

CONCERNING THE MATTER OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN THE MARITIME HIGHER EDUCATIONAL INSTITUTION

Irina G. Novoselova

The article is devoted to problems of teaching students a modern everyday vocabulary and maritime terms at the lessons in conversational practice during the process of realization of exchange University programs. While communicating, not only maritime terms but speech forms of a seaman's everyday vocabulary occur which are necessary to be understood by foreigners studying at Maritime State University. Classes in modern Russian are conducted in Maritime Museum and during linguistic excursions at the simulated sailing ship 'Nadezhda'.

Keywords: cross cultural communication, exchange programs, modern speech, Maritime Museum, everyday maritime vocabulary, sailing ship 'Nadezhda', linguistic and cultural references, etymological 'trip', culturological context.

Complicating communicative process in the modern world is, certainly, the essence of globalization, and this makes people search for new forms of interaction of collective consciousness and a creative way of thinking of an individual striving to realize his or her spiritual potential in the process of socialization of a personality on the basis of new knowledge. A task to keep and strengthen the global community based on the Russian language, on humanistic traditions of classical Russian culture has been specially becoming on the front burner lately. Such a systemic approach allows to treat cross-cultural communication as a sphere of international, interpersonal contacts and at the same time as a sphere of an individual's self-expression. This allows all of us, as a famous researcher of modern speech culture V.G. Kostomarov figuratively noted, to feel 'the linguistic taste of the epoch' [1, 3].

Cross-cultural communication closely connected with the process of search for future professional activity is the basis of teaching Russian as a Foreign language in Maritime State University named after Admiral G.I. Nevelskoy in Vladivostok. A wide use of international relationships lets students not only get familiarized with marine specialities, choose a profession connected with marine affairs but get knowledge in the field of history of development of the World ocean and Far East. A systemic approach in teaching foreign students supposes necessity of basic knowledge of national peculiarities and cultural differences of people life in countries of Asian Pacific Rim. A researcher S.G. Kara-Murza emphasized in his work 'Who is the Russians?': 'The human 'filling' of the country is not a population, not a collection of individuals like a pile of sand, but a people' [2, 24]. Certainly, study of the people history is closely connected with regional traditions and diversity of economics, and in our case this is conjugated with studying development of marine affairs from people living in states near Pacific Ocean.

The process of studying Russian as a Foreign Language supposes several stages. It is often connected with the fact that foreigners have to pass tests of elementary, then basic and the Ist certification levels. Special study books for beginners to study a conversational Russian are used as a complex in the process of study (during 8-10 months) so that the foreigners could pass tests of the Ist certification level necessary for further study in the system of higher education of Russia.

Chinese students studying under exchange programs are specially successful in Maritime State University named after Admiral G.I. Nevelskoy. First of all, they are students from Mudanjiang Pedagogical University and Harbin Polytechnic University. They have been coming to study and train at the Chair of the Russian and successfully listen to lectures in History of Primorsky Krai and the city-port of Vladivostok not for the first time that is especially necessary while learning a course of modern Russian speech in practice of listening skills. Here is one fragment of lecture which our leading local historian, an honorary citizen of the city of Vladivostok Nelly Grigorievna Miz' reads:

The theme of discussion is 'Out-of-the-way pages of history. Russian Island'. 'It is interesting that the name of the island itself is not the first one and not the only one. Actually it has had five names for the whole history.

As some researchers consider, including Father Pallady Kafarov (he attended Yuzhno-Ussuriisky Krai heading an expedition of Geographical Society in 1870-1872) there was the port Iokhankha-tun (the fortress of the moon ray).

There was the next name of the island 4-5 years before foundation of Vladivostok when English frigates 'Barracuda' and 'Winchester' arrived in the Bay of Peter the Great. English seamen lay down the island under the name of Big on the map.

The third name was given to the island by General-Governor of Eastern Siberia N.N. Muravyov-Amursky while cruising on the steamer –corvette 'America' in the Sea of Japan in 1859. He gave the island a name of Russian meaning patriotism first of all.

In three years, in 1862, a hydrographic expedition of colonel of the Corpus of Fleet Navigators Vassily Matveyevich Babkin, carrying out the marine survey in the Bay of Peter the Great, renamed the island. The island was named after Kazakevich - in honor of Military Governor of Primorskaya oblast, commander of Siberian Fleet and ports of the Eastern Ocean Rear-Admiral Petr Vassilievich Kazakevich (it is according to his order that the post of Vladivostok was established in 1860). The island had had name of P.V. Kazakevich for almost 20 years.

In 80-s of the XIX century the double name of Russian (named after Kazakevich) was started to be used in official documents and on maps.

The island has always been of the great importance in the life of Vladivostok. Granite, from which the block pavement and kerb-stones for sidewalks were made, was extracted on the island of Russian. A four-sided column of the height of 3, 5 meters (the biggest part of Admiral G.I. Nevelskoy monument in Vladivostok) was performed from granite monolith mined on the island of Russian. By the way, the roads were paved by freestone, trench drains which have remained up to present and can be a teaching aid for the present constructors were also made from it.

In course of time the only name of Russian was fixed to it. The island went down with this name in the history of wars (Russo-Japanese war, Civil war) and in the modern history».

Listening to such lectures, the future pedagogues from Mudanjiang have a possibility to get not only cultural notes but to obtain practical skills of travel and excursion business that is, surely, an important part

of exchange programs between our Universities. A specially interesting fact is that in modern conditions the students can obtain knowledge reading together with teachers documentary works connected with complex and therefore contradictory history pages of marine affairs in Russia. Works of Russian emigrant marine studies which have not been published due to censor: for example, M.V. Shcherbakov's memoirs concerning the matter how Russian vessels of Siberian Fleet left Vladivostok in 1922 for ever, are referred to such books [3, 90–118].

The main purpose of the Course of the Russian language as a Foreign one in our Maritime Higher Educational Institution is development in students of attention to peculiarities of the Russian speech, understanding of Grammar and Syntaxes peculiarities of the Russian language, formation of skills of everyday communication and realization of communicative individual potential including that one in the sphere of professional activity connected with marine specialities.

Speech communication is a peculiar instrument to solve complex tasks of educational process. Therefore, the most important is a cyclic process of forming speech competences while studying situations of everyday and professional nature. Formation of vocabulary, understanding peculiarities of using professionalisms and words relating to the profession of a seaman becomes an elementary stage. Work upon a new word often starts not from the dictionary but from observation of a life of a lexical unit in literature and everyday context. For example, studying the word 'тельняшка' ('frock') begins from the words of a song by Leonid Utyosov, a famous singer of XX century, and the main fact is, by a man who could create an elusive atmosphere of communication with his listeners:

«I am always wearing
My frock under the shirt
And am thinking only about sea,
About blue vast...»

It is easy to imagine such a hot-shot seaman: his portrait – caricature can be even drawn on the blackboard or in copybooks and one can go around the city during an academic excursion and see a an amusing iron figure of a seaman who has come for a date with a lady on the roof of one of the houses in Okeansky prospect. Students are emotionally ready

to remember the word ‘frock’ to be learned by association with everyday words in theme ‘Clothes’ (this is a basic theme of the elementary course of practical Russian); the word is remembered both by a sounding melody and by an image created in imagination. Such imagination memorization transfers the lexical unit into long-term memory together with emotionally remembered context of linguistic and cultural background. The students will know from the teacher at the next stage of work that a ‘frock’ is a marine word of Russian origin: a body shirt put on the naked body. The word ‘рубаша’ (body shirt) is etymologically and stylistically outlined specially, it is necessary to differ it from the word ‘рубашка’ (shirt) known by all foreigners by stylistic use.

It is necessary to emphasize that such clothes as frocks are worn not only in Russian fleet, in other fleets they are worn too, only they are named differently and stripes there are of different color and width. It is important to ask a simple at sight but sometimes a difficult question (‘children’s question’) at one of the stages of studying the word: “Why are there stripes on a frock?”. And then the stage of a peculiar ‘linguistic trip’ occurs, often of a teacher’s monologue that is converted into a dialogue with students: ‘Why do You think there are stripes on a frock in general? Some people think that they are for beauty, the others do that they depict the sea...No. The stripes on sailors’ undershirts appeared in the Middle Ages with the development of the sailing fleet and they were extremely necessary at that time. The point is that sailors working on sail yards at the background of white sails were invisible in the same white shirts. So somebody thought out to make stripes on the clothes, black or dark blue and red ones’. Such a story becomes an example of a conversational style which certainly helps the process of emotional memorization of the speech unit to be studied – ‘the frock’ in this case.

Then the period of work (on their own and under teacher’s leadership) with dictionaries arrives. First of all they approach definition and etymological dictionaries because they help to see variants of usage of this word in various word combinations, allows to recreate the culture context of the word usage, to emphasize its image usage of the lexical unit (in our case they will be observances on combination of ‘sea soul’ in books of writers of XIX-XX centuries Stanyukovich, Sobolev, Nevelskoy, Novikov-Priboy, A.Green). All this work helps the students

create, as a famous interpreter V.V. Ovchinnikov wrote, their own ‘kaleidoscope of life’, an original ‘psychological portrait of a foreign people as if a guide on its soul’» [4, 34].

Foreign students start to note after such classes that students wear frocks at the University, that they name them ‘wife beater’ as a joke, that we often see people in frocks on pictures and movies. It is essential to emphasize that they always say about marine relics in the Museum of the University named after Adm. G.I. Nevelskoy, and the conversation about traditions of Russian sailing fleet is connected with the history of shipbuilding and peculiarities of marine everyday life during excursions to the sailing simulated vessel. And at last, the foreigners always perceive the frock as the most important souvenir reminding of our Maritime University and the city –port of Vladivostok with its glorious history of creation of military and trading fleet in the Far East.

At the elementary stage of learning vocabulary the students approach both definition dictionaries and reference books in Internet and this helps them to understand and learn the meaning of words and word combinations, the sphere of their action and usage. Paying attention to peculiarities of the word origin, the students get a possibility to associatively remember words connected with marine specialities. Such work also requires a systemic approach. First, it is necessary to pay attention to words which you do not only often meet but are easy to remember and are often used by marine specialists. The words as: anchor (from a Dutch word ‘anker’ meaning ‘a barrel’), admiral (this word came from Hollanders and they, in their turn, borrowed it from Arabians who used the word combination ‘amir al’ in the meaning ‘The Master in the sea’), all hands ahoy (was formed from two English words ‘up’ and ‘all’), tank, ballast, sail, bosun, tug, cordage, beacon, shipboy, mast, cargo hold and etc. are referred to such group of words.

The credit lesson in studying vocabulary of an elementary level in the subject ‘Sea and Marine Specialities’ is held in the Museum of Maritime State University named after Admiral G.I. Nevelskoy in the form of discussion with the Deep-Sea Master about sea trips and everyday peculiarities of life on board. In the course of this dialogue information is given and exhibit items are demonstrated connected with history of Korean, Japanese and Chinese Fleets: vessel models, voyage

schemes, souvenirs which the training sailing ship 'Nadezhda' received while visiting foreign ports.

At the next stage of study (it is often connected with preparation to pass a test of the basic level (an academic excursion is carried out at the sailing ship 'Nadezhda' in the course of which the students conduct a conversation using studied words of marine theme, and also they have a possibility to see rigging, observe the students' everyday life, and the main point is to watch the work of the sailing ship crew. In the process of such a lesson foreigners remember words relating to the sphere of professional lexis: main mast, fore mast, spanker, afterdeck, buttock, sail yard, reef knots (polysemy of this word is especially emphasized both as a speed value and a method of tying ropes), drag (this word allows to introduce the concept of 'language game' because it sounds in Russian as 'кошка' meaning 'a cat'), etc.

Our Maritime University together with the Fund 'Russian World' took part in the project that can be called as a unique one: the first cultural information center was created located on board of the training sailing vessel 'Nadezhda' of Maritime State University named after Admiral G.I. Nevelskoy, and on 25 August 2011 the flag of the Fund 'Russian World' was hoisted on the frigate in the ceremonial environment with numerous guests and students present. A cabinet of Russian Language onboard of the sailing ship 'Nadezhda' is completed not only with academic materials in linguistics but with the library of Russian books including a unique multimedia collection on electronic media. Complimentary copies with owner's labels and deeds of gift start to arrive. But a special place in the cabinet of Russian world is taken with creative works of students and foreign students: sketches of stories about sea voyages; video presentations of meetings with citizens of foreign ports where 'Nadezhda' called at; films about severe maritime everyday life which were done by voyage participants themselves; poems and, certainly, diaries. Such notes in personal diaries become an original test for knowledge of words of marine themes after visiting the training ship 'Nadezhda'.

Preparation and independent conduct of excursions which foreigners organize themselves in Marine Museum of the University in the class of training simulators and accompanying tourists while visiting the

training sailing ship 'Nadezhda' can be considered as the completing stage of studying marine lexis connected with the future speciality. Such excursions often become a monologue speech concerning the fact why students chose the work connected with the sea for themselves. At this stage the students watch unadapted films connected with the sea, write critical reviews on them ('Titanic' became one of such films), take part in discussions. It is essential that work with etymological dictionaries enters into a new stage in this case. The students are actively interested in origin of marine phrases, phraseological units and proverbs: 'Fair seas and a following wind!', 'To our absent friends', 'When a seagull walks on the sand it promises depression for a seaman', etc. This work helps to include new word combinations into active usage which help to render life situations. Therefore the students of our Higher Educational Institution have been actively taking part in Festival of foreign students of Far East not for the first time performing with songs, scenes, poems and stage productions on marine themes and marine symbolism is always used in arrangement of the performances. The students study at the sailing ship 'Nadezhda' these marine symbols (St. Andrew's flag, Morse alphabet, skills of striking the bell), there they get familiarized with the fleet cuisine and peculiarities of behavior while eating, especially in the mess room. Such life skills help foreigners to accommodate to life in the city-port, to the work connected with the sea and prepare to pass tests of the Ist and IInd levels and start preparing to obtain the second profession of a translator, a specialist having an eye in maritime affairs.

Foreign students, studying at Admiral Nevelskoy Maritime State University in Vladivostok, always write diaries which help them to study Russian language and pass tests of various certification levels successfully. The students reread memorials, recollections and diaries by Russian writers: Dostoevsky, Chekhov, Gorky. A special interest is aroused by Prishvin's diaries, his Far Eastern notes and a short novel 'Ginseng'. The writer reflects on a creative strength of love that rearranges the world. A spiritual world of Russia, its everyday culture with traditions and celebrations, impressions from the port visiting, marine museums and vessels of our culture are described in foreign

students' diaries not only as objects of cognition but as a surprising and inimitable sphere of feelings and impressions. We are sure that the students will show these notes not only to their parents, teachers and friends but will keep them as family relics for their future children. We can see with the help of these notes why a foreign student has chosen a maritime speciality, how he has studied the maritime affairs, which difficulties he has run into on his way. We can understand why foreign students give preference to our University while choosing a maritime speciality, it means that we can build our professionally oriented work on principles of feedback and individual approach to upbringing taking into account national features of students from Asian Pacific Rim countries.

REFERENCES

1. Костомаров В. Г. Языковой вкус эпохи. – СПб.: Златоуст, 1999. – 320 с. (Russian). [Kostomarov V. G. Yazykovoy vkus epokhi. – SPb.: Zlatoust, 1999. – 320 s.]. Kostomarov, V.G. (1999). Language taste of era. St. Petersburg: Zlatoust.
2. Кара-Мурза С. Г. Кто такие русские. – М.: Эксмо, 2010. – 240 с. (Russian). [Kara-Murza S. G. Kto takiye russkiye. – M.: Eksmo, 2010. – 240 s.]. Kara-Murza, S.G. (2010). Who are the Russians. Moscow: Penguin Books.
3. «Одиссеи без Итаки». Русская эмигрантская маринистика – Владивосток, 2000.– 120 с. (Russian). [«Odisei bez Itaki». Russkaya emigrantskaya marinistika – Vladivostok, 2000.– 120 s.]. “Odysseys without Ithaca.” Russian emigrant marine literature. (2000). Vladivostok.
4. Овчинников В. В. Калейдоскоп жизни. – М.: Российская газета, 2003. – 287 с. (Russian). [Ovchinnikov V. V. Kaleydoskop zhizni. – M.: Rossiyskaya gazeta, 2003. – 287 s.]. Ovchinnikov, V.V. (2003). Kaleidoscope of life. Moscow: Rossiyskaya Gazeta.