

THE METHOD OF USING RUSSIAN FEATURE FILMS AT STUDYING RUSSIAN AS A FOREIGN LANGUAGE

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The article suggests a method for using Russian feature films to form the communicative competence of foreign students studying Russian.

The authors aim to show how the emotionally rich material of feature films, included in the educational process, creates positive motivation for students in mastering a foreign language, and Russian as a foreign language as well. Motivational activity contributes to the achievement of a high level of mastering the language studied.

The results of the experimental study confirm the effectiveness of the proposed model of teaching. Complex work with the material of feature films contributes to the sociocultural and linguo-cultural adaptation of foreigners in the Russian-speaking environment in various spheres of communication.

The originality of the concept of teaching Russian as a foreign language, presented in the article, consists in the fact that it is proposed to use modern Russian films, including topics that are attractive in subject matter and general content for the youth student audience. The novelty of the linguo-didactic concept is that attention is focused on the development of the Russian phonetic culture of speech of an inophone on the basis of songs, creating moral, ethical and artistic potential of the film along with other factors.

Keywords: Russian as a foreign language, feature film, student, music, song, motivation, emotion, competence, communicative competence, adaptation, linguo-didactic system.

INTRODUCTION

At all times, art in its diverse manifestations played a huge role in people's lives. Thus, cinema art is one of the most important media and means of moral-aesthetic education. It has a high degree of psychological impact on the viewer. No one said better about this than S. Eisenstein: "Only cinema can take for the basis of its aesthetics and dramaturgy not the static of the human body, not the dynamics of its actions and actions, but an infinitely wider range of reflection in it of the whole variety of the movement and the changing of the feelings and thoughts of a human" (Eisenstein 1968).

Psychologists explain this feature of motion picture art by the fact that when watching a film in the process of artistic perception, the viewer is identified with the screen world. Identification is seen as a psychological identification of the

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viewer with the characters of the film, as a kind of transfer of own “Me” - experiences, assessments, motives, desires, ideas, etc. on the characters of the work of art.

The viewer, as it were, gets inside the depicted life, becomes an actor, joins the events occurring on the screen, and “lives” them together with the characters of the film. That is why, according to psychologists, the process of perception of the film - both in essence and in form - becomes analogous to the process of accumulating its own experience. In cinema, a unique effect is achieved: it provides the dynamics of sense formation.

“In order for the process of communication through cinema to capture us, so that the dynamics of sense formation are realized, some preliminary conditions are necessary. The most important of them is transferring oneself to the place of the hero of the film, unconscious empathy for them, a look at what is happening as if by their eyes” (Leontiev 2008).

According to Vygotsky L. S., “the action of art re-melts the personality, rebuilds it, i.e. carries out its “catharsis” (Vygotsky 1968). All of the above justifies the possibility of using motion pictures in the process of education and upbringing and personality formation at different stages.

THEORETICAL FRAMEWORK

In the modern world, art in general and film art in particular are regarded as the most important way of humanizing education, as a means of aesthetic and moral education.

Psychological and psycholinguistic justification of the expediency and effectiveness of the use of motion pictures in the process of education and upbringing is found in the theory of personality development (B. G. Ananyev, L. S. Vygotsky, A. N. Leontiev, S. L. Rubinstein); in the theory of motivations and emotions (A. N. Leontiev, D. Coleman, A.G. Maslow, K. Rogers); In the theory of emotional intelligence (D. Goleman, J. Meyer, P. Salloway); in the activation of teaching theory (K. Vyazina, N. M. Zvereva); in the theory of cinematography (I. V. Weissfeld, L. S. Zaznobina, A. V. Spichkin, Yu. N. Usov, A. V. Fedorov).

“The expediency of using films is largely justified by the fact that the actualization of the information contained in them, selected by the teacher for specific educational purposes, is carried out using a set of tools: visual, symbolic (graphics, texts), sound (speech, music) visibility” (Bukharkina M. Yu., 2009).

The impact of filmmaking on the viewer is provided by means of film expressiveness. Cinema expressiveness determines the prevalence of emotional factors on the screen. Important is its means, such as a close-up showing the emotional state of the movie heroes (expressive play of the actor), sign language, colorful and emotionally determined presentation of information, the possibility of various uses of the musical background.

When perceiving the actions taking place on the screen, conditions are created that are the closest to the natural ones: real language environment, a harmonious junction of verbal and non-verbal components, creating a communicatively real and “singular”, unique situation.

All this determines the degree of emotional impact on the viewer. Emotional saturation of the film material, created by means of film expressiveness, contributes to the formation of persistent positive motivation in the overall teaching process, and in particular, in mastering a foreign language, which in turn helps to achieve a high level of learning the language. As a consequence, both in domestic and in foreign practice, there are strong traditions of using movies in the process of school and university studying (in this short list of works we include only some publications of recent decades) (Vorobyeva, Baturina, 2012; Nevezhina, 2000; Fraufeld, 2006; Chermiss, Goleman, 2002; Collin, 2002; Cooper, Lavery, 1996).

Psychologists say that while studying at a university, a person successfully perceives and processes a large amount of information. “The student has the highest speed of operative memory and switching of attention, rapidly developing speaking and thinking functions that affect intellectual processes, developing the flexibility of the mind, the ability to structure relationships, communication, situations, the personality as a whole” (Passov, Sharipova, 1991). We emphasize that the use of motion pictures cannot be better included in this process of activating the reserve capabilities of the individual.

In the domestic and foreign methods of teaching a foreign language, and in particular Russian as a foreign language, movies have long attracted attention. In recent decades, researches on these problems were carried out by such researchers as Baturina L. A., Budnik A. S., Bereznyatskaya M. A., Vesova T. N., Vorobyova G. V., Denisenko A. V., Elizarova G. V., Ivanova L. A., Ignatiev O. V., Novikova A. K., Olikhver L. V., Pisarenko V. I., Chistyakova E. V., Shustikova Ò. V., etc. The foreign methodology also addresses these problems (Graham, 1978; Tomlinson, 1999; Powell, 2000).

LITERATURE REVIEW

In the modern methodology of teaching Russian as foreign language, various approaches are being developed that optimize the volume of the material being studied and accelerate the rate of its development. The most effective are printed and auditory means.

The song, being a complex phenomenon of language, appears in the process of learning primarily as an original educational text, as “the fact of the culture of a foreign language, suitable for educational communication and having a sign function” (Arutyunov, 1990).

A song very well can perform a double function, on the one hand, helping a foreigner to come closer to understanding the Russian way of thinking, the Russian

attitude, and on the other, to be an instrument that allows a foreigner to engage in direct social and cultural communication with native speakers of the Russian language.

According to the results of B. Yu. Normann, who regards the verbal portrait of modern linguistics, “it is possible to single out the following meanings of the lyric:

- lyrics are a special and important part of the human environment;
- a song is part of history, spiritual culture, part of the people as a whole;
- a song participates daily in the formation of lexical stock and grammatical minimum;
- a song helps people think;
- a song presents an ideal scale of life values” (Normann, 1991).

The researcher Kokorina G.V., analyzed song material in the sociocultural aspect, allocates the following kinds of song materials depending on the purposes of use in the teaching process:

- 1) educational songs, specially written for a specific training complex;
- 2) authentic song material specially selected by the teacher for specific teaching purposes and organized in the form of exercises;
- 3) authentic song material, spontaneously chosen by the teacher or students, not adapted for specific teaching purposes, but which can be used to develop listening and listening skills or to create a positive psychological background in the lesson” (Kokorina, n.d.).

“In modern methods of teaching Russian as a foreign language, the study of songs is given great importance, as well as the using of “active” singing music is an effective means of verbal and nonverbal influences, as well as contributing to the teaching of the Russian phonetic culture in all its aspects: audible, accent-rhythmic and intonational-melodic (Zubareva, 1998; Strelchuk, 2011).

Let us also note that linguo-based teaching for Russian phonetics is used: special benefits have been created for students with different native languages of students (Zubareva, Strebkova, 2008; Zubareva, Dedikova, 2008).

When teaching Russian as a foreign language, we rely on the work of such well-known scientists as L.S. Vygotsky, L.V. Shcherba, A.A. Leontiev, V.G. Kostomarov, E.M. Vereshchagin and others, as well as in the use of educational and feature films for the duration of foreign students - for the work of such scientists as V.D. Shershavitskaya, G.I. Kutuzova, G.G. Gorodilova.

METHODOLOGY

The main objective of our experimental work was to test the effectiveness of the use of domestic feature films aimed at developing communicative competence among foreign students in the study of the Russian language.

The study was conducted on the basis of the Russian University of Peoples' Friendship and the Center for the Study of Russian as a Foreign Language. A total of 140 people took part in the research: 70 people - foreign students aged 18 to 22 years who made up the experimental group, and 70 people - students aged 18 to 22 years who made up the control group.

The present stage of the experiment was aimed at revealing the initial level of knowledge of the Russian language, which is a necessary condition for the inclusion of films in the educational process. Students should have the necessary verbal base for perception of alien speech, i.e. formed the skills of perception and understanding, skills in design and skills of using language tools on limited material.

To do this, we used methods such as observation, testing, questioning. The ascertaining stage of the experiment showed an insufficient initial level of proficiency in Russian for all foreign students, therefore, in the formation of the experimental and control groups, this factor, along with the age of the students, equalized the composition of the studied groups, allowing comparison of the data obtained in the course of further work.

The effectiveness of the formative stage of the experiment, including our methodology for working with feature films in a foreign audience, was tested by processing the quantitative indicators of the development of communicative competence with the methods of mathematical statistics.

Quantitative indicators of the development of communicative competence among foreign students in the experimental and control groups were obtained using the questionnaire test developed by us (Annex 1).

Given that the diagnosis of communicative competence should be, first of all, self-diagnosis, self-analysis, in our test we used the method of self-assessment of the intensity of competence indicators after passing the course of studying Russian by foreign students.

To process the test results, statistical methods were used using the modern statistical package "SPSS Statistics 17.0". The specificity of this technique is the use of "active" forms of information collection for a comprehensive assessment of the communicative competence. This is the modeling of activity situations in which students demonstrated typical behavioral patterns. We used the method of expert evaluation of test questions. Teachers acted as respondents-experts.

All the teachers of Russian as foreign language (20 people) who participated in the examination had a special education and practical work experience from 5 to 35 years. Initially, the test contained more than 40 questions. The experts were asked to evaluate the content of each issue in terms of its relevance to the subject and subject of the study, as well as the intelligibility for foreign students. As a result, 25 questions were left in the test; most accurately and fairly fully describe the content of communicative competence.

One of the most important means of improving the reliability of the method was the uniformity of the procedure of the survey, its strict regulation: The same environment, the same type of instructions, the methods and characteristics of contact with the test subjects, etc.

RESEARCH RESULTS

As a result of factor analysis after rotation, five factors were distinguished in each group. The results of the factor analysis of the communicative competence variables of students in the experimental group are presented in Table 1.

Knowledge of the norms of behavior, values, communication rules and other socially and culturally conditioned realities is necessary for choosing the right verbal register. Cultural awareness is necessary for a correct interpretation of what is happening in a specific situation in a foreign culture environment. Ignorance of the sociocultural context and the lack of strategies to fill information gaps may prove to be decisive factors when communicating with native speakers of the language and culture.

The paradigm shift in the theory of teaching a foreign language requires a revision of the notion of the sociocultural component, or, as it is sometimes interpreted, “sociocultural competence”, which is traditionally understood as a constituent of communicative language competence. Many domestic and foreign authors are in favor of replacing the term “sociocultural competence” with the term “cross-cultural competence”.

American scientists N. Chomsky and D. Hymes say that “the term” intercultural communication “more adequately reflects the processes occurring when using a non-native language” (Hymes, 1972). The authors emphasize that language is not only a linguistic code, in its structure and usage rules cultural values are reflected, without mastering which successful communication in a foreign language is impossible, as it is impossible without knowing the code itself. It is significant that when communicating internationally, often disruptions in communication occur not so much because of grammatical errors, but because of the fact that representatives of different cultures will use a nonnative language, relying on their own cultural norms. Further analysis of the factors identified in the experimental group showed that the communicative competence, measured by our test, is made up of five parts (components): linguistic, discursive, sociocultural, strategic and social. Consequently, a certain classification of variables was identified. The percentage distribution of the components of communicative competence by their factorial weights is shown in Figure 1.

The results of factor analysis carried out using the principal components method show that the linguistic (or grammatical) competence is the leading one in the communicative competence of the students of the experimental group. Its contribution to the overall sample variance is 27%. This gives grounds to consider

it a basic factor in the formation of communicative competence among foreign students using domestic feature films.

The second most important is the discursive competence. Its input is 24%. The, the following goes: sociocultural (or cross-cultural) competence - 19%, strategic (or compensatory) competence - 17% and, finally, social (or personal) competence, whose contribution to the overall variance is 13%.

As a result of factor analysis after rotation, five factors were also identified in the control group. The results of the factor analysis of the communicative competence variables of the students in the control group are presented in Table 2.

The factor structure of the communicative competence of the students in the control group differs significantly from the structure revealed in the students of the experimental group. The content characteristics of the factors identified here do not have the same ordered structure, as is the case in the experimental group (see Table 2).

These differences in the structure of the communicative competence of students in the experimental and control groups were confirmed in the course of the correlation analysis of generalized competence indicators. The results of this analysis are presented in Table 3.

The results obtained in our study basically confirm the ideas expressed about the structure of communicative competence by many authors. There are many approaches to what to include in communicative competence. D. Hymes (Hymes, 1978) combined this notion with grammatical, socio-linguistic, discursive and strategic competence, and some other authors (Formanovskaya, 1989) included in this concept also the rules of etiquette of communication, conditioned by cultural norms.

The most detailed description of communicative competence belongs to (Bachman, 1990; Canale, Swain, 1980). He included here linguistic, discursive, colloquial, pragmatic, socio-linguistic, strategic and intellectual competence. An important component of communicative competence is linguistic competence, which is a willingness to use a foreign language as an instrument of speech-activity.

Comparative analysis of the average values of communicative competence variables of foreign students of the experimental and control groups was carried out using the statistical package "SPSS Statistics 17.0" according to Student's t-criterion.

The results of a comparative analysis of the communicative competence variables of students in the experimental and control groups are presented in Table 3.

The presented quantitative data of the communicative competence of foreign students show that the majority of the competence variables in the experimental group are much more pronounced than in the control group (17 indicators out of 25 have significant differences).

Most clearly these differences are manifested in such indicators as the desire for self-development, confidence, sociability, the ability to create texts, interest in the culture of the country, knowledge of its traditions, adaptability, the ability to establish relationships and interactions with native speakers of the Russian language.

The communicative competence of students in the experimental group is characterized by a stronger expression of all its components. Thus, linguistic competence is manifested in them in a much larger margin of words (vocabulary), knowledge of the rules of their spelling, better knowledge of the structure of Russian sentences.

Discursive competence has a more pronounced ability to write literary works, stories, reviews (create own texts), compile texts, make abstracts and annotations of various articles, reports, reports and other publications, which contributes to better adaptability in the business sphere, lack of feelings of helplessness.

Sociocultural competence is distinguished by a much better knowledge of the peculiarities of Russian culture, folk traditions and values, possession of the sign language adopted in the communication of Russians, a more active manifestation of interest in the history and culture of Russia, a desire for independence, self-improvement in mastering the Russian language, and self-development.

Strategic competence manifests itself in a more skillful use of proverbs, sayings, idioms, winged expressions, etc., phrases, establishing relationships and interactions with native speakers of the Russian language, using compensatory techniques in conversation with them.

Social competence is characterized by a greater degree of foreign students in the experimental group of such properties and personal qualities as: motivation is a desire to more thoroughly study the Russian language, showing perseverance and perseverance; self-confidence, in their capabilities; sociability - the ability to get acquainted with new people, establish a trusting relationship with them.

As for the communicative competence of the students in the control group, the above indices are expressed at a lower level compared with the students in the experimental group. And such characteristics as: general level of knowledge of the Russian language (grammar preparedness), the ability to conduct business correspondence using electronic technical means, the ability to translate texts and speaking into Russian, the ability to self-control and regulate the state and behavior in unusual conditions are expressed even more. However, the differences in these indicators do not reach the level of statistical significance.

In our opinion, in this case the need for success is first of all intensified. According to psychological research, this need is characterized by the following concepts: the desire to perform something difficult; manage, manipulate, organize - in relation to physical objects, people or ideas; do it all as quickly and independently as possible; overcome obstacles and achieve high rates; Improve; rival and outstrip others; to realize talents and thereby increase confidence and self-esteem.

Further, the discursive, sociocultural and strategic components of the communicative competence of students are activated. We believe that our method of using domestic feature films plays the role of discourse, while at the same time influencing the formation of sociocultural and strategic competence among foreign students.

DISCUSSION

In the modern youth environment, cinema acts as a preferred mode of entertainment. In this regard, it is advisable to systematically include work with movies in the practice of teaching foreign languages and Russian as a foreign language, in particular.

We also believe that the organization of the cinema club is an effective form of teaching verbal communication, mastering live speech in a foreign language on the basis of developing a culture of perception of screen arts (movies, video films, TV shows).

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“The song is a rich, well-organized source of information about different historical periods of the country and the state of society at different stages of its development. The lyrics include emotionally colored verbal intonations” (Shustikova, 2010).

The use of movies requires teachers to methodically work out - the creation of special methodological aids. The educational video course on the film “Moscow does not believe in tears”, created by Zhidkova G.F., Shaklein V.M. etc. (Zhidkova, 2009) contains author’s songs from the film, various exercises and assignments with commentaries that form the verbal competence of foreign students and contribute to a deep understanding of Russian reality, without which socio- and linguo-culturological adaptation would be incomplete.

As an example, we give such a task: “Task 11. You met three friends who live in the dorm, they are not from Moscow. You can already have a first impression of them.

1. What words and actions characterize Katya as a serious, purposeful, strong person?
2. Is it possible to say that Tonya is an attentive, kind person? Confirm it with her words, cues, actions.
3. How could you describe Lyudmila? Remember her behavior when meeting with Kolya, the scene with the porter and her telephone conversation.
4. About which of the girls can be said that she has a sense of humor, that she is an interesting person, with a spark, inclined to external effects, adventures?" (Zhidkova *et al.*, 2009).

The use of video materials in the lessons allows using the following types of verbal activity: listening, speaking, reading and writing (when doing exercises) - and solve a number of learning problems within each activity.

In the field of listening, the video material helps to formulate the ability to understand the sounding monological and dialogical text, in the sphere of speaking - to develop the correct acoustical-articulatory skills and appropriate to use them in speech, create their own statements on sounding patterns, etc., in the field of reading - Reading on the basis of additional texts and texts of the phonogram, to form and develop the skills of the learning text.

In the field of writing, the main tasks are related to the creation and improvement of spelling skills based on the phonogram, additional texts and the exercises and tasks developed by the teacher, as well as the implementation in writing of a coherent, clearly organized text based on reproductive activity.

Inclusion in a lesson any video is justified and psychologically: their use in classes increases the motivation and activity of trainees, creates certain conditions for independent work (we should not forget that through the organs of sight and hearing the person receives the bulk of information about the world around them). Thus, favorable conditions are created for the formation of communicative (verbal and sociocultural) competence of students. And the inclusion of various channels of information input positively affects the consolidation of regional and linguistic material.

In addition, the using of video materials refers to visual methods of teaching. At the same time, teaching and educational functions are effectively combined in the activity of the teacher, which is determined by the high degree of impact of visual images on the students. The information presented in this form is the most accessible for perception, it is easier to absorb and more quickly and helps to satisfy the requests, desires and interests of students.

However, when using the visual method (demonstration of video material), a number of conditions must be observed:

- video material used must correspond to the level of knowledge of the students;

- observation should be organized in such a way that all students can see the video material clearly;
- it is necessary to clearly distinguish the main, essential thing;
- to elaborate in detail the explanations given during the demonstration of the video material;
- the video material to be displayed should be consistent with the study material being studied, in accordance with the topic under study.

The choice of methods and work on video material is almost unlimited and depends on the level of students' preparation, individual characteristics and abilities, as well as on the imagination and resourcefulness of the teacher.

At different stages of teaching, it is possible to offer different types of exercises, depending on the aims and objectives of the stage. These are the answers to questions; discussion of the film, its main and secondary heroes; exercise-prediction (the teacher stops watching in a certain place and asks the students: "what do you think will happen next?"); story-role games; "voice over" (a fragment of the film is shown without sound, students are invited to voice what is happening on the screen), etc. The positive side of the video materials using in the initial stage of the teaching Russian as a foreign language is that the video text contains visual information about the place of the event, appearance and non-verbal behavior of the participants in a particular situation.

It is advisable to perform lexico-grammatical exercises after watching the film. The task of these exercises, developed by the authors, is the expansion of the vocabulary of students, acquaintance with colloquial vocabulary, and the consolidation of lexical and grammatical skills. The solution of these problems allows students to achieve meaningful goals, as they hear the true speech from the mouths of native speakers, see with their own eyes what we say in class, read in texts and dialogs, learn more about Russia's traditions and culture. Undoubtedly, the motivation of students increases, since they understand the sound of speech by ear, can use what they hear in communication, which together contributes to the formation of communicative competence of students, including such components as sociocultural and culturological. As another example, we will give some exercises after watching the youth film "Piter FM" (Nazarenko, Khalyavin, 2014).

Exercise 1. Read the sentences. Remember the fragment of the film where these phrases sounded. Use words in parentheses in the right form (use prepositions if necessary).

1. "Piter FM" is on air. And we continue our concert. Fedor and Victor congratulate _____ (their friend Maxim Vasiliev) _____ (victory) _____ (international competition of young architects). Maxim became the best of the best!

2. So, _____ (stabilization) emotions, breathe deeper and stay _____ (our wave).
3. Waiting for you _____ (Thursday).
4. "Why did you come so late?" I work _____ (seven hours).
5. I'll be fast, I just need to sign (paper) and get (work record book). Here is the notice _____ (advance).
6. I studied _____ (institute, marine transport).
7. Now we will go _____ (warehouse) _____ (shovels).
8. Tell me, please, but you did not see here, by chance, (girl) _____ (red jacket)? - Well, many people go _____ (red jackets).
9. Do you know that I'm leaving _____ (Germany)?
10. Be _____ (tone) and do not be late _____ (dating), but now listen (slow music).
11. And I have tremendous news! According to (people's signs), if someone climbed _____ (you) _____ (window), the day will be excellent.
12. I really need your help. You see, one young man got _____ (trouble).
13. I can advise you _____ (one very good architect). His name is Fedor Zemtsov. He is a very talented young architect and, importantly, he is not afraid either of _____ (tsunami), _____ (earthquake), or _____ (revolution).

Exercise 2. Read the verbs on the right. Choose aspectual pairs for them. Make your examples with these verbs, if possible using them in the present, past and future time, in the form of infinitive and imperative. Look at the fragment of the movie and restore the dialogues. Answer the questions.

Dialogue 1

- How are things at work? How does the day _____? pass
- Good
- What about details?
- Can I _____, Kostya? I'm so _____ at work. Keep silence, tire
- OK. Mm, tasty. _____M? try
- Honestly, I do not _____ to eat. want

Dialogue 2

- And _____, in the first grade, you also had a remember
- gray suit? I _____ you almost all my life. Terrible. know

- What do you mean? Marusya, Marusya?
- Let us _____. Parents asked _____ sleep
tomorrow, they have some business there, your come
parents are connected. Those "Limousines".
Oh, how much stuff we have...

Having analyzed the obtain results, we came to the conclusion that the greatest differences in the level of the formation of communicative competence are observed in the social, discursive and sociocultural components.

Consequently, during the experimental work on the formation of communicative competence in foreign students using Russian films, positive results were obtained. Based on the results obtained, it is possible to state the following:

During the experimental work on the formation of communicative competence in foreign students using domestic films, positive results were obtained. This was manifested in the fact that the dynamics of the levels of communication competence in the students of the experimental group are higher than in the control group. On the basis of the results obtained, we formulated the following conclusions.

1. The hypothesis about the effectiveness of using domestic feature films as a method of forming communicative competence among foreign students in the study of the Russian language has been confirmed.
2. Differences in the structure of communicative competence, formed by foreign students in the study of the Russian language with the use and without the use of domestic feature films, are revealed.
3. The factor structure of the communicative competence of foreign students, formed during the study of the Russian language using domestic feature films, consists of five clearly expressed factors. The first one is linguistic, including indicators of the level of language (grammatical) preparedness of students. The second one is discursive, which characterizes the productive manifestation of the skills of translation, abstracting, the ability to create texts, and to conduct business correspondence. The third one is a sociocultural, showing the knowledge of traditions, the culture of Russia, the desire of foreign students to further their knowledge, to self-development. The fourth one is strategic, reflecting the ability of students to interact with native speakers of the Russian language, using compensatory means of communication. The fifth one is a social or personal factor, including activation of such qualities and qualities of personality as motivation, sociability, confidence, ability to self-regulation.
4. The factor structure of the communicative competence of foreign students studying the Russian language without the use of movies (students of the

control group) also consists of five factors. However, their content characteristics do not have the same ordered structure, as is the case in the experimental group. So, the first factor includes indicators of both linguistic, and strategic, and social competence. The second one is discursive and sociocultural competence. The third is the sociocultural and social competence. The fourth one is linguistic and strategic competence, and the fifth factor generally includes only one indicator of social competence - uncertainty. All these points add to the insufficient formation of communicative competence among foreign students of the control group.

5. During the experimental work, statistically significant differences in the expression of the majority of the studied indicators of communicative competence among foreign students of the experimental and control groups were revealed. The students of the experimental group were characterized by greater expressiveness of the components of communicative competence, namely its social, discursive, strategic and sociocultural components. At the same time, the students of the experimental and control groups did not significantly differ in the linguistic (grammatical) component of communicative competence.
6. The pedagogical approaches and methods of using domestic feature films developed by us in the formation of communicative competence among foreign students primarily activate its social (personal) component. And the greatest impact working with feature films has on the formation of motivation and confidence of students in their ability to achieve the goal. The method of using domestic feature films also serves as a discourse, while at the same time influencing the formation of sociocultural and strategic competence among foreign students.
7. The results of experimental work, obtained with the help of our test (questionnaire) for the diagnosis of communicative competence of foreign students, confirmed its substantial (theoretical) validity.

CONCLUSION

In connection with all of the above, we believe that the use of motion pictures in the process of studying Russian as a foreign language, one of the ways to combine the processes of mastering a new language and comprehending is living in a non-native culture. Here it would be appropriate to cite some statements of Russian scientists, famous foreign cultural and art figures.

“Studying of Russian as a foreign language, as well as of other foreign languages, is designed to form an individual who is able and willing to participate adequately in intercultural communication, in acts of authentic communication.

And the role of motion pictures possessing a powerful potential of intellectual, aesthetic, moral and emotional impact on a person, in the process of its formation and social adaptation to the conditions of life in a rapidly changing multicultural and multilingual world is beyond doubt" (Shustikova, 2008).

Below is the opinion of one of the well-known experts in the field of cinema: "I really love Russia and have been to Moscow many times. After watching "The Duelist" I had only positive impressions - this is a very strong movie with a strong plot. It is this depth of the narrative line that we teach our students. Many people try to focus on emotions, acting, but history itself is important. I am glad that our students, thanks to their cooperation with ROSKINO, have the opportunity to see the latest Russian films and become part of an important event in Los Angeles", said Paul Brown, a professor at the New York Film Academy (<http://superomsk.ru>).

In conclusion, it should be noted that a promising in study that we started is the selection of fundamentally new teaching methods, where a communicative technology for the realization of cultural approach, based on the principles of verbal and cogitative activity, personal individualization, were involved.

Summing up, it is important to note that at present theoretical aspects of the communicative competence problem are developed in sufficient detail, and difficulties arise when it is necessary to diagnose the latter, and also the process of forming communicative competence in various ways. One of the methods we proposed is the use of domestic movies in the educational process - is the leading one in the formation of social (personal) communicative competence among foreign students.

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ANNEX 1
TEST (QUESTIONNAIRE) FOR CONDUCTING AN INDIVIDUAL SURVEY OF STUDENTS,
STUDYING RUSSIAN AS A FOREIGN LANGUAGE

Full name _____ Date _____

Please mark on the 7-point scale how “Slightly” or “Strongly” you express the below-mentioned figures after studying the Russian language. The scores in each scale reflect the following content characteristics:

- | | | |
|---|--------------------------|--|
| 1 | (lowest) | The indicator is absolutely not manifested |
| 2 | (low) | The score means lack of practical skills and skills associated with this indicator, they need to develop |
| 3 | (low limit of average) | The score indicates the availability of relevant activities and skills that are not systematically and not fully manifested |
| 4 | (average) | The score shows the average level of the indicator, the skills and skills that are satisfactorily developed for the activity |
| 5 | (upper limit of average) | The score corresponds to a sufficiently high development of skills associated with this indicator |
| 6 | (high) | The score corresponds to the favorable expression of the indicator, indicating a high development of skills associated with it |
| 7 | (highest) | The indicator was shown clearly, standing out among others |

- | | | | | | | | | |
|---|---|---|---|---|---|---|---|------|
| 1. General level of knowledge of the Russian language (grammatical preparedness): | | | | | | | | |
| Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | High |
| 2. Vocabulary, sufficiency of vocabulary: | | | | | | | | |
| Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | High |
| 3. Knowledge of pronunciation rules: | | | | | | | | |
| Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | High |
| 4. Knowledge of spelling rules: | | | | | | | | |
| Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | High |
| 5. Knowledge of word formation rules (suffixes, prefixes, etc.): | | | | | | | | |
| Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | High |
| 6. Knowledge of the structure of Russian sentences (composition, word order, etc.): | | | | | | | | |
| Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | High |
| 7. Ability to conduct business correspondence (letter, fax, e-mail): | | | | | | | | |
| Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | High |
| 8. Ability to write literary works, stories, reviews, etc.: | | | | | | | | |
| Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | High |
| 9. Ability to compile texts from different parts: | | | | | | | | |
| Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | High |
| 10. Ability to make abstracts and annotations of articles, reports, reports and other publications: | | | | | | | | |
| Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | High |

11. Ability to translate texts and speaking in Russian:								
Low	1	2	3	4	5	6	7	High
12. Ability to receive television and radio information:								
Low	1	2	3	4	5	6	7	High
13. The need for reading books, periodicals in Russian:								
Low	1	2	3	4	5	6	7	High
14. Knowledge of the peculiarities of Russian culture, traditions, values:								
Low	1	2	3	4	5	6	7	High
15. Knowing sign language, accepted in the communication of Russians:								
Low	1	2	3	4	5	6	7	High
16. Adaptiveness, lack of feelings of helplessness:								
Low	1	2	3	4	5	6	7	High
17. Appropriate use of proverbs, sayings, idioms, winged expressions, and other similar phrases:								
Low	1	2	3	4	5	6	7	High
18. Interest in the history and culture of Russia:								
Low	1	2	3	4	5	6	7	High
19. Ability to establish relationships, interactions with native speakers of the Russian language:								
Low	1	2	3	4	5	6	7	High
20. Ability to use compensatory techniques (rhetoric, pauses, exclamations, etc.) in a conversation:								
Low	1	2	3	4	5	6	7	High
21. Striving for self-reliance, self-improvement, self-development in mastering the language:								
Low	1	2	3	4	5	6	7	High
22. The desire to study the Russian language more profoundly, showing perseverance and perseverance:								
Low	1	2	3	4	5	6	7	High
23. Self-confidence, in own capabilities:								
Low	1	2	3	4	5	6	7	High
24. Ability to self-control and regulation of the state in unusual conditions:								
Low	1	2	3	4	5	6	7	High
25. Ability to communicate, meet new people:								
Low	1	2	3	4	5	6	7	High

ANNEX 2

TABLE 1: FACTOR STRUCTURE OF COMMUNICATIVE COMPETENCE IN THE EXPERIMENTAL GROUP (N = 70) OF FOREIGN STUDENTS

<i>Factors Parameters</i>	<i>Factor 1 Linguistic</i>	<i>Factor 2 Discursive</i>	<i>Factor 3 Sociocultural</i>	<i>Factor 4 Strategical</i>	<i>Factor 5 Social</i>
Command of language	881	164	025	109	-094
Vocabulary	881	101	103	103	-036
Pronunciation	854	026	016	394	154
Word formation	854	026	016	394	154
Offers	853	024	039	297	006
Spelling	848	-003	050	298	-007
Translation	-136	866	054	148	041
Texts creation	-167	841	164	191	116

Compiling	176	732	484	054	192
Reviewing	299	731	226	-254	110
Business letter	304	723	183	-260	054
Adaptivity	177	723	493	093	286
Reading of publications	062	578	539	-044	447
Knowledge of traditions	103	038	837	-043	088
Interest in culture	-091	142	804	067	-024
Language of signs	141	457	708	029	266
Perception of TV and radio	022	336	645	-003	-093
Self-development	043	530	559	-054	385
Compensation	274	-031	-029	866	012
Interaction	338	059	026	860	043
Phraseology	471	032	026	801	004
Motivation	490	-010	037	026	935
Confidence	-009	137	097	011	933
Self-control	-001	170	031	029	932
Sociability	092	355	482	032	583

Note: Zeros and commas are omitted, significant weights are highlighted in gray

TABLE 2: FACTOR STRUCTURE OF COMMUNICATIVE COMPETENCE IN THE CONTROL (N = 70) GROUP OF FOREIGN STUDENTS

<i>Factors</i>	<i>Factor 1</i>	<i>Factor 2</i>	<i>Factor 3</i>	<i>Factor 4</i>	<i>Factor 5</i>
<i>Variables</i>					
Command of language	829	288	002	049	147
Vocabulary	798	070	-051	-063	040
Pronunciation	945	111	121	052	113
Word formation	558	135	-168	293	299
Offers	452	181	-104	585	011
Spelling	956	044	046	025	007
Translation	021	645	-092	146	-530
Texts creation	020	641	-013	317	-290
Compiling	085	132	273	-477	-439
Reviewing	159	629	043	-303	289
Business letter	275	742	243	-314	069
Adaptivity	065	693	160	-024	-031
Reading of publications	097	756	309	-067	148
Knowledge of traditions	-022	289	589	262	138
Interest in culture	-017	-078	711	172	-268
Language of signs	125	273	795	-036	046
Perception of TV and radio	119	378	526	-016	124
Self-development	-033	675	311	060	234
Compensation	238	043	-160	159	485
Interaction	956	044	046	025	007
Phraseology	284	038	185	689	067
Motivation	752	-079	112	050	-026
Confidence	066	176	115	-074	-746
Self-control	-139	-232	135	503	-078
Sociability	-029	102	576	-086	-052

Note: Zeros and commas are omitted, significant weights are highlighted in gray

TABLE 3: COMPARISON OF THE AVERAGE INDICATORS OF COMMUNICATIVE COMPETENCE OF STUDENTS IN THE EXPERIMENTAL (1) AND CONTROL (2) GROUPS ACCORDING TO STUDENT'S T-CRITERION

<i>Variables</i>	<i>1st group (n=70)</i>	<i>2nd group (n=70)</i>	<i>t-criterion</i>	<i>Probability</i>
Command of language	4.61	4.64	-.227	.821
Vocabulary	3.63	2.92	6.412	.000
Pronunciation	4.73	4.70	.236	.814
Spelling	5.40	5.40	.000	1.000
Word formation	3.73	3.02	6.506	.000
Offers	4.40	3.62	6.434	.000
Business letter	4.14	4.22	-.529	.598
Texts creation	4.28	2.76	11.613	.000
Compiling	4.84	3.62	10.041	.000
Reviewing	2.90	2.40	3.842	.000
Translation	4.29	4.51	-1.735	.085
Perception of TV and radio	4.21	3.86	2.945	.004
Reading of publications	4.20	4.12	.757	.451
Knowledge of traditions	4.81	3.60	11.182	.000
Language of signs	3.11	2.56	4.450	.000
Adaptivity	5.03	3.86	10.845	.000
Phraseology	3.51	2.98	5.875	.000
Interest in culture	5.50	4.18	11.559	.000
Interaction	5.53	4.52	9.138	.000
Compensation	4.65	4.64	.027	.978
Self-development	4.73	2.34	21.867	.000
Motivation	4.86	4.00	6.935	.000
Confidence	4.90	2.50	19.754	.000
Self-control	4.40	4.52	-.947	.346
Sociability	4.46	2.76	13.488	.000

Note: significant differences are highlighted in gray

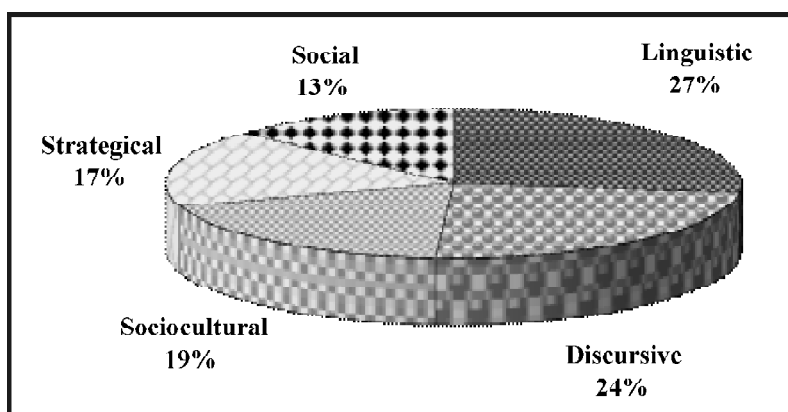


Figure 1: Percentage of components of communicative competence in the experimental group of foreign students