

Experience of Using Innovative Ideas in Teaching and Learning Hindi (On the Example of Kfu)

By

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Abstract

For the Kazan university community and the Republic of Tatarstan as a whole, preparation of unique specialists is becoming a valuable resource, which confirms the position of the Institute of International Relations of the Kazan Federal University. Teaching the Hindi language aims to develop students' general cultural and professional competencies within the framework of the formation of a scientific and methodological base as the foundation for their future professional activities. The main approach of the subject of our research is to determine the basic knowledge, abilities and skills that students must have in order to successfully master the discipline of teaching Hindi, without which it is impossible to start mastering it. The main results suggest a search for solutions to the following research problems: 1. Understanding the concept of applying modern methods and technologies of organizing educational activities in teaching Hindi. 2. Evaluation of diagnostics of the educational process quality according to various educational programs for teaching Hindi. 3. Substantiation of the level of significance and value of the ability to form the educational environment and to use professional knowledge and skills in the implementation of the tasks of innovative educational policy in the field of teaching Hindi. The materials can be useful for determining the current trends of conventional and modern problems of the subject of our research: 1. Preparedness to develop and implement methods of teaching Hindi, to analyze the results of the process of their implementation. 2. The ability to determine the goals of teaching activities, plan the learning process in accordance with them, select the educational content in accordance with the conditions of teaching Hindi. 3. Preparedness and ability to monitor the achievements of students in the study of Hindi, to check the professional competence of the teacher of the Hindi language.

Keywords: Linguodidactics as a general theory of teaching Hindi, methodological foundations of teaching Hindi, professional competence of a teacher of the Hindi language, extracurricular work on the practice of teaching Hindi, the experience of teaching Hindi at the Institute of International Relations of Kazan Federal University.

1. Introduction

In recent decades, many studies have shown the expansion and deepening of the problems of learning and mastering the Hindi language. All authors of Hindi teaching programs agree that a university graduate who has mastered the discipline should have the following competencies.

They should know: the purpose of teaching the Hindi language at various stages in variable educational institutions in accordance with the level differentiation of foreign language education content in a higher school; modern methods and technologies of teaching the Hindi language, including information principles, techniques and forms of teaching; the process of teaching aspects of the language and types of speech activities in teaching Hindi in our country and abroad; the possibility of using modern means of teaching the Hindi language in the educational process, modern methods of diagnosing one's own achievements in the field of mastering Hindi.

They should be able to: apply theoretical and practical knowledge, modern teaching methods and technologies in the planning and conduct of both a simulated and a real lesson of the Hindi language; choose units of educational material, techniques and means of teaching the Hindi language; independently develop and apply methods, techniques and technologies for teaching the Hindi language; analyze the effectiveness of the application of methods and technologies for teaching the Hindi language; communicate within professionally oriented topics (participate in scientific-practical and scientific-methodical conferences, forums, meetings of the methodological society); apply modern methods and technologies of teaching the Hindi language at any educational stage and in an educational institution of any type; search for the necessary methodological information in the global computer network; use the knowledge gained within the course of studies to prepare analytical information and conduct scientific colloquia.

They should master: the methodology of teaching the Hindi language within the curriculum of basic and elective courses; speech professional culture; the basics of technological activity (selection and organization of language and speech material, drawing up exercises, dialogues, thematic texts, dictations); skills of working with scientific and pedagogical literature and conducting research work; professional competence and methodological skill implying the development of reflection and an individual style of professional behavior.

They should demonstrate the ability and readiness: to communicate in oral and written forms in Russian and Hindi to solve the problems of interpersonal and intercultural interaction; to understand and analyze phenomena and processes in the professional sphere on the basis of a systematic approach, to carry out their qualitative and quantitative analysis; to present and critically analyze the data set in the Hindi language and provide research results.

2. Methods

The readiness and ability to use modern technologies and teaching aids in Hindi classes presupposes a choice of teaching methods: information and network; problem and search; reproductive and creative.

The following teaching technologies are becoming the most relevant: information and

communication technology, technology for the development of critical thinking, project technology, technology for developing education, health-saving technologies, problem learning technology, gamification technologies, modular technology, workshops technology, case technology, integrated learning technology, pedagogy of cooperation, technologies of level differentiation, group technologies, conventional technologies (class and lesson system).

Within the framework of the course, special attention is paid to the study of tools, rules and norms in the field of linguodidactics as a general theory of language teaching, methodological foundations of teaching the Hindi language, professional competence of a Hindi language teacher and extracurricular work on the practice of teaching the Hindi language.

Thus, theoretical and methodological research methods make it possible to dialectically study and deepen the scientific foundations of teaching Hindi, when one can trace the general values of the influence of the state ideology and practice, socio-cultural factors, a system of universal and ethical norms.

3. Results and Discussion

First of all, the process of teaching and learning the Hindi language can be characterized as complex and multidimensional, so it seems impossible to form an idea of the features of its functioning based on one academic field only. The theoretical basis of teaching the Hindi language is formed by data from such disciplines as teaching methods, linguistics, pedagogy, didactics, psychology and psycholinguistics. In addition, teaching and learning the Hindi language should be combined with understanding the complex multilingual situation in modern India, taking into account mastering the knowledge of "archaic" and "new" languages in the variegated linguistic picture of Indian society (Mratkuzin et al., 2021; Mratkuzin & Saidasheva, 2017; Mratkuzina et al., 2017; Bhatt, 2018).

Let us dwell in more detail on the interpretation of the Hindi methodology as an independent academic field (Friedlander, 2018; Bhatt, 2013; Tozcu, 2008; Goel, 2020).

The method of teaching the Hindi language is a discipline that explores the purpose and content, methods and means of teaching, ways of teaching and upbringing on the material of the Hindi language. It has characteristics inherent in any discipline: subject, object, scientific theoretical foundations, experimental data and its own categorical framework. Like any science, it is distinguished by the integrity of the knowledge acquisition and the formation of connections between pieces of information. Methodology as a science is based on the educational process, which is comprised of the following components: teaching activity of the instructor; organization of training; educational activities of students.

The subject of methodology is the Hindi language and the process of its assimilation as a means of communication, the body of knowledge about the learning process in the form of theories and methodological recommendations, the scientific substantiation of the goals, content of training, organization of the material, the sequence of learning, its educational value, the nature of the requirements for the level of proficiency, as well as the scientific development of the most effective methods, techniques and forms of training, taking into account the goals, content and specific conditions of training. In fact, the subject of the methodology includes all the problems associated with teaching the Hindi language.

Methodology and didactics as a branch of pedagogy are related by the presence of a

common object of research, the learning process. Let us clarify that the object of the study of the methodology of teaching the Hindi language is the process of teaching students to communicate in the Hindi language and acquire the patterns of its assimilation as a means of communication, as well as the features of education and upbringing of a comprehensively developed personality capable of self-development and personal self-identification by means of the Hindi language in various conditions.

In the methodology of teaching Hindi, we distinguish 4 main approaches: communicative, activity-based, cultural, personality-oriented. Each of these approaches to solving issues related to teaching speaking, puts in the first place one of the aspects of modern education: focus of the learning process on communication and the formation of a linguistic personality, focus on the personality of the student in the learning process. It is impossible to single out any one of the approaches and build the entire base of learning languages on it solely. Each of the approaches complements this technique, and together they make up an integral whole.

Hindi methodology can be viewed from different angles: as a research field or as an academic discipline. Methodology includes the experience and professional activities of the teacher, psycholinguistic foundations, psychological foundations, linguistic foundations, didactic and methodological foundations, sociocultural foundations, organization and control of the educational process, etc.

All methods of obtaining scholarly knowledge (theoretical and empirical) should be used in methodological research not in isolation, but in combination with each other, thereby increasing the degree of reliability and scientific objectivity of research results, their choice depending largely on the type and nature of the research.

The Hindi methodology also has its own categorical framework, i.e., a conceptual construct in the form of a system of terms reflecting its content and subject of instruction (Shinge, 2008).

Based on the experience of teaching Hindi at the Institute of International Relations of Kazan Federal University and successful examples of the application of modern innovations, we present some of the results of our research (Khairutdinov & Nalimova, 2017; Dung & Vinh, 2022; Duro et al., 2021).

Let us dwell on the forms of current control and intermediate certification, as well as assessment tools, the order of their application and assessment criteria.

The “flipped classroom” is one of the models of blended learning: students study theory at home, and in the classroom, they work at practical skills. The principle of teaching is that the main assimilation of new material takes place at home, and the time of classroom work is allocated for completing assignments and exercises, conducting laboratory and practical research, and individual consultations by the teacher.

The principle was proposed in 2007 at Woodland School in Colorado (USA) by two teachers, Jonathan Bergmann and Aaron Sams, when they began video recording their lectures for frequently absent students. Salman Khan can be considered one of the followers of this approach. He created a resource with short video lectures on various disciplines that can be used by schoolchildren and students around the world. The principle of remote viewing of a short lecture, on which Khan's whole idea is based, lies at the heart of "flipped

learning".

In our classes, this principle is used in the topic "Methodological foundations of teaching the Hindi language." Students make presentations, speeches, comments, participate in discussions. The teacher assesses the level of home preparation on the topic, the ability to systematically and logically present material, analyze, formulate one's own viewpoint, answer further questions.

Sample questions: content of teaching the Hindi language; teaching language means of communication (phonetics, vocabulary, grammar), oral and written communication in Hindi (listening, speaking, reading, writing); forms, devices, methods of organizing the educational process in the Hindi language at different educational stages; the main components of the professional competence of a teacher of the Hindi language; history of the development of the Hindi language teaching methodology; conceptual foundations of the basic Hindi curriculum (goals, content, basic principles); the program of the basic course of studying Hindi (structure, functions of the program, goals and planned learning outcomes at various stages, features of the organization of the educational process and control of the achievement of the basic level); typology of exercises and their organization for Hindi communication learning.

"Role play games", or group work for self-examination of knowledge. After completing the textbook assignment, students exchange their papers and check each other's work. They can compile questions on the topic covered and exchange them, answering the neighbor's questions. They can compose sentences or mini texts in Hindi on the topic under study using the studied grammatical phenomena. Passing papers to each other, they translate the text compiled by others into Russian.

We employ this method while teaching the topic "Professional competence of a Hindi language teacher", when students independently write a message on a given topic and hand it over to the teacher in writing. The paper reviews the material in a specific thematic area or proposes their own solution to a specific theoretical or practical problem. The teacher assesses the review of sources, the presentation of the material, the formulation of conclusions, compliance with the requirements for the structure and design of the work, the timeliness of implementation, and in the case of public defense, declamatory skills.

Sample topics: linguodidactics as a general theory of teaching foreign languages; linguistic personality as the central category of linguodidactics; language policy in the field of linguistic education; foreign language as an object of mastering and learning; the concepts of "communicative competence", "intercultural competence"; text as an object of student's communicative activity; methods of teaching the Hindi language: object, subject, research methods; principles of teaching the Hindi language as conceptual conditions of the methodological system; objectives and content of teaching the Hindi language.

"Dynamic pairs" is a method of completing any oral or written assignments, when students work alternately with one another. This can be the topic "Extracurricular work on the practice of teaching the Hindi language", students performing practical tasks in conditions that are fully or partially close to the conditions of professional activity. The knowledge of theoretical material necessary for the correct performance of the necessary actions, the ability to build up a sequence of actions, practical knowledge of techniques and methods of solving professional problems are tested.

Sample topics: the problem of creating a system of exercises in Hindi; achieving cooperation between teacher and student in Hindi classes; scheduling Hindi language classes; outline as a basis for a modern Hindi lesson; structure of mono-target and poly-target activities; features of the Hindi lesson at the senior level of education; the specifics and analysis of a lesson in Hindi; the use of contemporary teaching tools and technologies in the Hindi language classes; options for extracurricular work on the practice of teaching the Hindi language.

We would like to see innovations in teaching and learning the Hindi language in the modern research discourse more often within the line of scientific works.

4. Summary

Within the framework of this study, we carried out the conceptualization, analysis and evaluation of basic research on the stated problems.

This research material was selected as a result of studying a variety of monographs, materials of seminars and symposia, work programs of Hindi disciplines, as well as periodicals, Higher Attestation Commission and Scopus publications on the topic.

A number of the most important features of the current state of the indicated topic were revealed as a result of overt field observation, as well as direct conversations and interviews with Indian representatives.

The theoretical basis of the research includes scientific literature on the selected topic, as well as sources in Hindi. We can see that today there are quite a large number of references to the study of the problems of teaching and learning the Hindi language.

Modern authors have analyzed the problems of teaching and learning the Hindi language, identified the main trends, and investigated approaches to the selection of the content and principles of teaching and learning the Hindi language.

Despite a significant number of modern publications, the volume of complex special studies on the topic is insufficient, the problems of value to us are mainly considered only by domestic authors. Of course, the use of the experience of teaching and learning Hindi in foreign secondary and higher educational institutions remains valuable.

5. Conclusions

Today, interest is expressed in the development of cooperation with scholarly experts of Kazan Federal University to replicate the experience of successful teaching of Oriental languages in the Tatarstan region, demonstrating an exemplary interaction between Western and Eastern cultures.

It remains an honor for the Institute of International Relations to continue the tradition of training high-quality human resources for our Republic (Khayrutdinov & Karimov, 2015).

To strengthen and expand Indological education, there is a Center for Indian Studies operating in the Institute of International Relations of Kazan Federal University. This center was founded on November 1, 2016, and successfully oversees graduation of specialists with knowledge of Hindi and Urdu. One of the main merits of the center is starting the School of

Young Indologists, maintaining relations with the school and the cultural center at the Embassy of India in Moscow. An important step will be the revision of the Memorandum of Cooperation and the invitation of native-speaking professors, as well as establishing Hindi classes in multilingual schools in the city of Kazan (Mrathuzina, 2015).

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