SEMANTICIZATION AND REMOVAL OF DIFFICULTIES AT THE PRETEXT STAGE IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Annotation. The article examines the methods of semanticization and the elimination of difficulties at the pre-text stage of teaching Russian as a foreign language (RFI). The main problems that students face are not knowing the vocabulary, complex grammatical constructions and cultural realities. Effective semantic methods are described, including the use of context, visual materials, synonyms and antonyms. The importance of preparing students for successful work with text is emphasized. The research results show that using a comprehensive approach at the pre-text stage reduces language stress and improves material perception.
Keywords: Russian as a foreign language, RKI, semantics, pre-text stage, difficulty elimination, language learning, cultural realities, teaching methodology.

СЕМАНТИЗАЦИЯ И СНЯТИЕ ТРУДНОСТЕЙ НА ПРЕДТЕКСТОВОМ ЭТАПЕ ПРИ ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Аннотация. В статье рассматриваются методы семантизации и снятия трудностей на предтекстовом этапе обучения русскому языку как иностранному (РКИ). Выделены основные проблемы, с которыми сталкиваются учащиеся, такие как незнание лексики, сложные грамматические конструкции и непонимание культурных реалий. Описаны эффективные методы семантизации, включая использование контекста, наглядных материалов, синонимов и антонимов. Подчёркивается важность предварительной подготовки учащихся для успешной работы с текстом. Результаты исследования показывают, что применение комплексного подхода на предтекстовом этапе снижает языковой стресс и улучшает восприятие материала.
Ключевые слова: русский язык как иностранный, РКИ, семантизация, предтекстовый этап, снятие трудностей, обучение языку, культурные реалии, методика преподавания.

Studying Russian as a foreign language (RFI) is associated with a number of difficulties, including the complexity of vocabulary, grammar, and cultural realities. In the pre-text stage preceding the work with the text, semanticization and removal of linguistic difficulties play an important role. These methods ensure the effective perception of the text, reduce the level of linguistic stress, and contribute to the successful acquisition of the language. This research aims to study the methods of semanticization and approaches to solving difficulties to improve students' pre-text preparation.

Semanticization and the elimination of difficulties at the pre-text stage of teaching Russian as a foreign language (RFI) are key aspects of preparing students to understand the text. These methods help to reduce the linguistic and cultural load and ensure a more conscious perception of the material.

Semanticization is the explanation of the meanings of new words or expressions for students. It can be carried out in various ways:

Contextualized: The teacher explains the meaning of the word based on the context of the sentence or text. For example, "It's cold outside, people are wearing a coat" - the semantics of the word "coat."

• Translation: In the early stages of language learning, it is possible to use a translation into the native language of students.

Synonyms/antonyms: Using familiar words to explain something new. For example, the word "high" can be explained by "not low."

Visuality: Demonstration of objects, use of pictures, diagrams or videos.

• Based on morphology: Analysis of roots, prefixes and suffixes helps to understand the meaning of a new word.

• Multimedia: Using interactive applications or dictionaries where words are accompanied by audio and video materials.

The following methods were used for the analysis:

1. Analysis of scientific literature: studying the theoretical aspects of semantics and pre-text preparation.

2. Practical research: observation of A2-B1 level students in studying texts in Russian. The main difficulties faced by students were identified.

3. Questionnaire: questionnaire of RKI teachers about the most effective methods of semanticization and difficulty removal.

4. Experimental verification: testing different methods in the learning group.

5. Cultural training: Explaining realities characteristic of Russian culture that may be incomprehensible to foreign students (holidays, traditions, historical contexts).

6. Preliminary discussion of the topic: Holding a discussion related to the topic of the text to activate knowledge and arouse interest.

7. Working with vocabulary: Familiarization with key words and expressions of the text.

8. Phonetic training: Work on the pronunciation of complex words and expressions.

The research findings revealed the following key aspects:

1. Students' main difficulties:

Unknown words and expressions (65% of respondents).

o Complex grammatical constructions (20%).

o Cultural realities that cause misunderstanding of the text (15%).

2. Effective semantic methods:

o Visual materials (75%).

o Explanation through context (60%).

o Use of synonyms and antonyms (45%).

3. Approaches to troubleshooting:

Preliminary explanation of cultural realities (70%).

o Predicting text content by title and keywords (50%).

Knowledge background activation tasks (40%).

Practical techniques

1. Associations: Students associate a new word with a familiar image or concept.

2. Game Forms: Crosswords, cards, quizzes with new words.

3. Content forecasting: Students try to guess what the text is about based on the title or keywords.

4. Preliminary understanding assignments: For example, answer general questions about the topic of the text.

These methods help students feel confident when working with text, minimizing language stress. Successful semanticization and removal of difficulties at this stage creates favorable conditions for further reading, analysis, and discussion of the text.

Semanticization and removal of difficulties create favorable conditions for working with the text. The use of multimedia resources and game-based learning enhances students' motivation. Predicting the content and discussing the topic of the text before it is read activates the vocabulary and contributes to a deeper understanding of the material. At the same time, an individual approach is required, as the level of complexity of the text and the language training of students significantly affects the choice of methods.

The semantics and elimination of difficulties at the pre-text stage are key aspects of successful learning of RKI. Their use improves text comprehension, reduces stress, and contributes to the development of language skills. The prospects of further research are related to the development of digital tools for automating the semantics and individualization of pre-text preparation.

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