

The inclusion of Russian sports paraphernalia in the educational process of the subject "Russian as a foreign language" for students

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Abstract

Objective of the study. This research is aimed at expanding the use of lexical and grammatical tools related to sports discourse and affecting state symbols in the process of teaching foreign students in Russian higher educational institutions.

Methods and structure of the study. The study was conducted on the basis of the Plekhanov Russian University of Economics in Moscow. When analyzing and describing various types of work with texts highlighting examples of the use or non-use of the flag, coat of arms and anthem by athletes and delegations at international sporting events, general scientific and specialized methods were used, including comparative, structural, descriptive and contextual analysis.

Results and conclusions. The results of the study show that studying the state symbols of the country whose language is being studied, as part of the Russian as a foreign language (RKL) course, helps improve the skills of professional and intercultural communication of foreign students, based on the principles of respect and tolerance for the history and culture of another country. The assimilation of thematic vocabulary and the corresponding grammatical apparatus based on authentic materials enables students to improve their proficiency in the Russian language in line with a communicative and activity-based approach, as well as to form and develop intercultural competence through critical analysis of new regional information.

Keywords: *lexical and grammatical means, sports discourse, state symbols, education, foreign students, Russian higher education institutions, international sports events, intercultural communication, respect.*

Introduction. The process of learning a foreign language is closely related to the comprehension and memorization by a foreign listener of linguistic and cultural information relevant to the country in which he studies. Russian Russian Coat of Arms, Flag and Anthem Day (December 25) and Russian National Flag Day (August 22) attest to the high importance of state symbols in Russian consciousness and Russian culture. Thus, the materials presented in the educational complexes on Russian as a foreign language (RCL) about the flag, coat of arms and anthem of the Russian Federation (RF), about the history of their creation and their role in shaping the international image of Russia in the international arena, for example, at various international sports competitions, provide foreigners

with ample opportunities to learn not only about history. Russia, about its achievements in all spheres of life, including sports, but also about the main features of the Russian national character: patriotism, citizenship and a sense of pride in their country [1]. The characterization of national state symbols as a way of representing ones country in the context of international sports competitions in terms of learning Russian in a foreign audience develops students' linguistic, communicative and cross-cultural competencies based on valuable cultural and linguistic material in accordance with the basic principles of the teaching methodology of the Russian Language.

Objective of the study – is to actualize the use of lexical and grammatical means of sports discourse,



thematically related to the concepts of the state symbols of the country, in teaching foreign students at a Russian university.

Methods and structure of the study. In accordance with the purpose of the study, the definitions of “State symbols of Russia” and “Olympic Games” were updated. General scientific and special methods, methods of comparative, structural, descriptive and contextual analysis were used to identify and describe various types of work with texts on the facts of the use/ non-use of the flag, coat of arms and anthem by athletes and sports delegations at various international sports competitions. The research was based on the Plekhanov Russian University of Economics (Moscow)¹.

Results and conclusions. In accordance with the programmatic requirements of the study of RCT, addressing linguistic and foreign studies topics through the actualization of such key concepts of the semantic fields “Patriotism” and “Sport” as the national symbols of the country, flag, anthem, coat of arms, love of the motherland, sports character, personal responsibility, citizenship, etc., develops language and speech competencies. Foreigners are trained on the appropriate lexical and grammatical material, and the integration of authentic texts and video materials into the educational process contributes to the formation of socio-cultural competence. The fact that clip-based thinking or the ability to “consider” information is one of the features of the thinking of the modern generation of students confirms the expediency of audio and video files in computer science classes. For example, watching and discussing the archive video of the famous “tears of happiness” by I. Rodnina during the awarding ceremony at the XIII Winter Olympic Games (USA, Lake Placid, 1980) helps to create a positive emotional background in the classroom, which means that the probability of memorizing words such as: anthem, flag, coat of arms, homeland, country, awarding, champion (champion), etc. – increases several times.

The topic of state symbols and prohibitions on the use of the flag, coat of arms and anthem by Russian athletes at international sports competitions, in particular, at the 2024 Summer Olympics (OI-2024), which took place from July 24 to August 11 in Paris, allows updating lexico-semantic groups (LSG) with meanings:

1) “State symbols of Russia”: flag, coat of arms, anthem;

2) “State symbols of Russia and their images”: eagle, shield, crown, scepter, orb, horseman, flag, banner, etc.;

3) “State symbols of Russia and their meaning”: peace, purity, perfection, faith, constancy, energy, etc. (flag of the Russian Federation);

4) power, protection (coat of arms of the Russian Federation); solemnity (music), poetry (text) (anthem of the Russian Federation);

5) “Status”: authority, image, prestige, etc.;

6) “Sanction”: boycott, disqualification, doping, ban, refusal, suspension, removal, etc.;

7) “International sports organizations”: the International Olympic Committee (IOC), the Court of Arbitration for Sport (CAS), the World Anti-Doping Agency (WADA), etc.;

8) “Personalities”: Anne Hidalgo, Martin Fourcade, Sebastian Coe, Thomas Bach, Paul Gasol, Irina Wiener, Elena Vyalbe, and others.;

9) “Sports”: water polo, volleyball, freestyle wrestling, Greco-Roman wrestling, judo, rhythmic gymnastics, taekwondo, etc.

The processes of politicization that occur in sports and in sports reflect the development of linguistic and contextual synonymy and antonymy in sports discourse, for example: to allow – to prohibit participation; to give the right – to deprive the right; to speak in an official status – in a neutral status, with an anthem – without an anthem, under the national flag – under a neutral flag; State Anthem of Russia – The first concert by P.I. Tchaikovsky; opening – closing ceremony, etc.; suspend – neutralize Russia; allow participation – allow participation; to be under pressure is to experience pressure, discrimination is restriction, Olympic flag is a white flag is a neutral flag, etc.; paronyms: to provide (opportunity) is to represent (country), Russian is Russian, friendly is friendly, enemy is hostile, etc.

The functional description of the lexico-semantic group “State Symbols of Russia” made it possible to identify its main structural units: flag, coat of arms, anthem, and possible combinatorial combinations of lexemes: singing the anthem – singing the anthem, performing (with) under the flag – performing (with) under the flag, depicting the anthem – the image of the coat of arms, singing the anthem – anthem performance, etc.

The IOC ban on Russian athletes from participating in the OI-2024 in Paris has updated the prefix anti-

¹State educational standards for Russian as a foreign language. Common ownership. Moscow: St. Petersburg: Zlatoust, 1999-2006.



: anti-doping measures, anti-doping scandal, anti-Russian policy, etc., and the contradictory attitude in Russian society towards the participation of athletes in the OI-2024 without a national flag, coat of arms and anthem, up to the denial of the athlete's achievements and condemnation ("Traitor!") allows you to determine the development of the negative connotative meaning of the adjective "neutral". Obviously, new words with negative meanings are on the periphery of sports discourse, and it takes time to include them in the core of discourse [3, 4].

The refusal of Russian athletes to participate in the OI-2024 in a neutral status is an expression of respect for their own state symbols, the history of their country, a kind of boycott of new sports in a postmodern society. So, it is no coincidence that jokes such as "neutral face", "neutral surname", "neutral gender", "neutral form" appeared in the Republic of Korea, which became the subject of Internet memes depicting creatures without a face, name and gender. In a foreign audience, during the basic courses of study, in order to develop the language and speech skills of listeners, a lesson can be held dedicated to the Day of the Coat of Arms, Flag and Anthem of Russia (December 25) on the topic "State symbols and sports: pros and cons" [2].

Foreign students who are proficient in English at A1+ – A2 levels up to B1 level can be asked to answer the questionnaire questions, for example:

1) Is the performance of an athlete in a neutral status a punishment for the athlete or a punishment for his country?

2) Is the victory of a neutral athlete his personal victory or the victory of his country?

3) Is the defeat of a neutral athlete his personal defeat or the defeat of his country?

4) A Russian athlete is competing for another country at the Olympic Games. His victory is his personal victory; the victory of the new homeland or the victory of the historical homeland?

5) An athlete of one country participates in a team competition of another country.

Is a team's victory a personal victory for an athlete; a victory for a new homeland, a victory for a historical homeland?

Conclusions. Understanding the state symbols of the country of the language being studied in the RCT course helps improve the skills of foreign students in professional and intercultural communication based on the principles of respect and tolerance for the history and culture of another country. Mastering thematically related vocabulary and the corresponding set of grammatical units based on authentic materials allows students to improve their proficiency in the Russian language in the format of a communicative and activity approach, form and develop their own intercultural competence through a critical understanding of new regional information.

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