

Subject card

Subject name and code	Methodology of teaching Russian at language courses, PG_00150189						
Field of study	Russian Philology						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group Humanistic-social subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		Russian Russian Polish		
Semester of study	3		ECTS credits		3.0		
Learning profile	academic		Assessment form		exam		
Conducting unit	Division of Russian Language Pragmatics, Communication and Didactics -> Institute of Russian and Eastern Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Katarzyna Wądołowska-Lesner				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		43.0	75
Subject objectives	The aim of the course is to familiarise students with issues in language teaching methodology and to prepare them for their work as a teacher/lecturer.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FROSL3_U09] The graduate is able to participate in a debate in Russian, Polish, and a second foreign language, presenting and evaluating various opinions and viewpoints, as well as discussing them.	Student is able to communicate in Polish and Russian, using professional terminology in the field of methodology. Participates in debates on, among other things, the optimal method of teaching. Is able to present and evaluate different approaches to problems.	[SU1] oral statement/conversation/discussion [SU8] observation of student's independent or team work
	[FROSL3_U06] The graduate is able to present the results of their work in Polish and Russian in a clear, systematic, and well-thought-out manner, using various modern methods and techniques.	The student presents clearly (both in Polish and Russian) The student presents (both in Polish and Russian) the results of his/her work The student clearly presents (both in Polish and Russian) the results of his/her work (e.g. a lesson plan) using a variety of modern methods and techniques.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[FROSL3_K02] The graduate is prepared to recognize the importance of the knowledge acquired during their studies in Russian philology for solving cognitive and practical problems, as well as to seek expert opinions when faced with difficulties in solving problems independently.	The student is aware of the scope of his/her knowledge methodical knowledge and skills professional skills and understands the need for further continuous development of his/her own competence in the given field in a given field. Is aware of the need for further training and the necessity to consult experts, including during the teaching of lessons.	[SK1] oral statement/conversation/discussion
	[FROSL3_W03] The graduate has advanced knowledge and understanding of concepts and terminology used in linguistics, particularly applying to research on the Russian language.	The student has a structured detailed knowledge of methodology of Russian language teaching Russian; is familiar with the assumptions of conventional and unconventional methods of teaching and the specifics of of teaching in different age groups age groups. Proficiently uses the terms teaching method, curriculum, language error, test, habit, skill and others.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
Subject contents	Scientific foundations of language teaching methodology. Conventional and unconventional methods of language teaching. Communicative approach in language teaching. Specifics of teaching for different age groups (children, adolescents, adults, seniors). Curricula and textbooks for Russian language teaching for different age groups. Use of other didactic means (including multimedia) in the lesson. Lesson (teaching unit and its structure). Lesson planning (types and models of lessons, formulation of lesson objectives, selection of teaching content, creation of a lesson plan). Specifics of teaching the different language skills in courses (listening comprehension, speaking, reading comprehension, writing). Control and evaluation of students' performance.		
Prerequisites and co-requisites	A prerequisite for participation in the course is the choice of specialisation: Teaching Russian in specialised language courses. Knowledge of the Russian language to the extent that the learning outcomes can be met.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Written examination	51.0%	50.0%
	The grade is given for active participation in exercises, systematic preparation of issues and tasks indicated by the instructor	51.0%	25.0%
	Development of lesson plans	51.0%	25.0%
Recommended reading	Basic literature	- Akishina A.A., Kagan O.E., Uchishchimya učit' for the teacher of Russian as a foreign language, Russian Language. Kursy, Moscow 2005. - Komorowska H., Methodology of foreign language teaching, Warsaw 2001. - Róg T., Language Teaching. Teoria, badania, praktyka, Lublin 2020. - Rycyk-Sztajdel H., Szaszkowa S., (red.), Teaching Russian language to students of Russian philology, 2, Lublin 2010. - Ziętala G., Russian language teaching in Russian studies (Russian language teaching in Russian studies), Rzeszów 2004.	

	Supplementary literature	• Kapitonova T. I., Moskovich L. V., Methodology of teaching Russian as a foreign language, St. Petersburg, Zlatoust, 2005. • Living methodology for the teacher of Russian as a foreign language, Author's Collective, Moscow 2005. • Selected articles from the teachers' journal Foreign Languages in School and from teaching websites.
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Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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