
Methodology and organization of teaching Russian as a foreign language at the preparatory Department of the Bauman Moscow State Technical University

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Increasing the effectiveness of teaching foreign students to the Russian as a foreign language is possible on the basis of the analysis of the objective and subjective factors affecting the learning process, namely: the imperfection of the regulatory framework, variegated contingent qualification, the uncertainty of the input requirements, organizational and methodological problems of training. Based on this analysis and the corresponding methodological work, the academic workload was increased up to 49 credit units, including up to 884 hours in the classroom. This created the possibility in principle for the Preparatory Department students to achieve a degree of proficiency in Russian corresponding to the first certification level of the international examination. Improving the regulatory system has allowed to include in the program the material for student adaptation in the territory of the Russian Federation taking into account the specifics of their preparedness brought about by the place of their residence and education and to propose students learning trajectories close to the optimal, different for students with different initial level of Russian language proficiency. One-year adaptation programs for applicants to the master's program with certain gaps in knowledge in special subjects and additional language courses through the intermediate language are described, and recommendations for normative support of the preparatory department are formulated.

Keywords: Russian as a foreign language, educational program, preparatory Department, adaptation, examination, proficiency

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