

## Methods of Work with Pupils-Immigrants at Russian Language Lessons in Primary School

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### ABSTRACT

The relevance of the study is due to the development of a new stage of prevention and the need to justify new educational goals and objectives of the pedagogical prevention of addictive behavior in the educational environment. The purpose of this article is to examine the totality of the necessary and sufficient individual resources, that are protective factors for teenagers from different types of addictions. The leading method of research is the analysis of psychological and educational literature and legal acts in the field of prevention of addictive behavior, psycho diagnostic methods. The paper theoretically justifies the formation of the person's resilience as a task of pedagogical prevention of addictive behavior in the educational environment, shows the results of psycho-diagnostics for coping strategies, personal resources and resilience of adolescents, reveals the relationship between the models of coping behavior, the development level of the individual resources and the level of teenagers' resilience. The article presents theoretical and practical significance for teachers, social workers and psychologists involved in the development and implementation of educational programs of addictive behavior prevention in the educational environment.

### KEYWORDS

Russian language, children of migrants, methods, migrants, primary school, multi-ethnic, form, communicative, lingual, linguistic, skill, group

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## Introduction

### *Urgency of the problem*

Development of processes of migration, internal displacement, migrant children, refugees, exacerbated the problems of adaptation to other-cultural environment. The actuality of research of problems of teaching methods and pedagogical support of children-migrants is confirmed by modern geopolitical

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realities of the socio-educational situation of forced migration. In this regard, there is a need in teaching Russian language to migrant children, the creation of new methodology of teaching Russian language to migrants.

The problem of psychological and pedagogical support of children-migrants is studied by scientists J.E Galoyan (2004), R. Cialdini (2002). The necessity of social and cultural adaptation of migrant children is written by T.A. Silantyeva (2007), A. Y. Makarov (2010).

The problem of teaching children a foreign language the Russian language in elementary school is explored by T.B. Mikheeva (2008), R.B. Sabatkoyev (2009), S.N Zeitlin (2010), A.I. Sherstobitova (2015), T.M. Balykhina (2007), O.E. Sergeeva (2005), V.A. Slastenin et al., (1997), I.V. Uskova (2014), E.I. Negnevitskaya (1987), L.D Mityushkina, (2006), T.Y. Usha (2014), E.A. Khamraeva (2010), T.V. Savchenko, O.V. Sineva and T.A. Shorina (2009) wrote about various forms of learning of students in secondary school.

At his junior school age the child - migrant is influenced by the school, communication with peers, contacts with teachers. His image of the world is formed at this age. The emotional sphere of migrant children develops on the basis of feelings of satisfaction or dissatisfaction. So, gradually, the surrounding of the child, society and culture become the only possible and the existing world for him, he fully identifies it with himself (Cialdini, 2002).

I.A. Sherstobitova considers the methodological aspects of work with pupils with a foreign language in a Russian school (Sherstobitova, 2015). Methodological recommendations are aimed at teaching speaking, listening, and emotional intelligence development of children. The work gives samples of learning pronunciation, vocabulary, and ways of organizing of grammatical material in the Russian language lessons. The author addresses the important issue of the shortage of teachers capable of working in a multi-ethnic school with migrant children, the lack of elaboration of methodology of teaching Russian as a foreign language, as well as the lack of real opportunity to use it by teaching multi-ethnic contingent of students.

R. B. Sabatkoyev develops a methodology of teaching the Russian language with native (non-Russian) language learning. He writes about the strengthening of the communicative orientation of the educational content in the Russian language, functional nature of the representation, the improvement of methods of interpretation of linguistic units and the optimization on this basis of cognitive activity of pupils at school. At school with native (non-Russian) language learning, it should be noted a certain reorientation of the goals and objectives of language teaching in terms of the ratio of speech and language that allows us to Refine ideas about the role of grammatical theory in the solution of educational problems of language learning. This means that the activities of teachers are shifted from language to speech significantly. More training time is devoted to work on formation of skills of practical language proficiency in different forms of speech activity. Such an approach requires a new logic of construction of the lesson. By such a reorientation is a significant improvement of the effectiveness of the educational process while reducing its complexity is provided. The basis for this work becomes the text (Sabatkoyev, 2014). In various studies the idea of necessity of use of different work forms with migrant pupils at Russian language lessons is confirmed. Among the various forms scientists identify the following: frontal, collective, group, pair, individual.

Front form of organization of educational activity is an activity of teachers and students in the classroom when all students perform the same work at the same time then the whole class discuss, compare and summarize the results.

The advantage of collective forms of work is that it greatly increases the amount of speech activity at the lessons: choral responses help to overcome the fear to make mistakes, and most importantly in working with students with a foreign language. This form is convenient for the proposed cast of real-life situations that encourage students to ask or say anything in Russian. They help to create in children a supply of the most commonly used Russian words and phrases for use in spoken language. The group form of organization of educational work of students. The main features of group work of students in the classroom are:

-class is divided into groups to solve specific learning tasks;  
-each group gets a certain job and performs it together under the direct supervision of the group leader or teacher;-tasks in the group are executed in a way that allows considering and assessing the individual contribution of each group member (Slastenin et al, 1997).

Working in pairs helps to fix language errors of the students by constructing a dialogue on a given situation. Students-the migrants assist each other in correct and clear pronunciation of nonnative speech. Work on the chain can be used by practicing the art of reading, by reinforcing knowledge of grammar forms and structures with and without visual support, by the preparation of stories for the story the pictures, by retelling.

E.I. Negnevitskaya (1987) considers the importance of using games by learning. She explains that the game is able to make almost any linguistic unit (sound, syllable, word) as available for the student, by playing, children can learn to articulate sounds, to perceive the audible differences, to understand words to make a phrase on the model etc. on the other hand, for a child the game is interesting, exciting interaction with the teacher and peers, which create statements is dictated by the internal needs of the players. However, E.I. Negnevitskaya (1987) notes that the game becomes an effective learning tool only if you meet the following requirements:

- 1) We need to know exactly what skill is being trained in this game; what the student was unable to do before the game and what he learned as a result.
- 2) The Game should cause the child's mental activity.
- 3) The speech of the teacher should be a model for the children, and not a mechanical imitation, it should encourage children to be original.
- 4) The Speech activity of pupils must not directly be evaluated by the teacher, so the rules of the game you should consider so that errors would not win in the game.

The awareness of internal activity in the use of the new language is considered a prerequisite for achieving effective learning outcomes of students. Didactic games used at lessons of Russian language can be visual and verbal. Using illustrative games extends vocabulary of students. Word games are built without relying on object visibility. Their goal is to strengthen the known vocabulary and the development of mental activity, formation of skills of speaking in accordance with the set of the game task. Reproduction of words in verbal didactic games can be carried out with other mental problems solving: replacing one word by synonymous with it, calling the object or character by its

characteristics or actions, grouping items by their similarity or their difference. Individual form of organization of work of students in the classroom implies that each student gets to do the job, specially chosen for him in accordance with his training and educational opportunities.

### ***Methods of work with pupils-immigrants at Russian language lessons in primary school***

Course of Russian language at school with native (non-Russian) language learning is based on the principles and requirements common to Russian and national schools.

Basic principles of teaching children-migrants at the elementary school are:

1) Learning Russian language is focused on the development of children's ability to communicate.

The basis for such communication, are communicative skills: only by teaching the child to speak, listen, read and write in Russian (within certain limits), it is possible to achieve high-quality achievement of main learning goals. We need to instill in students not only practical skills, but also to shape certain personality traits: sociability, familiarity, the desire to make contact, ability to interact in a team. For this it is important the child to be the protagonist in the classroom, to feel free and comfortable by taking an active part in the discussion of the lesson, by building its plot.

Excessive using of frontal forms of work creates only the illusion of activity of each student and contributes little to his development. It is important that children to "created" the lesson with the teacher. Not only knowledge and mastery of the students linguistic and speech material determines the efficiency of the process of learning a foreign language in primary school age, much willingness and desire of children to participate in intercultural communication, which is possible if the main form of educational activity pupils would be not only listening, speaking or reading, but a living active communication. The comfort of communication depends on how the teacher responds to the errors of children. Young students need faith in their abilities and joy for their success; they need help of teacher and his positive evaluation.

It is important the migrant pupils had no fear of making a mistake in the study of Russian language, by being engaged in communication and sought by all means to realize their communicative intention. The comfort of children's interaction during communication depends on the use of various organizational forms of education. With the widely used forms of frontal and individual work it is necessary to be more actively introduced to the educational process and other forms of training: group, collective, project.

2) Language is learned by migrant children as a mean of communication. Children learn language in the concerned process of communication and interaction with each other, the teacher, the toys, fairy tale characters and cartoons.

Any communication begins with the motive and purpose, i.e., that for which something is said, is perceived by the ear, is read, and written. The student must clearly understand the purpose of his speech and its final result. The root of teaching children to oral language in elementary school is a game which "is a psychological justification for the transition to the new language of

learning" (Negnevitskaya, 1987). Using games as a method of speech teaching in the elementary school allows the teacher to formulate such speech tasks that have the motive and the goal of speech actions, which dictate the use of necessary communication samples (Negnevitskaya, 1987). Using of various games including solving riddles, crossword puzzles, the staging of songs, poems, fairy tales, provides a permanent the children's interest to foreign language speech activity, to the subject of "Russian language" (as a foreign language) and allows you to subdue the process of mastering the foreign language material to the decision of extra linguistic task communication. It is important not only as the student says in Russian, but what he says, whether he has expressed or the perceived information privacy importance. By reading it is important to pay more attention to the student on the content-the semantic side of the text. The text for the learner is the source of extra-linguistic information, and not an example of the possible use of lexico-grammatical forms and means that you must learn. For example: "Read (goal), and say what friends gave to Katy on her birthday (motive)".

3) Students can see the practical application of the target language.

Traditionally, in the foreign language class the children practice writing, reading, listening, speaking, but in real life these activities can be found very seldom usually they are combined with each other to solve a certain task. For the student the content of the activity (the main purpose) stays behind the scenes, and the study of the Russian language is formal (need to know); the student doesn't see a real opportunity to use his knowledge. To eliminate this disadvantage we can use the techniques of project methodology.

4) Children learn Russian as a foreign language not only as a communication tool, but also as a means of initiation to another culture.

It is important to introduce kids to the world of culture of the Russian language in its relation to native culture. The younger students learning a foreign language is constructed as a dialogue of cultures. This requires the following: a) coherent linguistic-cultural orientation to learning subject matter, namely: to teach the students the vocabulary and phraseology with regard to national-cultural specificity of these grammatical units; b) introducing with selected cross-cultural material (holidays, traditions, games).

5) Children-migrants acquire the language consciously, and not on the basis of imitation.

We need to foster students ' positive attitude to received knowledge, to organize activities in general. Language learning will be realized, when the children will see the meaning of what they are doing. Awareness of the importance of the acquired knowledge and skills must be exercised in the future, and for a given period (lesson, lesson level, exercise), so it is important to create the conditions in which the material under study will gain meaning for students. Only in this case, imposed exercises and tasks are taken by the student, and all his psychophysical processes (thinking, perception, attention, memory) are activated, and training has a developmental effect on the identity.

6) Given the specifics of the native language is a foreign language.

When teaching, for example, pronunciation it is important to show common and different in the studied and native languages. The teacher can "save time" on learning the sounds of the Russian language, which correspond to sounds of native language. While learning graphics and spelling do not waste time in learning to

write letters similar to the letters of the native language. In the case of training dialogue and monologue it is important to build on the already established skills in the native language: to describe, to tell, to argue, to prove. The native language of students may and have to attend in Russian lessons, but as far as mastering the Russian language, the proportion of the native language should be reduced.

7) Differentiated and integrated approaches in teaching the younger students the Russian language in national schools.

At the initial stage a differentiated approach is required in the formation of both oral and mediated (through a book, textbook) forms of communication. When teaching verbal forms of communication it is important to remember that the level of formation of the ability to understand speech depends on the success of language acquisition in general. From the very first lessons teachers should teach children to perceive dolls or fairy-tale characters as native Russian speakers, as communication participants are not able to speak the native language learners and understand only Russian language. From the first steps of learning it is recommended to use audio materials. The student also should be explained the difference of a dialog from monologue. When teaching coherent statement, it should promote consistency, deploy, conversion and emotional speech. In dialogical communication the children learn to use a minimum of linguistic means in accordance with the literary and colloquial norms of the target language. When teaching indirect form of communication (through book reading) practices in the teaching of reading aloud and "to myself". Teaching Russian language in national school in the first grade is carried out on an oral basis, and in the following classes to the oral communication skills of students is added the possession of reading and writing. By the fourth year of study the ratio of these activities becomes approximately equal.

8) An Individual approach in conditions of collective forms of learning. To study the personality of each student and the team as a whole needs through the observation in the classroom and outside it, through an exchange of views with staff, colleagues, and conversations with parents. By organization of communication it is necessary to use possible situations and tasks that affect the interests of the pupil, and offer tasks that encourage student to use reclaimed material to express their thoughts in accordance with the communication situation. When organizing team or group forms of work it is important to maintain interest in students with low verbal status and low status "popularity" in the class. It is necessary to pay attention of the collective to individual student progress, and so that they could feel the movement forward; you should try to provide collective experiences in shared and personal successes and failures of the children. You should also create a situation of collective speech activity, the speaker generating the motive of the utterance, and the rest – motive active perception of this statement.

9) The Use of visual materials in teaching the younger students a foreign language. Visibility at the initial stage performs a catalytic function, and in two plans. In the first case we are talking about internal (linguistic) clarity, stimulating the perception of sounding of Russian speech with its inherent intonation and grammar design the student "feels" the interlocutor (not only hear but see). In the second case, the visualization also encourages the creation of meaningful images inherent native speakers. All means of presentation (verbal, non-verbal, illustrative) create the effect of "presence" in a specific situation of



communication and help keep the meaning that they need to convey or perceive in children's memory. In one case, the visualization provides the correct interpretation of the material, in the other it serves as a support in understanding the material by ear, and in the third it creates the conditions for the practical application of this material (showing toys or pictures). It is supposed to ensure the voice of children initiative through verbal and illustrative support, suggesting how and what to speak, listen, read and write. These provisions are aimed to achieving the goals and objectives of the study and ensure their correct implementation, the main condition of success in teaching and learning – interest and motivation activities.

### Literature Review

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Development of processes of migration, internal displacement, migrant children, refugees, exacerbated the problems of adaptation to other-cultural environment. The actuality of research of problems of teaching methods and pedagogical support of children-migrants is confirmed by modern geopolitical realities of the socio-educational situation of forced migration.

In this regard, there is a need in teaching Russian language to migrant children, the creation of new methodology of teaching Russian language to migrants.

### Materials and Methods

During the research the following tasks were solved: 1) to study the work on the theory and history of Russian language, pedagogy, psychology, theory and methodology of teaching the Russian language, of direct relevance to the research problem; 2) theoretically justify the study of the Russian language of students-migrants in elementary school; 3) to develop a system work on the use of various forms of education of migrant children at Russian lessons in an elementary school; 4) to experimentally validate the effectiveness of training on the developed system, to generalize the results of the experiment and draw up methodological recommendations on the use of various forms of teaching the Russian language non-Russian students in the elementary school.

To verify the hypothesis was used a complex of different methods, complementary each other:

- theoretical - analysis of the works of linguists, pedagogues and psychologists on the research problem; analysis of the methodical and educational literature; theoretical analysis of the main provisions of the proposed methodology on the basis of which the hypothesis of the study was advanced; theoretical justification

for the use of various forms of education of migrant children in the Russian language lessons in primary schools; study and synthesis of innovative pedagogical experience, analysis, and synthesis;

- empirical – observation, summative and formative pedagogical experiment, questionnaires, tests, interviews, analysis of the results of experimental work.

## Results

The results of experimental work on the problem of "forms of work with non-Russian students at the Russian language lessons in primary school" allow to assert that the proposed evidence-based system of work using various forms of teaching children a foreign language of younger school age of Russian language at primary school is effective, providing deep knowledge of children in Russian language, contributing to the formation of communicative, language, linguistic and cultural competence of primary school students. At work with migrant children at Russian lessons collective, group, pair, individual forms of work are the most effective.

1. The use of individual didactic material (cards, tables, charts) helps you work with pupils of different levels of training taking into account individual peculiarities.

2. Development of algorithms of spelling rules. Step-by-step application of the rules helps students to consciously work with different kinds of exercises.

3. Tests with answers faster and more accurately help to remember the rule or the right definition.

4. Dictations "Check yourself". A feature of a such dictation is that students have the right to ask the teacher any question, to answer, to correct his mistake, and score is not reduced.

5. During the oral interviews at the lessons "strong" students answer first, because it is easier to repeat for the "following" "weak" students.

6. Play- lessons. The value of those activities is there that students prepare questions in interesting topics, formulate tasks. Regular games allow to attract to this work many students; everyone can play the role of the player, and the role of facilitator, the organizer can act as a consultant in the preparation and conducting of games and competitions on literary and linguistic subjects in the lower grades.

### ***Criteria for production and pedagogical management of students' vocational training in conditions of social partnership "college-company"***

Evaluation of the efficiency of Russian language teaching to non- Russian students at the Russian language lessons at schools with native (non-Russian) language of training of the Republic of Tatarstan was carried out using the following criteria:

- the level of development of all kinds of speech activity of students (listening, speaking, reading, writing);
- the level of development of Russian oral and written speech of younger school students on a communicative basis;
- enrichment of vocabulary and improvement of speech culture of students of a foreign language;



- practical and creative activities of non-Russian students at the Russian language lessons.

### ***The course and results of the experiment***

In the process of ascertaining phase of the experiment (September 2015) there was held a diagnostics of level of formation of communicative and speech skills, development of oral and written speech of non-Russian students.

The goal of that phase of the experiment was to test the students' knowledge in grammar, vocabulary of the Russian language, and the ability to work with text, the ability to communicate with each other and other people.

Students of four second forms with 101 students were involved to the experiment. Among them 28 students were Russians, 32 Tatars, 10 Armenians, 9 Azerbaijanis, 6 Uzbeks, 4 Kazakhs, 9 Tadjiks, 2 Turkmens. Thus 40 non-Russian students study in the second form.

At the stage of ascertaining experiment elementary school teachers were tested and the results showed that the level of Russian language proficiency of migrant children - speaking and reading was "3" (44%), writing skills "2" (41%), creative activity – "2" (39%). Students assessed their own progress as "good".

Students of 2 forms were given tasks to make a dialogue on the theme of "My classmates", to hold this dialogue with the classmates, to write a mini-essay «My favorite Russian fairy tale character".

From 40 non-Russian students 32% of students did the task "make a dialogue", 26% did the task "have a talk with the classmate", 27% of students did the task "My favorite Russian fairy tale character".

Thus, the ascertaining stage of the experiment showed that non-Russian children had a low level of formation of speech skills (to compose the text on a given topic), communicative skills (the ability to engage in dialogue and insufficient level of development of creative abilities (writing about the hero of the tale).

At the stage of the formative experiment with non-Russian students of the 2nd experimental forms (27 pupils) were held Russian lessons using different forms of teaching: frontal, group, pair, individual.

The purpose of that phase of the experiment was: 1) to develop skills of working with text; 2) to form communicative skills (ability to work in pairs, creative groups, individually, collectively); 3) to form the cultural competence of pupils.

The front forms were used in the study of new teaching material. Group forms of work were used at the stage of consolidation and synthesis. Students, united into one group, accustomed to work together, learn to find common language and to overcome the difficulties of communication.

Pair forms of teaching were used in the classroom training type. Individual forms of training are individual assignments and consultations with students.

At the lessons of the Russian language, we used non-traditional forms of work with children-migrants: lesson-journey, lesson- show, lesson -quiz, lesson-holiday, lesson- art. Lesson – game is an active form of training sessions, during which a

certain situation of the past, present, future is simulated, life or imaginary scenes of events with their characters participants are recreated.

The task of primary school teachers working with non-Russian children, is to teach them how to speak and read in Russian, teach Russian language and correctly interpret verbal behaviors of native speakers of Russian. This means that the goal of training is not the accumulation of knowledge and not mastery of the language system, but the formation and further development of skills and abilities to communicate adequately in English language. In this sense the right is the desire to formulate tasks based on those intentions that can be realized by using one or another speech sample. And although a purely linguistic exercise is a very necessary step, to dominate the communicative needs of the task.

During the lesson, we used all channels of perception of speech information. Psychologists believe that the more of the analyzers included in the work, the more effective assimilation of the studied material. Non-Russian students listened, talked, watched and wrote at each session.

Group forms of work with non-Russian students are effective at the role-playing lessons.

1. The game "Do not let your number."
2. Work in groups. "Find a couple."
3. The Game "Confusion".

1. Decode words: GONVA, ZDEVE, OKZAVL, ENESERKSOV, STOKVO, MOVE, CHVREA (Car, everywhere, Railway Station, Sunday, east, ahead of yesterday).

2. The game "Do Not betray your row!".

The 1st row writes the verbs in feminine;  
The 2nd row writes the verbs in masculine;  
The 3rd row writes the verbs in neuter.

3. Work in groups. "Find a couple".

At the lesson, where they work on improving skills in speaking, you need to ensure that students made maximum use of the speech samples. Their diversity allows more or less to communicate within topic lessons freely. Teaching creative diversified use of speech samples contributes to the development of a "sense of language", which will be the only "educator" of our students outside of teaching. For this purpose we used the games with speech situations "I'm entertaining", "My family", "I'm on tour in Kazan".

During the group work in class, you should attempt to bring learning to real communication. The lessons of the Russian language, we have created a positive emotional atmosphere, so students always feel certain emotions. This means that, doing the job non-Russian students should use emotional resource. Psychologists call this "emotional intelligence". Emotional intelligence described as the ability to perceive emotions, to be accessible to the emotions.

In experimental work we used pair forms of work aimed to the formation of communicative competence, didactic games "Tell me about yourself", "I'm going to the airport", "Tell me your favorite folk tale".

Developing reading skills is one of the most important tasks in the process of teaching non-Russian students Russian language. It is necessary to realize that reading is based on other skills than the ability to listen and speak. The problem

in this case is to teach to understand the text not "word by word", but a more or less by coherent semantic units.

In the process of teaching the second graders of non-Russian students, we used individual forms of work: games "Answer and check", "Make a word".

The game "Answer and check".

- Where does the beetroot grow? (In the garden)
- Where are the letters written? (In a notebook)
- What do we clean in the morning? (Teeth)
- What do we put on in the cold? (Coats)
- We love to play ... (Snowballs)

The game "Make a word"

The students were given tasks in language development.

Divide each sentence into words. Highlight the prefixes and prepositions.

2 level:

Write down the text, opening the brackets correctly.

3 level:

Help add words to make a coherent story.

Write a mini-essay "My family", "Russian national cuisine", "My favorite Russian children's writer".

In the third stage of the experimental work we tested students together with elementary school teachers and the results showed: the level of Russian language proficiency of non-Russian children - speaking and reading— "4" - (23%), "3" (21%), letter - "4" - (19%), "3" -(15%), "2" (7%), creative activity— "4" -(26%), "3" (13%). The students assessed their progress rating as "satisfactory".

## Discussions

The level of Russian language proficiency of migrant children doesn't suit the requirements of state educational standards on Russian language. Coming to Russian-speaking school non-Russian students experience psychological discomfort, fear and uncertainty in the forces, so primary school teacher should create a positive motivation to learn the language.

O.E. Sergeeva (2005) offers to teach non-Russian students as early as preschool educational institutions, using both individual and group classes for children five to seven years of age.

T.M. Balykhina (2007) explores linguo-didactic bases of teaching Russian as a foreign language. In the textbook for bilingual children, the scientist offers to form in future teachers a view of of learning theories in the foreign language as a scientific region from the positions to basic techniques of disciplines: pedagogy, psychology, linguistics, sociology, culture.

S.N. Zeitlin (2010) studies the problem of migrant children at Russian schools. Training at school is the problem for non-Russian children, because textbooks, tutorials, traditional methods are written in Russian and are designed for complete understanding by students of textual information. The author writes about the necessary linguistic and methodological support of non-Russian

children, which could help students to master the linguistic material at the level of the school program.

The complexity of the problem lies in the fact that the methods of teaching Russian as a foreign language in a multilingual class, where most students speak Russian, nowadays, are only being formed; there are not enough educational programs, textbooks and manuals for primary school teachers. In addition, teachers themselves do not possess the methods of teaching Russian as a foreign language. Another aspect of the problem that Russian-speaking children already have language competence because they grow in a particular linguistic and cultural environment. Non-Russian students, educated in another language environment, do not possess language skills. Speech competence is of great difficulty for non-Russian students, because they are not able to build statements according to the rules of Russian grammar freely. For non-Russian children communicative aspect is the most difficult, because it is a culmination of all the work in the Russian language.

T.Y. Usha (2014) points to the need to develop integrated methods of teaching Russian language as a school subject to non-Russian students. E.A. Khamraeva (2010) offers to use the technique based on the ontological approach, which focuses on the field of cognitive science and the organization of bilingual models in the study of the Russian language.

Getting into a new language environment, non-Russian student gets a psychological stress, which dramatically reduces the emotional background that creates additional obstacles in the way of establishing contacts with peers. Significant difficulties arise in the assimilation of educational material. To overcome the language barrier non-Russian children have to spend a lot of time preparing for the lessons.

L.D. Mityushkina (2005) proposes to use the technique of listening as a specific kind of speech activity at Russian lessons in the primary grades of the schools with native (non-Russian) and Russian (non-native) language of teaching.

T.V. Savchenko, O.V. Sineva and T.A. Shorina (2009) believe that it is necessary to focus on development and consolidating knowledge of Russian grammar, expansion of vocabulary, formation of ideas about the history and culture of Russia. First, you need to develop skills of oral and written communication in Russian. In the opinion of the Methodists, teaching should have a communicative orientation.

To increase cognitive interest of migrant children to the Russian language, for the formation of communicative skills, the Methodists propose to use different forms of lessons: frontal, group, pair, individual forms of teaching the Russian language.

Didactic game is a type of the front of training sessions organized in the form of educational games that implement a number of principles of play, active learning and characterized by the presence of rules, a fixed structure of gaming activities and the assessment system. This is one of the methods of active learning. Didactic game is a collective, purposeful learning activity, where each participant and team is united with the solution of the main problem and orients

his behavior to win. In the process of didactic games they deepen their knowledge, increase interest in the Russian language. Joint play activity contributes to the cohesion of students, education of such features as reciprocity, the desire to help comrades, the ability to enjoy the achievements of others. The cooperation of the children with each other is the basis for the organization of collective forms of learning in the multiethnic classroom (Mikheeva, 2008).

Organization of individual and group lessons of Russian language training is the most optimal way of language adaptation of non-Russian children. Material for group work can serve as a compilation of dialogue on a given situation, the exchange of information about the text. On the reading lessons work on the chain can be used when practicing the art of reading, while reinforcing knowledge of grammar forms and structures with visual support and without it, in the preparation of stories for the story and situational pictures.

Group work is convenient for playing offered by the teacher situations. Students are divided into two or three groups, each of which receives a certain task. The composition of pairs and groups can be changed from job to job. When working in a group you can use multilevel job.

The result of the assimilation of Russian language by non-Russian students is formed by linguistic and communicative competence of students (Mikheeva, 2008). The most effective methodological techniques are: 1. Exercises on the basis of samples (reading and writing samples, analysis of their meaning and forms, evaluation of proposals, choice of words, expressive reading; suggestions on how a simple trick, as the question dictates the structure of the response; the development of a proposal similar to this). 2. Methods of organization of the dialogue forms of communication (work in pair, in group) (Mikheeva, 2008).

Most opportunities provide individual, independent work. This form is universal; it can be used in any of the classes. The task on the card must be formulated precisely and clearly, tasks must be presented in the order in which student have to solve them. Better if they are numbered. You can give the task: add a rule at the beginning, insert a rule in the missing words. Each job should contain the source from which you want to retrieve the material. For example: you can specify the sections of the textbook and the page numbers, dictionaries. You should specify the form of execution of the job and where to write the answer.

The key work for independent work with tasks on the Russian language becomes the ability to analyze and evaluate the word and the verbal text as the most important artifacts of direct relevance to national culture, history and aesthetic value. One of the Central tasks of such materials is the formation of the child's desire for self-improvement of speech, development of language through understanding the taste of the native language as a national value, as aesthetic phenomenon, the sense of belonging to their native language as a national asset, and their personal responsibility for the fate of the native language (Uskova, 2014).

## Conclusion

Teaching Russian language to non-Russian children, you need a special build of multicultural educational process taking into account the specifics of language and speech characteristics of non-Russian children:

- nurturing students' respect and the ability to be tolerant to all language and speech manifestations;

- involvement of non-Russian children to the classroom work in small groups, allowing them to overcome distance in communication with other students, caused by the presence of accent or ignorance of the Russian language;
- understanding of the communication features of migrant children, the prevention of conflicts associated with them and the formation of a study group of correct relations.

In the center of teaching is non-Russian child, who is the main subject of the educational process. Organizing the communication and interaction of children in the class needs to create a favorable atmosphere, to make every student feel comfortable.

It is important to create motifs for each speech and non-speech activities of children, as in learning to communicate-sight activities and in teaching tools of this activity. You need to use such teaching techniques that foster the interaction between students to achieve the practical result of using the target language.

Activities of children at multicultural school should be organized so that they always see the meaning of what they are doing. Presenting one or the other linguistic material, it would be useful to follow the following scheme: a new word, phrase or grammatical model, the student first needs to hear (we say the sample), then to see (we write it on the Board), and then repeated, and finally, record. For children a foreign language should be possible to bring the learning to real communication. This means that by completing tasks, students are required to use the emotional resource, emotional intelligence. Emotional intelligence is the ability to perceive emotions, to be accessible to the emotions. He has a much greater influence on the potential success of a person (85%) than mental intelligence (15%). In other words, success, socialization, academic success of the child depends on the ability to manage their emotions to a much greater extent than from the mental faculties.

Today we should have a new look on educational communication model between teacher and student. Non-Russian students need to teach and expose "acculturation", that is, to meet new culture. However, we must not forget that learning is an accomplice of the creative process of learning the language and not "woolly" subject, and the representative of one or the other, no less complex culture than Russian. Realizing this, we suggest using a fundamentally different subject-subject (S-S) model, which assumes the maximum individualization of teaching in order to support this process on the personal characteristics of the student and his native culture, as well as methods of comparative work on the linguistic-cultural aspect. Everything should be close to the world surrounding the child. In General, the structure of the lesson must include all the activities typical of the younger school student; the higher the efficiency of learning, the



more types of perception involved in it.

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