This article describes an innovative approach for teaching Russian as a foreign language to the bilingual students who speak Russian as a second native, using the original textbook "Russian Literature on the Screen ". Currently, scientists study bilingualism in linguistic, sociolinguistic, linguistic-cultural and pedagogical aspects; as a result, there is a variety of approaches for teaching Russian as a foreign language to the bilingual students. The essence of the innovative method proposed by the authors is to include authentic audiovisual materials (first of all, Russian movies) in classes of the Russian as a foreign language and to use a specially elaborated training manual containing lexical, grammatical and communicative tasks for the viewed films. The principle of selection of educational material contained in the manual appears to be original. Since the formation of the sociocultural competence of foreign students is impossible without their acquaintance with the national richness of the country of the studied language, each of the lessons of the manual is devoted to viewing the screen version (screen adaptation) of Russian classical literature. This transformation of the written text into visual images increases the motivation of foreign students (even non-philological specialties) to study Russian literature, while fragments of the original text give students the idea of the individual style of prominent Russian writers. In addition, the manual includes information of a regional geographic and cultural nature, which gives foreigners the idea of different historical eras, national trends in music, painting, and theatrical art. The described tutorial contains a system of exercises, whose purpose is to eliminate spelling, punctuation and stylistic mistakes from the written and oral speech of students, as well as to develop the bilingual students' speech and thinking abilities, to improve listening and speaking skills, to expand the vocabulary. This textbook is successfully used in classes of Russian as a foreign language with bilingual students of 1-3 academic years of the Academy of Engineering and students of Physico-Mathematical and Environmental Faculties of the Peoples’ Friendship University of Russia.

Keywords: Russian as a foreign language, bilingual students, innovative textbook, Russian movies.
knowledge of two languages. If the bilingual speaks the contacting languages not to the same degree and differentially uses them in various speech situations, then one should keep in mind bilingualism in the sociolinguistic sense [Ibid.]. For the modern stage of development of bilingualism, the pedagogical aspect is considered relevant and significant. Its essence consists in the development and reasonable use of the most rational methods and methods of teaching a second language [Ibid.]. Therefore, on the basis of this parameterization proposed by H. Z. Bagirokov, the concept of the “Russian literature on the screen” presentation tool was developed.

Also, the authors analyzed the educational literature for bilinguals, published in different countries and presented in various Internet resources [6]. Overwhelmingly, these are manuals designed for teaching oral and written speech of bilingual children who live abroad, speak Russian in a family and have basic knowledge of Russian spelling and punctuation. These manuals can be used in schools where the Russian language is part of the curriculum, in optional classes and during individual work [7, 8, 9]. However, it is almost impossible to find educational literature for bilingual students from the CIS countries, who began to appear in Russian universities in large numbers.

The department of the Russian language of the Academy of Engineering of the Peoples' Friendship University of Russia has created manuals aimed at creating the linguistic and sociocultural competence of bilingual students in the field of engineering culture and the history of engineering, culture and history of Russia, construction culture and the history of architecture, history and culture of the Russian Internet [10, 11, 12, 13]. Also, manuals for bilinguals have been published, including materials on the repetition of spelling and punctuation norms, which help to increase their literacy level [14, 15]. However, these benefits, in our opinion, were not enough to form the sociocultural competence of bilingual students, because along with such areas as science, history and culture of Russia, students should also join fiction, which has an important place in the cultural heritage of any country. According to the authors of the article, it is impossible to study the Russian language without acquaintance with the national treasure of Russia - Russian classical literature. This prompted the authors of the article to create a communicative and linguistic-cultural orientation manual, which organically combines lexical and grammatical material, regional geographic information, excerpts from selected works of Russian classical literature, as well as additional information concerning Russian cinema, music, painting and historical realities of certain eras. The algorithm of work with the manual and the results of its approbation with bilingual students of 1-3 academic years of the Physics and Mathematics Faculty and the Engineering Academy are presented below.

2 METHODOLOGY

The authors used the methods of analysis, synthesis, observation, and the use of the textbook “Russian Literature on the Screen.” This is a method for linguistic experiment. The experiment was that the bilingual students of the selected courses were divided into 2 groups. As part of the experiment, upon completion of the study of a block of specific grammatical and linguistic-cultural material, students of both groups were given the same test work. The results of the experiment and the algorithm of using the innovative textbook “The Russian Literature on the Screen” are introduced below.

3 RESULTS

The authors of this article have been created and successfully tested the manual. The recipients of the manual are foreign bilingual students of 1-3 academic years of non-philological specialties.

The manual includes 4 lessons and each of them:

- introduces students to the masterpieces of Russian cinema (the films “Drama”, “The Snowstorm”, “Evenings on a Farm Near Dikanka”, “It Cannot Be!”), Which are the adaptation of works by outstanding Russian and Soviet writers A.P. Chekhov, A.S. Pushkin, N.V. Gogol and M. Zoshchenko;
- contains information of a cultural and linguistic character (biography of the famous actress Faina Ranevskaya, the history of the Russian romance, the works of Russian wanderers V. Vasnetsov and M. Vrubel, characteristic features of Russian satire);
- includes practical tasks on spelling and punctuation.
Structurally, each lesson consists of 3 stages: a preview, a movie, a post-viewing. In accordance with these stages, tasks in the lesson are divided into 3 groups: tasks before watching a movie, tasks during watching a movie and a task after watching a movie. Such an organization facilitates the work of the teacher with the created manual.

The authors of the manual in this article offer the methodical development of a lesson devoted to the movie "The Snowstorm" (1964, directed by V. Basov) in a brief form. At the "preview stage", before watching a movie bilingual student read an adapted text that allows them to get acquainted with the musical component of the adaptation of a famous story, namely the narration about the famous Russian composer G.V. Sviridov, whose music fills the movie with a true Russian spirit.

3.1 Tasks before watching the movie

Task 1. Read the text, inserting, where necessary, the missing spelling and punctuation marks.

Separately, we note that the informational text already contains a grammatical task: students need to open brackets and put the missing spelling in words, as well as to place punctuation marks.

Next, the authors perform tasks aimed at testing grammatical structures:

Task 2. In the selected sentences, replace the subordinate part with the word “which” in the sacrament turnover.

Task 3. Construct nominative and interrogative plans to the text.

Before proceeding to viewing the movie, it is necessary to remove the language difficulties of perception of the film text and the difficulties associated with understanding its content, analyze unusual vocabulary.

Next, a new vocabulary is fixed using the following tasks:

Task 4. Make synonymous pairs, using the dictionary.

Task 5. Read the information and explain the meaning of the selected words and expressions:

Then you should go directly to the “movie stage” (tasks during watching the movie) of working with authentic audiovisual video material - watching the movie "The Snowstorm", during which the teacher comments on and examines the most complex parts. Students are also warned to be very attentive, because after viewing they will be asked the following questions:

Task 6. Be careful when viewing and find answers to the following questions (about the movie).

"The post-viewing stage" (tasks after watching the movie) of working with authentic audiovisual material is, first of all, monitoring the understanding of the film text, working out the lexical and grammatical material, the formation and development of speech skills. One of the most important tasks of this stage is the task aimed at the development of receptive skills (at the level of distinguishing meaningful and semantic information) - the definition of correct / incorrect statements.

3.2 Tasks after watching the movie

Task 7. Are the following statements true? (Students should correct mistakes).

Task 8. Choose the correct answer. (Test on the content of the movie).

Next, you should go to the task of determining the characters and in what circumstances they faced a difficult situation, using its description.

Task 9. Determine which of the heroes hit the blizzard?

In conclusion, students get several tasks aimed at the development of monologue and dialogical speech. Students can describe the intended appearance of the actors in the film story, their clothes, places of events, the nature of the relationship between the film's heroes with no image on the television screen, but the stored sound. Appeal to the rest of the group with the question: "Which of the opinions expressed do they agree and why?" It is important that all students take part in the discussion.
One of the most effective tasks for the development of monologue speech skills is the task of retelling an episode of a movie on behalf of various characters.

Task 10. Retell the episode of the secret wedding from a person (a student must choose one hero of the movie and retell the episode on his behalf).

As a final assignment, bilingual students are invited to read a poem, similar on the topic and means of expression to the storytelling.

Task 11. Read the poem by A.S. Pushkin's "Demons." Carry out a comparative analysis, highlight the general characteristic images of blizzards and snowstorms in the poem "Demons" and the story “The Snowstorm” by A.S. Pushkin.

4 CONCLUSIONS

The experiment showed that bilingual students made 32% fewer errors in the final test work than students who repeated grammatical material and studied cultural information using classical techniques and technologies. In addition, the experience of using the innovative textbook “Russian Literature on the Screen” showed the following results:

- formation of the sociocultural competence of students due to acquaintance with the national heritage of the country of the language being studied;
- the inclusion of multimedia technologies in the educational process;
- the development of foreign students' speech and thinking abilities, listening and speaking skills, as well as an increase in vocabulary.

The authors of the article consider as a promising direction the further development of methodological materials and textbooks based on the use of authentic audiovisual materials in Russian language classes in a foreign-language student audience.

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REFERENCES


