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METHODS OF TEACHING RUSSIAN LANGUAGE BY MAKING A DIALOGUE

Abstract: In teaching students in the field of engineering we have to know a wide range of instruments to implement because of requirement of companies in this society where Russian language is paramount. As a consequently, any language has to be spoken rather than written because learners needs improving speaking skills that they may use in target environment where experts ask in L2. This paper highlights some specific methods in enhancing oral production of learners in L2.

Key words: methods, engineering, teaching.

Language: English

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Introduction

Acquiring education in a foreign language implies development of the professional competences with the students that allow communicating in different situations. As a consequence, the student should be able to use the Russian language fluently as an instrument for communication, be prepared for an active communication in agriculture processes and social and public spheres, be able to record, present, report, and discuss the results of professional activity. In addition, the student should be ready to develop regulations, engineering documentation, as well as proposals. The content of the programs of teaching Russian as a second language involves mastering of lexico-grammatical minimum development of oral and written communication skills that allow for communication in professional topics, such as agriculture in Russian. What is more, learning and being able to express his/her thoughts on any subject or specific issues, learners have to gain lots of fundamental knowledge of vocabulary and sentence structure and phonetic explanation of any words occurring in Russian language, especially, in the area of agriculture (Akishina & Kagan, 2010; Kryuchkova, 2011).

Acquisition of Russian language in agriculture sphere

The students may acquire knowledge of agriculture in L2 at classes of Russian language:

- Communicative skills;
- Making a dialogue;
- Being introduced to Culture of that sphere;
- Sentence construction;
- Linguistic prose of official documents;
- Rules of speech (business) etiquette;
- Language features of the private documents.

The structure and content of the language course allow them gaining experience in business communication, presentations, debates, discussions, brainstorming. The development of these competences is based on the study of the lexico-grammatical system of the Russian language.

The main task of the teaching is to develop professional competences that allow learners thinking creatively and independently, in such way, promote them producing original thinking results, defining terminology clearly. Thus, the ability to communicate in the foreign language in business sphere includes not only the skills of effective business communication in different formal situations in compliance with the official rules of business custom, but also the ability

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to act professionally in this field. This task cannot be performed on the basis of standard dialogues that reflect the cultural and linguistic characteristics of business communication in L2. A lot of linguists (Artemeva, N., Logie, S., & St-Martin, J, Munby, J, Widdowson, H.G, Munby, J) have made contributions to communicative approach in teaching Russian to engineering students.

Conversation

One of the major objectives of teaching the dialogic communication in business sphere for the foreign students is to develop the business dialogic communication skill. Here several stages can be identified: elaboration of the concepts on the specifics of oral and written communication, conversational and intelligent manner of speaking, dialogue in business sphere, development of the skills of the ready-made oral speech pattern preparation, analytical skills, editing and self-revision of the dialogue.

Moreover, teaching the business dialogic communication in L2 allows developing the skills of the coherent oral and written communication, taking into account such important characteristics of speech as functions, forms, types, functional and semantic, functional and stylistic and compositional forms of speech.

Therefore, teaching the dialogic communication in business sphere meets not only the objectives of the professional education, but also is relevant to the general concept of “communicative law” (Belchikov, 1988). Dialogic speech in business communication has its own characteristics. It is, of course, verbal, verbal speech in business communication takes the form of a codified language; i.e. it is determined by level of formality, preparedness, mutual awareness of the speaker and the interlocutor on the subject, the degree and type of communicative intentions of the speaker (focus on the listener, object, form of speech, purpose of presentation).

Written Context

In teaching Russian, speech is main means to communicate in all spheres of dialogue but we should have 60% or 80% vocabulary words to communicate in L2. In such cases, authentic text based on profession may give use a lot of vocabulary words in different

topics. Consequently, teaching the dialogic communication in business sphere should be based on the ability to create the texts of different functional-style and functional-semantic focus.

Learners and also teachers may use texts in Russian language to improve their speaking skills and increase their vocabulary words in the sphere of agriculture.

1) Виноград—это многолетнее растение, поэтому нужно очень ответственно, а главное заранее, подбирать для него место посадки. Важно учитывать биологические особенности выбранного сорта, для дальнейшего получения максимальной урожайности.

2) Практически все сорта винограда теплолюбивы и плохо переносят перепады температур в зимний сезон. Поэтому необходимо как можно тщательнее подобрать на участке место, где он будет защищен от сильного ветра и низких температур. Наиболее подходящим, в этом случае, для растения будет размещение около стен основного здания или приусадебных построек. Все дело в том, что за день стены в определенной мере прогреваются от солнца, что позволяет им отдавать излишки тепла виноградной лозе в ночное время. Кроме того, подобное расположение в значительной мере ускоряет сроки созревания ягод. Если стоит вопрос, какой виноград лучше посадить, то выбор надо отдавать районированным саженцам (6).

Conclusion

The command of foreign language implies the ability to respond fluently to various situations. Therefore, the main purpose of teaching Russian as a second language is to develop communicative competences, consequently, such skills as the ability to compose a coherent text, the ability to design verbal statements based on the written ones, the ability to take advantage of non-verbal interaction are highly important in the skills development of dialogic communication for students in the field of agriculture. Furthermore, speaking skills of learners will be improved by reading a lot of literature on agriculture, making a dialogue on subject, have a conversation with someone according to the topic.

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