

**THE FEATURES OF THE ORGANIZATION OF THE PROCESS OF TEACHING  
CHINESE STUDENTS-PHILOLOGISTS THE HOMONYM VOCABULARY OF  
THE RUSSIAN LANGUAGE**

***AS CARACTERÍSTICAS DA ORGANIZAÇÃO DO PROCESSO DE ENSINO DE  
ESTUDANTES-FILÓLOGOS CHINESES O VOCABULÁRIO HOMÔNIMO DA  
LÍNGUA RUSSA***

***LAS CARACTERÍSTICAS DE LA ORGANIZACIÓN DEL PROCESO DE ENSEÑAR A  
ESTUDIANTES-FILÓLOGOS CHINOS EL VOCABULARIO HOMÓNICO DE LA  
LENGUA RUSA***

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**ANNOTATION:** The article discusses the issues of teaching Chinese students - philologists the homonymous vocabulary of the Russian language. The authors propose a description of the organization of the process of teaching the homonymous vocabulary as a system, an analysis of its constituent elements and the relationships existing between them. The necessary set of skills and abilities is determined, allowing the individual to use correctly the homonyms of the Russian language in the process of communication, as well as the specific difficulties that Chinese students face in the process of studying the homonymous vocabulary. The article also formulates the basic principles of teaching Chinese students-philologists the homonyms of Russian language and describes a set of exercises. All provisions of the article are illustrated by examples. The material of such article was used in Philosophy and Social Science Planned Project of Heilongjiang Province (2020) , The Practical Research of Cultivating the Compound Foreign Language Teachers in Heilongjiang Province from the Perspective View of ESP (20YYD218).

**Key words:** Chinese students-philologists. Homonyms. Homographs. Principles of training. Strategies of training. A set of exercises.

**ANOTAÇÃO:** O artigo discute as questões do ensino do vocabulário homônimo da língua russa a estudantes chineses - filólogos. Os autores propõem uma descrição da organização do processo de ensino do vocabulário homônimo como sistema, uma análise de seus elementos constituintes e das relações existentes entre eles. É determinado o conjunto necessário de competências e habilidades, permitindo ao indivíduo utilizar corretamente os homônimos da língua russa no processo de comunicação, bem como as dificuldades específicas que os estudantes chineses enfrentam no processo de estudo do vocabulário homônimo. O artigo também formula os princípios básicos para ensinar a estudantes-filólogos chineses os homônimos da língua russa e descreve um conjunto de exercícios.

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*Todas as disposições do artigo são ilustradas por exemplos. O material desse artigo foi usado no Projeto Planejado de Filosofia e Ciências Sociais da Província de Heilongjiang (2020) , A Pesquisa Prática de Cultivar os Professores de Língua Estrangeira Compostos na Província de Heilongjiang a partir da Visão de Perspectiva de ESP (20YYD218).*

**Palavras-chave:** *Estudantes-filólogos chineses. Homônimos. Homógrafos. Princípios de treinamento. Estratégias de treinamento. Um conjunto de exercícios.*

**ANOTACIÓN:** *El artículo analiza los problemas de enseñar a los estudiantes chinos - filólogos el vocabulario homónimo del idioma ruso. Los autores proponen una descripción de la organización del proceso de enseñanza del vocabulario homónimo como sistema, un análisis de sus elementos constitutivos y las relaciones que existen entre ellos. Se determina el conjunto de destrezas y habilidades necesarias, permitiendo al individuo utilizar correctamente los homónimos del idioma ruso en el proceso de comunicación, así como las dificultades específicas que enfrentan los estudiantes chinos en el proceso de estudio del vocabulario homónimo. El artículo también formula los principios básicos para enseñar a los estudiantes-filólogos chinos los homónimos del idioma ruso y describe una serie de ejercicios. Todas las disposiciones del artículo se ilustran con ejemplos. El material de dicho artículo se utilizó en el Proyecto planificado de filosofía y ciencias sociales de la provincia de Heilongjiang (2020) , La investigación práctica sobre el cultivo de profesores de lenguas extranjeras compuestas en la provincia de Heilongjiang desde la perspectiva de ESP (20YYD218).*

**Palabras clave:** *Estudiantes-filólogos chinos. Homónimos. Homógrafos. Principios de formación. Estrategias de formación. Un conjunto de ejercicios.*

## **Introduction**

The requirements for the level of the Russian language proficiency of Chinese students - philologists pose for the professors of Russian as a foreign language and the students themselves the task of organizing such learning process after graduation from universities to be able to communicate not only at the level of everyday communication, but primarily in the professional field, working as professors of Russian as a foreign language, translators, guides, representatives of international corporations, which presupposes fluency in Russian.

The homonymy is a phenomenon found in many languages of the world. The Russian language is no exception, in which there are more than 580 homonyms, which are widely used in colloquial speech, jokes, literature, folklore, films, advertising, etc. The experience of working with foreign students has shown that these lexical units are of particular difficulty for students studying Russian as a foreign language, as it interferes with communication and often leads to ambiguity. The main mistakes made by foreign students - philologists are the mistakes of a lexical and semantic nature, as well as «mistakes of a grammatical nature,

generated by ignorance of differences in the management of homonyms, the rules for the formation of their correlative species pairs, which is explained by the lack of a properly organized system of teaching the homonymous vocabulary of the Russian language» (Ignatov & Kuleshova, 2013).

In this regard, our study acquires special relevance, the purpose of which is to consider the features of the organization of the process of teaching Chinese students-philologists the homonyms of the Russian language, taking into account their adaptive, psychological and national characteristics, which will make the learning process more purposeful, manageable and effective.

### **Methodology**

During conducting our research, we used the following set of methods: 1) the method of a comprehensive theoretical analysis of the studied phenomenon (theoretical analysis of scientific and methodological literature in order to study the existing experience on research issues, regulatory documents, educational and methodological support for teaching foreign citizens the Russian language); 2) the diagnostic methods, in order to identify the needs of students and make adjustments to the learning process; 3) the observational methods (observation of the educational activities of Chinese students - philologists in the classroom in Russian as a foreign language); 4) the method of modeling the process of teaching Chinese students - philologists the homonymous vocabulary of Russian language, taking into account their adaptation, psychological and national characteristics; 5) the method of experimental pedagogical research (experimental teaching, ascertaining test(control)).

### **Discussion and Results**

At the beginning of the researching work, the stages of work according to the organizing the process of teaching Chinese students-philologists the homonyms of the Russian language were determined: 1) analysis of theoretical, scientific, psychological, pedagogical and methodological literature about the research problem; 2) determination of learning objectives, methods, approaches, learning principles, teaching aids, as well as criteria, assessment indicators and results; 3) organization of teaching Russian homonyms and its introduction into the process of teaching the Russian language; 4) adjustment of the

organization of the learning process based on the results of the observations of the educational process. Let's take a closer look at each stage.

During the analysis of the existing research on the problem of teaching Chinese student's Russian language in general (Andreeva S.A., T. M. Balykhina and Chzh. Yujiang; N. I. Guzarova and T. S. Petrovskaya; M. A. Ivanova; Ignatova I.B.; P. N. Kalmykov; Kovanova, M. S.; E. Yu. Kosheleva and I. Ya. Pak and others) and Russian homonyms, in particular (I.B. Ignatova; R.V. Kuleshova; Tarasova E.N., Fan Yu and others), the main problems of teaching and their linguistic and sociocultural adaptation Chinese students in Russian academic environment were analyzed, as well as ways to improve the efficiency and quality of teaching China students - philologists the homonymous vocabulary of the Russian language.

During the organizing the process of teaching China students - philologists the homonyms, it is necessary to take their ethnopsychology characteristics into account, which include:

- «high morality and good behavior; a high level of self-control and discipline; isolation, non-contact; calm perception of change; control of emotions, discipline; monitoring your reputation» (Ivanova, 2001);
- «emotional restraint; observance of the hierarchy (the indestructible authority of the teacher); «face saving»; independence» (Balykhina, & Zhao Yujiang, 2009);
- purposefulness, diligence, «strict adherence to the norms of morality and ethics» (Kosheleva, 2013).

It's necessary to remember that Chinese students do not strive for speech activity, they like listening more than speaking, as they are very afraid of making a mistake and «losing face». For them, teamwork is preferable to individual work.

«During the work with Chinese students, it is necessary, taking the ethnocultural specifics into account, to try to apply such strategies of pedagogical communication as the use of moral and ethical motivation; stimulating personal achievement; discussion a complex issue of discipline; using the independent types of work in training, etc.» (Kosheleva, 2013).

Among the principles that we take into account during organizing the teaching the Russian homonyms, we have identified general didactic and particular methodological principles. Let's consider each of them in more details.

*Scientific principle.* During the organizing the teaching the Russian homonyms, it is necessary to take the natural difficulties of mastering this group of lexical units into account,

which lead to the need for a special description of the language, which differs from the scientific one, but at the same time is adequate to it.

*The principle of feasibility and accessibility.* The main content of this principle is to take into account the difficulties of mastering the linguistic phenomena of the Russian language by students. The phenomenon of homonymy is inherent in almost all languages, so everyone has basic knowledge in this area. The main mistakes made by students when using Russian homonyms are the result of ignorance of the semantic, lexical, grammatical and functional features of Russian homonyms.

*The principle of consciousness and activity.* When teaching Chinese students - philologists the homonyms of the Russian language, it is necessary to focus on explaining the language forms and content of the language material for the formation of productive skills.

*The principle of connection between theory and practice.* This principle is especially relevant during the organizing the «learning process, since only sufficient theoretical knowledge about the homonymous system of the Russian language will be served as the foundation for the use of homonyms in the communication process» (Ignatov & Kuleshova, 2013).

*The principle of strength.* All studied material must be retained in the memory of students so that at the right time they will be able to use it freely and correctly in real communication in accordance with the communication situation. The strength of the assimilation of the homonymous vocabulary of the Russian language can be achieved through an interesting and vivid presentation of theoretical and practical material; properly organized work to consolidate the knowledge gained by creating a set of exercises; organizing systematic control over the assimilation of Russian homonyms.

The principle of communicativeness «ensures: 1) the involvement of students in the process of practical using of Russian homonyms; 2) the activation of verbal communication; 3) the integration of homonymous knowledge and skills in speech activity, which increases interest in mastering linguistic means that are lacking for expressing specific content, which contributes to the formation of speech motivation, etc.» (Ignatov & Kuleshova, 2013).

The principle of taking the native language into account during the organizing the teaching Chinese students - philologists the Russian homonyms is to presuppose a comparison of similar and contrasting phenomena in the Russian and Chinese languages in order to overcome interference and use the results of positive transfer. The principle of functionality is to teach the using the homonyms correctly in accordance with the communicative situation.

The work with homonyms in the classroom can be organized in two ways:

1) a work with the homonymous vocabulary of the Russian language during the studying the following courses: «Theoretical grammar», «Practical grammar». «Lexicology», «Linguistic analysis of the text», «Modern Russian language», etc.);

2) an organization of a special course, consisting a theoretical block, including lectures on the theory of homonymy, and a practical block, including a specially designed complex of exercises <sup>1</sup>. The purpose of studying the special course we have proposed is the formation and development of homonymous competence, which is considered like a possession of the homonymous system of a foreign language.

Под комплексом упражнений понимается «такой оптимальный набор необходимых типов и видов упражнений, выполняемых в такой последовательности и в таком количестве, которые могут обеспечить» формирование языковых и речевых навыков до уровня коммуникативного умения (Shatilov, 1985).

Примеры заданий взяты из Игнатова, И.Б. Лингвометодическая система обучения иностранных студентов-филологов омонимам русского языка (антропоцентрический подход) : монография / И. Б. Игнатова, Р. В. Кулешова ; Белгородский гос. ун-т, Петровская акад. наук и искусств (Белгородское отд-ние), Каф. русского яз. и межкультурной коммуникации. - Санкт-Петербург; Белгород: Белгородский гос. ун-т, 2007. - 214 с.

The theoretical block consists of 5 lectures, in which the essence and problems of the phenomenon of homonymy, the ways of occurrence of homonyms, the main features of homonymy, lexical-semantic and grammatical features of homonymous lexical units, classification of homonyms, etc. are considered. Each lecture has its own goals and objectives, principles, methods and techniques for presenting the material. The purpose of the lecture course is the formation of homonymous competence.

The practical block of the special course includes a complex of exercises, including 1) language exercises; 2) conditional speech exercises; 3) speech exercises.

Language exercises are aimed to the formation of language skills of Chinese students, and on their basis the forming of deep, capable of transferring speech skills and skills in the field of homonymy. The main types of exercises of the practical block are conditional speech and speech exercises, which allow to form speech skills, its improvement and transition.

Here are the examples of exercises included in the practical block of a special course of teaching the homonymous vocabulary of the Russian language.

1. Read the microtexts, paying attention to the highlighted words. Try to understand its meanings.

а) ...Разбирая старые фотографии, Анна Ивановна вдруг нашла свою старую детскую фотографию, с которой на неё смотрела девочка с большими голубыми глазами и *длинной русой косой*. Ох уж эта *коса*! Сколько её пришлось пережить из-за неё. Каждый день нужно было вставать рано, чтобы *заплести её*. В школе мальчишки всегда *дёргали её за косу*. Она плакала, просила маму разрешить ей *отрезать косу*. Но мама говорила «нет». В выпускном классе, когда все девчонки сделали себе модные стрижки, она продолжала *носить косу*, которую она *оборачивала вокруг головы*...

б) ... Петя очень любил отдыхать у деда в деревне. Каждый день он вставал на заре, *точил косу* и шёл в поле *косить траву*. Ему нравилось работать, нравилось вдыхать аромат свежескошенной травы. А как приятно было плавать после работы в речке.....

2. Rewrite the sentences, filling in the gaps with appropriate words from a pair of homonyms *выносить*<sup>1</sup> (*вынести*<sup>1</sup>) – *выносить*<sup>2</sup> (*вынести*<sup>2</sup>).

Поезд подошёл к перрону, и пассажиры начали *чемоданы* из поезда.

Марта не этого человека за его мелочный характер.

Через три дня их лодку на берег.

-Аня, сварить тебе кофе?

-Нет, спасибо, я терпеть не могу кофе, я даже его запах, мне сразу становится

плохо.

3. a) Read a couple of homographs, paying attention to the stress.

## АПАХ-ЗАПАХ

б) Read the dialogues, find homographs and try to understand the meaning of the highlighted words.

а) В магазине.

- Добрый день! Я могу Вам чем-нибудь помочь?

- Да, девушка. Я хочу выбрать в подарок на день рождения моей подруге духи. Я знаю, что ей нравятся нежные цветочные ароматы магнолии или орхидеи.

- Попробуйте эти духи, пожалуйста.

- Какой приятный *запах*!. Как они называются?

- Они так и называются «Орхидея».



- Я беру их. Большое Вам спасибо за помощь.

б) В ателье.

- Девушка, добрый день! Мне необходима ваша помощь.
- Чем я могу Вам помочь?
- Я хочу сшить себе блузку. Но мне не нравится блузки рубашечного типа.

Что Вы можете мне посоветовать?

- Этим летом в моде блузки с *zapáxom*. Я думаю, что вам она очень пойдёт.

Она идеально подчеркнёт вашу фигуру.

- Большое спасибо за совет. Я обязательно им воспользуюсь.

в) *Correlate the nouns given on the left with the definitions given on the right.*

	запах	свойстве химических веществ
	распространяться в окружающей среде и восприниматься человеком	
запах		заходе одной полы одежды за другую

г) *Compose a similar dialogue using the studied homographs.*

4. a) *Get acquainted with the situation.*

Ситуация. Вашему другу нравится профессия адвоката, но он не уверен, что сможет стать хорошим адвокатом. Помогите ему, убедите, что из него получится хороший адвокат.

In your statement, use the following stable expressions containing homonymous units: to bring out-to bring out of balance, to change beliefs, to consider it a duty, to repair lawlessness, to maintain self-control, to observe tact.

In the learning process, it is advisable to use various games that relieve psychological stress, help to activate mental activity. For example, the famous game «Snowball». A group of students had to collectively compose a mini-story with one of the homonyms *ключ<sup>1</sup>* – *ключ<sup>2</sup>*. The task of each is to repeat the previous sentences containing the homonym words, as well as adding their own. Involuntary memorization is provided by repeated repetition aloud and «to yourself».

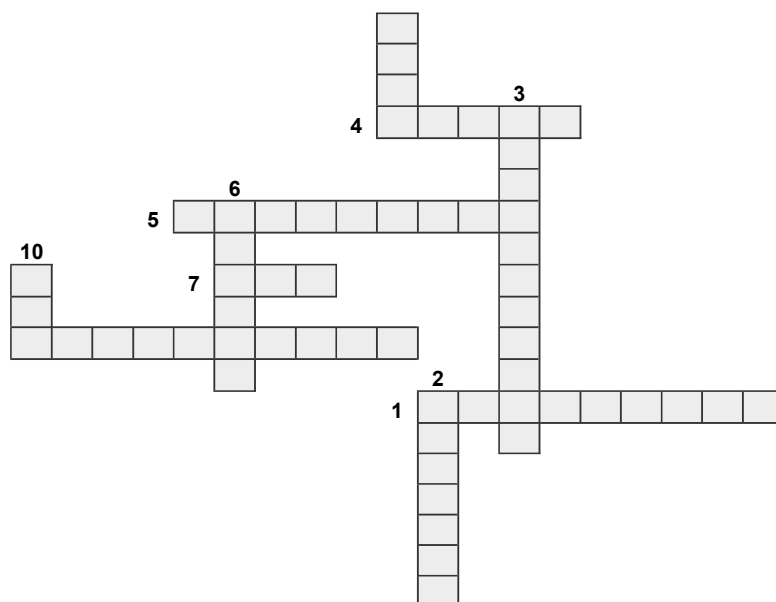
The result obtained.

Обычно мой ключ от комнаты лежит на тумбочке. Когда я утром уходил в университет, то я не нашёл своего ключа. Мой ключ пропал. Вечером я вернулся домой и спросил своего соседа по комнате, не взял ли он по ошибке мой ключ. Он



ответил, что у него есть свой ключ. Я решил посмотреть, не упал ли мой ключ за тумбочку. Я отодвинул тумбочку и увидел, что мой ключ лежит на полу.

In the process of studying homonyms of the Russian language, it is good to use crosswords as control measures. For example,



1.

То, что  
присоединено

к чему-нибудь и префикс.

2. Внешний повод для чего-нибудь и служебное слово, выражающее отношения между знаменательными словами. Формулировка чего-либо и второстепенный член предложения, обозначающий признак предмета.

3. Доказательство дружеского отношения и категория глагола, обозначающая отношение действия к субъекту и объекту. Завершение, конец чего-нибудь и флексия. Подземная часть растения и основная часть слова без аффиксов.

4. Ряд поколений семьи и лексико-грамматическая категория существительного, соотносящая название лиц с полом.

5. Тесная связь и служебное слово, соединяющее слова и предложения.

6. Дополнительная формулировка и второстепенный член предложения со значением объекта.

7. Внешность, а также категория глагола, обозначающая характер действия по признаку завершенность/незавершенность, повторяемость, регулярность/однократность.

## Conclusion

As a result of the studying (research), the purpose of the proposed organization of the process of teaching Chinese students the Russian homonyms was concertized; specialized modules for teaching the homonymous vocabulary of the Russian language have been developed, substantiated and introduced into the educational process.

The results of the control sections allowed us to come to the conclusion that the students of the experimental group demonstrate a higher level of knowledge of the morphological features of homonymous units; the ability to correctly, use the selected linguistic units in the appropriate grammatical forms in accordance with the conditions of the speech situation; knowledge of the functional and semantic features of homonymous units; skills to use the studied units in accordance with the norms of the Russian literary language. The level of formation of homonymous competence in the experimental group is higher than in the control groups.

Thus, identifying the features of the organization of educational activities of Chinese students in order to form their homonymous competence can enrich the existing methodology of teaching Russian as a foreign language and help to prepare competitive specialists in various fields.

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