business game. Case-study is a developing pedagogical technology aimed at subject-subject interaction of students, based on the system-activity and competence approaches. The main conditions for the development and implementation of case-study method in teaching Russian as a foreign language are: a real case of life or pedagogical practice, the presence of an actual pedagogical problem caused by existing contradictions and requiring resolution. Case study method "came" to education from the sphere of business and management and was developed in the 20s of the last century at Harvard business school.

In Russia, with changes in the economy and society in the 90s the case-study method has been widely used in pedagogy. The main options for the use of case method are:

- *Open discussion*, during which students find a solution to the problem situation and analyze its validity;
- *Group survey*, which aims to teach students to highlight the problem of the case-text, to assess and analyze the situation, to put forward solutions, to analyze the event or case, to present their solutions and to argue their correctness, observing the norms of the Russian literary language and culture of speech;
- *Verification of learning results* in the process of independent work with an individual case, allowing to monitor the level of formation of skills to analyze problematic issues, compare and compare decisions, summarize the results of independent creative work in the preparation of the report on the case.

Work with the case is based on the conceptual and terminological basis. The basic concepts used in the case-technology are the concepts of "situation", "analysis", "situation analysis»:

- a *Situation* is a certain event, a case that contains a problem and is subject to consideration, analysis, with the identification of the causes that gave rise to the problem, and the search for a solution based on the actualization of existing theoretical knowledge;
- *Analysis* – mental action, with which organized cognitive activity of the individual by decomposing the event into individual phenomena, facts, examples based on the involvement of theoretical knowledge as a basis for the formation of skills and practical activities;

- *Analysis of the situation* – an algorithm of actions, including familiarization with the situation, its decomposition into the components of the problem issues, identifying the contradictions and causes of its origin, understanding the essence of the problem, the search for solutions and ways out of the problem situation (Rheingold L. V. (2010).

When teaching Russian as a foreign language, different types of cases are used. They should contain everyday, educational and professional situations. The purpose of everyday cases are the tasks of determining the domestic problem and finding ways to solve it; educational cases – the implementation of the educational function of the subject; professional – the formation of readiness and ability to use the theoretical knowledge in professional activities. Work with the use of case technology is variable. It can be carried out at a training session, during extracurricular work on the subject, independent work on a research project, etc. Forms of work with the case are diverse: from individual work and work in small groups to mass. In this case, various methods of training (research method, business and role-playing games, discussion, debate, training and others) are used. As a result of the case study, communicative competence, skills of project activities and independent work are formed (Kondratenko E.V., Biryukova N.A., Kondratenko I.B. et al. (2018).

Teaching Russian as a foreign language in a pedagogical university is based on competence, communicative, personality-oriented, system-activity and other approaches (Arefeva O.V., Biryukova N.A., Arefeva S.A. et al. (2019). The system-activity approach assumes formation of system knowledge of students about Russian on the basis of training to design the purposes, contents, ways of actions and results of training by inclusion trained in active cognitive activity. The system-activity approach to the teaching of the Russian language is based on General didactic principles (scientific, systematic and consistent, consciousness, activity, independence, accessibility and affordability) and particular methodological principles. One of the basic principles of implementation of the system-activity approach to teaching Russian as a foreign language is the principle of interrelation in the study of vocabulary and grammar of the Russian language.

The most acceptable for the systematization and updating of knowledge of the Russian language as a foreign language is the case-study method, the main stages of which are familiarity with the situation in the process of working with the text; work with lexical and grammatical material for collecting information and assessing the problem (situation) of the text; discussion of alternative solutions. Here is an example of the case "How to get to the Institute" for the elementary level of Russian language proficiency.

Case «How to get to the Institute»

<i>Text</i>	<i>Language material</i>
Rami came to study from Egypt to Russia. He doesn't know where the Institute is. How to find the way to the Institute? Who to ask for help? How to appeal to passers-by with a request?	Greeting: - Hello! Good afternoon (evening)! Polite forms of address: Please tell me.... - Sorry, not could you tell me ... - Please help me. ...
<i>Tasks</i>	Lexical material: Road Address Street House Institute Transport (bus, trolleybus, taxi) Grammatical material: How to pass ... How to find ... Where to go ... Turn left (right) ... How to get to ... What's the next stop ... How much you need to pay for ...
<i>Discussion of possible solutions of the communicative situation</i>	<i>Genre of speech work</i>
Task: Explain Rummy, how to get to the Institute.	Oral report. Written statement. Explanation-reasoning.

The sequence of work on the case:

1. Analysis of the situation and definition of the problem. The situation on a household subject is presented in the form of the text. The problem of the situation, which requires resolution, is formed in the process of setting the teacher and students of the purpose of the lesson.

The educational goal, which is formulated by the teacher, is the actualization of students' knowledge of the Russian language using the case-study technology in the process of analyzing the problem situation "the Way to the Institute". The goal, which is formulated by students, is to identify the problem presented in the situation and find ways to solve it. Work on the case as a situational text begins with an analysis of the content, the definition of the problem, contradictions, their causes and possible negative consequences. The result is a complete picture of the problem situation, which can be resolved if the knowledge of the Russian language is the basis for the ability to use them in solving the problem. The main mental action in this case is the comparison: what was and what will be, right and wrong.

2. Gathering information to analyze the situation by updating students' knowledge of the Russian language:

1) answers to the questions of the case and assignments;

2) work with lexical and grammatical material in order to build a coherent statement on a given topic.

3. Organization of the discussion. Independent work in pairs and in small groups: familiarity with the content of the case, discussion of the materials read, identification of the problem, search for arguments and solutions, preparation of speakers.

4. Result of discussion. Formulation of the problem of the situation identified during the analysis of the text. Identification of the causes of the problem (the lack of the student's necessary knowledge of the Russian language). Ways to solve the problem: awareness of the importance of learning the Russian language and the formation of the need for their acquisition, readiness and ability to apply them in practical life.

3. RESULTS

An important component of the pedagogical process is the evaluation of learning outcomes for the formation of value orientations and motives of educational activity, so the lesson with the use of case technology, like any other, ends with the assessment of the activity of students and the analysis of the results. In the process of teaching Russian as a foreign language, special attention is paid to the assessment of the results of all types of speech activity that were present at this lesson (speaking, listening, reading, writing) and the assessment of the formed skills and abilities of using lexical and grammatical means of the Russian language.

4. CONCLUSION

Case method, widely used in the educational process in teaching Russian as a foreign language, develops the ability to formulate, argue and express own position, make decisions based on existing knowledge. This method is of great importance in the practice of professional education. Using case-method, it is possible not only to update the knowledge of the Russian language, but also to show the teachers of the Russian language as a way of solving possible professional problems.

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