

UDC 378(37.013)

DOI: 10.23951/2782-2575-2023-1-61-81

INTEGRATIVE AND ASSOCIATIVE METHODS FOR TEACHING THE VOCABULARY OF LANGUAGE FOR DIFFERENT MAJORS

Olga K. Grekova

*Lomonosov Moscow State University, Associated Professor, Moscow,
Russian Federation, olggre@list.ru*

Abstract. *Introduction.* The article is devoted to the modern methods for teaching the vocabulary of language for “Philology: Linguistics & Literary Studies” Major and considers two methods tested in practice – the Integrative and the Associative. The Integrative Method is related to the multi-channel presentation of the teaching material and shows its organizing principles. Such a program is based on a listening course using only authentic lecture fragments. The lecture glossaries, which serve as a basis for revising the main patterns of Russian pronunciation that are difficult for foreigners, also expose the content of the discipline. The result is a compact, multipurpose course that covers phonetics, accentuation, rhythmicity, vocabulary, grammar, logic, composition, rhetoric, analysis of spoken and written texts, and speech development. Since the typology of tasks for each lecture is extensive and reproduced in the course several times, students have the opportunity to look at each topic from different angles and understand its unity and contradictions.

The Associative Method aims to anchor large amounts of specialized vocabulary in the students’ memory. The operative activity of the students is connected with close, distant, and complicated associations to a stimulus word from the lecture lexicon.

The goal of this article is not only to describe the teaching material presented in integrative and associative forms but also to present various concrete ways in which students acquire knowledge and skills through the process of similar training courses.

Materials and Methods. The main research method was a comparative analysis of real and hypothetical ways of combining different goals, tasks, and types of speaking activities within a unified training course for teaching Russian as a Foreign Language.

Results and Discussion. It was found that the goals and tasks of forming competencies, different in their essence, are compatible in a unified training course. Listening as a type of speaking activity can be the basis for

such a course. The mental actions practiced in the discussed three-part training complex (extracting information from different sources offered on different vehicles, comparing phenomena, recognizing the essence, composing a whole from different elements, formulating general and specific problems, and estimating aspects of the problem) constitute a certain way of thinking necessary not only for students of Philology (Linguistics & Literary Studies) but also of other specialized fields.

Conclusion. Integrative and Associative teaching courses provide a holistic system that engages students in mental and speech activities simultaneously. In this way, accelerated formation of dominant, professional communicative competence is achieved.

Keywords: *russian as a foreign language, integrative method, associative method, vocabulary teaching, philology major*

For citation: Grekova O.K. Integrative and Associative Methods for Teaching the Vocabulary of Language for Different Majors. *Education & Pedagogy Journal*. 2023;1(5):61–81. doi: 10.23951/2782-2575-2023-1-61-81

Introduction

The term *integrative* is usually understood in two senses: 1) correlated in meaning with the noun *integration*; 2) holistic [1].

In modern linguistics, the term integrativity, we daresay, is used more in the first sense, referring to the formation of interdisciplinary competencies (especially as a result of mastering the so-called interdisciplinary courses), as can be seen in [2]. In the same sense, it is used in pedagogy when referring to the so-called teamwork among students, for example, in [3].

Part I.

I. Aims of the integrative teaching

Integrative teaching, especially of a foreign language, is multipurpose. It contributes to:

1) combining knowledge and skills from different sources (sciences or disciplines), e.g., studying Geography and English, Russian Art History and Russian;

2) developing in students' conscience the algorithms of applying these skills under different settings (in different environments, as, for instance, the skill of finding the contradiction: on the word level – antonyms, on the word combination level – descriptive predicates, on the microtext and text level – different authors' attitude towards one and the same problem);

3) students' using conflicting information in written and spoken speech (e.g., in linguarethorics);

4) students' developing the ability to understand the nature of a phenomenon, the author's position, and the meaning of language units extracted from the context, even when the text contains a high proportion of unfamiliar words;

5) creating the ability to combine heterogeneous information, both theoretical and practical (graphics, numerical one), and the habit of correcting perception flexibly.

In other words, Integrative Teaching is designed to help students combine traditionally autonomous areas. Interdisciplinary cognition promotes higher-level thinking and helps students understand the links between different subjects. This is more advanced than focusing on a narrow area or single (sometimes conventionally limited) discipline.

Interdisciplinary teaching helps students develop a way of thinking relevant to the modern world. As far as the method reveals the internal links between phenomena, the areas of study thus do not look unrelated.

The Moscow Institute of Philosophy, Literature, and History and the Institute of History, Philology, and Philosophy of the Siberian Branch of the Russian Academy of Sciences are examples of institutions that take an integrative approach to knowledge.

As for a discipline such as "Russian as a Foreign Language," there have been attempts to combine various aspects of learning: a) grammar and vocabulary; b) syntax and listening comprehension; c) grammar and various aspects of general humanities knowledge, and some others.

However, it is more common to teach these topics separately, such as phonetics, intonation, vocabulary, and grammar.

In this discussion, we will focus on how to teach vocabulary in Russian as a Foreign Language.

II. Traditional vocabulary course for Russian as a Foreign Language (RFL)

Vocabulary is essential for international students to develop communication skills in Russian, so it is an important focus in RFL courses. At Lomonosov Moscow State University and other Russian universities, vocabulary is often taught separately. In this discussion, we will consider two well-known vocabulary courses used at Moscow State University and examine the teaching materials they offer.

The vocabulary textbook by E.I. Amiantova and I.P. Slesareva [4] was designed to analyze Russian word usage's most challenging aspects, including typical mistakes made by international students when using lexical units. I.P. Slesareva, a lexicologist of RFL, organizes the relevant vocabulary material into lexical-semantic groups (LSG) as a method for teaching vocabulary.

According to I.P. Slesareva, a *lexical-semantic group* “usually refers to a group of words that are closely related in meaning” [5, p. 139].

She also considers the lexical-semantic group as a linguistic reality, a network of words that have the same grammatical status and are connected by similar meanings. These meanings may include synonymy, hyponymy, hyperonymy, and other types of semantic relationships. The lexical-semantic group may also include antonyms. The amount of material presented in the LSG may vary at different stages of learning.

The authors of the textbook include regularly used word combinations, not just single words, in the LSG. This helps avoid problems students may have due to differences between Russian and their native language. For example, a word in Russian may have a different number of meanings than the same word in the student's native language, or the words may not be exact equivalents due to the cultural and linguistic peculiarities of different languages. The textbook takes these potential difficulties into account.

The edition uses a communicative approach and includes several games, such as interviewing a celebrity or writing a newspaper article using the new vocabulary, to teach the material. These game elements are integrated into the lesson and not separated from the main topic and teaching material. This approach helps to reduce the negative impact of student errors.

The textbook by I.P. Kuzmich and N.M. Lariokhina [6] emphasizes grammar more than the previous textbook. It focuses on the differences in syntactic models used to form the specific meanings of verbs. The textbook includes a large section, “Different Models – Different Meanings,” which deals with verbs with multiple meanings expressed by different syntactic models of verb regulation. The authors do not aim to create an LSG or other organized groupings of vocabulary units.

This textbook covers various topics, from everyday things to scientific ones, and versatile styles are exemplified.

It is worth noting that the textbook reveals how different types of vocabulary units can be used in different sentence structures. This edition is

intended for language learners at A2 and B1 levels and contains simpler examples than the first textbook analyzed.

III. Integrative vocabulary course in RFL: special language for the field of Philology

Many well-known researchers, including E.I. Motina, G.I. Rozhkova, O.D. Mitrofanova, E.I. Amiantova, I.P. Slesareva, G.A. Bitekhtina, A.L. Gorbachik, N.A. Lobanova, G.I. Volodina, N.M. Lariokhina, M.N. Nayfeld, V.V. Dobrovolskaya, L.P. Klobukova, T.M. Balykhina, L.V. Farisenkova, etc., have dealt with teaching Language for different Majors.

The study has been going in different directions: The goals and aspects are specified, as in [7], and strategies are developed to teach international students to read authentic texts in scientific language style [8, 9].

The RFL program at Lomonosov Moscow State University has been expanded to include an audio course teaching specialized vocabulary for Language students.

This decision was made for several reasons. Listening comprehension is not given enough attention in the current course. Both first and second-year Ph.D. students in the study program for international Ph.D. students at the Philological Faculty of Lomonosov Moscow State University [10] have only two hours per week for listening comprehension (mainly phonetics).

In some other countries, such as China, students get only two hours per month to listen to TV and radio news. This may be why Chinese students at Lomonosov Moscow State University have difficulty understanding questions. Though they cannot yet “hear” well, students at the university must immediately start listening to lectures in their field of study. This has prompted university lecturers to develop new, comprehensive training courses.

Integrative teaching is an important aspect of foreign language teaching. It involves using real-life situations to teach the language and develop students’ professional skills. Many language programs are divided into “teaching aspects” to present the material and facilitate aspect-based implementation of the curriculum.

Linguadidactic aspect bundles typically include grammar + vocabulary, grammar + speech development, or vocabulary + speech development. The term “integrativity” also refers to the idea of teaching a complete course that encompasses different aspects of language. In the context of teaching

vocabulary in RFL courses, the use of a new three-volume work published by Lomonosov Moscow State University can be helpful.

The first part of the textbook by O.K. Grekova and E.A. Kuzminova [11] was published in 2010 and has been widely tested. In 2020, the second and third parts of the complex, titled “Listening to lectures on Literature Theory” [12] and “Listening to lectures on Literature History” by E.V. Baldina, O.K. Grekova, A.S. Evtihieva, and others were published. These books come with CD-MP3s [13].

The three textbooks teach listening comprehension to international students in their respective fields of study. The first textbook is aimed at Philologists of Language, and the second and third at Literary Studies Philologists and specialists in the History of Russian Culture. These textbooks are part of a program for training international students at Russian universities and are closely related to the master’s program “Russian Language and Culture in the Modern World” [14]. A wide range of tasks and exercises has been worked out by the authors of the first book, while the second and third textbooks have their own specific features.

The last two textbooks contain instructions for listening to lectures and cover topics from Literary Studies and the History of Culture. Experienced professors gave these lectures at the Philological Faculty of the Lomonosov Moscow State University and the Gorky Institute of World Literature of the Russian Academy of Sciences. The goal of the teaching materials is to help the foreign audience develop the ability to recognize, understand the professional scientific speech flow and adequately reproduce new information.

The first part of each textbook provides a short course in Russian pronunciation, focusing on the oral speech aspects, the most challenging for the RFL students. These include the types and degrees of reduction, certain morpheme positions, the arrangement of sounds within and between syllables, the features of the Russian phonetic word, situations of iotation, and various phenomena related to voicing and voicelessness. The material in this section is based on the language units of lectures to be discussed and emphasizes correct terminology pronunciation. The exercises in the first book also include 40 common verbs with the suffix *-у́рова-* and borrowed stems that are difficult to pronounce and linguistically problematic. These verbs are accompanied by symbols that clarify their pronunciation and illustrations of their usage, summarized in a reference table. This part of the manual is

designed to help students develop the ability to accurately match the words they hear to the words they read and pronounce.

The second part of each textbook consists of authentic lecture fragments divided into smaller sections for classroom listening and discussion. This part of the textbook takes the form of a workbook, which has been used effectively in teaching RFL for many years. Its special features are explained in more detail below.

What makes these textbooks a tool for integrative learning?

1) Students learn the lexical units of each subject – both terminological and non-terminological – in a short course on Russian pronunciation, with which each textbook begins.

2) Each lecture fragment is first listened to and then repeated in the “Listen and repeat after the speaker” task. After that, the topic is discussed in more detail while working on the tasks. This procedure helps students associate the sound of a word with its visual appearance, which enables them to pronounce it correctly while paying attention to accentuation.

3) They teach students how to gather information from various sources and incorporate it into their own statements, for example, in tasks such as “Is the definition of the term sufficient? Is the material in the excerpt sufficient for students to understand? If not, in what part of the lecture would you include this additional material?” Through this process, students learn to reorganize the text, restructure the logic of the arguments, and analyze the accuracy and completeness of the expression of ideas.

4) The materials introduce students to the concept of content redundancy by asking them to reproduce a fragment of the lecture in an extremely concise form (2–3 sentences) and to expand the fragment of the lecture with an introduction, a conclusion, and an explanation of the lecturer’s ideas. The first form of this task is usually more difficult.

5) They teach students to combine textual and numerical material by extracting numbers from what they hear and interpreting them in context (e.g., in tasks such as “What is behind the numbers given and where is the possible place of the numerical material in the lecturer’s arguments?”).

6) They teach students to use various logical mechanisms, e.g., conjunctions, disjunctions, identifying arguments, and drawing conclusions based on the lecturer’s words.

7) They teach students how to analyze and construct an argumentative text.

8) They teach students to anticipate and understand new information by giving them tasks such as “What comes next in the textbook? Name the possible options.”

IV. Linguadidactic features of an integrative course: a typology of tasks

Tasks to improve auditory memory:

~ at the word level

a) The subject-terminology series.

Read the list of terms. Cross out the terms that are not mentioned in the first parts of the lecture.

Диктум, модус, предикативная единица, подлежащее, сказуемое, субъект, предикат, дополнение, вопросительность.

The task aims to have students make professional associative connections: in a lecture, the subject and predicate (components of the formal organization of the sentence) were discussed, but the subject and predicate (components of the semantic organization of the sentence) were not discussed. Working on the task, an associative chain is formed: “There is a formal organization ... and its components, and there is a semantic organization ... and its components.” The student selects from the units given in the box what has not been mentioned, relies on the information of the lecture, forms binary oppositions predicate-predicate and subject-subject, remembers the terms as non-synonymous in these pairs, and relates them to certain areas – formal organization and semantic organization. This negative-choice task has a higher difficulty level than the usual multiple-choice tasks.

b) The symbolic representation of the terms.

Which symbols were not mentioned in the lecture? Cross out the redundant symbols.

N₁ V_f Adv Adj V_{pl3} V_{Sing3} Inf

c) Memorizing personalities

What ideas of scientists were discussed in this part of the lecture? Mark their names.

Н.Ю. Шведова

А. Вежбицка

В.А. Белошапкова

Е.А. Земская

Е. Курилович

d) *Discussion of numerals with disclosure of the semantic complex behind them.*

Underline the numbers mentioned in the lecture and comment on them.

19	2	5	13	8
----	---	---	----	---

~ **at the phrase level**

- Listen to the part of the lecture. Title it.
- Based on what you have heard, complete these sentences.
- The sentence not only names the situation but also presents it as...
- The predicate informs about...

~ **at the sentence level**

Show on the diagram to whom the interpretations of the part-of-speech status of pronouns presented in the lecture belong to.

1) Местоимения являются особой частью речи	В.В. Виноградов
2) Местоимения не являются самостоятельной частью речи	А.А. Потебня, А.М. Пешковский
3) К знаменательным частям речи относятся только местоимения-существительные	М.В. Ломоносов, А.Х. Востоков, И.Г. Милославский

Tasks for practicing the subject range (conceptual apparatus)

Select and mark the meaning of the term “perception” with the sign ^ and the meaning of the term “signification” with #.

	ощущение
	мнение
	отношение
	мысль
	восприятие
	смысл
	сознание

Tasks for recognizing fragments of the lecture and general content of the lecture as a whole

If the statement is true, put + and if it is false, put –.

	Лексико-семантические варианты слова реализуют значения одной лексемы
	Корпусная работа полезна только для лексикологов и лексикографов

Using the audio fragment of the lecture, find meaningful errors in these sentences.

a) The lecture talks about seven ways of derivation.

b) The function of word-formation means does not depend on the context.

In this type of task, auditory and visual perceptual supports are integrated. The first support precedes the second

Put the sentences in the correct order as on the lecture plan.

	Единство подхода к проблеме ФСП А.В.Бондарко и преподавателей РКИ
	Структура функционально-семантического поля
	Суть подхода, практикуемого А.В.Бондарко
	Роль лексических и контекстуальных средств выражения смысла

Read the list of topics for the first two lectures. Listen to them and tell which topics are missing. Complete the list.

1) Временные рамки вводного курса «Практический русский язык для иностранцев на начальном этапе».

2) Введение алфавита и понятия редукции.

3)

4)

5) Необходимость умения иностранцев узнавать слова в потоке речи.

The material in this part of the lecture is presented in the form of a hierarchical diagram. Reconstruct the information that is missing from the diagram.

Иерархизация схематического материала больше, чем иное упорядочение, позволяет:

- лучше упорядочить лекционный материал,
- установить связи общего с частным,
- установить связи абстрактного с конкретным
- увидеть общий абрис композиции лекции, её смысловые части.

Tasks focusing on the logical structure of the text.

Determine the internal structure of the second part of the lecture. What is it based on?

- 1) основной тезис – раскрытие тезиса – иллюстрация – второстепенная информация – вывод;
- 2) основной тезис – второстепенная информация – раскрытие тезиса – иллюстрация – вывод;
- 3) основной тезис – раскрытие тезиса – вывод;
- 4) основной тезис – раскрытие тезиса – вывод – второстепенная информация.

Tasks focused on building the instructional text, developing the theme, and practicing the connecting elements of the text.

– Please read the additional text and title it. In what part of the lecture could this information be included? Suggest how you might move from the introduction to the main part of the lecture.

– Create an outline for this part of the lecture. Read the definition of semantic class. Find a place for this information in your plan.

Tasks to vary the structure of the lecture.

– The lecturer begins his or her overview of the new topic as follows: “Our next topic is a classification of positions according to the Moscow Phonological School.” How would you like to begin?

– How would you transition from the introduction to the main part of the lecture? What transition would you make? Write it down.

– How did the professor end the lecture? What conclusion would you draw? Write it down.

Tasks to shorten the material of the topic.

– Shorten the content of the lecture. Which excerpts would you leave out? Give reasons for your choice.

– Summarize the content of the lecture in five or six sentences. Write them down.

Tasks to vary the level of difficulty of the material presented.

– The lecture was given to a group of students with an upper-intermediate language level. Adapt it for a group with a pre-intermediate language level.

– Read aloud the definition of compression derivation that the student wrote down in his or her notes.

Компрессивная деривация – это образование сокращений от составных многословных обозначений тех или иных реалий.

– What important piece of information is missing? Write down the full definition of compression derivation.

– Read the text and compare it with the part of the lecture you have already heard. Find the information that was missing from the audio recording. Write them down briefly.

Oral and written reproduction tasks

– Discuss the positions of two prominent linguists who have studied the structural model of a sentence by selecting the objects of their study on the right.

Text reproduction tasks

– Select an idea of the lecturer that interests you. Describe the current state of the problem using additional material of your own.

Listener-Lecturer Feedback Task.

– After listening to the lecture again, fill in the “I do not understand” box and formulate questions for discussion.

V. Illustrations. Multi-channel perception of the educational audio course

“Listening to lectures on Literature Theory”

Compared to the first audio course, the second part of the audio trilogy entitled: “Listening to Lectures on Literature Theory” provided holistic learning experience for literary scholars and cultural historians. For example, in the module “The Subject of Literature, Science, and Art,” several learning methods were used.

The auditory perception channel is an audible fragment of an authentic lecture.

Предмет искусства не имеет четко очерченных границ. Круг интересов литературы и искусства чрезвычайно широк. Вся конкретная, чувственно воспринимаемая реальность может стать предметом изображения. В принципе нет разницы между предметом науки и предметом искусств. И ученый, и художник имеют дело с реальностью, но подходят они к её изучению по-разному.

Visual perception channel

A) **Text** – presents N.G. Chernyshevsky's ideas about the nature of beauty.

B) **Video** – “Capoeira” (Brazilian martial art Capoeira combines elements of dance (with which the duel begins), wrestling, acrobatics, and play. There is a clear threat in the graceful movements of the participants.

C) **Reproductions** of paintings by Lithuanian artist and composer M.K. Čiurlionis “Creation of the World,” “Sonata of the Sun. Allegro,” “Star Sonata,” “Sonata of Spring,” and “Sonata of the Sea.” in combination with his musical works as part of the double compositions of music and painting.

D) A **presentation** illustrating Viacheslav Ivanov's opinion about the work of M. Čiurlionis as an experience of synthesis of painting as spatial art and music as temporal art.

These materials serve as the basis for various tasks, student-created presentations, and thematic discussion materials.

Results and discussion

Listening is an important skill for both professional and personal interactions. It can help improve communication skills such as vocabulary, grammar, and speech. The three-volume textbook we analyzed shows that listening can be the foundation for designing a comprehensive, cohesive, and multifaceted course.

Using an integrative, versatile audio course has several advantages:

1. Using multiple channels for teaching material helps students develop a range of skills intensively.

2. An integrative course is a holistic system that engages students in multiple forms of communication.

3. Like the actual discursive process, it supports students' speaking activity in a variety of ways and strengthens their speaking skills.

4. The course helps improve the so-called inner speech necessary for understanding and interpreting spoken material. It also helps students develop skills in dealing with written and read texts.

5. An integrative course based on listening helps students address various aspects of a written text, including its integrity, coherence, logic, argumentation, and evaluation. It also considers the tone (textual modality) and addressee of the text.

6. Such a course, due to the versatility and variety of the teaching material, creates a versatile framework for teaching and develops associative and analytical thinking (the methods were explained in more detail in the audio course “I listen and understand” and in [15] and are discussed in the second part of this article).

Conclusion 1

There are not many audio and integrative training courses in higher education curricula. Those that do exist often rely on newspapers or monotonous academic texts. It would be useful to introduce more courses of this type, especially for teaching General Russian and Russian for different Majors.

Among the perspectives of the study is the creation of a project for integrative courses in other areas.

PART II.

The Associative Method for Teaching the Vocabulary of Language for Different Majors

The Associative Method is an effective way to help international students memorize a large number of vocabulary items. *Association*, the connection between two things, has been used in psychology since Aristotle to explain how one phenomenon can lead to the occurrence of another. This concept, known in associative psychology, has evolved and remains relevant nowadays. The ability to make associations has led to many important discoveries in various fields of knowledge. On the contrary, a narrow associative field can limit understanding and prevent one from seeing connections between real and hypothetical phenomena, impairing one’s ability to solve problems.

The term *associative field* is often used in linguistics to refer to a functional psycholinguistic model that captures the associative connections between words. These connections, which may be conscious or unconscious, are revealed through experimental methods and represent a person’s awareness during communication. Researchers such as Yu.N. Karaulov, Yu.D. Apresyan, A.V. Bondarko, and V.P. Abramov [16] have studied the concept of associative field, and N.V. Akovantseva has stated that it also represents a special way of grouping language units [17].

Creating associative links, reflecting a person's unique consciousness, follows certain laws and can be improved. Although it may seem that each person uses only the set of associations that he or she has accumulated over a lifetime, it is possible to significantly expand this range and develop the habit of associative thinking. This can be especially useful for students.

The types of associations that arise are based on the logical and the grammatical criteria. Based on the logical criterion, which marks the presence of a semantic connection between phenomena, two types of associations are distinguished: 1) central, where this connection exists directly (e.g., *учебник – знание, сооружение – строитель*); 2) peripheral, with mediated or absent semantic connection (e.g., *авария – дождь, учитель – дорога*) [18].

For our purposes, the associations made on the basis of the grammatical criterion are more important:

1) syntagmatic when the grammatical class of response words differs from the grammatical class of stimulus words (*классификация – семантическая, вывод – сделан*);

2) paradigmatic when the response words and the stimulus words belong to the same grammatical class. Nowadays, researchers distinguish at least six types of paradigmatic associations based, for example, on the type of cause-effect (*весна – почки*), part-whole (*среда – неделя*), contrast (*день – ночь*).

The data of N.G. Miloradova show that at least 66% of associations of people are central. On the other hand, a high number of peripheral associations could indicate a lack of language skills or a slower thought process. On average, people tend to form at least 70% paradigmatic associations, i.e., associations based on common features or categories. In contrast, a higher proportion of syntagmatic associations, i.e., associations based on a sequential relationship, might indicate immature thinking.

A set of learning tasks arranged in the course according to the principle of increasing complexity could look like this.

Tasks for close associations

They can be used to teach Russian language vocabulary to international students at levels A2 and B1. A stimulus word is given, and all stimulus words are taken from the philologist's dictionary of active terms: *абзац, актант, отрывок, рубрика, цитата, метафора, рифма, персонаж, сюжет* (possible associations: *абзац текста, удачный абзац, абзац номер 2, лишний абзац; сюжет романа, сюжет первого тома, хрестоматийный сюжет, разветвленный сюжет*).

Tasks for remote associations.

Two or three stimulus words are given, and the association must be general. For example: *раздел, параграф, текст* (учебник); *понятие, концепт, термин* (теория); *конверсия, компрессия, сжатие* (предложение); *типология, классификация, разновидности* (предикаты); *возрастание, убывание, сохранение* (звучность); *сопоставление, противопоставление, соположенность* (понятия); *начальная, средняя, действие* (фаза действия); *ямб, хорей, поэма* (стихотворный размер); *изосиллабизм, мадригал* (строка).

These tasks may include introducing two or three words or phrases and asking students to develop a general association. These words or phrases may be related in various ways (e.g., as synonyms, antonyms, or with a gradation of the meaning), or they may have no clear relationship. These tasks suit students at B1, B2, and C1 levels. The materials for these tasks at the Department of Russian as a Foreign Language of the Philological Faculty of Moscow State University are often taken from textbooks on listening comprehension for international Philology students [11, 12, 13].

Tasks for complex associations.

Students are presented with two, three, or four stimulus words, and when looking for associations, additional actions are allowed, such as changing the grammatical form of a word and using prepositions: *образ, персонаж, роман* (художественный образ, образ персонажа, персонаж в романе, мыслить образами, образный ряд); *Гоголь, горечь, смех, “Ревизор”* (горький смех, гоголевский “Ревизор,” смех в “Ревизоре,” смеховая культура, осмеяние).

Such learning activities are especially suitable for groups of B1, B2, and C1 levels. Attention to the development of associative thinking can be focused by teachers in class on vocabulary, grammar, and development of written and oral speech – both on the material of General Literary Language and on the material of the Language for different Majors. Tasks of this type can also be included in the so-called lexical-syntactic dictations.

The most active method of searching for associations is the work of students in a group, the so-called *brainstorming*. The nature of the tasks' set is the same, but they are carried out by all members of the group, who repeatedly throw ideas into a common piggy bank. The associations are

written on the board without any special additional rules, and are subject to discussion. Surprise, disagreement about the expressed ideas usually contribute to the emergence of new connections and associations, and their number multiplies quite significantly. Sharp criticism of the idea must be excluded, no matter how unusual and individual it may be.

The discussion aims to select the most popular associations of the group without evaluating them according to the degree of their attractiveness and without indicating their authorship. Without exception, the authorship of all associations is recognized as collective and not individual.

Conclusion 2

Psychologists have long recognized that associative thinking can be developed. Some researchers argue that the brain's association with written text is merely a reflexive response to information received through the visual channel, but nonetheless, external influences are stored in our memory in some way. With repeated contact with similar components, associative memory begins to operate, which is more complex and more profound than just reflex.

Including tasks specifically aimed at developing associative thinking in a Foreign Language course can provide intensive training for students' memory, helping them to develop their ability to work with large groups of new lexical units as well as the habit of volumetric seeing and comprehension of the problem. It also outlines new possible links between routine phenomena.

General conclusion

Practice shows that the Integrative Method of teaching the Vocabulary of Language for different Majors is compatible with the introduction of the Associative Method, and both together intensify the learning process. In this way, students can gain a deeper understanding of the language and its related concepts.

References

1. *Russkiy vikislovar'* [Russian Wikidictionary] (in Russian). URL: <https://ru.wiktionary.org/wiki/интегративный> (accessed 2 September 19).
2. Zaporozhets N.V. *Integrativnost' kak sposob formirovaniya metapredmetnykh kompetentsiy* [Integrativity as a way for forming the metasubject competences] (in Russian). URL: <http://www.infourok.ru>. (accessed 12 December 2019) .
3. Shakhmayeva K.E., Savva L.I., Pavlova L.V. *Integrativnoye obucheniye kak osnova komandnoy raboty studentov* [Integrative teaching as a base for students' team work]. *Sovremennyye problemy nauki i obrazovaniya – Modern problems of*

- science and education. 2017; 6 (in Russian). URL: <https://science-education.ru> (accessed 20 February 2020).
4. Amiantova E.I., Bitekhtina G.A., Gorbachik A.L., Lobanova N.A., Slesareva I.P. *Sbornik uprazhneniy po leksike russkogo yazyka: uchebnoye posobiye* [Collection of tasks in Russian Lexicon: teaching aids]. Moscow, Russkiy yazyk Publ., 1975:352 p. (in Russian).
 5. Slesareva I.P. *Problemy opisaniya i prepodavaniya russkoy leksiki*. Izdaniye 5-ye [Problems of description and teaching Russian Lexicon. Ed. 5]. Moscow, Librokom Publ., 2010. 176 p. (in Russian).
 6. Kuz'mich I.P., Lariokhina N.M. *Padezhi! Akh, padezhi! Sbornik uprazhneniy po glagol'nomu upravleniyu*. 6-ye izdaniye, stereotipnoye. [Cases! Oh, cases! Collection of tasks in verbal models. Ed. 6, stereotypical]. Moscow, Russkiy yazyk – Kursy Publ., 2018. 192 p. (in Russian).
 7. Sannikova A.V., Fedotova I.E. *Tekst po spetsial'nosti kak model' recheporozhdeniya dlya inostrannykh studentov nachal'nogo i prodvnutogo etapom obucheniya* [Special text as a model for speech initiating of foreign students: beginners and advanced level] (in Russian). URL: <http://www.bsmu.by> (accessed 18 November 2019).
 8. Avdeyeva I.B. Strategii obucheniya inostrannykh uchaschchikhsya inzhenerenogo profilya chteniyu autentichnykh tekstov nauchnogo stilya [Teaching authentic scientific texts' reading strategies for engineer profile students]. *Mir russkogo slova – World of Russian word*. 2017;2:67-78 (in Russian).
 9. Avdeyeva I.B. Kognitivnyy dissonans kak prichina neuspekha pri obuchenii russkomu yazyku kak inostrannomu v vuzakh inzhenerenogo profilya [Cognitive dissonance as a non-success reason in teaching Russian as a Foreign Language in engineer profile universities]. *Vestnik Rossiyskogo universiteta družby narodov. Seriya: Voprosy obrazovaniya: yazyki i spetsial'nost' – RUDN Journal of Language Education. Problems of Education and Translingual Practices*, 2014;3:81–87 (in Russian).
 10. *Uchebnaya programma inostrannykh aspirantov filologicheskogo fakul'teta MGU imeni M.V. Lomonosova* [Educational Program for foreign postgraduates of Philological faculty, Moscow State University named after M.V. Lomonosov] (in Russian). URL: <https://www.philol.msu.ru/graduatecourse/normative-documents/> (accessed 1 February 2020).
 11. Grekova O.K., Kuz'minova E.A. *Ya slyshu i ponimayu: uchebnoye posobiye po audirovaniyu s CD-MP3* [I hear and understand: teaching aids in listening with CD-MP3]. Ed. O.K. Grekova. Moscow, Flinta, Nauka Publ., 2010. 516 p. (in Russian).

12. Baldina E.V., Grekova O.K., Yevtikhiyeva A.S., Ilyushin E.A., Kuz'minova E.A., Matyushenko A.G. *"Slushayem leksii po teorii literatury": uchebnoye posobiye po audirovaniyu s CD-MP3* [Listening lectures in Literature Theory: teaching aids in listening with CD-MP3]. Ed. E.A. Kuz'minova. Moscow, MAKSPress Publ., 2020. 390 p. (in Russian).
13. Baldina E.V., Grekova O.K., Yevtikhiyeva A.S., Ilyushin E.A., Kuz'minova E.A., Matyushenko A.G. *Slushayem leksii po istorii literatury: uchebnoye posobiye po audirovaniyu s CD-MP3* [Listening lectures in Literature History: teaching aids in listening with CD-MP3]. Ed. E.A. Kuz'minova. Moscow, MAKSPress Publ., 2020. 368 p. (in Russian).
14. *Russkiy yazyk i kul'tura v sovremennom mire: masterskaya programma: uchebnoye posobiye* [Russian Language and Culture in the modern world: magistracy program: teaching aids]. Eds. M.L. Remneva, L.V. Krasil'nikova, E.A. Kuzminova. Moscow, MAKSPress Publ., 2015. 278 p. (in Russian).
15. Grekova O.K. Metod vstrechnogo teksta kak resurs razvitiya pis'mennoy, ustnoy rechi i assotsiativnogo myshleniya uchashchegosya [Oncoming Text method as a source for developing students' written, oral speech and associative mentality]. *Issledovatel'skiy zhurnal russkogo yazyka i literatury. Vestnik Iranskoy Assotsiatsii Russkogo Yazyka i Literatury – IARLL Bulletin*, 2016;7:83-100 (in Russian).
16. Abramov V.P. *Teoriya associativnogo polya* [The theory of Associative Field] (in Russian). URL: www.philol.msu.ru/~rlc2001/abstract/files/lex_fraz.doc (accessed 18 April 2018).
17. Akovanceva N.V. *Associativnoe pole kak osobyj vid leksicheskoy gruppirovki (na materiale eksperimental'nogo issledovaniya associativnogo polya "otdykh – otдыхat'")*. Dis. kand. filol. nauk [Associative Field as a special Vocabulary Grouping Type (based on the experimental research of Associative Field "rest – to have rest")]. Voronezh, 2022. 269 p. (in Russian).
18. Miloradova N.G. *Myshlenie v diskussiyah i resheniyah zadach*. [Mentality in Discussion and Problem Solving]. Moscow, Izdatel'stvo Associacii stroitel'nyh vuzov, 2000. 210 p. (in Russian).

Information about the author:

Olga K. Grekova, Lomonosov Moscow State University, Associated Professor, Candidate of Philological Sciences (GSP-1, Leninskie Gory, Moscow, Russian Federation, 119991).
E-mail: olggre@list.ru

Submitted December 8, 2022

ИНТЕГРАТИВНЫЙ И АССОЦИАТИВНЫЙ МЕТОДЫ ОБУЧЕНИЯ ЛЕКСИКЕ ЯЗЫКА СПЕЦИАЛЬНОСТИ

Грекова Ольга Константиновна

*Московский государственный университет им. М.В. Ломоносова,
Москва, Россия, olggre@list.ru*

Аннотация. *Введение.* Статья посвящена современным методам обучения лексике языка специальности «Филология: Лингвистика: Литературоведение» и выдвигает на обсуждение два опробованных на практике метода – интегративный и ассоциативный. Интегративный метод связан с многоканальным предъявлением учебного материала и выявляет принципы его организации. За основу такой программы берётся курс аудирования учебных лекций, построенный исключительно на материале аутентичных лекционных фрагментов. Глоссарии лекций, являясь материалом для повторения основных трудностей русского произношения для инофонов, в то же время представляют предметный ряд дисциплины. В результате выстраивается компактный многоцелевой курс, охватывающий такие области, как фонетика/акцентуация/ритмика в совокупности с лексикой/грамматикой/логикой/композицией/риторикой/ анализом текста звучащего и письменного/развитием речи. Поскольку типология заданий по каждой лекции обширна и воспроизводится неоднократно, учащиеся получают возможность увидеть каждый предмет с разных сторон в его единстве и противоречиях.

Ассоциативный метод нацелен на закрепление в памяти учащихся больших объёмов специальной лексики. Операциональная деятельность учащихся связана как с ближними и дальними, так и с осложнёнными ассоциациями на слово-стимул, взятое из лекционного глоссария.

Целью статьи является как описание передаваемого интегративно и ассоциативно учебного материала, так и представление ряда способов работы со знанием в ходе подобных обучающих курсов.

Материал и методы. Ведущим методом исследования послужил сопоставительный анализ реальных и гипотетических способов соединения разных целей, задач и видов речевой деятельности

учащихся функционального курса русского языка как иностранного в едином курсе.

Результаты и обсуждение. Выяснилось, что цели и задачи формирования ряда разных по своей природе компетенций совместимы в едином курсе обучения. Несущей основой такого курса может служить аудирование как вид речевой деятельности. А отрабатываемые в обсуждаемом трехчастном учебном комплексе умственные действия (извлечение информации из неоднородных источников, предлагаемых на разных носителях, сопоставление явлений, выделение главного, составление из разрозненных элементов целого, формулирование общей и частных проблем, исчисление аспектов проблемы) формируют определенный тип мышления, необходимый обучающимся не только по специальности «Филология: Лингвистика: Литературоведение», но и по другим специальностям.

Заключение. Интегративный и ассоциативный учебные курсы представляют собой целостную систему, вовлекающую учащегося сразу в несколько видов умственной, речевой деятельности. Таким образом, достигается ускоренное формирование доминирующей, профессиональной коммуникативной компетенции.

Ключевые слова: *Русский язык как иностранный, интегративный метод, ассоциативный метод, обучение лексики, язык специальности «Филология»*

Для цитирования: Grekova O.K. Integrative and Associative Methods for Teaching the Vocabulary of Language for Different Majors // *Education & Pedagogy Journal*. 2023. Вып. 1 (5). P. 61–81. doi: 10.23951/2782-2575-2023-1-61-81

Сведения об авторе:

Грекова Ольга Константиновна, доцент, кандидат филологических наук, МГУ имени М.В. Ломоносова (Ленинские горы, 1, Москва, Россия, 119991).
E-mail: olggre@list.ru