

## MODULAR TEACHING OF RUSSIAN TO CHINESE STUDENTS

### *ENSINO MODULAR DE RUSSO PARA ESTUDANTES CHINESES*

### *ENSEÑANZA MODULAR DE ESTUDIANTES DE RUSSO A CHINO*

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**ABSTRACT:** In this article, we will examine the characteristics of a model of teaching Chinese students, which is built on two key components. These are the Confucian attitudes of a collectivist society, which contribute to such characteristic traits as respect for the teacher, hierarchical social structure, and the importance of saving face. Second is the peculiarity of the Chinese educational system, which is focused on taking tests and memorizing ready-made answers. In this situation, it is necessary to consider the specifics of working with Chinese students. This article analyzes the learning strategies of Chinese students, as well as historical, political, economic and cultural factors in their formation. English teachers need to pay more attention to the use of communicative methods in their work in order to intensify the learning.

**KEYWORDS:** Learning. China. Students. Education.

**RESUMO:** Neste artigo, examinaremos as características desse modelo de ensino de alunos chineses, que se baseia em dois componentes principais. Essas são as atitudes confucionistas de uma sociedade coletivista, que contribuem para traços característicos como o respeito ao professor, a estrutura social hierárquica e a importância de salvar as aparências. Em segundo lugar, está a peculiaridade do sistema educacional chinês, que se concentra em fazer testes e memorizar respostas prontas. Nessa situação, é necessário levar em consideração as especificidades do trabalho com estudantes chineses. Este artigo analisa as estratégias de aprendizagem de estudantes chineses, bem como fatores históricos, políticos, econômicos e culturais em sua formação. Os professores de inglês precisam prestar mais atenção ao uso de métodos comunicativos em seu trabalho para intensificar o aprendizado.

**PALAVRAS-CHAVE:** Aprendizagem. China. Alunos. Educação.

**RESUMEN:** En este artículo, examinaremos las características de ese modelo de enseñanza a los estudiantes chinos, que se basa en dos componentes clave. Estas son las actitudes confucianas de una sociedad colectivista, que contribuyen a rasgos tan característicos como el respeto al maestro, la estructura social jerárquica y la importancia de salvar las apariencias. En segundo lugar, está la peculiaridad del sistema educativo chino, que se centra en realizar pruebas y memorizar las respuestas ya preparadas. En esta situación, es necesario tener en cuenta las particularidades del trabajo con estudiantes chinos. Este artículo analiza las estrategias de aprendizaje de los estudiantes chinos, así como los factores históricos, políticos,

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*económicos y culturales en su formación. Los profesores de inglés deben prestar más atención al uso de métodos comunicativos en su trabajo para intensificar el aprendizaje.*

**PALABRAS CLAVE:** *Aprendizaje. China. Estudiantes. Educación.*

## Introduction

As we know, with the change in China's economic and political paradigm, the value of higher education has increased over the past three decades. The goal is to train qualified personnel for the rapid construction of China's information society and its further development in the country (LIANG; BOLDOVA, 2020; MAKARENKO, 2020). The national government is committed to improving the quality of higher education in the country, as well as supporting study abroad and encouraging return home. This fact has led to an awareness of the need for high-quality study of foreign language disciplines: foreign language faculties prepare qualified specialists who can be used as translators; there are joint programs with partner universities from other countries, allowing you to get a degree in higher education. It is no secret that many Chinese universities invite foreign teachers to teach students (JING, 2020; KECHIMOVA, 2017).

Given the large number of foreign nationals from China now in Russia, we can conclude that they are a large part of all educational migrants at the moment. However, as Moscow believes, training migrants from East Asia has not only economic, but also political importance (KALINICHENKO, 2017; LUTFULLAEV *et al.*, 2020). It is necessary to work with this category of students and trainees of courses in accordance with the peculiarities of ethno-psychological peculiarities, specifics of educational models. This work aims to identify the learning strategies of Chinese students and develop effective models of their education (BOLDOVA; TREGUBOVA, 2020; PETROVA, 2020).

## Methods

During the preparation of the article, methods of analysis and synthesis, methods of interviewing, interviewing, and inclusion in observation were used. It consists of two main components: the basic component, which includes instruction based on traditional Chinese methods and techniques as well as techniques developed According to the research of most scholars, education in mainland China is based on the Confucian-dogmatic principles of a collectivist society, even if teachers and students are not aware of it (KOVALEVA, 2010;

ILYIN, 2021; BORDOVSKAYA; REAN, 2021). All these principles are important components in the learning process. They include the high value of education for society; the belief that diligence can compensate for lack of ability; the attitude toward the teacher as a role model, a bearer of unquestionable knowledge; the diligence in learning, which is considered a moral obligation of every student to himself and to his family. The Chinese educational system is focused on test-taking and preparation for higher education.

## Results and discussion

Consequently, school is presented as a place where ready-made skills and schemes are given; the teacher decides for the student what is important and what is not; knowledge is memorized by heart without analysis; students have almost no opportunity to use their initiative (GERBIK, 2013; WANQI; BOLOTOVA, 2021). Thus, the result of this combination is the learning strategy and learning model of the Chinese student, which is characteristic of Chinese students: preference of active learning methods to passive ones, tendency to copy ready-made solutions (solve according to the algorithm / pattern), closedness in communication. Foreign historiography to the study of learning strategies of Chinese students in the conditions of studying in the universities of the USA, Europe or Australia has received much attention, as these countries are the most visited among Chinese who choose to study abroad. In the work of S. Giva and R. Clarke's *Teaching as a Process* examines what approaches to learning may change under the influence of a different pedagogical environment.

These scholars note such features of Chinese learning behavior as the following: 1. The dependence on external forces (expectations of support from superiors as well as expectation of help from others). 2. The existence of such patterns of communication in the classroom - rare participation in discussions, absent questions, lack of indicators of understanding or misunderstanding of the learning material. 3. When writing essays, Chinese students use literary sources without analyzing them critically. G. 達行 (Hu) identifies the following characteristic features for the Chinese education model: 1. For the moment, the attitude towards education and learning. To get an education, one must make an effort as the Confucian tradition predetermines the attitude of teachers and students toward education as a very serious rather than a frivolous matter requiring responsibility and diligence. First and foremost, success depends on effort, not innate ability (GORSHKOVA, 2020; KALASHNIKOVA, 2016; BEKHTER, 2018; POZDNYAKOVA; CHEPKOVA, 2018).

This is related to the Confucian tradition - according to which perseverance and perseverance are considered high moral qualities of man. 2. Learning Features. The course of study is based on the textbook. Chinese learning is traditionally considered a process of creating and applying knowledge rather than constructing it or using it in direct experience. 3. Because of this, I get the impression of being a teacher. They were harmonious but hierarchical. To the teacher comes respect as a parent. 4. Objectives of teaching: to impart knowledge. The teacher is dominant. The goal is to transfer authority from the teacher to the student: In Russian science models of teaching Chinese foreign students and adaptation to the Russian academic environment are considered in the works of M. A. Ivanova, V. B. Antonova, N. I. Guzarova, T. S. Petrovskaya and T. P. Shilova, T. M. Balykhina and Zhao Yuijiang single out restraint, observance of hierarchy (invulnerability of the teacher's authority), as well as students' independence as the main characteristics of Chinese students. Often, Chinese students are a passive object that not only assimilates knowledge, but also actively disseminates it.

The teaching system does not provide students with the skills to predict the content of a text by its title, by key words, by the beginning of sentences or words. Most Chinese do not have a communicative (rationalistic) style of foreign language learning, easily perform substitution exercises and can communicate freely in a foreign language. However, they have difficulty mastering speech skills and have difficulty overcoming the psychological barrier in the process of communication, which makes communication difficult. The internationally recognized successes of China's education system in the last century have been recognized by the international community as the most significant since World War II. China's higher education system ranks first in the world in absolute terms.

Despite the successes and achievements, the share of persons with higher education in China's labor force is still small. In all, in 2005 there were about 70 million people who received higher education in the volume of universities and specialized higher education institutions. The results of the school exam determine both the choice of university and the choice of specialty. It is one of the most stressful examinations in the history of mankind, because the competition for state-funded places in Chinese universities is very high. On the one hand it is paradoxical, but in private colleges in China only those students who could not get into public institutions can study. Therefore, employers do not consider a graduate of these institutions as a worthy candidate for a job in a company. The predominant specialties here are those related to technical education. But more often many applicants are interested not in the specialty, but in the status of the university: its place in the rating of educational organizations, the percentage of employment of graduates. Our surveys among students of Jilin University (Jilin, Jilin

Province, Changchun) showed the following: most of them chose the Institute of Physics, which provides the opportunity to study in the "2+2" program (a joint program of the Jilin Academy Institute of Physics and the Tomsk Polytechnic Institute).

Of the 34 surveyed students who studied at Jilin University in 2009, only 7 people (20%) would like to become physicists in school, the rest chose majors far from the profile. As it turned out, among the Russian language students of Jilin University (a total of 130 people surveyed in 2009-2011) most of them would choose a specialty on the residual basis, according to the results of *gaokao* they could enter either a non-prestigious university in the technical field, or in an elite university in the humanities. They like the first way better, they chose the second. More than half of those students who attended summer English school in 2012 got into that university because of the high passing *gaokao* score. The three main reasons for choosing the major were:

High GPAs were used in selecting a major for admission to Wuhan University. Of the students with high math scores, engineering, computer science, and urban planning were chosen. 2. With the prospect of further employment in the capital. That is why many survey participants chose professions such as urban development, civil engineering, biology, and several others. 3. With parents were offered a choice of specialty for a first-year student who agreed that parents not only determine the future of their children, but also fully trust them. As a rule, most of our respondents noted that modern young people are under daily pressure from parents and society in general. With a huge amount of competition in all spheres of life and inflated expectations of parents. Today's Chinese students are the generation born at the turn of the 1990s. Many researchers now believe that they are significantly different from the youth of the 1970s and 1980s. It is this generation that is the generation of rational hedonists.

China's youth are increasingly oriented toward two countries: the United States and South Korea. However, America's popularity is unquestionable - today this country is one of the leaders in the monopolistic world and successfully promotes its values through the media. South Korea has been successfully implementing the idea of synthesizing global pop culture with the traditional Confucian education system for the past few years; its school and university education system is recognized as one of the best in the world. Today in China the demographic attitude "one country - one family" for Han Chinese constituents is in effect. Many Chinese media criticize the generation of the 1990s for their lack of maturity and infantilization in thinking. The reason for this lies deep in the country's history over the centuries, adults have not developed as independent individuals: through the "infantilization" that was achieved during adulthood, absolute domination over adults was achieved. Secondary schools still teach

"morality", and universities have regular classes in Marxist doctrine. The school system is not designed to develop critical and creative thinking; the goal is to prepare students for final tests, in which good memory, not analytics, is paramount. However, modern Chinese schoolchildren are not always able and willing to think independently and show their individuality. This can also be the case at university and at work.

For example, on the discussion of some issues related to spiritual or material life, students show immaturity of thought.

It is also worth mentioning that, as an example, the design of serious computer presentations related to scientific topics, where there are various characters of Japanese cartoons, images of animals, flowers as a background and screensavers, inappropriate in an academic context. Noteworthy is the fact that our students have a great experience with Chinese students. They have hard work, diligence, responsibility, persistence in achieving goals, calmness, traditional views of social life, corresponding to the generally accepted norms of morality and ethics. Weak motivation for speech expression in Chinese students - they listen to the teacher more often than express their opinion, as well as they are afraid of making a mistake, so they prefer to be silent. This model is developed in the process of learning at school.

## Conclusion

To this end, students will need to consider the cultural specificity and learning strategies of the Chinese audience. In order to socialize today's Chinese youth because of demographic pressures, regional development differences, cultural and economic gaps with the city and the countryside, and the rapid and ongoing differentiation of society, there must be strong pressure from the city and the countryside. This is mainly due to the fact that the motivation of young Chinese behavior is shaped primarily by practical goals, gradually displacing from consciousness such inherent moral qualities of the Confucian tradition as mutual assistance, sympathy, and benevolence. China's young people nowadays are particularly careful in choosing their future, which cannot but rejoice. In this situation, the following ways of pedagogical activity should be used to smooth out the above specifics of working with Chinese students - the use of moral motivation; encouragement of individual successes; discussion of discipline problems etc.

At the same time, teachers should actively use communicative methods of work in order to intensify the assimilation of material and help students use the language in a specially created environment, when the student has the opportunity to use the language in a specially created



situation where the student can use his language knowledge independently. We also consider promising the development of a foreign language teacher with the help of computer programs that allow him to use the foreign language being studied as a communicative tool without relying on a textbook. These methods of work mimic the style of extracurricular work of modern students, and also allow free expression of their opinion, teach them to use knowledge in a setting close to life, where language knowledge should manifest itself naturally. At the same time, these methods of teaching lower students' sense of nervousness, their emotional filter, increasing their interest in the material and their ability to remember the material offered, not by repeating it many times, but by using the material in direct communication.

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