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ONLINE, OFFLINE AND BACK, OR TO THE SPECIFICS OF THE ACTIVITY OF THE RFL TEACHER DURING THE PANDEMIC AND AFTER

ОНЛАЙН, ОФЛАЙН И ОБРАТНО, ИЛИ К СПЕЦИФИКЕ ДЕЯТЕЛЬНОСТИ ПРЕПОДАВАТЕЛЯ РКИ В ПЕРИОД ПАНДЕМИИ И ПОСЛЕ

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The article examines the specifics of the activity of a teacher of Russian as a foreign language as an intermediary in the dialogue of cultures during the period of restrictive measures in the higher education system associated with the pandemic of a new coronavirus infection. Special attention is paid to the work of the teacher and the possible methods of teaching foreign students both in full-time education and in online format.

В статье исследуется специфика деятельности преподавателя русского языка как иностранного как посредника в диалоге культур в период ограничительных мер в системе высшего образования, связанных с пандемией. Особое внимание уделяется работе преподавателя и возможным методикам обучения иностранных студентов как при очной форме обучения, так и в онлайн-формате.

Keywords: teacher of Russian as a foreign language; pandemic; online teaching; higher education system.

Ключевые слова: преподаватель русского языка как иностранного; пандемия; онлайн обучение; система высшего образования.

In the modern, rather difficult conditions for the higher education system in Russia and abroad, due to the rule of a new coronavirus infection, the restructuring of offline and combined – distance-full-time education becomes a relevant issue.

This restructuring was especially specific for teachers of Russian as a foreign language to foreign students of different profiles: medical, technical, humanitarian and others.

As practice has shown, teaching Russian to foreign students in an online format is significantly inferior to that in full-time mode. The reasons for this are obvious: first of all, there is no language environment in which a foreign student finds himself immediately upon arrival in the country; secondly, not all students have full-fledged technical capabilities for studying (there is no access to the Internet, they do not have webcams, microphones, printers, etc.); thirdly, full-fledged daily training in this mode is very tedious for both teachers and students, the latter lose their motivation over time, and the former lose their health. In addition, such an experience of conducting online classes was not to the liking of many teachers, for the most part, for the same reasons.

As we know, the teacher of the Russian as a foreign language acts as an intermediary between two cultures – Russian and foreign; this is the first person whom students meet in a foreign country, whom they look at and perceive as a typical representative of a foreign-language culture. Therefore, such first acquaintance and presentation is very important for the formation of a further image of a foreign-language culture for students, the country as a whole and the mentality of the Russian people in particular, as well as the organization and formation of an adequate level of intercultural communication and interaction.

It is also important to note that students who studied online in 2020-2021, unfortunately, showed worse results compared to foreign students who had studied full-time a year earlier. The reasons have already been named, conclusions have been made, the epidemiological situation has improved, the borders are open, students come to study.

Therefore, today, more than ever, it is important to organize students' training not only in a subject-based way, i.e. in the Russian language (the grammatical structure of the language) for the sake of bringing the student into speech, which, of course, is one of the main goals of teaching RFL, but also in culture, because it is quite difficult to build an effective educational process without an established cultural dialogue.

Thus, for a successful dialogue, the teacher must have intercultural competence, which means the ability of foreign communication participants to conduct a dialogue based on knowledge of their own and foreign-language culture.

Following A.P. Sadokhin, we believe that the main components of intercultural competence should be defined as the following: openness to the knowledge of someone else's culture; the ability to overcome stereotypes;

possession and correct use of communicative means in practice; observance of etiquette in the process of communication [1, p. 49].

It seems that the above components are part of the professional competence of the RFL teacher, which are polished with practice, acquire new characteristics and, as a result, form the personality of the RFL teacher as an intermediary in the dialogue of cultures.

Considering effective methods of teaching foreign students of the RFL both online and offline, we came to the conclusion that the inclusion in the learning process of the consideration of the phenomena, objects and/or realities of our reality in comparison with the phenomena, objects and/or realities of the life of students from foreign cultures contributes to a deeper mutual understanding of mentality, traditions and laws, which contributes to better intercultural communication and, as a result, contributes to the establishment of a dialogue of cultures.

In a practical sense, it is advisable to use the following tasks in the classroom: as a repetition or consolidation of a certain topic or for a speech warm-up, a teacher can use a didactic handout – two sets of cards (in online mode, the teacher should switch to the screen demonstration mode so that students can see the visibility clearly), the first of which depicts important personalities, monuments, cultural objects of Russia, and the second – images important for the culture of the student's country.

As N.G. Shabdarova rightly notes, “this simple task will help, firstly, to expand students' knowledge about the culture of the country of the language being studied, secondly, it will give them the opportunity to talk about the cultural realities of their country, and thirdly, to demonstrate the teacher's interest in the culture of the country of students” [2, p. 88].

It is no less interesting to hold a lesson dedicated to getting acquainted with the culture of Russia and the countries of origin of foreign students, which offers a demonstration of the symbols of both, Russian and foreign-language, cultures.

For example, a teacher can use such a game technique as a “chest of antiques”: in a wooden chest or a rag bag, the teacher puts several objects that most stereotypically characterize the culture of Russia, for example, a matryoshka doll, a mini-figure of a balalaika, a St. George ribbon, a photo of the Kremlin, etc. In a similar bag, students put objects that characterize their homeland. After that, the alternately pulling out items and discussing them begins. In the online format, this task can be organized using an animated presentation.

Such tasks do not require special preparation, they are not difficult to organize, but they are very interesting and motivate students to further master the Russian language in order to be able, among other things, to tell about

their homeland, culture, traditions, customs, and their own life in the context of national specifics.

As a conclusion, the teacher's role as an intermediary in the dialogue of cultures, who needs to have sufficient intercultural competence and not forget about his/her exceptional position: the teacher is a representative of Russian culture in front of foreign students, by communication with whom they will judge the entire Russian people and the mentality of our people, should be emphasized once again.

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