

**ESTUDANTES CHINESES ESTUDAM O VOCABULÁRIO DE ESTILO  
CIENTÍFICO DA LÍNGUA RUSSA**

***ESTUDIANTES CHINOS ESTUDIAN EL VOCABULARIO DEL ESTILO  
CIENTÍFICO DE LA LENGUA RUSA***

***CHINESE STUDENTS STUDY THE VOCABULARY OF SCIENTIFIC STYLE OF  
THE RUSSIAN LANGUAGE***

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**RESUMO:** Este artigo investiga o ensino do estilo científico da fala para estudantes chineses. Do ponto de vista do ensino do estilo científico de discurso, a questão do ensino do chinês é atualmente controversa. Este estudo utiliza os seguintes métodos: pesquisa de literatura científica e diversos dados estatísticos; estudo de currículos elaborados para estudantes estrangeiros; análise das informações disponíveis sobre universidades que aceitam estudantes chineses. É preciso dizer que a prática docente atual traz novos problemas polêmicos. Ressalta-se que a formação da comunicação em língua estrangeira entre os alunos requer o desenvolvimento de um sistema unificado de ensino, que estaria voltado para as atividades práticas dos futuros profissionais. A interação interdisciplinar de professores e disciplinas gerais e especiais estreitamente relacionadas devem estar no centro do ensino de línguas estrangeiras.

**PALAVRAS-CHAVE:** Russo. Ensino. China. Estilo científico.

**RESUMEN:** Este artículo investiga la enseñanza del estilo científico del habla a estudiantes chinos. Desde el punto de vista de la enseñanza del estilo científico del discurso, el tema de la enseñanza del chino es actualmente controvertido. Este estudio utiliza los siguientes métodos: investigación de literatura científica y diversos datos estadísticos; estudio de planes de estudio diseñados para estudiantes extranjeros; análisis de la información disponible sobre universidades que aceptan estudiantes chinos. Es necesario decir que la práctica docente actual presenta nuevos problemas que son controvertidos. Cabe señalar que la formación de la comunicación en lenguas extranjeras entre los estudiantes requiere el desarrollo de un sistema unificado de enseñanza, que estaría enfocado a las actividades prácticas de los futuros profesionales. La interacción interdisciplinaria de los profesores y las disciplinas generales y especiales estrechamente relacionadas deben ser el núcleo de la enseñanza de lenguas extranjeras.

**PALABRAS CLAVE:** Ruso. Enseñanza. China. Estilo científico.

**ABSTRACT:** This paper investigates the teaching of scientific style of speech to Chinese students. From the point of view of teaching scientific style of speech, the issue of teaching Chinese is currently controversial. This study uses the following methods: research of scientific literature and various statistical data; study of curricula designed for foreign students; analysis of available information about universities that accept Chinese students. It is necessary to say that today's teaching practice brings forward new problems that are controversial. It should be noted that the formation of foreign

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*language communication among students requires the development of a unified system of teaching, which would be focused on the practical activities of future professionals. Interdisciplinary interaction of teachers and closely related general and special discipline should be at the core of foreign language teaching.*

**KEYWORDS:** *Russian. Teaching. China. Scientific style.*

## **Introduction**

If we talk about higher education, the success of the educational process largely depends on the availability of a methodologically sound model of teaching scientific discourse. In this regard, its main goal is to improve communicative competence of foreign citizens in situations of educational communication, where scientific style of speech is used. For this purpose, cognitive methods are used, which are an integral part of professional competence and imply the possession of a certain body of knowledge, ability and skill (ZHEREBILO, 2021). This process is also not completed, so the following problems arise in the way of foreign students. The study showed that at present there is no scientific research to determine the methodological foundations of teaching scientific discourse among foreign students (PETROVA, 2021). Many textbooks do not contain an exercise system that is clear and concise. The lack of a common training strategy and tactics of speech communication in educational and professional communication, taking into account the synthesis of cognitive, linguistic, socio-cultural, psycholinguistic and extra-linguistic factors, depending on the topic of communication and stage of training, determines the lack of accumulated theoretical and practical material, development of a unified point of view.

## **Methods**

Learning activities require students to master all types of speech activities. Starting from the 1st year, Chinese students are given a large volume of scientific and technical literature for independent work, after which they do not yet have sufficient searching skills. Students have some difficulty in processing information and transforming texts (ZEVALICH, 2020). Therefore, they are not able to assimilate the full scope of the offered literature. Particularly noteworthy here are the skills of mastering various types of reading, which allow them to extract the necessary information from a large volume of text material in a short time. As a rule, first-year students practice only solid reading and translate all unfamiliar words to understand the

meaning of each sentence. This requires a great deal of time with the need to understand the meaning of each sentence (MUSABEKOVA, 2020).

In this case we are talking about insufficient preparation of students for the structural analysis of the educational scientific text. Their task is not to let the reader understand what exactly happens in the text; they cannot determine the sequence in which the content of the problem is revealed, they do not determine the main communicative task (do not determine the main and secondary information, do not identify the structural components of the text), they have difficulties in finding answers to questions. The cause of these difficulties is the simplified approach of teachers to the topic. Special attention with. Since there is a lot of controversy going on in the scientific community (NEMYKA, 2020).

Some experts argue that it is inexpedient to start teaching scientific communication in the 4th week, i.e. during the elementary course of the Russian language. According to this view, the supporters of this view consider Russian language teachers as tutors, because they are the first to introduce not only the lecture material, but also the terminological apparatus of special academic disciplines, from their point of view, all grammatical material is introduced at the lexical level, since the classes on the bases are taught by special disciplines.

## **Results and discussion**

The consequences of this approach to the organization of the educational process, according to these teachers, is that students cannot learn the skills of using grammatical phenomena; one word that was learned during the study of the material of different general education disciplines is perceived as something new. But the other side believes that the difficulty can be avoided during this presentation of grammatical material. Audiences say that the Russian teacher should give the conceptual apparatus of mathematics and chemistry (HALILI-KVASOVA, SALEM, 2020). New grammatical material that has not yet been learned in the basic Russian course (e.g., the degree of comparison of adjectives, as well as the syntagmatic construction with the meaning of comparison).

Consequently, in this way it is possible to achieve the set goal - students will receive a certain lexical-grammatical minimum which is necessary for them for successful work at the first classes in the profile disciplines that will promote the solution of some problems arising during introduction of subjects. However it is also

important that over the last years the professional list of educational institutions in which the Chinese citizens want to get higher education in Russia has changed. In particular, the number of students wishing to enter the humanities or social specialties has increased: fine arts, design; theater, cinema, television art; variety, musical art; philology The process of studying Russian includes about 2/3, or about 65% of the lexemes that are not in active use and foreigners at the initial stage of study: for example - authoritarian, administrative, arbitration (MUSABEKOVA, 2020).

And in this case there is a dilemma. Undoubtedly, future students will study general disciplines at universities, and they will need this vocabulary. And thanks to such grammatical material, it will be possible to conduct classes to develop the correct Russian colloquial speech of students. However, on the other hand, in any case they will not be able to master such terminology of socio-political lexicology in full at once. Also, with such organization of teaching, the most important methodological principles are violated - in particular, the principle of continuity and interdisciplinary integration in teaching, for example. There is no connection between the vocabulary of scientific style taught in general and major classes with the completion of preparatory department training. Students are not prepared for specialty classes (BOGINYA, BOGINYA, 2021).

As it was mentioned earlier, the future research directions are, firstly, to identify the features of different types of scientific discourse for teaching Chinese students; secondly, to determine the main stages of forming the skills and abilities of different types of scientific discourse; thirdly, to develop a unified system of exercises and tasks for developing discursive competence for all (BOLDYREVA, 2020). The main source of knowledge on "Scientific Style" for foreign students is an academic text, which contains relevant and professional information that motivates their speech activity In order for the lessons to be effective, the text should correspond to the information that is studied in a particular discipline (PETROVA, SLEPTSOVA, 2020). Adequate comprehension of scientific literature is one of the main requirements for language students, who must be able to express their thoughts in Russian intelligently and competently. In addition, it is necessary to create a model of continuous cross-curricular learning for Chinese students (VYUGINA, 2020a). To solve this problem from the point of view of the communicative-cognitive approach, it is important to generalize the study of cognitive experience of foreign students, to identify the levels of formation in their minds of cognitive schemes, which predetermine at the first stage of mastering the

perception of communicative scientific information, then to offer an algorithm of activity, which would form the mental abilities and skills necessary for the subject learning. However, if we talk about the prospects of teaching scientific style to Chinese students, first of all, it should be noted that one of the main factors for Russian universities to reach the competitive status will be their ability to organize comprehensive training of foreign students, including Chinese. However, attracting as many foreign citizens studying at Russian universities as possible is becoming one of the main trends in the development of Russian education. But that's not all. Thirdly, the huge number of Chinese as students at Russian universities shows the high level of prestige of the education system, as well as the fact that tuition fees for foreign students are an additional source of funding for education (VYUGINA, 2020b). Today Russian universities invite foreign students to study for Bachelor's degree, for certain internship programs and Master's and Doctoral studies. Besides, there is a possibility for foreign students to live in families of ordinary citizens of Russia for the purpose of constant practice of communication in Russian and for understanding of a situation in Russia. Even now many Chinese scientists and young teachers with education in Russia return to their homeland, where the government provides them with a decent level of wages and living conditions. In addition, government subsidies go to ensure a high technological level of the educational process for gifted students and support their development. The best scientists, engineers and specialists from all over the world are interested in cooperation. If we talk about the prospects for further cultural development, they are related to the integration and internationalization of education (RYBANT, 2021).

This is due to the fact that in recent years the production of publications, textbooks and manuals for the Russian language in both foreign and native languages has increased. Therefore, each higher school seeks to create its own teaching methodology, taking into account the specifics of the direction of professional training, including medical and others (ZHEREBILO, 2021). Chinese students, thanks to the cultural contact, which is an essential component in communication between peoples, acquire skills of cultural interaction and respect to another's culture, empathy. Different national cultures, each of which is original or unique, in the process of interaction borrowed from each other elements of the other country, that is adapted to the new cultural conditions. So gradually accumulate not only professional knowledge and formed and enriched fund of mental operations as intellectual skills of students.

Nowadays, in order to attract foreign students it is necessary to improve the quality of educational services in Russia (MELNIKOVA, 2020; ATAJANOVA, 2020; MOROZOVA, PAKHALKOVA-SOICH, 2020). As a rule, such factors as: faculty, specialty, living conditions, geographical location, educational benefits for foreigners and the like are used as criteria for choosing an educational institution. But at the same time it is worth mentioning the fact that in conditions of constantly growing competition between universities in Russia, one of the advantages of an educational institution is to improve the quality and expand the range of educational services through the internationalization of the university (NIKOLENKO, 2020; TLEKHURAI, 2020).

### Conclusion

We would like to note that the formation of professional foreign-language communicative competence of students requires the development of such a training system, which would be focused on the practical activities of future specialists. The main goal of foreign language training should be the interaction of teachers of humanitarian and technical educational institutions and close interrelation of general professional and special disciplines.

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