



SELEZIONE PUBBLICA N. 2025L43, PER TITOLI ED ESAMI, AL FINE DI REPERIRE N. 1 COLLABORATORE ED ESPERTO LINGUISTICO (CEL) DI LINGUA RUSSA, DA ASSUMERE MEDIANTE CONTRATTO DI LAVORO SUBORDINATO DI DIRITTO PRIVATO A TEMPO DETERMINATO, A TEMPO PARZIALE (CON IMPEGNO ORARIO PARI A N. 500 ORE SU BASE ANNUA), PER 12 MESI, PRESSO IL CENTRO LINGUISTICO DI ATENEO DELL'UNIVERSITÀ DEGLI STUDI DI PADOVA. PROFILO PER LO SVOLGIMENTO DI ATTIVITÀ DIDATTICHE INTEGRATIVE FINALIZZATE ALL'APPRENDIMENTO DELLA LINGUA DA PARTE DEGLI STUDENTI, DI ATTIVITÀ DI FORMAZIONE LINGUISTICA NON CURRICULARI PER STUDENTI E PERSONALE DELL'ATENEO E ALTRE ATTIVITÀ DI SOSTEGNO E SERVIZIO IN CAMPO LINGUISTICO.

QUESITI COLLOQUIO

Elenco n. 1

- A.1 Illustri il costrutto participiale, enumerandone i tipi, le funzioni e gli utilizzi nella lingua russa. Spieghi anche la corrispondenza tra i costrutti participiali e la subordinata relativa in russo.
- B.1 Опишите типы упражнений при обучении чтению. Как можно использовать Moodle в этом случае?

Inglese n. 1

Language learning is not only simple transmission of a certain amount of knowledge, but requires the development of skills that emerge “as a consciously automated action only after long training”, as evidenced in regulatory documents and practice of teaching Russian to foreign citizens. The authors insist on a systematic approach that ensures formation of communicative competence not only in different types of speech activity, but also in different spheres of communication.

Elenco n. 2

- A.2 Presenti le proposizioni subordinate concessive della lingua russa, sottolineando anche le differenze stilistiche tra diversi tipi di congiunzione.
- B.2 Какие типы заданий можно использовать при изучении глаголов движения с приставками? Как в этом случае можно использовать технологию Wiki (совместное создание текстов)?

Inglese n. 2

V.I. Volchkova believes that the process of mastering a language can be greatly facilitated by using information technology to create a familiar environment for students and overcome psychological barriers. “Thanks to multimedia resources, the study of a foreign language can be carried out beyond the limits of a practical lesson and make it continuous”

Elenco n. 3

- A.3 Spieghi come volgere il discorso diretto in discorso indiretto, considerando diversi tipi di proposizioni (dichiarative, esortative, interrogative).
- B.3 Опишите типы упражнений при обучении говорению на третьем сертификационном уровне ТРКИ. Как можно использовать при этом технологию split group?

Inglese n. 3

Students' independent and research activity is of paramount importance. "The learning process should be built in such a way that it stimulates students to independence in learning activities, forms readiness and habit to work independently in language and speech activities". A master's student should independently find necessary foreign language information resources for his/her activity, work with scientific literature in a foreign language, as well as master modern computer translation programs

Elenco n. 4

- A.4 Presenti il sistema fonetico della lingua letteraria russa attuale.
- B.4 Как и на каких уровнях можно использовать Национальный Корпус русского языка при изучении морфологии? Нужны ли специфические навыки для использования Корпуса?

Inglese n. 4

The innovative technology of critical thinking allows to develop and improve not only linguistic but also cognitive and metacognitive learning, expanding opportunities for self-education, independent solution of many problems without the teacher's help. The use of this technology in teaching undergraduates seems very promising.

Elenco n. 5

- A.5 Presenti i verbi di moto prefissati nella lingua russa.
- B.5 Какие типы упражнений и заданий можно использовать для развития навыков аудирования на элементарном и базовом уровнях ТРКИ? Какие платформы можно использовать в этом процессе?

Inglese n. 5

We take into account the recommendations of methodologists who believe that "new tendencies and trends in the methodology of teaching Russian as a foreign language in the modern educational space should coordinate with the traditional ones". Therefore, classroom work on the text is preceded by traditional lexical and grammatical tasks for students' individual work, which are sent to the students in advance