TECHNOLOGIES TEACHING STUDENTS IN RUSSIAN UNIVERSITIES WITHIN THE FRAMEWORK OF THE PERSON-ORIENTED AND COMPETENCE-BASED APPROACHES

AUTHORSHIP
Anton Lebedev
Foreign Languages Department, National Research Ogarev Mordovia State University, Saransk, Russia.
ORCID: http://orcid.org/0000-0002-1927-5595
E-mail: toshaleb@mail.ru

Mariia Murneva
Foreign Languages Department, National Research Ogarev Mordovia State University, Saransk, Russia.
ORCID: https://orcid.org/0000-0003-4788-1434
E-mail: mashamurneva@yandex.ru

Elena Samoilova
Foreign Languages Department, National Research Ogarev Mordovia State University, Saransk, Russia.
ORCID: https://orcid.org/0000-0002-7884-3652
E-mail: alena_vd@mail.ru

Iuliia Pinkovetskaia
Economic analysis and state management Department, Ulyanovsk State University, Ulyanovsk, Russia.
ORCID: http://orcid.org/0000-0002-8224-9031
E-mail: pinkovetskaia@gmail.com

INTRODUCTION
As we observe the academic and technological progress in the socio-political and economic recovery of Russia and its rich cultural heritage, the interest in the study of the Russian language is growing rapidly. It is safe to say that the role of the Russian language as a foreign tongue is vital, since it is rightfully considered to be an international, world language used as a means of international communication. Socio-economic and political changes contribute to the development of the Russian science and accelerate the exchange of information with world academic communities. Considering the rapid pace of the international relations development, the modern world academia demands the change in the existing rules in the language teaching, especially to foreign students.

National Research Ogarev Mordovia State University (MRSU) proposes to improve the study of foreign languages, in particular, Russian as a foreign language, and to develop a research and methodological, psychological and pedagogical basis for organizing the learning process for its study and teaching. It is becoming increasingly relevant to use the techniques and methods forming the ability of students to independently acquire new knowledge, collect the necessary information, put forward hypotheses, draw conclusions, achieve certain results and obtain the essential skills. Within the framework of the educational discipline, general didactics and teaching call for solving problems related to developing skills of independence and professional growth.

The MRSU students, both international and domestic, are being taught by applying and introducing the system of generalized skills of a cross-curriculum nature combining the methods of learning as well as cognitive and practical activities. The formation and implementation of innovative methods and forms of organizing the learning process on the basis of the person-oriented and the competence-based approaches, which rest on the design and restructuring of the new content of education, characterize the constructive function of an integrated approach aimed at achieving valid results through the rhetorical aspect and the methodological base formed for many decades. According to MRSU researchers-linguists, the following principles are the basis for the implementation of the research activities in this direction:

- social importance of learning Russian as a foreign language;
- the person-oriented approach;
- the competence-based approach;
- unity of various functions of communicative competence;
- uniformity of the principles’ formulation;
- organizational and managerial orientation in teaching;
- reflection of the integral structural and functional properties of the teaching process;
attention to internal and external factors of interrelated activity in teaching both for teaching staff and students.

The integrated approach to the formation of the developing function facilitates the implementation of all the teaching functions and the integration of education in the process of forming systemic communication knowledge, the development of intellectual and cognitive skills, broad creative interests, rhetorical needs, worldview relations, connections and beliefs in further professional-oriented activity. Our research is aimed at studying the theory and practice of teaching Russian to foreign students in a national higher institution within the framework of the person-oriented and competence-based approaches. The study has the following tasks:

- the review of the academic literature on the issue of teaching a national language to international students;
- the overview of teaching technologies and methodologies with the integrated approach to learning process;
- the consideration of the person-oriented approach as an inherent part of higher education, specifically in teaching the Russian language;
- the analysis of the competence-based approach and motivation issues in teaching Russian as a foreign language;
- the proposition of the certain techniques and methodological tools implemented in teaching Russian at Mordovia State University, Russia.

LITERATURE REVIEW

The issues of teaching Russian (and other national languages) to foreign / international students has dramatically risen in its relevance in recent times, since the number of the international students is constantly growing, the volume of international cooperation and exchange programs is increasing and the urgency of the valid innovative teaching methods is becoming more pressing. Consequently, the problem is in focus of various researchers’ studies. Thus, the work by Zhang et al. (2021) analyzes the issues of studying phraseological units with adjectives in the classroom of Russian, since foreign students at the stage of their professional education need to command an important means of enriching students’ speech, mastering the lexical norms of the Russian language. The researchers created a system of exercises that assisted the various Chinese students’ groups in their mastering of phraseological units with adjectives, considering their functioning in artistic and colloquial speech.

Ho Thi Thuy Hang (2020) analyzes the methodological aspects of studying the concept and properties of the Russian noun in a Vietnamese audience. The author indicates the increasing demand in learning Russian and the growing number of students mastering the language, but states that the pool of resources, i.e., teaching methods and materials of the Russian language, is generally limited and the quality of the output students’ competencies leaves much to be desired. The paper provides the comparative analysis of the characteristics of nouns in Russian and Vietnamese; the difficulties students encounter in learning Russian; and the exercise system designed specifically for Vietnamese students. The consortium of the researchers from Kazan Federal University, Justus Liebig University of Giessen, Russian Presidential Academy of National Economy and Public Administration (SALAKHOVA et al. 2020) study the broader issue of communicative failures in cross-cultural discourse, addressing a relevant problem of communicative interaction in the context of the existing discursive differences defined by characteristic intra-cultural methods of coding cultural phenomena. The provided analysis of particular communicative failures in the process of inter-cultural language interaction leads to the creation and / or correction of tactics in both verbal and non-verbal conduct that can be effectively used in teaching Russian as a foreign language.

The research by Zhang et al. (2020) from Michigan State University and Texas A&M University studies background characteristics, motivation issues and oral proficiency development within college foreign language programs by mapping the oral proficiency growth of 1,922 college
students of Chinese, French, Russian, and Spanish (in the second, third, or fourth semester of their programs), using the Oral Proficiency Interview-computer (OPIc) tools and methodology. The authors note that students’ language proficiency is conditioned by the following factors: heritage-learner status, high school language experience, interest in learning, and perceived importance of speaking.

Bown et al. (2019) focus on the implementation of the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines and standards to the design of the courses in English as a Foreign Language (EFL) and Russian as a Foreign Language developed to promote Advanced and Superior-level language gains. The survey evaluates learners’ self-reported language gains as a result of participating in the course. The findings of the study provide promising insights that curriculum design can indeed impact student proficiency over the course. The article by Starostina et al. (2017) considers the importance of supporting students’ advanced language skills with socio-cultural competence as a state-of-the-art prerequisite for successful mastering a foreign language. The listed researches provide a general overview of the complexity of the studied issue, helping to develop a comprehensive approach to teaching Russian as a foreign language, depending on the target group of students and the educational institution under study.

**METHODOLOGY**

It is the synthesis of teaching technologies with the integrated approach in the study of the basics of a language that contributes to the development of systemic linguistic ideas and concepts gradually leading to understanding of mutual connection and causal conditionality of communicative phenomena, cultural and rhetorical aspects and their enormous significance of language processes. The MRSU researchers believe that the synthesis of training technologies in teaching Russian as a foreign language provides a systematic construction of the learning process, which implies the interconnection of goals, content, methods, forms, means, that is, its main components, and the active involvement of students in the activities and interaction of all learning processes, creates optimal conditions for the implementation of a productive teaching and educational process.

The synthesis of teaching technologies provides a comprehensive multilevel methodology for analyzing and evaluating the achieved results. The given synthesis provides a complex solution to educational and methodical, teaching and educational goals and tasks, combining all the educational process components and the content of education of internal and inter-subject nature, summarizing them at the level of communicative concepts, theories, rhetorical methods and activities. The synthesis of teaching technologies involves the integrated use of all cognitive tools (content, methods, principles) and forms of teaching (classroom-based, self-work, collective, pair, team, group, individual; extracurricular work, complex master classes, webinars, international conferences, seminars, integrated classes), as well as teaching tools (modern innovative technologies).

The MRSU experts suggest that the synthesis of didactic technologies when teaching Russian as a foreign language can be used to integrate the knowledge and skills of students from different disciplines of social and natural sciences, combination of content components in order to create integrated courses, develop integrated classes, lectures, seminars, webinars, debates, conferences, round tables, i.e., integration, as an internal side of the learning process, is carried out within its own organizational forms. The MRSU researchers consider that the use of training technologies in teaching Russian as a foreign language allows to successfully implement a rational combination of various methods and techniques for organizing the activities of an instructor and students, such as:

- interrelation of learning and cognitive activity, educational and practical efforts of students;
- integration of educational tasks;
- the multidisciplinary nature of the teaching content;
- formation of a holistic view of communicative rhetoric;
- diversity of teaching forms.
Therefore, instructors need to master pedagogical technologies; there is a demand to fulfill new requirements for the comprehensive development of the student’s personality with the necessary set of knowledge, skills and qualities. Puchnina (2011) states that the academic literature interprets the concept of “technology” as a set of techniques used in any business, skill, art etc.). The researchers distinguish the following pedagogical technologies: integration technology, design technologies, support concept technologies, problem training, game technologies, critical thinking technologies, multi-level learning technologies, health-saving technologies, test technologies, information and computer technologies, examination preparation technologies.

In the present context, teaching by means of traditional technologies is frequently viewed as invalid to develop key, basic competencies in a specific educational discipline, consequently, there is a demand for dramatic transformation in the learning process. However, the intensive interactive learning technologies (trainings, case-studies, game design, creative techniques) develop the basic competencies and “meta-competence” of students at MRSU. Currently, the concept of “teaching technology” is not generally accepted in traditional pedagogy. UNESCO documents consider technology as a systematic method of creating, applying and determining the entire process of teaching and assimilating knowledge, taking into consideration technical and human resources and their interaction, which is aimed at the optimization of education forms (SOLODYAGINA, 2016).

On the one hand, teaching technology is a set of methods and tools for processing, changing and presenting educational information. On the other hand, it is the technique describing how a lecturer affects students using the necessary technical or information tools. In teaching technology, the content, methods and means of learning are interlinked and interdependent. The lecturer’s teaching skills consist in selecting the desired content, applying optimal methods and means of training in accordance with the curriculum and the set tasks. Teaching technology is a system category having such structural components as: the goals of teaching, the content of teaching, the means of pedagogical interaction, the organization of the learning process, the “student-teacher” system (NOVIKOVA, 2006). The researchers distinguish various components of pedagogical technology and methodology, which are the criteria for the development of aesthetic culture of students:

- setting the goals of training and education (target setting component);
- structuring according to the purposes of the content to be assimilated (content component);
- integrated application of forms, methods and means of education and training;
- enhancement of diagnostic functions of education and training (diagnostic component);
- high level of training quality (desired component).

Thus, according to researchers (BLINOVA, YUGANOVA, 2013) pedagogical technology is a system of designing and practical application of the adequately selected pedagogical principles, goals, content, forms, methods and means of education and training, guaranteeing a sufficiently high level of their effectiveness, including the subsequent reproduction and replication. Puchnina (2011) states that pedagogical technology is a detailed model of cooperative educational and pedagogical activities in organizing and conducting the learning process with unconditional provision of comfortable conditions for students and teachers. The book by Buslaev (2019) emphasizes that the selection of technologies is associated with the content of education. Education is a person’s individual culture which is mastered in the process of assimilating social experience, a system of knowledge and skills. An educated person possesses common ideas, principles, methods, knows how to think critically, has a certain worldview, creative abilities, realizes how to evaluate and assess the world with moral and aesthetic regard.

The MRSU experts suggest that education involves the assimilation of experience, training of behavior traits, physical, moral, aesthetic development. In general terms, the content of
education should be understood as the system of academic knowledge, practical and moral-aesthetic ideas that the student is supposed to master during the learning process. However, all the social experience and culture cannot be transferred into the content of education which determination is an important task. The history of pedagogy shows that when solving the given task, there were made and are being made a great number of mistakes negatively affecting the quality of education. The content of education lagged behind the modern state of the science, then it turned out to be overloaded, distorting the nature of education as a factor in the development and formation of the personality. That is why the questions concerning the development of the theoretical ideas, that should determine the content of education, have occupied a great place in pedagogy. We list the most essential factors affecting the development of the education content:

- objective factors: demands of society in the educated people; scholars’ methodological position;
- regional features;
- changes in the development of science and technology;

The work of Shcherbakova et al. (2009) notes that the content of social experience undergoes pedagogical processing taking into account specific historical, regional, psychological and individual requirements. Apart from the mentioned factors, the needs of a person and society are distinguished (the content of education is designed in order to become personally significant, attractive and, at the same time, socially considerable; accounting for age and individual opportunities). The content of education should contribute to the development of humane personality traits. The researchers at MRSU point out that the development of models of methodological principles for compiling the educational material on the Russian language for foreigners studying Russian at Russian universities can be carried out only on the basis of in-depth study and assimilation of the psychological and pedagogical foundations of technologies within the framework of the person-oriented approach and the competence-based approach, applying them in the practice of educational work.

RESULTS
The person-centered learning is a process that focuses on the student’s identity, self-worth, and the subjective issues. The person-oriented approach involves helping students in personal growth, revealing their capabilities, becoming self-conscious, in implementing personally important and socially acceptable ways of self-determination, self-realization and self-affirmation. The person-oriented approach is based on the notion that the personality is the totality of all of its psychic properties that make up its individuality. Therefore, the goal of the person-oriented education is the creation of conditions for the full development of the following functions: a person’s ability to choose, reflect, evaluate life; search for the meaning; creativity; formation of self-consciousness; responsibility; personal autonomy. Consequently, the person-oriented approach:

- promotes the effective accumulation of each student’s personal experience;
- offers students a choice of various study assignments and forms of work, encourages students to independently search for ways to solve different tasks;
- strives to identify the genuine interests of students and coordinate with them the selection and organization of educational material;
- provides individual work with each student;
- helps students to plan their activities on their own;
- encourages students to independently evaluate the results of their work and correct mistakes;
- instructs students to independently develop rules of conduct and monitor their implementation;
• encourages students to discuss emerging conflict situations and independently seek ways to address them.

The MRSU scholars consider the individual approach in the form of a complex phenomenon that determines the effectiveness of teaching a language and involves the instructor’s active participation in the learning process, their personal characteristics as a teaching expert and a psychologist. The successful implementation of this approach requires differentiation related to the initial students’ language training (organization of study groups depending on the training levels), setting goals that are personally relevant for a given student, the formation of stable and appropriate self-work skills and the ability to implement a systematic approach to knowledge acquisition.

In addition, the researchers believe that an instructor should carefully select the educational material that is substantial and motivational for students; implement modern methods and innovative tools in teaching languages (interactive teaching methods, extensive experience of advanced Russian and foreign language schools); create the suitable psychological conditions in which students are able to actualize their creative potential; find adequate solutions to achieve significant communicative results after graduation. Currently, the MRSU students are actively involved in the development of their own individual training route. Consequently, the instructors cooperating with the students are supposed to form the goals of training in the conditions of the learning process.

Therefore, the person-oriented approach involves helping students in acting as an independent personality, revealing their capabilities, becoming self-conscious, implementing personally significant and socially acceptable ways of self-determination, self-realization and self-affirmation. The approach is based on the notion that a personality is the totality of all psychic properties that make up its individuality. The specified approach promotes the effective accumulation of each student’s own personal experience; offers students a choice of various study assignments and forms of work; strives to identify the real interests of students and coordinates with them the selection and organization of educational material. Its pedagogical methods and techniques correspond to such requirements as: dialogic nature; creativity; orientation to support individual development; providing the necessary opportunities, freedom for making independent decisions of content and ways of teaching and behavior. The MRSU experts believe that the basis of the competence-based approach in vocational education is a culture of self-determination (ability and readiness to self-determination, self-realization, self-development). By developing professionally, the would-be specialists are able to implement the innovative ideas in their profession. Can be determined five key competencies, characterizing the following areas:

• political and social: the ability to take responsibility, participate in group decisions, resolve conflicts non-violently, taking part in the functioning and improvement of democratic institutions;

• life in the multicultural society. Control and prevention of racism and xenophobia manifestations, providing the climate of intolerance. In order to combat the emergence of racism or xenophobia, the spread of intolerance, education is designed to develop intercultural competencies among students, such as understanding differences, respect for each other, the ability to live with people of other cultures, languages, religions;

• knowledge of oral and written communication. Under modern conditions this group of competencies includes proficiency in several languages, which is becoming increasingly important;

• information literacy. Command of information technologies, understanding their application, strengths and weaknesses, ability to be critical of information disseminated through media channels and advertising;

• the ability to learn as the basis of continuous training in professional terms, as well as in personal and social life;
We suppose that the twofold motivation can be considered:

1) Social motivation arising from the public opinion, due to a sense of duty to society, in order to avoid punishment, disapproval, censure and condemnation, or to relatives who have high expectations of achieving the considerable academic results, receiving a high-quality education (the ability to operate with the acquired language skills for professional growth and building a successful career, etc.).

2) Individually directed (positive or negative) motivation. The student carries out the learning activity for the sake of receiving assessment, praise, encouragement, award, etc. The stimulant is threat, punishment, reprimand, censure, poor assessment, the consciousness of unequal position among groupmates (an insufficiently high level of knowledge against the background of other students), etc. We can attribute such stimulants to negative motivation, consider it as an authoritarian form, a kind of fear, which is quite often manifested in a foreign language training.

There could be different “layers” of motivation. For instance, negative motivation takes place when an instructor frequently opposes to the students, dominating them and having a compelling tone that does not accept any objections. In turn, students try to prove their success to the instructor and their peers. Positive motivation (reinforcement) is used to instill into a student an idea of benefit they might receive after learning this or that set of material. Each student’s cognitive needs and intellectual capabilities play a significant role. Solving the task set by the instructor consists of several aspects, “the teacher’s success is determined by the achievement of the goals that he or she sets on their own” (ABRAMOVA et al. 2017). Motivation to successfully master a foreign language is an incentive to act on a case-by-case basis. When studying the Russian language, a student has the promised reward for attending classes and passing a certain number of reports – a test, a colloquium, a credit and an exam, and the other – obtaining some foreign-language knowledge from the original sources.

In the first case, the motive in relation to each individual is also internal, but in terms of attitude to the learning activity is external. In the second case, the motive that encourages the student to perform an activity is internal both in relation to the individual and concerning the learning activity. External motivation depends on the factors lying outside the educational sphere. They can be positive and negative. An instructor needs to consider the students’ psychological and pedagogical characteristics, both in the group and individually. The scholars Samoilova et al. (2017) emphasize “stirring up students, interesting, encouraging to study a language, using various methodological techniques, personal experience, and language means”; whereas “over the learning process such features as attention and organization... are vital for teaching and performing speech activities”.

DISCUSSION

The researchers at MRSU suppose that the would-be specialists demand the key competence which is associated with proficiency in oral and written communication. Taking into account the European education system standards, such specialists are able to create something new in their profession, to implement the best acquired skills, practices, techniques, methods and approaches in their professional activities. In the last decade, the modern school has witnessed a revival of ancient science - rhetoric - as an educational subject, which seems to be a logical phenomenon. The opportunity to use rhetorical technologies for teaching the Russian language is entirely aimed at the formation of communicative (rhetorical) skills.

The goal of rhetoric is to teach effective communication. In our opinion, it is a very effective methodology to include rhetorical developments in the process of teaching the Russian language. After all, the subject has its own tasks – the formation of such personality that could navigate a specific speech situation when having a certain amount of information, build a state mentor speech utterance in accordance with this situation, including a plan, a communicative intention. This is continuously connected with the tasks of teaching the Russian language. (KOKHTEV, 1994). By means of the word, along with the transmission of information, generalization and abstraction are carried out. Abstraction as a technique is a model or paradigm of a holistic object-oriented internal programming system.
The abstract concept must have a clear connection with the specific object of the world around. There are a great variety of such monotonous objects that are abstracted by a person. These objects, actions, steps, processes and phenomena can be classified by combining into sections using object-oriented abstract thinking through generalization. The MRSU experts consider that generalization is a mental union of all common signs of homogeneous objects, processes, phenomena. Human speech is a part of the vocal means of communication used in the animal world. Speech is a specific and unique human property; only a person owns a system of sound signals (phonemes), which underlies the creation of sound units having language significance. The researchers at MRSU rely on the following speech functions:

- informative function: conveying information on the external environment or its internal view. The function is implemented exclusively at the verbal level in the form of sound and written speech;
- emotive function: transmission of information on the inner psychological and physiological state of the speaker. It is implemented at the verbal and non-verbal levels due to the timbral and prosodic characteristics of speech (intonation, rhythm, volume). These levels may contradict each other;
- connotative, or imperative function: regulating a person's behaviour by another person, that is, coordinating partner's behaviour without informing;
- interdictive, or prohibiting function: a variant of the imperative function when a communicative signal induces behaviour opposite to that one which the perceiving subject would undertake without this signal. For instance, the subject perceives danger, the typical reaction is escape, but the command arrives: "Stand still!";
- phatic function: maintaining a friendly contact. In a person's everyday life, it is probably the most actively used at the verbal level: from simple interjections to talking about weather, politics, health (i.e., "small talk"). It is carried out in a number of non-verbal manifestations; evaluation function: messaging one's relation to the information that is transmitted to the subject of discussion. This function, unlike the previous ones, does not exist in isolation, but is superimposed at all levels of voice organization;
- indicative function: fixing speaker's social status and individuality. Implemented at both verbal and non-verbal levels (change in voice characteristics);
- querying or repeated inquiry function: filling out missing information.

All the listed functions can appear in certain complex versions. Depending on the purpose of communication:

- communicative function allows people to communicate with each other, exchange information, learn the world, develop thinking, encourage action;
- regulatory function manifests itself in conscious forms of mental activity; through speech; a person's control over the mental activity;
- programming function consists in the formation of programs of various actions and behaviors based on internal speech.

Works of art used in the foreign language learning process enhance the cognitive significance of the subject, promote the interaction of emotionality and consciousness in the learning process, develop interest in the studied subject, and connect theoretical knowledge with visual images. The process of perception of the studied material becomes more understandable, increasing the effectiveness of the learning process. However, one cannot help agreeing with the opinion that sometimes the use of art works in educational classes turns them into simple visual aids, illustrations of the main educational material, thereby impoverishing the artistic originality of art, its high meaning. The researchers at MRSU suppose that it is necessary to observe the conditions that ensure the pedagogical effectiveness of using art works in teaching of educational subjects. The conditions are the following:
1. The thoughtful method of analyzing works of art in the unity of content and form: expressive reading of poems and prose, attention to the artistic originality of a picture, a musical work, i.e., highlighting a work of art as an independent spiritual value.

2. Creating an emotional and aesthetic atmosphere in the classroom, the teacher’s emotional attitude to the presented material, to the listeners and the audience’s motivation.

3. Taking into account the features of educational subjects and the features of art works.

An instructor’s tasks are to study technologies for teaching the Russian language; to consider the concept of “teaching technology”; learn from the experience of collective learning; determine the relevance of students’ speech development in classes; give consideration to the rhetorical aspect in teaching the Russian language; study the experience of using rhetorical technologies while working with students; suggest the development of rhetorical teaching technologies. The work by Hyland (2006) emphasizes “an interface between teaching and learning, or certain contact points, in which the goals and objectives of the course become tangible for both students and teachers”. For any teacher of Russian there exists a serious problem: how to help the students, mastering a language, to use it appropriately, interacting with the help of texts. The solution to this problem can be found due to the use of rhetorical genres in the learning activity. The ability to create one’s own text (to become an author), to understand another author’s ideas (e.g. his essays, reports) makes communication at the lesson more informative. By introducing some new material, the teacher should strive to mobilize the students’ thinking without spending much time on it (MURNEVA et al. 2018).

Within the framework of this technique, the teaching experts at MRSU offer advanced tasks, for example, to prepare a message on a topic. The student is giving report, and the others are listening carefully. The instructor is sure that students’ acquaintance with a certain topic has occurred. However, unfortunately, in a week the topic will probably be forgotten. Another option is possible in case if we offer not just an anticipatory task on the topic, but also a reflection of the work (what I wished to learn, what I have learned, what has turned out to be a discovery for me, what made me wonder, what this work has given to me, i.e., to reflect on my own feelings while working). Then start the lesson with a reflection. This will immediately attract the audience’s attention. When your own speech work becomes the subject of conversation in the classroom, and the rhetorical aspect is relevant at the lesson, then the degree of personal participation in the process of mastering the linguistic material changes, some interest in substantial knowledge grows.

The students not only analyze the exemplary texts and data in the formats of limited material, in additional literature or offered by the teacher for the linguistic analysis, penetrate into the wise statements of scientists–linguists, but also formulate their own thoughts and discoveries, born in the process of working for others in the classroom and at home. According to researchers Lebedev et al. (2020b) Ogarev’s Mordovia State University students and teachers currently have access to the electronic data and educational environment e.g., Russian (eLibrary, EBSLan, ZNANIUM.COM, etc.) and foreign (Freedomcollection, eBookcollection, Springerlinketc.) library and information systems. This opportunity greatly facilitates the selection of necessary training materials for almost all areas of training and specialties.

The rhetorical text can serve as a tool for diagnosing the subject knowledge and the students’ personal development. The subject teacher does not need to be reminded of the need to clearly track the level of students’ advancement in mastering the topic. It is known that the earlier the problem was identified, the easier it is to correct the students’ actions. The researchers at MRSU state that it is advisable to diagnose the understanding of the problem in order to set the educational task. By building a dialogue at the lesson, you can: ask a question for clarification; clarify your understanding of the problem that will have to be worked on. Such diagnostics is extremely important, since it captures an inaccurate understanding of the task (problem), which may later turn out to be a poor-quality mastery of the topic. It is necessary that at any moment students could answer two questions: what am I doing and why am I doing this? The scholars LEBEDEV et al. (2020a) stress that at the preparatory stage students are invited to mobilize their linguistic knowledge and skills, use critical thinking, develop non-lateral thinking.
To diagnose the level of understanding of the main language concepts of the topic, as homework, it is possible to ask students to write a text (an idea, a word about..., a message, etc.), it is necessary to disclose the main concepts on this topic in it. The presented diagnostics will help the teacher assess whether the language concept is formally or quite accurately mastered. In the article of Murneva et al. (2018) it is stated that the basic principle of training is frequently forgotten. It is the close and inextricable connection of theory and practice. The gap between these two components leads to a number of errors in the statement formation.

At the stage of mastering the methods of applying knowledge of the language concept in practice, diagnostics in the genre of fixing difficulties in performing homework is possible. As they leave the topic (before the test work), diagnostics in the genres of the report is justified - review (synthesis etc.), reflection, presentation, words about... and others. The purpose of such work: for students - to help systematize their knowledge, for the teacher - to see the real level of knowledge of concepts, ways of actions and the student's individual advancement. Diagnostics of the vision of erroneous places can be carried out in the genres of recommendation to oneself, advice, memo. In the rhetorical text-genre, the student reveals such abilities as the ability to generalize, to analyze and systematize knowledge, to record the progress within the subject. You can also look at the rhetorical text as a means of diagnosing the student's personal development. It is known that personality opens up in actions. According to Ladyzhenskaya (2010) text is a rhetorical action – a speech act. Through the text, you can see changes in the motivational structure of the personality: educational and cognitive motives become the leading ones.

CONCLUSION

The MRSU researchers conclude that the rhetorical aspect in teaching the Russian language is due to the main goal of teaching: to help students in self-realization, develop their own style of speech, individuality in speech, a certain manner of communication with people. The ability to express themselves by means of the word is one of the students' key competencies. Consequently, the conducted study has attained its objectives:

- the review of the academic literature on the issue of teaching a national language to international students has been provided;
- the overview of teaching technologies and methodologies with the integrated approach to learning process has been given;
- the person-oriented approach as an inherent part of higher education, specifically in teaching the Russian language has been considered;
- the analysis of the competence-based approach and motivation issues in teaching Russian as a foreign language has been made;
- the certain techniques and methodological tools implemented in the teaching Russian at Mordovia State University, Russia, have been proposed.

REFERENCES

ABRAMOVA, A.V.; SHCHERBAKOVA, O.V.; MURNEVA, A.A. Teaching foreign languages at non-language faculties. Moscow: Sociosphere. 2017.

BLINOVA, T.L.; YUGANOVA, N.A. The role of a teacher in the formation of regulatory universal educational actions of students in the process of implementing the project method. Pedagogical excellence: materials of the 3rd international scientific conference. Moscow: Buki-Vedi, 2013, p. 70-72.

BOWN, J.; SMITH, L.C.; TALALAKINA, E.V. The Effects of an EFL and L2 Russian Teletandem Class: Student Perceptions of Oral Proficiency Gains. Journal of Language and Education, 2019, v. 5, n. 3, p. 35-55. Available at: https://jle.hse.ru/article/view/9719. Access: May 21, 2021.

BUSLAEV, F.I. On the teaching of mother tongue. Moscow: URAIT, 2019.
HO THI THUY, HANG. Methods of studying Russian nouns for Vietnamese learners. *Conrado*, 2020, v. 16, n. 77, p. 195-200. Available at: http://scielo.sld.cu/scielo.php?pid=S1990-86442020000600195&script=sci_abstract&tlng=en. Access: May 21, 2021.

HYLAND, K. *English for Academic Purposes*. An Advanced Resource Book. New York: Routledge, 2006.

KOKHTEV, N.N. *Rhetoric*. Moscow: Prosveschenie, 1994.

LADYZHENSKAYA, T.A. *Rhetoric*. Moscow: Prospect, 2010.

LEBEDEV, A.V.; PINKOVETSKAIA, I.S.; ROZHKOV, M.A.; TSYBINA, L.V. Teaching English in the higher education institution: teachers and students perspective. *Amazonia Investiga*, 2020a, v. 9, n. 25, p. 190-199. Available at: https://amazoniainvestiga.info/index.php/amazonia/article/view/1050. Access: May 21, 2021.

LEBEDEV, A.V.; PINKOVETSKAIA, I.S.; ROZHKOV, M.A.; TSYBINA, L.V. Implementation and Peculiarities of English for Specific Purposes Course Design at Ogarev's Mordovia State University. *Universal Journal of Educational Research*, 2020b, v. 8, n. 1, p. 178-182. Available at: https://www.hrpub.org/download/20191230/UJER22-19514455.pdf. Access: May 21, 2021.

MURNEVA, M.I.; SHESTAKOVA, N.A.; SAMOLOVA, E.V. On the problem of teaching English to mixed-ability learners of advanced training courses on the additional program "English for Academic Purposes. *Philological Sciences. Problems of theory and practice*, 2018, v. 2, n. 80, p. 196-198. Available at: https://www.elibrary.ru/download/elibrary_32401410_31000039.pdf. Access: May 21, 2021.

MURNEVA, M.I.; SHESTAKOVA, N.A.; SAMOLOVA, E.V. The modern technology of teaching English at non-linguistic faculties: science or art? *Philological Sciences. Problems of theory and practice*, 2018, v. 3, n. 81, p. 415-418. Available at: https://www.elibrary.ru/download/elibrary_32607327_27061440.pdf. Access: May 21, 2021.

NOVIKOVA, T. Project technologies in lessons and extracurricular activities. *National Education*, 2006, v. 7, p. 43-52. Available at: http://narodnoe.org/journals/narodnoe-obrazovanie/2000-7/proektnie-tehnologii-na-urokah-i-vneurochnoi-deyatelnosti. Access: May 21, 2021.

PUCHNINA, V.A. *The organization of a teacher’s work on the formation of UEA in classes at elementary school*. Collected book “New Standards at a Non-Standard School.” Perm: PSPU. 2011.

SALAKHOVA, A.R.; SERGEEVA, E.V.; BOGORODSKIY, V.A. On Communicative Failures in Cross-Cultural Discourse. *Journal of Research in Applied Linguistics*, 2020, v. 11, p. 430-438. Available at: https://rals.scu.ac.ir/article_16343.html. Access: May 21, 2021.

SAMOLOVA, E.V.; SHCHERBAKOVA, O.V.; MURNEVA, A.A. The use of basic methodological techniques in working with students of advanced training courses in English. In *"English language for academic purposes"* Level A2. Moscow: Sociosphere, 2017.

SHCHERBAKOVA, S.G.; VYTKALOVA, L.A.; KOBCHENKO, N.V. *Organization of project activities at school*. Moscow: Teacher, 2009.

SOLODYAGINA, L.V. *The technology of the Russian language teaching*. Omsk: Publishing House of OmGA, 2016.
Technologies teaching students in Russian universities within the framework of the person-oriented and competence-based approaches

Tecnologías para el ensino de estudiantes en universidades rusas en el marco de abordajes orientados a la personalidad y competencias

Resumo
Na era da internacionalização da educação, processo que integra a síntese das abordagens personalizadas e baseadas em competências, a introdução de novas tecnologias para o ensino da língua russa aos estudantes estrangeiros é especialmente rápida e intensiva, sendo uma das questões mais relevantes no sector da educação. O processo educativo e a subsequente socialização no ambiente da língua estrangeira baseiam-se na aquisição, transformação e reprodução ativa do conhecimento, das competências e das capacidades do comportamento comunicativo verbal e não verbal que representa um conjunto de regras comunicativas obrigatórias para o desempenho na comunidade linguística-cultural dentro das situações comunicativas padrão. A pesquisa indica que a integração de tecnologias de ensino ao dominar o russo como língua estrangeira constitui um sistema eficaz de processo educacional, envolvendo a síntese de métodos, objetivos, conteúdo, formas, meios, nomeadamente, seus principais componentes; a participação ativa dos estudantes em atividades educacionais cria condições confortáveis para a implementação de um processo educacional frutuoso e a melhoria de sua competência comunicativa.

Palavras-chave: Competência comunicativa. Abordagem orientada para pessoas. Abordagem baseada em competências. Ensinando estudantes estrangeiros. Significado social da língua russa.

Abstract
In the era of internationalization of education, process integrating the synthesis of the person-oriented and competence-based approaches, the introduction of new technologies for teaching the Russian language to foreign students is especially rapid and intensive being one of the most relevant issues in education sector. Educational process and subsequent socialization in the foreign language environment is based on the acquisition, transformation and active reproduction of knowledge, skills and abilities of the verbal and nonverbal communicative behaviour representing a set of communicative rules being obligatory for the performance in the linguo-cultural community within the standard communicative situations. Research indicates that integration of teaching technologies when mastering Russian as a foreign language forms an effective system of educational process, involving the synthesis of methods, goals, content, forms, means, namely, its main components; students’ active involvement in educational activities creates comfortable conditions for implementation of fruitful educational process and improvement of their communicative competence.

Keywords: Communicative competence. Person-oriented approach. Competence-based approach. Teaching foreign students. Social significance of the Russian language.

Resumen
En la era de la internacionalización de la educación, proceso de integración de la síntesis de los enfoques orientados a la persona y basados en competencias, la introducción de nuevas tecnologías para la enseñanza de la lengua rusa a los estudiantes extranjeros es especialmente rápida e intensiva siendo uno de los temas más relevantes en el sector de la educación. El proceso educativo y posterior socialización en el entorno de la lengua extranjera se basa en la adquisición, transformación y reproducción activa de conocimientos, habilidades y habilidades del comportamiento comunicativo verbal y no verbal. La investigación indica que la integración de las tecnologías de enseñanza cuando el dominio del ruso como lengua extranjera forma un sistema eficaz de proceso educativo, que implica la síntesis de métodos, objetivos, contenidos, formas, medios, es decir, sus componentes principales; la participación de los estudiantes en las actividades educativas crea condiciones cómodas para la implementación de un proceso educativo fructífero y la mejora de su competencia comunicativa.

Palabras-clave: Competencia comunicativa. Enfoque orientado a la persona. Enfoque basado en competencias. Enseñanza de estudiantes extranjeros. Significado social de la lengua rusa.