

Abstract
Graduation Level of Proficiency Paper Master's degree

Title: “Teaching foreign students understanding the Russian colloquial speech”

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Topical Importance is due to the implementation of a communicative approach in teaching foreign students the Russian language. An integral part of the full implementation of this approach is the understanding by a foreigner the stylistic affiliation of words and speech clichés. In the formation of this understanding, an important role should be assigned to colloquial speech acquaintance on the modern media example.

Goal: to develop a theoretically substantiated methodology for teaching perception and colloquial speech understanding in media texts and to test experimentally its effectiveness.

Tasks:

- to determine the level of basic knowledge and skills of foreign students in understanding colloquial speech, including jargon;
- to consider the typology of the media, especially radio and television broadcasts;
- to identify the youth jargon sources, functions, causes and the ways of its distribution;
- to identify the value of the used media jargon;
- to analyze the advertising videos possibilities as educational material used in the work with students while teaching them Russian as a foreign language;
- to develop an intellectual product that is aimed at the implementation of speech acts and at the acquaintance of foreign students with colloquial speech at the international education center.

The theoretical and practical significance of the work lies in the substantiation

of the methodology for the formation of receptive abilities and skills of foreign students when working with authentic materials containing colloquial vocabulary; in identifying and describing the principles, methods and techniques of replenishing a passive vocabulary; in creating a system of comments on vocabulary slang character. The thesis is of practical importance and can serve as additional material in the training of philology students, used by teachers in literature lessons in secondary schools, gymnasiums and lyceums.

Results of the study: the study of jargon vocabulary in the RFL training system made it possible to identify the main selection criteria for lexical educational material intended for foreign students; the study presents arguments in favor of studying conversational, including jargon vocabulary, by a foreign audience at the passive possession level, the purpose of which is to activate motivational, informative, and communicative functions; carefully studied the sources, types and functions of slang vocabulary; identified understanding and perception information problems by foreign students in the process of reading and listening to media texts; the methodological provisions and rules of the work organization on teaching foreign students to understand Russian colloquial speech are determined.

Implementation advice: specially selected methods and techniques for teaching jargon and colloquial vocabulary will make it possible for foreign students to form an advanced stage of learning linguistic and sociocultural competencies, which will contribute to their better perception and understanding of texts containing lexical colloquial units.