

**COMPONENTE NACIONAL-REGIONAL NO CONCEITO DE CURSOS DE
EDUCAÇÃO ABERTA EM RUSSO COMO LÍNGUA ESTRANGEIRA**

**COMPONENTE NACIONAL-REGIONAL EN CONCEPTO DE CURSOS DE
EDUCACIÓN ABIERTA SOBRE RUSO COMO LENGUA EXTRANJERA**

**NATIONAL-REGIONAL COMPONENT IN CONCEPT OF OPEN EDUCATION
COURSES ON RUSSIAN AS FOREIGN LANGUAGE**

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RESUMO: *O objetivo principal do estudo é considerar o conteúdo dos programas de educação aberta em russo para a comunidade cultural profissional estrangeira. Justifica-se a necessidade de desenhar programas de trabalho levando em consideração as capacidades do componente nacional-regional. Os autores consideram a adaptação dos estudantes estrangeiros ao novo ambiente urbano e a formação de competências socioculturais que permitem concretizar uma comunicação eficiente no contexto acadêmico e não acadêmico.*

Os autores propõem opções aproximadas para a introdução do componente nacional-regional nos cursos de educação aberta: visualizar e verbalizar eventos ou fenômenos significativos do cotidiano da cultura artística da cidade; apresentando imagens representativas da cultura espiritual, familiarizando-se com textos e nomes importantes que representam os topoi de Nizhny Novgorod e a região (a imagem do Volga, a lendária cidade de Kítezh; letras de canções modernas sobre a cidade; nomes proeminentes na história e cultura da cidade: o pintor Ilya Yefimovich Repin e o poeta Yevgeniy Dolmatovsky). Os autores justificam a importância da abordagem centrada no texto para estudar o russo como língua estrangeira, bem como disciplinas linguísticas ensinadas em russo para um público de língua estrangeira, inclusive ao introduzir o componente nacional-regional na estrutura das disciplinas acadêmicas.

PALAVRAS-CHAVE: *Russo como língua estrangeira, componente nacional-regional de programas educacionais. Conceito de cursos de educação aberta. Abordagem centrada no texto. Competência sociocultural.*

RESUMEN: *El objetivo principal del estudio es considerar el contenido de los programas de educación abierta en ruso para la comunidad cultural extranjera profesional. Se justifica la necesidad de diseñar programas de trabajo teniendo en*

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cuenta las capacidades del componente nacional-regional. Los autores consideran la adaptación de los estudiantes extranjeros al nuevo entorno urbano y la formación de competencias socioculturales que permitan actualizar una comunicación eficiente en el contexto académico y no académico.

Los autores proponen opciones aproximadas para introducir el componente nacional-regional en los cursos de educación abierta: visualizar y verbalizar hechos o fenómenos significativos de la cultura artística cotidiana de la ciudad; presentando imágenes representativas de la cultura espiritual, familiarizándose con los textos y nombres clave que representan los topoi de Nizhny Novgorod y la región (la imagen del Volga, la ciudad legendaria de Kitezh; letras de canciones modernas sobre la ciudad; nombres prominentes en la historia y la cultura de la ciudad: el pintor Ilya Yefimovich Repin y el poeta Yevgeniy Dolmatovsky). Los autores justifican la importancia del enfoque centrado en el texto para estudiar el ruso como lengua extranjera, así como las disciplinas lingüísticas que se enseñan en ruso a una audiencia de lengua extranjera, incluso al introducir el componente nacional-regional en la estructura de las materias académicas.

PALABRAS CLAVE: Ruso como lengua extranjera, componente nacional-regional de los programas educativos. Concepto de cursos de educación abierta. Enfoque centrado en el texto. Competencia sociocultural.

ABSTRACT: The main goal of the study is to consider the content of open education programs in Russian for the professional foreign cultural community. The need to design working programs taking into account the capabilities of the national-regional component is justified. The authors consider the adaptation of foreign students in the new urban environment and the formation of sociocultural competence that allows one to actualize efficient communication in the academic and non-academic context.

The authors propose approximate options for introducing the national-regional component to open education courses: visualizing and verbalizing significant events or phenomena of the city's everyday artistic culture; introducing representative images of spiritual culture, getting acquainted with key texts and names representing the topoi of Nizhny Novgorod and the region (the image of the Volga, the legendary city of Kitezh; modern song lyrics about the city; prominent names in the history and culture of the city: the painter Ilya Yefimovich Repin and the poet Yevgeniy Dolmatovsky). The authors justify the significance of the text-centric approach to studying Russian as a foreign language as well as linguistic disciplines taught in Russian to a foreign-language audience, including when introducing the national-regional component into the structure of academic subjects.

KEYWORDS: Russian as a foreign language, national-regional component of educational programs. Concept of open education courses. Text-centric approach. Sociocultural competence.

Introduction

Problem statement

The national-regional component in teaching Russian as a foreign language is an important condition for overcoming foreign cultural differences and, in some cases, for a cultural shock. The adaptation of foreign students to the urban culture of the city

where the educational institution is located is invariably associated not only with the processes of mastering everyday culture but also involves acquaintance with the cultural and historical space of the region. When the student receives training on a permanent basis, the curriculum of the chosen field, as a rule, involves adaptive cultural and educational practice, a practical course of the Russian language through educational excursions (city walking tours, acquaintance with the history of the region or visiting museums) (OTVAGINA; RASPOPOVA, 2011; SHEVELEVA, 2020). The teacher uses an intermediary language or translation into the student's native language at the initial stage of language learning.

Gradually mastering the linguistic culture of the country of the target language allows one to overcome the difficulties of sociocultural adaptation: fear of direct communication with a native speaker, the interlocutor's misunderstanding, including the emotional reactions and reflection on one's own identity (BEDNYI; ERUSHKINA, 2011; IVANOV; EGOROVA, 2014; KULIKOVA, 2017).

At the advanced stage of studying, and particularly in specialized areas of study in Bachelor's and Master's degrees, such as "Russian as a Foreign Language", "Russian and a Second Foreign Language", "Russian Philology", "Teaching Russian as a Foreign Language", the curriculum should emphasize the disciplines of broad philological training: "Regional Studies of Russia", "A Dialogue of Cultures in Teaching Russian as a Foreign Language", "Literature of the Country of the Target Language", "Conceptual Spheres of Russian Culture", etc. The principle of modular modern curricula allows the creators to successfully implement the principle of variability which takes into account not only the formation of the foreigners' socio-cultural competence but also the specific features of the national-regional component in teaching foreign students.

The flexibility of such a curriculum makes it possible to use its structural principles for organizing additional education courses at various levels, including in the format of online education, further education courses which are currently being implemented by various specialized educational institutions of the country.

The priority of modern educational strategies is the creation of a positive model of education in Russian which is reflected in the federal project "Development of the export potential of the Russian education system": the project passport was approved by the Presidium of the Presidential Council for Strategic Development and Priority Projects from 24 May 2017 to 15 Nov. 2025) (Passport prioritetnogo proekta, 2017). The goal of this project is to increase the attractiveness of Russian education, ways to

achieve this goal appear to include, among other things, increasing joint educational programs, the number of tourist routes, summer schools for foreign students and options for online education (Pasport prioritetnogo proekta, 2017). Therefore, the positive concept of education in Russian, seems to be formed, among other things, based on the knowledge about the historical past and current state of the country, Russia's spiritual and moral potential and local socio-cultural contexts that determine the foreign student's educational process in each case. The national-regional component, in this case, will make it possible to significantly motivate a foreign student to study the Russian language, to include an appeal to the names of writers and artists, historical "nests" of Russian culture in intercultural communication, to fill the representative images of Russian culture with a modern interpretation.

Within the framework of the strategy, the concept of the open education courses "In Search of the National Russian Code: Educational Paths" was formed at the Kozma Minin Nizhny Novgorod State Pedagogical University (Nizhny Novgorod, Russia) and implemented within the project "Organization of open education courses in Russian or for studying Russian as a foreign language" by the Russian Ministry of Enlightenment in Oct. – Dec. 2020.

Rationale

The concept of open education courses (Massive Open Online Courses – MOOC) "In Search of the National Russian Code: Educational Paths" intended for the professional community of the Commonwealth of Independent States (CIS) allows one to organize methodological support for a teacher of Russian as a foreign language (RFL) in additional education while actualizing the national-regional component in the structure of lessons for philological disciplines. The significance of the choice of the subject matter and the course content is determined by the possibility of demonstrating the didactic potential of using regional historical, artistic, journalistic texts (original and adapted) as an example of organizing educational material (philological text analysis, project development during RFL classes) and mastering as well as adjusting the ideas of foreigners working in a foreign educational space about the axiological vectors of Russian culture (value potential of Russian literature, the dialogue of cultures in the framework of teaching RFL).

Novelty and significance of the study

The novelty of the research is determined by the development of the concept of open education courses for the CIS based on the idea of adapting the national-regional

content component and testing the concept in the context of online education technologies. One of the main approaches in the concept of courses is text-centric which allows one to consider the regional context of Nizhny Novgorod as a specific focus of cultural-linguistic competence in the field of understanding the features of the Russian mentality.

The authors of the concept of open education courses proceeded from the idea that the so-called "Nizhny Novgorod text of Russian literature" (a verbal image, including its sensory characteristics, conceptual sphere, topoi correlated with the Nizhny Novgorod land or region in a Russian's mind), forming a "cultural and aesthetic community that accumulates the geocultural and geopoetic potential of a centuries-old national history", is a "system that is in active interaction with the general national cultural code and is open for understanding at different temporal levels of perception" (ZAKHAROVA, 2020, p. 20; DZYUBA, E.M.; ZAKHAROVA, 2020, p. 58).

The following aspects have been introduced into academic circulation: fragments of key texts representing the concept and topos of the Volga ("Volga text"), fragments of texts introducing the student to the sacred topoi of the Nizhny Novgorod land (the city of Kitezh); materials that allow visualizing and then verbalizing events or images that are significant for everyday and artistic culture (olfactory, spatial sensations and their verbalization: the market, city streets; images by prominent artists – A.K. Savrasov's "The Volga near Gorodets" (1870) and "Pechersky Monastery near Nizhny Novgorod" (1871); "Gorky City in February" by Nizhny Novgorod artist A.M. Kamanin (1946); lyrics about the city of Gorky – Nizhny Novgorod – "Sormovskaya lyrical song" by E. Dolmatovsky and "Nizhny Novgorod Lyrical song" by A. Morozov.

Literature review

It should be noted that in modern methodological research, the problem of attracting and using the national-regional component in the educational process in the field of RFL is under discussion. Thus, Russian and foreign researchers, despite the differences in terminology associated with understanding the competence-based approach in teaching RFL, agree on the importance of forming sociocultural competence as a component of communicative competence (TAYURSKAYA, 2015, p. 84). The success of implementing the national-regional component is substantiated in thesis research and articles based on the experience of using similar material in the study of RFL in St. Petersburg and the Leningrad Region (NEKIPELOVA, 2001), Tula

(DOLGIKH, 2012) and Altai Territory (KRAEVA, 2020), Vladimir Region (SENAROTOVA, 2003) and Khabarovsk (VYKHOVANETS, 2015).

The appeal to the national-regional component is quite often experimental, which allows one to design, depending on the conditions of the educational environment, classes in the Russian language in a foreign cultural space when immersion in the language environment is impossible (BRAGINA, 2011; YULIYANOVA, 2003; SAKORNOI, 2017).

The challenges of the new reality of 2020 and 2021 in connection with the pandemic of the new coronavirus infection have actualized the discussion and active implementation of the online learning experience in the practice of teaching RFL, which would make it possible to simulate virtual reality, use the augmented reality method which is "based on the introduction to the educational process of sensory data to supplement information about the environment and improve the perception of information" (KHAMRAEVA, 2020, p. 83; IVKINA; KHAMRAEVA, 2020, p. 28).

The study is also devoted to the reception of work on the platform of open online courses with the professional community in the context of implementing the curriculum of short-term courses of additional education based on the national-regional component.

Proposed methodology

General description

Methods

Based on the model of sociocultural competence proposed by K.M. Bersegyan and A.N. Shchukin (2018), the structure of courses related to the national-regional component contain the following aspects:

- ✓ regional studies: knowledge about the region, culture, way of life of Nizhny Novgorod residents.
- ✓ linguistic: acquaintance with linguistic units with national-cultural (regional) content (equivalent, non-equivalent, background vocabulary, words with national-cultural semantics, phraseological units, proverbs, etc.).
- ✓ pragmatic: rules of behavior for native speakers in various communicative situations.
- ✓ aesthetic: information about what should be considered acceptable/unacceptable in terms of the perception of beauty in a foreign-language culture.

- ✓ ethical: ideas of the moral attitudes adopted among native speakers.

Purpose of the study

The purpose of the study was to test the hypothesis about the possibility of efficient introduction of the national-regional component into the practice of online education as a condition for improving the socio-cultural competence of foreigners if the material representing the component which accumulated the stable features of the national cultural code was universal.

Result analysis

Development of the concept of open education courses in terms of the national-regional component

The course program included four blocks of disciplines of six modules, each course included three methodological disciplines related to innovative technologies, elective course design, the method of philological text analysis in RFL classes, etc., and one discipline reflecting the national-regional component. Thus, the discipline "The Traditional and the New in Russian Culture" contained lectures on the national identity of the Russian cultural world in the case study of Nizhny Novgorod natural and historical and cultural objects significant for Russia, as well as the formation of speaking skills through working with artistic and journalistic texts describing the Volga expanses and with paintings by artists depicting Nizhny Novgorod landscapes.

The key image of the Nizhny Novgorod text is the image of the Volga. During the practical lesson, students worked with the paintings of A.K. Savrasov's "The Volga near Gorodets" (1870) and "Pechersky Monastery near Nizhny Novgorod" (1871). Using paintings in studying, according to L.A. Khodyakova,

provides students with extra-linguistic knowledge about the world around them, promotes the usage of thematically conditioned words, contributes to the enrichment of the learners' vocabulary with different emotional-evaluative words and the formation of situational speech (KHODYAKOVA, 2000, p. 20).

That is why one mostly uses evaluative vocabulary when describing pictures.

Both artists and writers reflect the world, find precise and visible combinations of color and light and create visual images. The picture is "also a text, only non-verbal, the teacher's task is to help the student transform the non-verbal text into verbal one (story, dialogue, discussion, etc.)" (CHUN-LEI, 2015, p. 29). In view of this, the

following types of tasks were proposed: make up phrases with all possible examples (Depict what? / where? / on what? Look at what? / How? Draw with what? / How? Impart what? Mix what? / how? / where? / on what? Paint what? / with what?); finish sentences (In front of us ... In the foreground we see... In the background there is... The Volga is depicted... The terrain seems... The mood... I liked/did not like... because...).

One of the objects of study in the curriculum of the discipline "Topos of Russian culture" was the Russian estate. During the study of the subject, the students could take a virtual tour of the most famous Nizhny Novgorod estates: the estate of the great Russian poet Alexander Sergeevich Pushkin in Boldino, the Bestuzhev-Ryumin estate in the village of Kudryoshki, the estate of Prince G.A. Gruzinsky in Lyskovo, the Pashkov estate in the village of Vetoshino, the estate of Baron A.-H. Jomini in the Gaginsky district of the Nizhny Novgorod region. A journey to Nizhny Novgorod estates allowed course participants to imagine the original noble culture of Russia in the 19th century, which, in our opinion, will contribute to a more meaningful reading of Russian classical literature, where the estate theme is dominant.

A practical lesson within the discipline "Sensorics of the verbal image in texts about Russia" meant working with the text of the great Russian artist Ilya Yefimovich Repin (1844 - 1930) "Far and Near", in which the author talks about a visit to the city of Nizhny Novgorod (DZYUBA; LATUKHINA, 2020). Traditionally, at the pre-text stage, vocabulary work is carried out to eliminate difficulties in understanding this text (greatness, purebred people, delightful distances (open spaces), beauty (people knew how to appreciate the artistry of life), landscape, sandbank). When analyzing the text, the emphasis is placed on the spatial features of the city, which acquire an axiological meaning in Repin's work ("The imperially established city over the whole East", the city "turned our heads": What does the author say about the landscape, what is it like? What is the area like around Nizhny Novgorod? In your opinion, which views caused delight among travelers? What does the expression "sputter with delight" mean? Why does the view of the area near the banks of the Volga make Repin remember the history of old Russia?). Reflections of students are traditional for the post-text stage, allowing to activate the student's own perception of the space of Nizhny Novgorod. For this purpose, the teacher plays a music video for the song by composer Alexander Morozov to the lyrics by Yuri Parkayev "Nizhny Novgorod Lyrical Song", which has become the unofficial anthem of the city and starts a discussion of the possibility and desire to visit the city (Nizhny Novgorod Institute of Management, 2013).

The phenomenon of literary travel and the place of Nizhny Novgorod on the map of literary travel became significant in the discipline "Literary Travel as an Act of Self-Knowledge". The perception of the city is given from different angles: a foreigner (T. Gauthier) and a Russian (V.A. Sollogub's story "Tarantas"). This approach makes it possible to carry out cross-cultural dialogue, establish similarities and differences in the perception of "one's" and "foreign" space. As a result, the course participants are invited to take a virtual tour of modern Nizhny Novgorod (watching the FIFA 2018 video about Nizhny Novgorod (ANUFRIK, 2018) and write an essay "Places I want to visit in Nizhny Novgorod".

The discipline "Interpretation of a Literary Text on a Crosscultural Basis" contains a national-regional component associated with the legend of the city of Kitezh. The lecture "The Image of the City of Kitezh in Russian Art" examines the interpretation of the legend in literature and music (N.A. Rimsky-Korsakov's opera "The Legend of the Invisible City of Kitezh and the Maiden Fevroniya" and the operacantata by S.N.Vasilenko "Tale of the Great City of Kitezh and the Quiet Lake Svetoyar"(1902)) and art (I. Bilibin "City of Kitezh ", M. Nesterov "In the woods (City of Kitezh)"). It is important for understanding the Russian national code to comprehend the image of the legendary city of Kitezh, a city that went under water with all its inhabitants to avoid surrendering to the enemy. Kitezh defended not only its inhabitants but also preserved Russian sanctity, traditions and way of life. According to legend, even now, in good weather, people can see the domes of Kitezh churches in the water of the lake and hear the quiet bell ringing. The legend about this city is associated with the Nizhny Novgorod lands and with Lake Svetloyar, located in the Vetluzhsky district of the Nizhny Novgorod region (SHESHUNOVA, 2005). In a practical lesson in the discipline, students analyze V. Gofman's story "City at Dawn" and examine the features of the interpretation of the Kitezh legend.

One of the practical lessons of the discipline "The Name of Russia: Towards the Problem of Self-Identification" is devoted to analyzing a fragment of the essay by V.V. Rozanov "The Russian Nile" (1907). This is what the philosopher calls the Volga. This kind of metaphor reveals to us the significance of the great Russian river in the formation of the Russian people and nation: the river supports not only physical but also spiritual life, being an "idyllic topos" for the Russian emigration (KHODYAKOVA, 2019). The students comprehend the combinations "Russian world" and "Volga world", the role of the Volga in Russian culture and the life of the people. The result of the

lesson is the transition to improving speaking skills by compiling a story about one's journey (on a steamboat, train, car or plane).

Conclusion

Application

The main results of designing open education courses "In Search of the National Russian Code: Educational Paths" featuring the national-regional component were:

- formation of an up-to-date model of open education courses which can be used in various educational spaces as well as for various professional groups of students (students, teachers, professors; adaptation of this model to classrooms in the CIS countries, in a bilingual space in Russia and abroad);
- disseminating the experience of including a broad range of philological disciplines in the field of education in Russian in the foreign cultural-educational space, including in the practice of training RFL teachers;
- using the possibilities of open education courses as an international discussion platform that allows one, to correct the traditional activities in the field of teaching and learning RFL in modern conditions, including in the context of online education;
- the approbation of the material of the regional-national component which represents the features of the national code ("Nizhny Novgorod text of Russian literature"), in the context of online open education courses.

Proposals for future research

This experience can be popularized for working with a foreign audience, Master's students gaining professional experience in the field of teaching RFL as well as when conducting various types of internships for Master's and Bachelor's students receiving professional education in the subject area of RFL teaching, including in the online educational space.

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