

# Psychological and pedagogical knowledge as a determinant of linguodidactic technologies of teaching russian as a foreign language: Stage of speech adaptation<sup>1</sup>

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**Abstract:** The authors' attention is focused on the identification and scientific description of the psychological and pedagogical grounds of changes in the linguodidactic trajectory in Russian universities as the basis of a multidimensional model of teaching Russian as a foreign language at the initial stage. The research position is based on the system analysis of the structure and content of the modern communicative field, which determines the functioning of the standard form of Russian as a subject of study and at the same time determines the formation of new mechanisms of "assignment" of knowledge. The methodological concept of the study was based on both empirical methods and methods of general and private psychology, with special attention paid to the continuous/inclusive monitoring of the formation of linguistic and socio-cultural competence of inophones at the stage of speech adaptation with the identification of critical aspects due to psychocognitive and ethnomental characteristics of the audience. The combination of methods of complex theoretical description and socio-pedagogical, observational, basic diagnostic research, extrapolated to the real educational process of the preparatory faculty, made it possible to taxonomy actual features of the initial stage of teaching Russian as a foreign language; to characterize the modern principles and basic conditions of an effective approach to teaching Russian as a foreign language at the initial stage; to qualify and categorize the basic factors determining the linguistic and methodological vector of pedagogical activity at the stage of speech adaptation; to identify the content formants and orientation of linguodidactic technologies, involving orientation to cognitive/communicative/axiological expectations of students. The results of the study and testing of new methodological guidelines indicate that the proposed linguistic and methodological strategy will ensure the active development of inophones' cognitive and creative ability to self-education, which will create equal communication conditions between students and teachers, will open the possibility to successfully build speech interaction with other communicants and will be a foundation for the formation of a multilingual and multicultural personality. **Keywords:** stage of speech adaptation, psycho-cognitive structure of personality, hypermotivation, integrative communicative environment, psychological and pedagogical knowledge.

## 1. INTRODUCTION

The current socio-political and socio-economic processes in the interstate and interethnic field of interaction naturally dictate the need to create a new linguistic and educational paradigm, which is especially significant for the most important sphere of intercultural dialogical contact – the sphere of teaching Russian as a foreign language. It is about the means and methods of education of both polylingual and multicultural personality, that is, a person who is able to competently and effectively carry out verbal manifestation, taking into account the cultural and national specifics of the country of the studied language (in our case Russia), extract, process, produce, broadcast/retransmit information in accordance with various communicative needs and social and linguocultural features of communication

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situations [1]. One of the determining factors of influence on the formation of such a person is the change in the psycho-cognitive structure of the subjects of communication, due to the multifaceted transformations in the societal space.

The main impact on the modern educational field and the nature of the functioning of the Russian literary language, undoubtedly, has a change in the channels of information dissemination, primarily – the development of computer technology and the transformation of the Internet into a daily tool of communication. As a result, the literary norm is replaced by the norm of the “information language”, in which the form is of secondary importance and orthoepic/lexical and grammatical/stylistic errors are not taken into account, there is a “diffusion” of the principles of verbal behavior, the rules of speech aesthetics, etc. On the other hand, teaching Russian as a foreign language (as well as any other language!) is impossible in isolation from the conditions of communication, which are influenced by many factors (technological, geopolitical and civilizational in general) and directly affect the different levels of functioning of the language system. Moreover, the modern interdisciplinary understanding of the world of the real Russian language, linguistic variability in various social and linguocultural interactions convinces that it is necessary to take into account these extralinguistic determinants, leading to the emergence of not only new discursive practices, but also the mechanisms of subject-to-subject interaction.

In this regard, the most important fact for the linguo-didactic process as a whole is the fact that the daily “immersion” of students in polysemiotic network communication causes both a modification of cognitive processes (the formation of indivisible gestalts, an increase in the speed of analytical-synthetic and classification operations, the expansion of the field of seriation, etc.), and an obvious accentuation of personal characteristics – initiative, reflexivity, action planning, anticipation and correction of the result, an adequate assessment of their capabilities and their critical analysis. Accordingly, the integration of these factors, considered by the authors as psychological and pedagogical knowledge, is indispensable (especially at the initial stage!) the condition of teaching communicative effective use of the system of language means, indicating the presence of the necessary level of language, speech and linguistic and cultural competence of students.

The determination of competency is based on the concept of educational stage (in our case – teaching Russian as a foreign language). Clarifying the categorical and conceptual apparatus of the problem and not claiming to be exhaustive interpretation of these definitions, the authors turn to the history of the issue. Thus, in the 50-60-ies of the twentieth century, there were two educational stages: initial and advanced; the criterion for their differentiation was the status of the Russian language as an academic subject.

On this basis, the high school course of teaching Russian as a foreign language was structurally divided into two parts: training at the preparatory faculty (initial stage), where Russian was the main academic subject, and training at the main faculties (advanced stage), where the functions of the discipline were reduced to the “maintenance” of other academic subjects and the Russian language became a professional language. The period of the early 1970s is marked by allocation of three stages of training – initial, advanced and proficiency, however unambiguous methodical justification of such differentiation was not offered. In the late 70-ies and 80-ies of the twentieth century as a result of the analysis of the specificity of undergraduate level of teaching Russian as a foreign language, the Methodists came to the conclusion about the necessity of providing a greater number of stages of learning. So, G.G. Gorodilova, E.I. Motina, T.M. Balykhina described features of initial (I semester of preparatory faculty), intermediate (II semester of preparatory faculty), advanced (I-III

courses) and final (IV-V courses) stages<sup>2</sup> [2]. At the same time in the methodical literature appeared three-level taxonomy: primary (preparatory faculty), basic (I–III courses), advanced (IV-V courses) stages of training. In the 90-ies of twentieth century as a result of the primary integration of the Russian higher school in the world educational space in the training course of Russian as a foreign language, the stage of pre-University preparation and the stage of high school preparation were distinguished. Thus, a unified process of teaching Russian as a foreign language was differentiated by the criteria that did not characterize the level of proficiency of inophones in Russian, which became the starting point for the development of the Russian state system of testing of citizens of foreign countries on Russian, and then – the introduction of the competence model of teaching Russian as a foreign language.

Teaching Russian as a foreign language in the system of higher education of the twenty-first century distinguishes three stages: primary, basic and advanced, each of which achieves a certain level of language proficiency. In this case, the basic stage of training is defined as a cycle or period of training, which ensures the achievement of the final goals of training at the most elementary level, such as the ability to communicate in a limited range of topics and situations of communication. This stage is characterized by relative incompleteness, openness of goals, content, forms and methods of training; its duration is determined not so much by the time formal characteristics (preparatory faculty, the first semester, etc.), as by the level of formation of speech skills in the specified parameters of the training program [3].

The feature of the initial stage of teaching Russian as a foreign language, covering, according to A.N. Shchukin, the period of training “from the ground up” to the elementary level, is the immersion in another language environment, ensuring the integrity of skills and abilities formed in this period, the predominance of classroom work under the guidance of a teacher over independent extracurricular work. The educational material is strictly limited, and the selection of lexical and grammatical minimum, the sequence of presentation of the material is determined by the degree of its need to solve a particular communicative problem. During this period, the introduction of grammatical material is allowed lexically (without explaining the rules and comments, which is designed for memorization), while the concentric principle is observed in the presentation of the material, where the concentration is a segment of the educational process, during which students must master a certain set of grammatical structures and lexical units presented (and used) in typical situations of communication. It is important to note that the educational material at this stage is selected in accordance with the principles of consciousness, communicative, verbal timing, situational-thematic presentation of the material approximations of foreign language activities (i.e., the assumption of certain errors in speech, does not violate the communication), visibility, concentration of training hours [4, p. 201].

For the authors, the initial stage of teaching Russian as a foreign language should include the period “from the ground up” to the basic level, within which the stage of speech adaptation should be distinguished, integrating the introductory phonetic-grammatical course and the elementary level<sup>3</sup> /”survival level” (in the European system of foreign language

<sup>2</sup>It should be noted that that the four-level division, proposed by G.G. Gorodilova in 1979, is still supported by many methodologists, since this differentiation of stages is more consistent with the content and conditions of education in higher education

<sup>3</sup>It should be noted that the status and the actual presence of A1 (elementary) level of mastering in the Test of Russian as a foreign language (with the existence of appropriate test materials) today is “vague”.

proficiency – A1). The purpose of this stage<sup>4</sup> is the formation of speech and language competence to the extent which gives a possibility to communicate in Russian in typical, regularly reproducible interactions within the educational, social, sociocultural spheres of verbal interaction, the creation of “resilience” for a successful “pre-vocational” training (in the structural units, implementing the programs of pre-University education) and subsequent mastering of necessary communication, professional<sup>5</sup>, social and linguocultural competencies.

The stage of speech adaptation is considered by the authors as the most important period in the foreign students’ training, which is organically connected with the further education: at this stage the foundation for further language acquisition is laid. Being significantly limited by the time frame (both by the number of hours and by the total duration), the stage of speech adaptation is characterized by relative completeness, expressed in its own purpose, its own content and its own technologies of pedagogical activity.

The comprehensive analysis of normative documents and scientific literature, carried out within the framework of the study, suggests that at present there is a significant number of publications devoted to the teaching of certain types of speech activity at the initial stage of training, but there is not a holistic methodology of linguodidactic work, taking into account both the changed paradigm of education and teaching foreign languages, the pragmatics of its study, the diversity of modern technologies of education, and the diversity of ethno-cultural, professional, psychocognitive and individual-personal characteristics of students. In this regard, it is natural to assume that at the stage of speech adaptation, the definition of the content of training, the choice of educational methods, techniques, technologies and hence – the effectiveness of the educational process is determined by the decision of interrelated (not excluding the actual methodological and linguistic) psychological and pedagogical tasks [4], among which the authors highlight the following: the establishment of strategies and tactics of language use in the process of speech perception and speech production, the construction of a holistic cognitive model of speech development of the individual and the identification of the stages of its formation from the lowest to the highest levels in the process of teaching foreign languages; finding pedagogically appropriate ways and means of teaching the subject, creative and independent approach to solving problems in the process of language acquisition (psychological and pedagogical, respectively). It seems that the synergetic description of modern psychological and pedagogical factors of the effectiveness of teaching Russian as a foreign language at the stage of speech adaptation can become the basis for the expansion/refinement of the further linguistic vector as a whole.

## 2. MATERIALS AND METHODS

The methodological concept of the study was based on both empirical methods (the method of complex theoretical analysis, socio-pedagogical, observational and diagnostic methods) and methods of general and private psychology. Special attention was paid to the continuous/inclusive monitoring of the formation of linguistic and socio-cultural competence of inophones at the stage of speech adaptation with the identification of critical aspects due to psychocognitive and ethnomental characteristics of the audience and the questionnaire for teachers, implementing the educational process. Methods of general/private psychology (the method of observation in test-cases, the method of psychological modeling and natural

<sup>4</sup>To achieve this goal, from the authors’ point of view, 100-120 hours are enough (out of the total number of hours of the initial stage of training).

<sup>5</sup> It seems that the nomination proposed by the authors can be introduced into the modern methodological apparatus.

experiment) were actualized in the study of psychocognitive features of individuals on the basis of fixation of their verbal/nonverbal behavior in educational and extracurricular activities, in everyday life and socio-cultural spheres of communication. The factors which allowed describing subsequently national-group and personal-individual characteristics of the foreign citizens included in a stage of speech adaptation were considered as significant.

The material of the study was video recordings of classes and extracurricular activities, scripts of mini-dialogues with students, texts of author's educational tasks, textbooks and training manuals focused on the initial stage of teaching Russian as a foreign language, scientific and methodological literature on the research issue.

### 3. RESULTS

An active search for innovative approaches to teaching Russian as a foreign language is a characteristic feature of modern education. The dynamic nature of this process is due to many factors of different nature: the change in the current geopolitical conditions of the status of the Russian language, the expansion of the ethnic group of students, the formation in society of new axiological dominants and ways of communicative interaction. No less important is the understanding that in the methodology of teaching Russian as a foreign language there is a need to generalize theoretical and practical experience to determine the guidelines for effective learning. In this regard, the central to the study was the identification and scientific description of the psychological and pedagogical bases of changes in the linguodidactic trajectory in Russian universities as the basis of a multidimensional model of teaching Russian as a foreign language at the initial stage.

The background of the issue, involving a comparative analysis of the terms “stage of training”/“initial stage of training”, allowed offering not only its own interpretation of this definition, but also to formulate a system-forming conclusion for the present study: in the modern linguistic-pedagogical paradigm it is advisable to identify the stage of speech adaptation, the purpose of which is to form students' linguistic and speech competence in the amount, providing the possibility of communication in Russian in typical, regularly reproduced interactions within the framework of educational process, social-household and socio-cultural spheres of verbal interaction, and determining the subsequent successful acquisition of communicative, linguistic, professional and linguocultural competencies.

Based on psychological and pedagogical knowledge, as the first decisive factor in the effectiveness of teaching Russian as a foreign language at the stage of speech adaptation, the authors consider hypermotivation, actualizing interest in Russian not only as a way of social interaction, but as a means of realizing the cognitive potential of the student. The informative formant of hypermotivation is the new mechanisms of “appropriation” of knowledge, deterministic, on the one hand, by transformation of psychocognitive structure of the subject of communication, on the other hand – by the sustainability of ethnomental organization of inophones.

The second indispensable factor of success of pedagogical activity at the stage of speech adaptation is obligatory “immersion” of educational process in the integrative communicative environment. Today, when the communication and technical bases of the Internet not only provide an opportunity to receive any information, listen to lectures of the best specialists in a particular field, but also allow us to organize working processes and form educational systems of distant learning, the task of the teacher is, on the one hand, to be able to transfer knowledge to students and to form professional skills, and on the other – to involve inophones in the culture of educational, communicative and intercultural interaction. A modern teacher, in addition to the subject/professional competence, should have



cultural/educational, social, linguocultural and other relevant competencies. Accordingly, his “role-repertoire” should include such components related to teaching activities and requiring innovations in the professional sphere as a tutor, moderator, mentor startups, etc. [5, 6]. With the emergence of online pedagogy, these already known and new concepts are quite correlated with the tasks of formation and development of students’ cognitive skills and productive thinking; the use of modern technologies, a variety of methods of work [7, 8] and linguistic variability of thought expression, focused on creativity, provide a new, qualitatively different result in the educational process.

The system analysis of the components of teaching Russian as a foreign language at the stage of speech adaptation and testing of new methodological guidelines allowed identifying the basic principles of the educational process organization, while the question of their further refinement and expansion remains open and can serve as a topic for further research. At the same time, it seems that the indicated linguistic and methodological strategy will ensure the active development of cognitive and creative ability of inophones to self-education, which in turn will create equal partner conditions for communication between students and teachers and provide opportunities for speech interaction with other communicants and will serve as a basis for the formation of a multilingual and multicultural personality.

#### 4. DISCUSSION

L.V. Shcherba was the first to show possibility of personality development in the unity of thinking, imagination, memory and speech activity. The scientist called learning a foreign language the “practical school of dialectics” and noted that this subject allows you to see the mobility and conditionality of the relationship between the concept and the symbol expressing it. Without denying the importance of speech imitation and arbitrary memorization, L.V. Shcherba put forward the thesis about the need to consider creative essence of the speech activity and increase the intellectual workload of students during the classes of foreign languages [9, p. 37].

The idea of personal development through the speech and mental activity has received justification in the writings of L.S. Vygotsky. Formulating the basic terms of developmental effects on humans, the scientist noted that where the environment does not create the appropriate tasks, does not impose new requirements, and does not encourage the development of intelligence by new objectives, there thinking does not develop all capabilities, does not reach the higher forms or reaches them with extreme delay [10, p. 15]. A.N. Leontiev’s writings were significant for the didactics; he emphasized the importance of national and cultural features of communicative activities, manifested in language, thinking, processes and means of communication [11]. Further, these thoughts were developed by the author, who considered the language as the main component of the national culture and the means of studying: mastering a foreign language, a person forms the image of the world, which is peculiar to the people; in case of similar pictures of reality, formed in the minds of interacting persons, the language becomes a means of achieving mutual understanding [12].

Today, these thoughts, being confirmed by numerous studies in the framework of modern linguistic trends, are axiomatic: it is obvious that mastering a language is possible only when a person is immersed in a particular linguistic culture – the culture of the community speaking and thinking in this language, embodied and enshrined in the signs of a living language and manifested in the language processes [13]. Implementing speech activity through the Russian language, inophone absorbs the Russian ethnolinguist and therefore he

socializes, that is, manifests itself in the communication process as a polylingual and polycultural personality [14]. Hence, “introduction” to the new linguo-sociocultural reality, especially at the stage of speech adaptation, requires the creation of the most comfortable educational conditions, in connection with which the integration of national and cultural characteristics of the audience and reliance on psychocognitive abilities/individual personal characteristics of students become prominent<sup>6</sup>.

Based on psychological and pedagogical knowledge, a decisive factor in the effectiveness of modern teaching Russian as a foreign language at the stage of speech adaptation is motivation. One of the first studies of personal motivation (in terms of personal needs) was the work of H. Murray (1938). Of the many “stimulators” of behavior, he identified four basic needs: achievement, dominance, independence, affiliation. The same needs, considered in a broader context, M. Argyle (1954) included in the overall structure of motivation. The interpretation of motivation and its structural organization is carried out by D. McClelland, J. Atkinson, K. Levin, G. Kelly, G. Heckhausen, K. Rogers, J. Rotter, L. Festinger, etc., but the most famous theory is the theory of A. Maslow, which is presented in the form of a hierarchical pyramid, the structure of which is more obviously highlighted, on the one hand, social, interactive dependence of the person, on the other, cognitive nature, which is associated with the self-actualization of the personality [68-75].

The broadest concept is the motivational sphere, described by L.S. Vygotsky and A.N. Leontiev, integrating not only the hierarchy of needs, but also the affective and volitional sphere of the individual, the experience of addressing the need [16]. Investigating the motives, A.N. Leontiev relied on their understanding as perceived, represented, conceivable objects in which the substantive needs are specified. Motive, by his definition, is “an object that meets a particular need and that encourages and directs human activity”<sup>7</sup>. The scientist identified two functions of motives: motivation, acting as stimulating (positive/negative) factors, and meaning, giving the activity personal significance. When combining the motivating and meaning-forming functions of the motive, any human activity assumes the nature of consciously regulated. However, if the meaning-forming function of the motive is weakened, the motive can only become understandable; and consequently – if the motive is only

<sup>6</sup> It seems that these factors today should not be in overall basic principles of teaching Russian as a foreign language (including communication, consciousness, consistency, functionality, concentricity, etc.), and they are considered as determinants of linguistic and pedagogical technologies. Realizing that ethno-oriented teaching Russian as a foreign language is also not the “novelty” for the linguistic and educational process (see the writings of T.M. Balykhina), the authors believe that globalization of the communicative space, the technologization of educational fields and changes in the psychocognitive structure of the personality of modern students necessitates a revision of both the content of a number of categories and methodological guidelines of teaching in a certain audience.

<sup>7</sup> It is in this way that the definitions of motivation by domestic scientists are proposed. According to L.I. Bozhovich, a motive is something for which the activity is carried out, “objects of the outside world, ideas, feelings and experiences can be motives” [17, p.53]. According to T.M. Balykhina’s definition, “the motive of educational activity is an incitement that characterizes the personality of a student, main orientation” [18]. According to the interpretation of A.L. Berdichevsky, motivation is the attitude of students to a foreign language and the culture of its speakers, his willingness to learn this language, the recognition of the value of possession of it [19]. A.K. Markova offers the following definition: “motive is the orientation of students on the individual sides of the educational work associated with the internal attitude of students to it” [20], while the author identifies two groups of psychological characteristics (criteria) of educational motives – meaningful and dynamic: the first are related to the nature of the educational activity (awareness, independence of occurrence or manifestation, generality, effectiveness, dominance in the structure of motivation), the second – with psychophysiological features of the student, which is manifested in the speed of the motive, its stability, strength, emotional coloring.

understandable, therefore, its meaning-forming function is weakened<sup>8</sup> [21]. Such a definition of the motive, which combines energy, dynamic and informative side, from the authors' point of view, removes many of the contradictions in its interpretation.

The analysis of motives typology for teaching Russian as a foreign language, presented in psychological and pedagogical literature (E.A. Vertogradskay, I.A. Zimnyaya, O.V. Kanarskaya, V.V. Molchanovskiy, Yu.V. Nefedova, N.M. Simonova and others)<sup>9</sup>, and on the basis of A.A. Leontiev's idea that "mastering a foreign language is focused not only on the image of the world and communication with the interlocutor, but also on the personality of the student, namely on such personal aspects as the attitude of the person to the language and internal attitudes to speech in this language, the problem of self-identification and many others" [12, P.6], determines the nomination at the stage of speech adaptation as a fundamental motive for the possibility of using the Russian language not only as a way of communication, but also as a means of realizing the psychocognitive potential of the person, his self-actualization. In this regard, the motivational internal specificity, due to the peculiarities and interests of the audience, its target – from the implementation of purely pragmatic tasks (the need for inophones to acquire skills of business/scientific communication with Russian-speaking partners/colleagues or training in the Russian university) to the desire to learn Russian culture, Russian national traditions, etc. (as a rule, these intentions refer to representatives of the second and third generation of former compatriots brought up in a foreign cultural environment, but with the interest in their historical roots) should become a "cementing link" of the psychological and pedagogical component of teaching Russian as a foreign language: the absence of idio-colored, axiologically significant elements can destroy any methodically competent system of education, while the inclusion of appropriate (emotional-volitional sphere of students) forms of work and value-oriented thematic layers encourage the expression of personal attitude, therefore, students' eagerness to make a statement in a foreign language increases dramatically<sup>10</sup>.

In the light of implementation of educational tasks at the stage of speech adaptation, the real-life and virtual language environment existing today in the communicative space is of significant interest. Under the real-life language environment, we understand the natural, specific linguocultural society, which is a sphere of functioning of the Russian language in all its forms and a variety of styles and means of expression, characterized by the presence of a number of objective and subjective attributes. The objective attributes of the language environment include a natural reliable video, a natural reliable audio, a natural reliable situational series, a range of background knowledge, a training element; the subjective ones include the possibility of personal use for cognitive purposes and a motivational sphere, combining external and internal factors [22, Pp. 52-54]. Under the virtual language environment, the authors understand the Russian online space (or the field of the Russian-language segment of the Internet – Runet<sup>11</sup>), which is a polysemiotic reflection of ethno-

<sup>8</sup>This characteristic feature of the motive is the basis for the organization of the educational process, including the process of teaching Russian as a foreign language.

<sup>9</sup>Undoubtedly, the range of works describing the role of motivation in the educational process is not limited to the list.

<sup>10</sup>Undoubtedly, this requires a certain "line-up" of the contingent of students and active preparatory work of teachers.

<sup>11</sup>Using the term *Runet*, the authors are certainly aware that the Internet is a global phenomenon, blurring the boundaries between states and ethnic groups; however, there is some fragmentation of the global network into national segments. In this regard, we consider *Runet* as a specific environment for the functioning of the Russian language, as well as a set of resources, the use of which is popular among Russian speakers - Internet users.



cultural realities, preserving mainly the “original” (according to I. Khaleeva), authentic samples of speech: in this case, the concept of “virtual language environment” accommodates a wide range of recorded materials using various modern technologies on various electronic devices. The most important feature of the virtual language environment, online reality, is a variety of non-standard forms and methods of information translation, which in turn leads to the emergence of new mono- and polycode communication systems, which are essentially different from verbal or creolized texts and determine the structural and semantic transformations in the lexical space.

If in a real language environment communicant (including inophones) has the ability to learn actual samples of the language, mainly in synchrony (as a rule, here and now), the virtual environment allows obtaining such samples in synchrony (the latest materials), and in diachrony (archive materials). This interdependence allows us to speak about the existence of an integrative communicative space, the categorical features of which are, on the one hand, its universality, due to the global nature of Internet resources, on the other – diffusivity, determined by the incorporation and at the same time the synergy of the real and virtual language environment, determining the specific nature of the impact on the linguistic personality.

Appearing in integrative communicative space, the inophone (as well as a native speaker) “absorbs” authentic texts not only within the narrow range of reports and reviews of other users to messages, political and ideological attitudes, notifications/instructions, advertisement, etc. In general, quantitative diversity of texts (in interpretations of M.M. Bakhtin and Yu.M. Lotman), their lexical, semantic, grammatical and stylistic performance and a broad range of functioning can be regarded as the most important features of integrative language environment: the development of computer technology has allowed us to have access to online versions of the speeches of political figures (largely determining the semantic field of the linguistic and cultural universe), classical and contemporary works, popular magazines and newspapers, interactive description of the “real-life scenes” of the metropolis, etc., that significantly affects the acquisition of background knowledge.

The range of audio and video materials containing sociocultural stereotypes of speech behavior is significantly expanded: it includes video blogs, reviews and challenges of video bloggers, video reports, author’s interviews, rap battles, music tracks with comments, etc.<sup>12</sup>. The unity of oral “live” communication “is supported by” audio and video calls through special programs – Skype, video chats in messengers Viber, WhatsApp, WeChat, Telegram, Facebook, etc.; speech situations in written form – posts and reposts on forums, social networks, blogs, communities of interest, Instagram, etc. – dictate the roles of not only interlocutors, but also observers. All this, along with the content of authentic video- (movies, TV series, educational programs, science-oriented video lectures, programs about culture and art, etc.), audio (broadcasting radio stations, archive of radio programs, etc.) and verbal texts (news, live journals, blogs, etc.), forms a new, qualitatively different reliable video and audio series<sup>13</sup>. Moreover, universality of the integrative communicative space (as a consequence of the “overlay” of specific features of the real and virtual language environment in combination with the global dimension of the Internet) determines the “supranational” nature of many

<sup>12</sup>Excluding the question of the artistic value of such materials, their relevance, linguistic and cultural characteristics “here and now” should be noted.

<sup>13</sup>In all these cases, communication takes place in the target language in the zone of its actual functioning and its rules and regulations, thus foreign students obtain samples of the national communicative behavior (etiquette formulas, themes, intonation, etc.).

semiotic units<sup>14</sup> and the ability to act as “supports” in intercultural interaction, especially at the stage of speech adaptation.

Thus, the integrative nature of the communication medium naturally determines a modification in the motivational field of foreign language. First, there is a dramatic expansion in the number of foreign-language interlocutors: the recipient will be influenced not only by the teacher, classmates, friends, but also by a wide range of native speakers who are able to provide language models and the necessary linguistic and cultural information. This fact increases, on the one hand, the number and quality of communicative tasks solved for utilitarian-consumer/educational/cognitive purposes, on the other – provides additional potential for their successful implementation, since the integrative communicative environment itself becomes an extra-active factor that stimulates the linguo-cognitive activity of the inophone through the need to solve various kinds of communicative tasks. Third, there is a new stimulating – intellectual and entertaining – a motive (acquaintance with personalities, participation in online games, popular psychological tests, etc.), at the same time determining the subjective use of integrative communicative space for personal cognitive purposes<sup>15</sup>: a combination of various channels of information, a variety of sources and hypertext technologies that provide access to data while maintaining logical links between them [3, p. 48], form an integral coordinate system and, as a result, a complex image of the cognizable object<sup>16</sup>.

As a result, from authors’ point of view, today it is possible to talk about hypermotivated students and the formation of new mechanisms of “appropriation” of knowledge in the context of integrative environment: elements of language (in conjunction with the other selected attributes) operates regardless of the will and desire of the recipient; inophones assimilate new information by random, “seeing”, “hearing” and reproducing by analogy<sup>17</sup>. The presence of a diverse linguistic picture, a variety of communicative models, a high degree of inclusion of new and “newfangled” language units, independent assimilation of complex elements of the linguistic system, etc. largely contribute to the removal of linguistic and cultural barriers to communication, which is extremely important at the stage of speech adaptation. Absolute representation of integrative communicative space determines the broad societal context and gives the foreign students an insight into the real use of language, makes the “smoothed”, normative, standardized and impersonal language constructions vibrant and meaningful. Moreover, the direct immersion in the cultural realities of the country of the studied language determines the perception of the language system not only as a semiotic construction, but rather as a means of understanding of national specifics of Russian culture. At the same time, it should be noted that foreign citizens at the stage of speech adaptation are

<sup>14</sup>Thus, emoticons (emoji is the language of ideograms/emoticons used in electronic messages and web pages) today have the status of non-ethnic means of communication, since the most popular messengers and the sets of emoticons contained in them are used by representatives of different cultures in a single meaning.

<sup>14</sup>For example, the catalyst for in-depth study of the Russian language can be for a particular student interest in Russian ballet, training techniques in certain sports, bard poetry, etc.

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<sup>16</sup>Thus, a student who liked the poem of V.S. Vysotsky in Runet can easily find information about his biography, listen to audio recordings of songs performed by the author, watch a biographical film about the poet, etc. Moreover, different students can choose different information or different sources even within the same topic (someone will show an increased interest in the personal life of the poet, someone to his creative successes, someone to the history of his relationship with the authorities, etc.); some students will prefer to read his poems, while others – to listen to them in the author’s or someone else’s performance, etc.).

<sup>17</sup>The same mechanism works in the formation of the primary linguistic personality.

particularly interested in a comparative analysis of the traditions of the Russian Federation and the countries where they have lived: “mastering information about the cultural differences of societies and, accordingly, their interaction in the context of training increases the ability of foreign students to socio-cultural adaptation, which allows a teacher in the educational process to avoid conflict situations and misunderstandings based on intercultural differences, and students – to develop intercultural competence and thereby significantly increase their chances for further professional development” [23, p. 581].

Accordingly, the implementation of pedagogical goals in the field of teaching Russian as a foreign language at the stage of speech adaptation today requires reorientation of language-educational technologies, which, on the one hand, should be as “immersed” in the field of information and communication tools and resources (including printed and electronic dictionaries, translators, spelling control programs, search engines, text recognition and oral input systems, etc.), on the other – to ensure the organization of training in natural for communication (or close to them) conditions, which implies “...the use of real communication situations, the organization of creative activity, the use of collective forms of work, attention to problem situations and creative types of tasks, involving students in general activities, simultaneously assimilating grammatical forms and their functions in speech” [24].

In this regard, it is difficult to overestimate the role of the teacher of Russian as a foreign language, being not only as an important “source” of educational information, but also a communicative leader and translator of Russian national culture and value system [1]. The possibility of using language and speech tools, the principles of their use, different ways of organization and transformation of verbal material in speech products of different functional and stylistic orientation, genre and form of presentation depend on the professional skills of the teacher<sup>18</sup>. The cognitive empathy of the teacher and audience plays an important role in the educational process of intercultural communication, it allows revealing the students’ response, emotional expression, interest, the desire to make contact, which in turn is a determinant factor for the transition of the younger generation accents with the pragmatic goals of learning a foreign language (Russian as a foreign language) to the aesthetic and helps to “make this subject a favorite, as a language and literature are the material on the basis of which an emotional competence is formed” [6, p. 124].

The formulated theoretical provisions based on the fundamental concepts and basic principles of teaching, taking into account psychocognitive patterns of language acquisition, conscious choice of means and practical methods of teaching, as well as assuming the method of critical analysis of pedagogical activity, were extrapolated to the modern process of teaching Russian as a foreign language at the preparatory faculty of the Southwest State University (Kursk) and served as a starting point for the development of scientifically grounded methods of teaching Russian to inophones at the stage of speech adaptation. Russian language training was carried out in multinational (representatives of the Arab world, the African continent and China) mono-professional (consisting of students of one professional orientation) groups. In this regard, the organizational period required the solution of various issues: how to isolate the stage of speech adaptation in teaching Russian as a foreign language? What is the specificity of training at this stage, taking into account the national differences of students and the unity of their professional interests? How to take into account the individual psycho-cognitive characteristics of students in the educational process?

<sup>18</sup>Only a teacher can “edit” the facts of students’ perception of individual/dialect pronunciation as exemplary, colloquial/slang expressions – as normative, methods of provoking non-verbal maintenance (etiquette, etc.).

What pedagogical technologies will be the most productive? These questions and other questions were to be answered in the course of the study. Each of the structural units of the observation program included four sections: characteristics of the observed group (the number of people involved in the situation, their nationality, socio-demographic structure of the group); description of the observed situation (orientation of classroom or extracurricular activities of the group, its content, specification of tasks); social behavior (the nature of the activities of the observed group and its individual members, the psychological atmosphere in the group, individual-personal manifestations in everyday life and socio-cultural sphere); verbal behavior (ethno-mental and individual-personal manifestations and priorities in speech activity, the desire for communication, etc.).

The observation program included the following stages: 1) determination of the purpose of observation; 2) clarification of the subject and description of the object of study; 3) planning of the situation of observation; 4) choice of methods of observation, to a greater extent ensuring the collection of information; 5) choice of methods of registration of the material; 6) stage of direct observation; 7) processing and interpretation of the information received. Registration of the observation results was carried out using photo and video recording and audio recording of speech.

The study revealed a significant discrepancy in the psychocognitive structure of students, which requires an indispensable account at the stage of speech adaptation. Thus, Chinese students, being in the Russian-speaking environment, prefer to communicate with their compatriots, in the classroom they are modest (even shy). They have a long process of perception and analysis of the studied material and they need a lot of time to understand the new information. The main task for Chinese students is to accept and remember the information; retelling in their understanding is a memorized text. Carrying out an educational assignment (which involves active listening) is difficult for the Chinese audience: they are used to perceive Chinese words, consisting syllables of specific value, and they perceive Russian speech with great difficulty, they are not good at listening and understanding what the native speakers are saying; with the rapid pronouncing of words, its perception is virtually impossible.

A complex form of speech activity is speaking for the Chinese: the inophones experience fear when pronouncing Russian phrases and they talk, using the short syntactic constructions (with the exception of stories about the traditions and history of their country). At the same time, it should be noted that in the classroom and in extracurricular activities, Chinese students demonstrate respect for others. Communication with people with a higher status is imposed a certain responsibility on them: students listen very carefully, but they never express the desire to speak, and even more to justify their point of view. Reading and writing are not difficult types of speech activities for Chinese students: they carefully read texts in Russian, pronouncing every word, write Russian words beautifully and with pleasure, like to perform tests. The most active Chinese students in the socio-cultural sphere are interested in Russian traditions, like to visit museums and exhibitions, travel to other cities of Russia, happy to share the rich cultural heritage of their country.

Conversely, the citizens of African States feel confident in the everyday domestic sphere. They are sociable and active in communication with native speakers of other languages, and in adverse situations defend their interests (as noted by students, not everyone accepts their culture and shows a tolerant attitude). African students are happy to participate in various cultural events, exhibitions, competitions, discos, but in the educational and professional sphere, representatives of the African continent are less active. As they note, the most “terrible” word that you have to learn to pronounce is “Zdravstvuite” (a combination of



several consonants). Russian intonica among the representatives of the African continent does not cause any difficulties: students hear Russian language well, quickly isolate new words from the speech flow, and enjoy watching movies in Russian and listening to Russian songs. They try to speak from initial training (with mistakes, but they speak), learn set phrases. They read slowly: phonetic disorders prevent rapid reading. Writing generates the most significant difficulties; hence teachers should pay particular attention to this type of speech activity at the stage of speech adaptation.

Representatives of the Arab world actively and confidently behave both in everyday and social and cultural situations of communication. In everyday life, they are friendly and talkative; their speech is particularly polite with strict compliance with the rules of speech etiquette. Arab students like to be the center of attention, to perform in front of the audience, to talk about their lives, culture and traditions of their country. They easily come into contact with native speakers of other languages, like to talk and even debate; errors that appear when they are speaking (phonetic or grammatical) do not bother them. Students are happy to attend various university events, take an active part in festivals and events, showing their national clothes, songs, they enjoy watching movies in Russian and listen to Russian songs. Arab students have no problems with listening and speaking: Russian intonation and Russian accent are given to Arab students easily. The greatest difficulty is Russian grammar, which, having significant differences from Arabic is perceived with great difficulty.

Based on empirical data, stereotypical psychocognitive and ethnic group characteristics of students and the results of a comprehensive analysis of the real communicative needs of foreign citizens studying Russian language at the preparatory faculty, allowed determining the final and intermediate learning objectives, selection rules and methods of presentation of language and speech material<sup>19</sup>, in accordance with which the following content components of learning at the stage of speech adaptation were identified and minimized: speech material (thematic and situational fragments and communicative tasks); language material (lexical, grammatical and phonetic minimum); informative ethno-cultural material (first of all, polysemiotic organization). Approbation of the content elements of the pedagogical process, in turn, allowed formulating the principles of teaching Russian as a foreign language at the stage of speech adaptation:

- integration of psychocognitive structures and ethnographical specifics of the subjects of study;
- transfer of informative components of education to integrative communicative space with explication by means of various methodical tactics of polysemiotic texts;
- activation of cognitive activity of students through the expansion of the motivational sphere of foreign language, updating of hypermotivation and realization of personality-oriented approach in education;
- communicative orientation of teaching, in which the lexical theme is understood as “a fragment of reality reflected in our consciousness and fixed with the help of language” [29];
- active use of heuristic linguodidactic technologies and at the same time strict limitation of educational material with the objective of intensifying educational process.

According to the authors, the given list of principles and components of the learning process at the stage of speech adaptation, based on psychological and pedagogical knowledge,

<sup>19</sup>The authors took into account the recommendations of other researchers [25, 26, 27, 28].

undoubtedly, make it possible to optimize the linguodidactic strategy and thereby realize the task of improving the efficiency of teaching Russian as a foreign language as a whole.

## 5. CONCLUSION

The problem of intensification of the educational process at the initial stage of teaching Russian as a foreign language occupies a special place in the modern linguistic and didactic paradigm. In this regard, the presented study was subordinated to the answer to three questions: what is the initial stage of teaching Russian as a foreign language structurally and meaningfully; what aspects of psychological and pedagogical knowledge can be considered as a factor of improving the effectiveness of teaching Russian as a foreign language at the initial stage; on what methodological basis effective teaching at this stage of teaching Russian as a foreign language can be implemented.

The most important, from the authors' point of view, for the linguodidactic process as a whole is the modification of the communicative field, which causes the restructuring of the psychocognitive structure of the subjects of training – from increasing the speed of analytical-synthetic and classification operations, expanding the field of seriation to a significant activation of the visual analyzer, the emergence of new dynamic stereotypes, the formation of indivisible gestalts, etc. At the same time (with the invariability of ethnomental characteristics), many students observed the actualization of socially significant personal qualities – reflexivity, anticipation and correction of the result, an adequate assessment of their capabilities, their critical analysis, etc. Accordingly, taking into account these factors, considered by the authors as psychological and pedagogical knowledge, there is a mandatory (especially in the study stage of speech adaptation) condition for learning communicative effective use of the system of language means.

It is equally important that the integrative communicative environment, “absorbing” and simultaneously explicating the verbal behavior of native speakers, acts not only as a stimulus for communication, but also as a model: this is how the models of national communicative behavior are assimilated by inophones [12], as a result of which the concept of national socio-cultural stereotype of speech communication is formed [30]. Processing information and transmitting it to the reader, commenting or ranking events, the global network and media create the necessary ideological background, determine moral norms, aesthetic tastes and assessments, build a hierarchy of values, and often even impose on the reader samples of reception of truths – socio-political, historical, psychological, etc<sup>20</sup>. , explicating certain language means. Formed in this manner, language (text) units complicated by their structure are characterized by not only high expressive and emotional potential, semantic “charge”, but some cliché phrases that determine how their wide dissemination in social interactions, and the frequency of updating of speech activity in a foreign language from the first days of teaching: “linguistic and cultural elements” of the integrative communicative environment significantly intensify the formation of secondary language personality.

Accordingly, linguodidactic technologies at the stage of speech adaptation should have a heuristic nature, be focused on cognitive/communicative/axiological expectations of students and combine a variety of forms of presentation of the material, while the synchronicity of teaching all types and aspects of speech activity should be correlated with a

<sup>20</sup>In this regard, the authors note the frequent manipulative use of socio-cultural terms in the media and the connotative ambivalence of the broadcast of ideologically marked units: in this way, for example, there is a “rethinking” of verbal signs that are national symbols (state power, historical victories, ethno-cultural involvement, etc.), which is extremely important in the aspect of teaching Russian as a foreign language.

specific educational task, according to which listening, speaking, reading and writing can be both a goal and a means of learning, and lexical-grammatical-phonetic material is represented in all types of speech activity. Integral components of an effective approach to teaching Russian as a foreign language at this stage are also the relevance of the content of educational material; consistency and complexity in the selection of thematic blocks and the implementation of the cycle of classes; the intensity of the training load, involving the mobilization of hidden psychological reserves of the personality of students; compliance with the sequence of stages of the formation of speech aspect skill; the planned organization and control of independent work of the inophone, aimed at the formation of the ability of the speaker/writer to include the mechanisms of speech control; providing the potential for further language learning.

Compliance with these conditions, determining the linguistic and methodological vector of the educational process at the stage of speech adaptation, will allow, from the authors' point of view, developing new skills and abilities, along with the assimilation of a new language for them, manifested in the ability to integrate the acquired knowledge, contextually transfer it and apply, and therefore, they will acquire key competencies relevant not only for the future profession related to the possession of the language, but also for interpersonal and intercultural dialogue.

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