

Educate Russian Language For New Leaners By Using Novels

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Annotation: The article talks about using novels to teach and learn Russian as a foreign language and how it helps with reading comprehension. It also claims that most new students have a strong interest in games, music, fairy tales, and role plays. The needs should guide teachers' work. The interests of the students, as well as needing to come up with fresh, entertaining ideas for engaging classes. Students' speaking and listening abilities can be developed as well as their reading comprehension by using novels. By encouraging new students to learn Russian by romance reading from an early age, you can pique their interest and raise their awareness of the language's usage.

Key words: Russian, novel, teaching, learning, motivate.

Introduction

Because of their personalities and learning styles, teachers must inspire their students in various ways. Most young students have a strong interest in games, music, fairy tales, and role plays. Instructors must operate in accordance with the demands and interests of their students. Discover fresh, intriguing approaches to adding excitement to your classes. Telling stories to pupils can improve their reading comprehension and help them with speaking and listening. Young learners can be encouraged to become enthusiastic and conscious of the use of Russian by using stories to motivate them to study the language at a young age. Storytelling is crucial to a child's development of literacy. Stories have always been a part of our lives; they have guided us from the time we were born and continue to do so as we grow older. During our childhood, our parents. Read or tell us fairy tales and legends. As we get older, we can watch or listen to stories on television. Sometimes in school, we have to write our own stories as students. In adulthood, we read books or magazine stories, watch films or soap operas. Stories are not just for kids; they are for everyone. Stories help us learn our mother tongue. Young readers are entertained and educated by stories read aloud to them at home and in school. Although telling stories in the classroom is enjoyable, the exercise shouldn't be written off as pointless or frivolous. Storytelling is, in fact, well supported by pedagogical theory. [1] Russian storytelling as a Second Language courses, teachers frequently use informal means of sharing personal and cultural information (e.g., by telling stories from one's experiences to convey ideas, or by recounting stories about "growing up" in Russia). However, narrative has gained popularity recently as a useful method of teaching non-native learners of Russian.

Analyze literature

Teachers and students work together to develop stories most of the time, but this isn't always the case. Students' attention is increased by the quirky, memorable stories, which also provide them creative freedom. generating stories collectively Similar to a family legend, local custom, or "inside joke," it strengthens the bonds that unite a class as a community. Rather than having pupils memorize lists of rules and vocabulary beforehand, the teacher clearly explains word meanings and grammatical forms as the story is being delivered. Grammatical clarifications for novel or challenging forms are inserted throughout the narrative. The teacher assesses students' understanding as the story progresses and offers clarification as needed. [3] Instructors can utilize stories to enhance their core curriculum or to build self-contained work units that make up mini-syllabi. A tale can serve as a springboard and rich backdrop for creating a wide range of connected language and learning activities that engage students on an individual, creative, and active level in an all-encompassing approach to the curriculum. Proponents of using narrative as a teaching tool point to numerous benefits. Affective benefits are the ones that are most commonly highlighted in the study literature. Telling stories to students engages them, lowers affective filters, and facilitates learning in a context of meaningful, interactive communication.

Conversely, the game serves as a dialogue lesson, fostering vibrant and engaged communication between the instructor and students, who are drawn together by their shared interest in the topic-specific cognitive and communicative activity. Students start to speak and think for the second time. speaking clearly

and without hesitation in the face of error. The game facilitates the expression of particular information via emotional responses. This promotes free speech among students without the use of formulas or clichés, which helps them comprehend what they are saying logically. [4] In this sense, they provide chances for creative adaptations by connecting the stories to the students' personal experiences and ideas. They instantly and effectively resolve the "problem" of motivation. Additionally, they provide a variety of options for side projects. Including dramatic, tactile, and visual components. Because students tell stories and act them out, proponents assert that storytelling helps them become more proficient language users.

Discussion

Students are more inclined to attend and remain in class when their teachers are able to establish a secure and encouraging learning environment. establishing a supportive environment for the staff as a whole. Workshops can impart techniques to instructors, and professional development and training can showcase success stories to teachers. With the use of the CALL approach, we may also enhance learners' Russian language proficiency. Numerous technology affordances, like digital storytelling, multimedia, video conferencing, and chat, can give students real-world auditory input. Using CALL to teach listening has the benefit of giving students access to clear communication and prolonged listening during non-class periods. Podcasting is one particular technology that gives students options for mobile learning and can enhance their grasp of academic language and listening comprehension. Teaching materials can play a new role thanks to CALL. Students truly have no control over the linear flow of the material in the classroom without computers, but computers can adjust to each individual learner.

Generally speaking, adapting to the needs of the learner entails letting them set the pace of their education and giving them the freedom to choose what and how to learn—for example, by passing over important material or performing remedial work. On challenging ideas. Students who have this kind of control feel more capable of learning. Activities like branching stories and adventures, where students can choose the topic, [5] are typically preferred by students. With these, the computer's function is to offer an engaging context for language use instead of giving the learner the language they require directly. The general areas connected to teaching, producing educational literature, enhancing the scientific capability of pedagogical staff, and training and education continuity are where the cluster model of pedagogical education develops. This demonstrates the broad methodological basis of the issue.

Simultaneously, these broad domains—which include education management and organization, educational types and locations, continuity and integration, and instructional methodologies and resources—are being privatized. [6] We can use the cluster strategy in this way to teach the learners Russian. Stories with exercises or activities are produced by higher education and used as teaching resources in secondary education institutions. The sole goal unites the public and higher education sectors.

Conclusion

In conclusion, reading novels aloud to beginning Russian language learners is a strong and successful teaching strategy. In addition to improving language skills like vocabulary growth and grammar understanding, novels also foster deeper learning through the provision of cultural insights and emotional bonds. Students who read a lot of Russian literature enhance their language proficiency while also learning more about Russian society, culture, and history. This method not only improves language learning but also cultivates a passion for reading and a wider understanding of the depth of the Russian language. Thus, adding books to language school curricula can be quite beneficial for beginning students, enhancing their educational experience and equipping them to speak Russian fluently and with cultural awareness.

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