

Abstract

Graduation Level of Proficiency Paper (Bachelor's degree)

1. **Year:** 2020
2. **Title:** «RUSSIAN ANTHROPONYMS IN THE SYSTEM OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE»
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5. **Specialization:** 44.03.01 Pedagogic education (“Philological Education”)
6. **Bachelor's Degree**
7. **Institute of Translatology and Multilanguage Studies**
8. **Chair of Language Arts and Pedagogic Technologies of Philological Education**

Topical Importance due to the need to systematize the teaching of foreign students to Russian anthroponyms, the importance of anthroponyms as units with an ethnocultural component of semantics for intercultural communication.

The main objective of the study development of a methodology for teaching an anthroponymic system in the aspect of RCT, its theoretical and practical justification.

Goals of the study:

- 1) To determine the structural features of the Russian anthroponymic system;
- 2) To describe the rules for the functioning of forms of personal names in communication situations;
- 3) To describe the methodological foundations of teaching foreign students to Russian anthroponyms;
- 4) To determine the specifics of teaching anthroponyms at various levels of Russian language proficiency;

5) Reveal the features of teaching Russian anthroponyms to Chinese students.

Theoretical value of the work is determined in revealing the ethnocultural specifics of the perception of Russian anthroponyms by foreign students.

Practical significance for philology students, teachers of the Russian language of general education schools, gymnasiums and lyceums, representing the possibilities of using this study in literature classes.

The results of the research as a result of the work the specifics of teaching foreign students to Russian anthroponyms made it possible to draw attention to the methodology and techniques, methods of organizing and content of teaching foreign students to Russian anthroponymic vocabulary. The principle of accounting for the native language is implemented by comparing the input word with words of a foreign student's language that are similar in meaning. In the process of studying the word, possible interference should be predicted and the attention of students should be focused on this probability. Such methods of teaching foreign vocabulary are fully applicable when teaching Russian anthroponymic vocabulary of foreign students.