

**ETHNIC ORIENTED APPROACH TO IMPERATIVE MOOD EXAMINATION IN
TEACHING OF RUSSIAN AS A FOREIGN LANGUAGE**

***ABORDAGEM ORIENTADA ÉTNICA AO EXAME DO MODO IMPERATIVO NO ENSINO DO
RUSSO COMO LÍNGUA ESTRANGEIRA***

***ENFOQUE DE ORIENTACIÓN ÉTNICA PARA EL EXAMEN IMPERATIVO DEL ESTADO
DE ÁNIMO EN LA ENSEÑANZA DE LAS CLASES DE “RUSO COMO LENGUA
EXTRANJERA”***

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ABSTRACT: This article examines difficulties to teaching the Russian language grammar in “Russian as a Foreign Language” (referred to as “RFL”) classes to students from Chinese contingent. While learning Russian grammar, many students encounter a number of challenges, one of which is an attempt to transfer their native language knowledge onto the learning of a foreign language. Since grammar categories of different languages are not identical, the learner’s consciousness attempts to overlay one language onto another (phenomenon of interference), which in turn hinders the adequate learning of chosen language’s certain grammar category. Without a doubt, focusing on such cases and bearing in mind possible mistakes of such type while learning a certain grammar category focusing on features of students’ native language creates a deeper understanding of Russian language structure and prevents cases of interference. The current article is relevant to the number of studies related to the examination of approaches to the ethnic oriented education of foreign languages. A detailed analysis of inducement expression methods in Russian language as compared to those in Chinese language is considered highly relevant. Authors of the current study come to the conclusion that the introduction to the Russian imperative mood and its manifestation in language and speech can be presented with interest from the position of ethnic oriented approach to the teaching of “RFL” classes by combining the grammar aspects of language learning with culturological ones. The framework of this article and collected illustrative material can be of use to the “RFL” teachers in their pedagogical practice in the preparation and conduct of classes with Chinese students, as well as in preparation of training courses of Russian language grammar and in creation of teaching aids based on ethnic oriented approach.

KEYWORDS: Grammar. Imperative mood. Ethnic oriented approach. Chinese language. Russian as a foreign language.

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RESUMO: Este artigo examina problemas de ensino da gramática da língua russa em aulas de “Russo como Língua Estrangeira” (referido como “RFL”) para alunos do contingente chinês. Os alunos, enquanto aprendem a gramática russa, encontram uma série de desafios, um dos quais é a tentativa de transferir seu conhecimento da língua nativa para a aprendizagem de uma língua estrangeira. Uma vez que as categorias gramaticais de diferentes línguas não são idênticas, a consciência do aluno tenta sobrepor uma língua à outra (fenômeno de interferência), o que por sua vez impede a aprendizagem adequada de determinada categoria gramatical da língua escolhida. Sem dúvida, focar em tais casos e ter em mente possíveis erros desse tipo enquanto aprende uma determinada categoria gramatical com foco em recursos da língua nativa dos alunos cria uma compreensão mais profunda da estrutura do idioma russo e evita casos de interferência. O presente artigo é relevante para o número de estudos relacionados ao exame de abordagens para a educação de orientação étnica de línguas estrangeiras. Uma análise detalhada dos métodos de expressão de incentivo na língua russa em comparação com os da língua chinesa é considerada altamente relevante. Os autores do presente estudo chegaram à conclusão de que a introdução ao modo imperativo russo e sua manifestação na linguagem e na fala podem ser apresentados com interesse a partir da posição de abordagem orientada para o ensino de classes “RFL” combinando aspectos gramaticais do aprendizado de línguas com um enfoque culturológico. A estrutura deste artigo e o material ilustrativo coletado podem ser úteis para os professores “RFL” em sua prática pedagógica na preparação e condução de aulas com alunos chineses, bem como na preparação de cursos de formação de gramática da língua russa e na criação de materiais auxiliares de ensino com base na abordagem de orientação étnica.

PALAVRAS-CHAVE: Gramática. Modo imperativo. Abordagem étnica. Língua chinesa. Russo como língua estrangeira.

RESUMEN: Este artículo examina los problemas de la enseñanza de la gramática del idioma ruso en las clases de “Ruso como lengua extranjera” (referidas como “RFL”) a los estudiantes del contingente chino. Los estudiantes, mientras aprenden la gramática rusa, se encuentran con una serie de desafíos, uno de los cuales es un intento de transferir su conocimiento de la lengua materna al aprendizaje de una lengua extranjera. Dado que las categorías gramaticales de diferentes idiomas no son idénticas, la conciencia del alumno intenta superponer un idioma a otro (fenómeno de interferencia), lo que a su vez dificulta el aprendizaje adecuado de la categoría gramatical determinada del idioma elegido. Sin duda, centrarse en estos casos y tener en cuenta los posibles errores de este tipo mientras se aprende una determinada categoría gramatical centrándose en las características del idioma nativo de los estudiantes crea una comprensión más profunda de la estructura del idioma ruso y evita casos de interferencia. El artículo actual es relevante para la cantidad de estudios relacionados con el examen de enfoques de la educación de lenguas extranjeras de orientación étnica. Un análisis detallado de los métodos de expresión de inducción en ruso en comparación con los del chino se considera de gran relevancia. Los autores del estudio actual llegan a la conclusión de que la introducción al modo imperativo ruso y su manifestación en el lenguaje y el habla puede presentarse con interés desde la posición de un enfoque de orientación étnica para la enseñanza de clases de “RFL” combinando el aspecto gramatical del aprendizaje de idiomas con uno culturológico. El marco de este artículo y el material ilustrativo recopilado pueden ser de utilidad para los profesores de “RFL” en su práctica pedagógica en la preparación y conducción de clases con estudiantes chinos, así como en la preparación de cursos de formación de gramática del idioma ruso y en la creación de ayudas didácticas basadas en un enfoque de orientación étnica.

PALABRAS CLAVE: Gramática. Estado de ánimo imperativo. Enfoque étnico. Idioma chino. Ruso como lengua extranjera.

Introduction

Teaching the Russian language from the ethnic oriented approach implies taking account of ethnic culture specifics in the teaching of “Russian as a Foreign Language” class.

As Zhao Yujiang fairly notes,

a process of learning Russian as a foreign language reaches the peak of its effectiveness when its substantial and methodical correction is fulfilled with ethnic-psychological, ethnic-cultural, enrichment features of foreign [...] students taken into account and based on national-oriented measuring and monitoring materials [...] that can play both as a self-evaluative and as an educational, motivational and managerial functions (ZHAO, 2008).

In the opinion of O. A. Bezhenar', “an ethnic oriented model of Russian as a foreign language education (EOM of RFL), with the education of full-fledged language persona, who is able and ready to carry out a dialogue of cultures if their language practice in Russian language, is performed” is an effective method of forming communicative competence of foreigners learning Russian language (BEZHENAR, 2018).

Foreign students encounter a number of problems while learning Russian grammar, one of which is an attempt to transfer their native language knowledge onto the learning language (SAFIN; BYCHKOVA; KOLOSOVA, 2016; VIIMARANTA *et al.*, 2017; MAKRISHINA *et al.*, 2019). It can be noted that “native language grammar is ingrained in the speaker’s mind” (SAVCHENKO; SINEVA; SHORINA, 2007). Since grammar categories of different languages are not identical, the learner’s consciousness attempts to overlay one language onto another (phenomenon of interference), which in turn hinders the adequate learning of chosen language’s certain grammar category. Without a doubt, focusing on such cases and bearing in mind possible mistakes of such type while learning a certain grammar category with a focus on students’ native language features creates a deeper understanding of Russian language structure and prevents cases of interference.

The examination of encouraging methods in Russian language compared to those in Chinese language seems to us to be quite relevant, since foreign students encounter a number of problems while learning this topic. Furthermore, it should be noted that “grammar knowledge – knowledge of learning language’s rules and forms – is not enough to communicate. Without knowing how to use phonetics and lexicon, a person cannot implement their grammar

knowledge in their speech. Without speech skills (reading and writing, listening comprehension and speaking), they cannot use language as a means of communication” (SAVCHEKOV; SINEVA; SHORINA, 2007). This is why the method of including elements of audition and reading in grammar training (in this case, training of Russian imperative mood use) is suggested by authors of the current study: the material, in which grammar forms that send the meaning of inducement are tested, can be seen in Russian songs and their lyrics (their listening, lyrics analysis, locating and qualifying forms and constructions of inducement). This material was chosen not randomly, but mostly due to the widely known fact that many Chinese people are fond of singing. It is a common tradition in China to spend weekends and celebrate holidays with families at karaoke bars. Many Chinese know some Russian songs and are even familiar with modern Russian pop music. Song material is an interesting and favorable approach to memorizing particular language rules. The suggested method of material memorization has been tested on classes with Chinese students and appears to be quite productive.

Methods

The main research method of this study is a method of comparative analysis, the use of which had allowed us to examine features of particular grammar categories (imperative mood in particular) in two unrelated languages (Russian and Chinese languages). Such methods of linguistic analysis, such as, method of conceptual analysis, differential analysis, etc. were used. A method of continuous sampling was used for the selection of illustrative material from Russian song lyrics. Overall, the focus on describing the ethnic oriented approach to the language teaching implies the use of contrastive analysis elements.

Results and discussion

Russian language has several ways of expressing inducement. Different speech formulas can express will: wish (будьте счастливы!), request (принеси-ка), order (стой! замолчите!), call (да здравствует свобода!), restriction (не курить! не разговаривайте!), advice or recommendation (принимайте по одной таблетке).

From the grammar’s point of view, the main method of expressing inducement is using the verb in an imperative mood, which can express request, demand, order and other will. As is well known, verbs have two forms of imperative mood: synthetic (present (future) framework + null suffix or suffix И + TE (as in plural form or expression of politeness)) and analytic

(subjunctive particles *да, дай, давайте, пусть, пускай + verb*). We note that synthetic form is more effective compared to the analytic one in Russian language.

However, inducement in Russian language can also be expressed with other forms. As an example, using strong tone, infinitive can express order (*Стоять! Сидеть!*). The same can be said about nouns with nominative case pronounced with incentive intonation (*Музыка! Занавес!*) or adverb (*Прочь! Назад!*).

Moreover, it is important to note that verbs in the imperative mood form do not always express will, since it is a common occurrence in Russian language that the use of one mood implies another one.

Thus, for example, in the sentence “*Будь ты серьёзнее, мог бы лучше подготовиться к экзамену*”, the verb *будь* has an imperative mood form, but carries the meaning of subjunctive form (in comparison to the sentence “*Если бы ты был серьёзнее...*”). Similarly, there are cases of verbs in a different form from imperative mood expressing incitement. For example: “*Ты бы не философствовал, а думал!*” (in comparison to the sentence “*Не философствуй, а думай*”). The verb *не философствовал бы* in the subjunctive form expresses the meaning of inducement. The same thing can be said about verbs in indicative case (*Пошёл! Танцуют все!*).

Due to these circumstances, it is important to focus foreign students’ attention on similar cases while teaching a specified topic, especially when talking about language teaching to the future philologists or translators. Without a doubt, parallels made with their native language will enhance the learning of this theme.

Chinese language has three main methods of expressing inducement: use of incentive verbs, particles and tone (GORELOV, 2020).

Incentive verbs describe actions that encourage doing certain actions, help or discourage their implementation, allow or accept their presence. One of such verbs is *让(rang)*, which can be compared to such Russian words as *пусть, пускай, дай(те)*. It is used as a preposition – in the beginning of the sentence.

Particles are used in imperative sentences and located in the postposition. Furthermore, imperative sentences can be separated into two categories: 1) sentences expressing request or order; 2) negative imperative sentences that express prohibition. In both cases, will be is accompanied by certain particles.

Another method of expressing requests or orders is the use of tone. Meaning of urgent demand is shown in Chinese language through infinitive sentences characterized by the sudden

amplification of sound intensity. In such constructions, intonation plays a leading role, since it is the only thing that can clearly distinguish sentences with urgent demands from questions.

It is worth mentioning that in Chinese language, in order to express a welcoming invitation or request, the verb repeating is used. This method of encouraging never expresses denial (KURDYUMOV, 2006).

Thus, we have established that the analytic method of expressing inducement to action is the leading one in Chinese language, while the leading method in Russian language is the synthetic one. Despite that, similar construction can be found in both Russian and Chinese languages, which can help build parallels between grammars of two languages (GALEEV; SOLOVYEV, 2016). However, students should be introduced more thoroughly to the specific methods of will expression. Moreover, in order to memorize the learnt material, we recommend using exercises with audio and video elements, which, in opinions of many RFL specialists, can be of students' interest and increase their motivation to learn Russian grammar (KAZANTSEVA; BOCHINA; HASAN, 2019; MIFTAKHOVA; YAPPAROVA, 2018; SHTYRLINA, 2018). This article features a selection of famous Russian songs that use imperative constructions. Such musical compositions are romances, popular Soviet songs and songs of modern Russian pop-musicians.

Russian romance “Калитка” (“Отвори потихоньку калитку”), written in 1898 by poet Alexey Budishev and composer Vsevolod Buyukli, is still popular up to this day and is beloved by the genre's admirers. Some of the imperative mood verbs can be heard in the chorus:

Отвори потихоньку калитку
И войди в тихий садик, как тень,
Не забудь потемнее накидку,
Кружева на головку надень.

Such examples can illustrate a main method of imperative mood formation in Russian language: with the suffix И (отвори, войди) and null suffixation (не забудь, надень).

Another romance that includes many imperative mood forms is “Не искушай меня без нужды”. However, the lyrics include many unfamiliar words that need teacher's explanations, although the main point of this romance should be clear. The lyrics were written by the famous Russian poet Evgeniy Baratynskiy and the music was composed by the equally famous composer Mikhail Glinka.

Не искушай меня без нужды

Возвратом нежности твоей:
Разочарованному чужды
Все обольщенья прежних дней! [...]
Слепой тоски моей не множь,
Не заводи о прежнем слова,
И, друг заботливый, больного
В его дремоте не тревожь!

This part includes encouraging negative constructions with the particle НЕ with the meaning of denial. As noted earlier, such constructions exist in Chinese language.

A Soviet song “О любви не говори” (music composed by A. Vladimirtsov, lyrics written by N. Labkovsky) is known to the wide audience. Being a mid-tempo dance song and performed by the popular singer Klavdiya Shul’zhenko, this song was quite popular for a long time and had been performed on many different stages. Her lyrics have quite a lot of imperative mood constructs.

О любви не говори –
О ней все сказано.
Сердце, верное любви,
Молчать обязано.
Без причины – не гори,
Умей владеть собой.
О любви не говори,
А молчать не в силах – пой.

As we can see, the classic method of imperative mood formation is prevalent in the majority of these cases.

Another popular Soviet song is the one by Arkadiy Ostrovsky based on poems of Lev Oshanin “Пусть всегда будет солнце!”, which was popular with both kids and adults. Several different methods of expressing imperative mood verbs can be heard in this song.

Пусть всегда будет солнце,
Пусть всегда будет небо,
Пусть всегда будет мама,
Пусть всегда буду я.

The song's chorus features an analytic form of imperative mood verb “пусть будет” several times. However, this song includes other noteworthy examples of inducement expression.

Тише, солдат,
Слышишь, солдат, –
Люди пугаются взрывов.

There we can see a comparative grade of the verb “тише” in a role of imperative, which can also carry the meaning of will.

Солнце – навек! Счастье – навек! –
Так повелел человек.

Imperative mood form in these lyrics is quite interesting. We have already established that there is a possible method of will expression by using a noun in a nominative case or adverb pronounced with a special intonation. In this case, we can observe elliptic imperative mood constructions that include both noun and adverb.

There are quite a few interesting cases of inducement construction use in modern pop songs.

In the discography of a famous singer Philipp Kirkorov, there is a song called “Мышь” that uses inducement construction in its lyrics.

Ночь. Летим. Ты молчишь.
Теперь ты мой побратим, ведь ты летучая мышь,
Всем спать!
Здравствуй! Я твоя мышка...

Pronounced exclamatory, infinitive mood verb “спать” acquires the meaning of order. Furthermore, the fact that a common greeting form “Здравствуй!” is nothing other than the imperative mood form of the verb *здороваться* which might be of interest to the students. In other words, wishes for health in Russian language are imperatives as well.

In another pop song “Занавес” (singer – Irina Allegrova, composed by Igor Krutoy, poems by Ilya Reznik), we can observe the imperative construction made with the help of a noun in the nominative case pronounced with special intonation.

Занавес – отыграны все роли.
Занавес – без масок все герои.
Занавес – ослепли все прожектора.
Занавес – устала медь оркестра.
Занавес – окончена фиеста.
Занавес – пора расстаться нам, пора.

Thus, by combining grammar aspects of language learning with culturological ones, the introduction to the Russian imperative mood and its appearance in the language and in speech can be given with interest from the point of ethnic oriented approach to the teaching of “RFL” classes.

Summary

In the process of our research, we described main methods of inducement expression in Russian and Chinese languages, compared them and noted similarities and differences. This has allowed us to specify problematic aspects that students may have problems with while studying the current topic. Ethnic oriented approach to the teaching of “RFL” classes allows the combining of learning grammar topics with cultural components by examining different Russian songs – from old romances to modern pop compositions – as a text material. Thus, the difficult grammar topic is presented through the prism of Russian songs. In this case, cross-curricular connection allows not only to memorize theoretical material and use it in practice, but also introduces students to the elements of Russian culture.

Conclusions

Authors of this study, being avid supporters of ethnic oriented approach to the teaching of “RFL” classes, believe that the materials of the current article’s may be of interest and of use to our colleagues that teach Russian language either in or outside Russia. Separate parts of the current article may be used in the preparation and conduct of practical grammar lessons. Moreover, the idea of culturological material (songs, in particular) inclusion in the training of theoretical linguistic themes may be expanded and continued in the subsequent researches of similar type.

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