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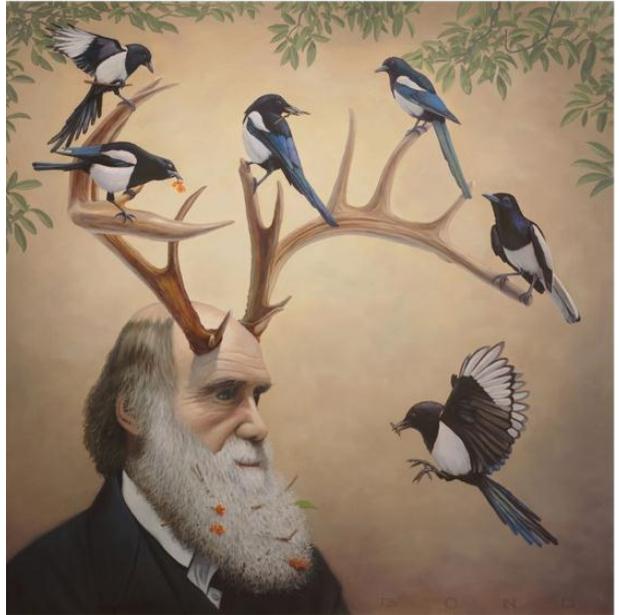
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## **Teaching expressive reading as one of the methods of conscious learning**

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### **Abstract**

The study aims to investigate teaching expressive reading as one of the methods of conscious learning via comparative qualitative research methods. As a result, expressive reading is a means of effective control of the understanding and mastering of the language. The authors of the article drew conclusions that expressive reading contributed to a more conscious adoption of the rules of syntax and punctuation of the Russian language, the development of verbal hearing, and therefore the solution of the most important task in teaching the Russian language as a foreign language.

**Keywords:** Expressive, Reading, Russian, Foreign Language.

## **La enseñanza de la lectura expresiva como uno de los métodos de aprendizaje consciente**

### **Resumen**

El estudio tiene como objetivo investigar la enseñanza de la lectura expresiva como uno de los métodos de aprendizaje consciente a través de métodos comparativos de investigación cualitativa. Como resultado, la lectura expresiva es un medio de control efectivo de la comprensión y el dominio del idioma. Los autores del artículo sacaron conclusiones de que la lectura expresiva contribuyó a una adopción más consciente de las reglas de sintaxis y puntuación del idioma ruso, el desarrollo de la audición verbal y, por lo tanto, la solución de la tarea más importante en la enseñanza del idioma ruso como idioma extranjero.

**Palabras claves:** expresivo, lectura, ruso, idioma extranjero.

## 1. INTRODUCTION

The expressive reading is supposed to be the art of recreating of feelings, thoughts, with which the fiction story is saturated, in the words, the art of expressing the performer's personal relation to the work he performs. This kind of art has a long history and tradition. For example, ancient Greece was famous for the oral creativity of poets-improvisers. There are several outstanding Western European actors who performed in the genre of artistic reading – the brothers Koklen, V. Dejazeh (France), I. Kainz (Germany), G. Irving (England), etc. The expressive oral word formed the basis of the art of Russian storytellers, buffoons (KUL, 2018; LOBÃO & PEREIRA, 2016).

Leaving aside the history of the development of expressive reading in Russia as a special type of reading, the possible criteria for its classification, in this article we should note that at all times, there were heightened demands (and they do still exist) for the training of philologists – the future teachers. As SINADSKAYA (2005) rightly observes, the literature or language teacher should be a creative person mastering the most advanced techniques and technologies, which can effectively influence the audience. According to the scientist's opinion, the expressive reading brings concreteness, clarity and emotionality to language and literature teaching process, that allows to increase the effectiveness of teaching, to involve all students in the work with the story, which makes the learning process creative.

In addition, the expressive reading teaches intonation, punctuation, vocabulary, etc., and, as FIRSOV (1960) has noticed, it is very important in the study of phonetics and grammar, in the course of which there are constant comparisons between sounds and letters, pronunciation and writing, punctuation and intonation. This comparison will help to understand and master grammatical theory, spelling and punctuation.

So, we can unhesitatingly say that teaching expressive reading of foreign students (philologists and linguists) is one of the effective means of teaching reading technique, language logic, intonation and rhythmic-melodic expressiveness of speech in the aspect of teaching Russian as a foreign language. In addition, we should notice, that this approach allows them to develop some important general pedagogical and methodological skills, such as active word action, communication with the audience, ability to keep listeners' attention (MENDONÇA & ANDRADE, 2018; MOHAMMADI, AFZALPOUR & IVARY, 2018).

## **2. METHODS**

According to scientists who develop different methods of teaching Russian as a foreign language, when addressing different aspects of inclusion in the learning process, the principles of selection of teaching materials are important. However, this process cannot be imagined without taking into account different methods. This, in

particular, may be ways of linguistic analysis of the literary text of one, two and/or more writers. And yet, whatever method was chosen as the main, the main purpose of training – Meanwhile, at any stage of language learning, there arises an acute problem: to instill the skill to isolate conceptually meaningful fragments in the texts offered for reading, which can help non-native speakers to adequately perceive not only the Russian language, but also the national character and outlook of the Russians, Russian mentality and culture on the whole.

In this part of the article, we give some examples of a comprehensive approach to the expressive reading, fragments of practical exercises with examples of consistent, step-by-step and systematic training of skills that precede the process of reading the text. This approach is aimed both at training and developing of speech organs, and at improving voice characteristics. At the first stage of a lesson, some special speech warm-up tasks were planned for beginners. The students were offered special tasks for breathing, onomatopoeia, pronouncing small tongue twisters, for performing articulatory gymnastics, individual, dialogical (by roles) and choral reading. All tasks in each particular case were selected according to the peculiarities of articulation of sounds that occurred in the analyzed text, and were aimed at identifying problem sounds and correcting their pronunciation. These, in particular, for the Chinese audience are the sounds of Л, Р, Ц, Ч, Ш (VARLAMOVA, BOCHINA & MIFTAKHOVA, 2016).

The volume and form of tasks were changed as students progressed in the study of the language; the speech material for the articulatory workout was selected in accordance with the topic material studied and the direction of the students' professional orientation. The approbation of the main results of the study was carried out in groups of bachelor students from China studying two programs: philology and linguistics of Russian as a foreign language. A separate special course Expressive reading was planned for teaching them the basics of expressive reading and correct pronunciation (BOCHINA, AGEEVA & VLASICHEVA, 2014).

### **3. RESULTS AND DISCUSSION**

No one doubts the fact that reading today as an independent type of speech activity cannot be limited only by the need to extract specific information from a specific text. It should be aimed at a deeper understanding of the text, since the language studying cannot be isolated from the texts of different styles and genres. An integrated approach to a text as an object of language learning should be directed to expressive reading as well. After all, it is not a secret that at any stage of the language teaching the acute problem arises: how to find a working system for training the phonetics, mastering the pronunciation norms of the Russian literary language, etc. (MAKLEEVA, AKHMETZYANOVA & YAN, 2018).

Pronunciation learning cannot be reduced only to the formation of good articulatory skills. This is only the first stage in a multifaceted process, which is a complex system that includes, in addition to articulation, breathing training, improvement of voice, work on diction and intonation, the formation of intonation skills of expressing of intentions and the realization of intentions as the highest form of phonetic-intonational expressive design of a phoneme, a word, a phrase, a text. This methodical super task is dictated by the State educational standard on Russian as a foreign language.

It is known that for expressive reading it is necessary for the reader to develop certain skills, which is usually understood as a set of skills, which consists of two aspects: semantic and technical. The semantic aspect includes understanding both the direct and portable meaning of words, and the content of each sentence, individual parts of the text (paragraphs, episodes, chapters), the text as a whole. The technical aspect includes the method, the correctness and the rate (speed) of reading (EROFEEVA & GALEEV, 2017).

In the article, we present the experience of preparing techniques for reading the texts of Russian poetry by (AKHMETZYANOVA & GILAZETDINOVA, 2018). Such a complex approach is fully justified, since foreign students often face the fact that they are able to understand the text in a whole, its' main content, but sometimes they cannot express in loud reading its' emotional component, their attitude to the text, because they have difficulties in articulating of several

specific sounds, syllables and words. To ensure that the process of preparing for reading the text does not cause discomfort for students it is necessary to work out the technique of speech: proper breathing, dictation qualities of speech, and developing voice flexibility (SAFIN, KOLOSOVA & GIMRANOVA, 2017).

So, before moving on to reading Pushkin's poem *Already the sky breathed by the autumn...*, the students are offered the next series of tasks to improve the technique of speech. Task 1. Read the following fragments from the poem by A.S. Pushkin, pronouncing the words with the selected sounds so that you can hear the rustling of the falling leaves. What is the name of this technique in verse speech? (It is alliteration) What sounds create such a feeling? (с—ш—ж—ч)

Уж не́бо о́сеню дыша́ло,  
Уж ре́же со́лнышко блиста́ло

Лесо́в та́инственная се́нь  
С печа́льным шу́мом  
обнажа́лась

Task 2. Read the tongue twisters for correcting the articulation of the selected sounds.

Мышо́нку шéпчет мышь:  
«Ты всё шу́ришь, не  
спи́шь!»  
Мышо́нок шéпчет мы́ши:  
«шу́ршать я бу́ду ти́ше».

Ца́пля це́пкая бы́ла,  
Ца́пля до́лго не грусти́ла,  
Сра́зу цап и целико́м  
Лягушо́нка проглоты́ла.

Task 3. Read the Russian poets' texts, in which the techniques of alliteration and assonance are used.

Люблю грозу́ в нача́ле ма́я,  
Когда́ весённый, пе́рвый гром,  
Как бы ре́звяся и игра́я,  
Грохочёт в не́бе голу́бом. (Ф.  
Тютчев)

Не жалéю, не зову́, не пла́чу,  
Всё пройде́т, как с бе́лых я́блонь  
ды́м.  
Увяда́нья зо́лотом охва́ченный,  
Я не бу́ду бо́льше моло́дым. (С.  
Есенин)

Preparation for reading of poems by A.A. Fet *Whisper, timid breathing...*, by A. Blok *A night, a street, a lantern, a pharmacy...* can be preceded by working off the dictation qualities of speech. To do these students are offered the following series of assignments.

Task 4. Read the tongue twisters for correcting the articulation of the selected sounds.

Ж

Жа-жа-жа – жа́ба встрéтила  
ужа́.  
Жи-жи-жи – до че́го смешны́  
моржы́.  
Жу-жу-жу – я се́крéт не  
расскажу́.  
Аж-аж-аж – поте́ряли наш  
бага́ж.

Р

Ра-ра-ра - ро́ет крот ну́ру с  
утра́.  
Ро-ро-ро - у крота́ своё  
метрó.  
Ру-ру-ру - лю́бит крот свою́  
ну́ру.  
Ры-ры-ры - крот прорóбет две  
ну́ры.

Л'

Ч

Ча-ча-ча – та́чка, да́чка, каланча́.  
Чи-чи-чи – на базáре кирпи́чи.  
Чу-чу-чу – пла́чу, ня́нчу, хохо́чу.  
Ач-ач-ач – чай, кули́ч, кала́ч.

С

Са-са-са – у Со́ни дли́нная коса́.  
Со-со-со – Со́ня ка́тит колесо́.  
Ос-ос-ос – взяли́ в ру́ки пылесóс.  
Ас-ас-ас – пи́ли но́чью вку́сный  
квас.

Л

Вѣз корáбль карамѣль,  
Налетѣл корáбль на мель,  
И матрóсы три недѣли  
Карамѣль на мѣли ѣли.

Лѣна искáла булáвку,  
Она упáла под лáвку.  
Под лáвкой искáть б́ыло лень -  
Искáла булáвку весь день. (by V.  
Kapralova)

Dictatory qualities of speech, i.e. the development of clear diction can be improved by performing tasks for pronouncing individual sounds, syllables, phrases in the form of tongue twisters.

Task 5. Train the pronunciation of sounds, syllables, tongue twisters. Do not read fast, try to articulate correctly.

sounds	syllables	A tongue twister
а, о, у, ы, и, э,	та-то-ту-ты-ти-тэ гра-гро-гру-гры- гри-грэ	Не тот грамотѣй, кто читáть умѣет, а тот, кто слúшает да разумѣет.

Task 6. Using a combination of sounds, say the phrases.

Ври, вре, вра, вро, вру - «Пойдѣм гулять в лес?».

Рви, рве, рва, рво, рву - «Помогú мне убрат́ься в кóмнате».

Task 7. Insert the tip of the tongue between the teeth. Lightly bite the tongue. In this position of the tongue, say the following combinations of sounds:

кла-кло-клу-клы-клэ

гла-гло-глу-глы-глэ

Task 4. Read the tongue twister for practicing the articulation of the sound [r].

Ра – ра – ра - сóлнце яркое с утра!

Ре – ре – ре - жук усѣлся на корѣ!

Ри – ри – ри - вóлчьих я́год не берú!

Ро – ро – ро - потеря́л фазáн перó!

Ру – ру – ру - ходит пудель по двору́!  
Ры – ры – ры - вышли мыши из норы́!  
Ра – ре – ри, ро – ру – ра - вот и вечер. Спать порá!

Task 5. Read the tongue twister for practicing the articulation of the sound.

Ла-ла-ла - там высокая скала́.  
Ло-ло-ло - в лодке сломано весло́.  
Лу-лу-лу - я бего́м бегу́ к столу́.  
Лы-лы-лы - в до́ме но́вые по́лы.  
Лат-лат-лат - купи́м ма́ме мы хала́т.  
Пло-пло-пло - бе́лочка нашла́ дупло́.

Task 6. Read the tongue twister Купи́ кипу́ пик with different semantic intentions: to order, to ask.

The following types of tasks can be directed to organizing proper breathing as the physiological basis of speech.

Task 7. Imagine a bouquet of flowers given to you. Inhale the smell of the bouquet. Quietly exhale. When you repeat, breathe smoothly, calmly, deeply.

Task 8. Imagine a thunderous storm that caught you in the field. All is washed with rain; the air is filled with ozone. Inhale this clean air after the rain. Take a deep breath and a steady, unhurried exhalation. Repeat several times.

Task 9. Raise your hands up – take a breath; slowly put your hands back with the palms down – make an exhalation with the sound [s-s-s-s]. Then repeat the exercise with the sound [z-z-z-z].

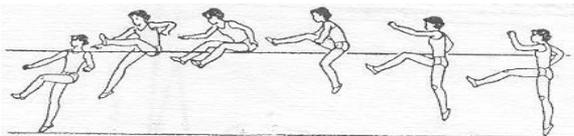
Task 10. Remember the famous melodies of Russian songs. Sing them on the sound [m]. Increase the volume gradually, achieving a smooth sounding by supporting the breath.

In order to learn to read expressively, a foreign student should master the practical skills and abilities of emotional expressiveness – draw with intonation, i.e. to be able to see the pictures drawn by the author, empathize with the heroes, recreate their feelings in reading. The following series of exercises are aimed at developing the flexibility of voice as a continuous sound.

Task 11. Read the poem at the given tempo:

Еле-эле, эле-эле	slow pace
Завертелись карусели.	slow pace
А потом, потом, потом	medium pace
Всё бегом, бегом,	fast pace
бегом!	
Всё быстрей, быстрей, бегом	fast pace
Карусель кругом, кругом!	very fast pace
Тише, тише, не спешите	medium pace
Карусель остановите.	medium pace
Раз, два, раз, два	becoming medium pace
Вот и кончилась игра.	slow pace

Task 12. Draw by the voice the line of movement of the jump in height.



Разбѣг, прыжок и вот лечу,  
 Над планкой быстро пролечу.  
 Теперь мне надо опуститься,  
 Чтоб мягко падать научиться.

For example, the preparation for reading Krylov's fable *The Crow and the Fox* can be preceded by the repetition and consolidation of the intonational constructions of the Russian language, in particular, of the construction number 6, which is used in evaluation sentences. Therefore, students are offered the following series of tasks, which are also aimed at improving reading skills.

Task 13. Pronounce the sentences with the given intonation.

1. Умница! / Good for you! (with delight, with irony, angrily)
2. Вы поняли меня? / Did you understand me? (benevolently, with a threat, officially)

Task 14. Read fragments from the fairy tale of the children's writer Chukovsky. The cockroach, paying special attention to interjections expressing surprise, fear, joy, discontent, fright, delight.

...Но одна́жды поу́тру  
Прискака́ла кенгуру́,  
Увида́ла усача́,  
Закрича́ла сгоряча́:  
- Ра́зве э́то велика́н?  
(Ха-ха-ха!)  
Э́то про́сто тарака́н!  
(Ха-ха-ха!)

Но, уви́дев усача́,  
(Ай-ай-ай!)  
Звэ́ри да́ли стрекача́.  
(Ай-ай-ай!)  
По лесáм, по поля́м разбежа́лись,  
Таракáньих усов испугáлись.

## 5. CONCLUSIONS

The expressive reading promotes more deliberate adoption of the orthoepic, intonational, grammatical rules of the Russian language, the development of speech hearing ability, and therefore it plays the role in solving the most important problems in teaching Russian as a foreign language – that is the entry into the culture of other people and the removal of the language barrier.

We should note that each task is accompanied by audio-visual content, which facilitates the work of students, helps to reach a stable result. Thus, it is important to remember that the expressive reading is a means of effective control of the understanding and mastering of the language. As some scholars have noted, thanks to its potential, the expressive reading allows the teacher to solve many problems, related to the teaching of a number of disciplines of the humanities cycle, including literature, linguoculturology, the speech culture, rhetoric. So it helps to motivate students and save class time.

## 6. ACKNOWLEDGEMENTS

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