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Teaching of the Speech Based on Reference Prediction Units to International Students

Enseñanza del discurso basado en unidades de predicción de referencia para estudiantes internacionales

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ABSTRACT

The article covers the simulation of a pedagogical strategy for forming skills to produce a monologic discourse based on reference prediction units. The purpose of the research was to identify optimal ways to form cognitive mechanisms for a monologic Russian-language discourse expansion with a rigid structure, primarily academic and academic-vocational, discourse in international students. Besides, it enables students to successfully predict and expand descriptive texts/discourses on various topics after one or two months. As a prospect for studying cataphoras in linguodidactics, let us note the following differentiation of student categories as an important point: extroverted students/introverted students.

Keywords: Anthropological linguodidactics, Cataphoric operator, Identification and prediction mechanisms, Learning process, Monologic discourse.

RESUMEN

El artículo cubre la simulación de una estrategia pedagógica para formar habilidades con el fin de producir un discurso monológico basado en unidades de predicción de referencia. El propósito de la investigación fue identificar formas óptimas de establecer mecanismos cognitivos para una expansión monológica del discurso en ruso, con una estructura rígida, principalmente académico-vocacional, en el discurso de los estudiantes internacionales. Por otra parte, permite a los estudiantes predecir y expandir con éxito textos / discursos descriptivos sobre varios temas después de uno o dos meses. Como perspectiva para el estudio de las catáforas en lingüodidáctica, observemos la siguiente diferenciación de categorías de estudiantes como un punto importante: estudiantes extrovertidos / estudiantes introvertidos.

Palabras clave: Discurso monológico, lingüodidáctica antropológica, mecanismos de identificación y predicción, proceso de aprendizaje.

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INTRODUCTION

The globalizing world order, the desire of different countries and peoples to interact with one another and, consequently, peacefully coexist and mutually consider each other's interests drive their need for learning foreign languages. There is growing interest in studying Russian as a foreign language. All this requires new teaching methods and techniques that would meet current trends in education. Thus, at present, methods of teaching Russian as a foreign language that contributes to the educational process optimization and student learning efficiency are getting widespread use. It is becoming important to take into account the national cultural identities of students and to use the "principle of dialogue of cultures". In the age of developing information technology, computer technology is sure to become highly demanded. It allows for the identification of the best ways to develop various communication skills. In one way or another, the emergence of new methods and principles of teaching Russian as a foreign language and the development of traditional linguodidactics is primarily determined by the fact that learning is centred around the student personality with its various characteristics and needs.

Due to the overelaborate curricula and lack of study time for qualitative retention of material, students of the pre-university period are not able to reproduce/produce a monologic discourse of the quality required by the job profile diagram of a future philologist. This is especially true of the information-intensive discourse with a rigid structure, which the academic-vocational discourse specifically is, that is, a discourse created on the basis of a specialized text (academic and research text). In fact, during one academic year in the pre-university courses (PUCs) at Russian universities, an international beginner student should learn, both at a receptive and at a productive level, the educational content of Russian as a second language (RSL) to the same extent as they would learn similar language material in their country of origin within 10 to 12 years of schooling. In addition, even though public pre-university programs include diverse educational content, they are quite overwhelming for international students from the standpoint of their comprehensibility.

Let us consider the above said through the example of students' learning process when preparing for admission to Philology departments at Russian universities.

It appears that the range of professional interests of philological students (due to the specifics of philological education) encompasses all the core communication areas: 1) extra-occupational colloquial; 2) sociocultural; 3) academic-vocational proper. On the other hand, as evidenced in the authors' practise of teaching Russian as a foreign language at the pre-university training stage, existential (vital) needs of philological students lie in mastering primarily educational academic-vocational content proper, namely academic and research (specialized) discourse.

It should be emphasized that mastering the academic-vocational communication area allows students to enter the faculty of choice (Philology department) and to make good progress in the studies. However, as noted above, the problem consists in overelaborate programs (as well as basic textbooks) full of minor content (especially in the socio-cultural area), whereby students are distracted from studying it and are no longer able to focus on the formation of speech mechanism that would help them to build a *purposeful, clear, expressive, creative and correct* academic and research discourse.

The range of problems covered by the research is primarily related to the *practice* of teaching Russian as a second language (hereinafter referred to as RSL) to non-native speaker learners at the pre-university training stage in Russia

The research involved the construction of a learning process models aimed at developing such learning skills in students that would enable them to address the academic-vocational objectives in the target language (Russian language) when studying in Russian universities. This was a phased training model for international beginner students (levels A1–B1) to teach them the psycholinguistic expansion of academic-vocational monologic discourse in Russian. To us, this model appears to refer to a text unit such as *cataphora*, that is, a unit pointing to the right-side context (*anaphora* is its antonym).

The goal of the research is to develop a learning model that would help international students to reconstruct a Russian-language academic-vocational monologic discourse (academic and research discourse) fully, as well as to purposefully and correctly reproduce/produce this discourse under specified conditions.

The core premise of the research is the development of a learning model that focuses on the field of academic, professional communication. This area is essential for students and is initially represented by a specialized educational and research text (text on a specialty); other content (in addition to academic and research discourse) should be dosed taking into account the existential needs of novice RSL students. As a universal communicative unit for the development of this model of training, a description text is selected that is integrated into the field of academic and professional communication (academic and research discourse), on the one hand, and colloquial and socio-cultural areas, on the other hand, on the other. The text description in the educational and professional discourse is a text with a rigid structure. It is well structured, universal at the denotative level, nominative at the level of surface grammar, and expands according to the same universal schemes in its invariant. A metaphor is selected as a text unit uniting two main cognitive speech mechanisms: a) identification, i.e. identification of a significant mark; b) anticipation, that is, a mechanism that directs the expansion vector of the text/discourse both during the reception and in the production process. The latter allows for integrating the main types of speech activity in the framework of a single academic discourse (on a single invariant platform): a) receptive types (reading and listening); b) productive types (speaking and writing).

LITERATURE REVIEW

In pedagogical science, communication and perception are recognized as equal in complexity and activity organization categories (Darling-Hammond et al.: 2019; Jankovska et al.: 2018). It counts from the awareness of the ability to express the same idea in another language to the skills and abilities to independently solve communicative and cognitive tasks, including language conjecture and the ability to express a personal attitude to perceived information. This approach has led to the recognition of the importance of psychological hermeneutics and the solution of the problems of forming understanding perception (Ramakrishnan et al.: 2015, pp.96-103), which is especially relevant in the context of teaching foreign students at speech universities, in including its most complex form — the monologic discourse. A monologic talk, according to Skidmore (2000) is the one, which is mainly concerned with the transmission of knowledge to students and tries to remain firmly in the control of the goals of talk. Thus the practical aim of teaching a monologue is to develop nomological speech competence, which is the skills of producing correct, logical and comparatively motivated monologues of different levels in accordance with the communicative situation (Hernández et al.: 2009; Voinalovych: 2013; Villalobos: 2015).

The main purpose of pedagogical strategies for teaching monological discourse is to build communicative competence among foreign students. That is the ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers. Pedagogical strategies are educational models that determine clear learning outcomes for speaking, a structural approach to organizing student activities. As the analysis of literary sources in the process of teaching monological discourse witnessed, foreign students have a number of difficulties: the ability to express a complete thought, form a logical connection between phrases and new logical tasks with a constant volume of utterance. This is due to the essence of the process of speaking, based on mental activity, and is based on verbal hearing, memory, prediction and attention. The development of monological discourse begins with consciousness and intent since it is characterized by significant compositional complexity: it requires knowledge and observance of grammatical constructions of logical sequence, etc. (Voinalovych: 2013). In designing activities or instructional materials for foreign-language students, it is also necessary to recognize the very different functions, and speaking performs in daily communication and the different purposes for which our students need speaking

skills. Based on the foregoing, it can be concluded that pedagogical strategies for teaching monological discourse should be present both in the classroom and during the students' independent work.

The authors distinguish the main three groups of educational strategies aimed at teaching monological discourse in the process of working with foreign students: the formation of an active, communicative orientation of the lesson, the creation of a favourable environment and the creation of a comfortable and cozy atmosphere for communication in the lesson. These types of strategies are the most common in higher education systems in the educational process of foreign students and are of direct and indirect nature of implementation. That is pedagogical strategies of monological discourse that can be related to speaking and which are important for students in developing communicative competence.

Depending on the stage of teaching students monological discourse: the level of utterance, the combination of sentences in a logical sequence and the level of discourse, one or another pedagogical strategy or their combination is used. Since the development of monologic speech at each stage is specific. But at the same time, the tools for their implementation vary significantly. As noted by Weiser and Klimentenko (1992), the training system of monological discourse includes exercises of two types - structural and substantial. The most famous, widespread and most discussed in the scientific literature is the use of a sample monologue (Voinalovych: 2013), the formation of various kinds of subjective and objective supports (Zorina & Kortunov: 2014, pp.554-559; Ramakrishnan et al.: 2015, pp.96-103) and the organization of the learning process in a case-by-case manner. The undoubted advantage of the proposed methods of teaching monological discourse within the framework of pedagogical strategies is the depth of their theoretical justification, a clear determination of the purpose of the educational activities, and also consider the hierarchy of goals and purposefully organize educational activities. But it should be noted that in the framework of the analyzed approaches, the main attention is paid to the evaluation and systematization of discursive means, the structure of the monologic utterance, that is, the result, and not how the teaching itself, that is, the path to it, takes place, that is, the main attention is paid to the cognitive aspects of the learning process monologue discourse by students. The nature of these shortcomings is associated with the intensification of the educational activities of students, primarily at the motivational stage in the process of challenging and developing the motivational factor at each stage of learning monologic discourse. It should be noted that levelling affective factors during the monologue learning process provokes the risk of missing some of the essential components of managing successful learning.

One of the most promising educational strategies for teaching monological discourse is seen in a combination of cognitive and affective factors. Therefore, in the framework of this study, a learning strategy based on reference prediction units was developed in particular in the process of teaching foreign students. A distinctive feature of this strategy is that its practical implementation ensures the activation of the four main components that are highlighted in the content of the monological discourse training: motivational, procedural, effective, and reflexive. Forecasting reference units are information, which in turn is an impulse for reflection (Arend & Sunnen: 2016, pp.2906-2912). In this regard, students have certain associations that can be directed in the right direction by the installation of speech exercises. Each of the forecasting reference units is characterized by its own potential useful for managing the learning process of monologic utterance, helps to increase the independence of students in foreign language speech activity and achieve effective learning outcomes.

METHODS

The studies of cataphora are in demand in modern scientific discourse. Thus, N. Kazanina and S. Phillips observe various linguistic restrictions in the anaphoric relations between pronouns and their antecedents. These restrictions exclude the possibility of correlation in certain syntactic or discursive contexts, which plays an important role in computer processing of textual data (Kazanina & Phillips: 2010, pp.371-400). As a part of

experimental studies by other scholars, differences were found in the processing of sentences with anaphoric and cataphoric pronouns. Based on the analysis of the natural language corpus, the discursive factors that influence the appearance of a cataphora both within a sentence and between sentences were found (Trnavac & Taboada: 2016, pp.68-84).

The best works in the field of foreign and Russian linguodidactics focused on *an individual as the main value of human life, activities, and education* served as a theoretical background for this study (Leontyev: 2001). As a result, our research is 1) learner-centred and focused on students' first and foremost *existential* (including *communicative*) needs and *dynamic* characteristics; 2) *checked, verified* by the individual, taking into account their *progressive development*. As part of the cognitive and communicative approach, a methodology has been developed for teaching English to Russian technical students, aiming to solve the issue of fluent oral speech (Gorkaltseva et al.: 2015, pp.9-11). We agree with L.G. Sayahova who proposes to consider the concept in respect of three aspects – linguocuturological, cognitive, and lingua-didactic, and discloses the principles of working with the concept in schooling practice for developing the student cognitive activity (Sayahova: 2014, pp.987-993). Noteworthy is an innovative modular technology for teaching productive linguistic reading in a foreign language in higher school. It motivates the student for self-education in a foreign language and helps them obtain sustainable foreign language competences (Almazova et al.: 2016, pp.50-54). The relevance of our line of research is also evidenced by the work of O.V. Chibisova. She focuses on the needs of Russian students when interacting with their foreign peers in Russian universities, for which purpose she has developed a set of exercises to develop basic intercultural skills (general educational, socio-linguistic, strategic, metacognitive, and compensatory) (Chibisova: 2016, pp.267-273).

Some terms, generally known in Russian linguodidactics formed the basis of the research metalanguage and are contained in *the Dictionary of Methodical Terms* by, E.G. Azimov and A.N. Shchukin (Azimov & Shchukin: 2009). However, a number of fundamentally important terms for this study are not represented in this dictionary. These include *cataphora*, *cataphoric operator*, *meta-theme*, and *monologic discourse*. *In this regard*, we shall try to summarize working definitions for these terms. Thus, the term *cataphora*, as we have partially introduced it above, denotes a text unit indicating the right-side context (antonym: *anaphora*) (Vasyukhno: 1996). With reference to the designated property of the unit, it is advisable to identify it in the text of a certain structure and use it when developing anticipation mechanisms. The term *cataphoric operator* denotes a cognitive phenomenon (a dynamic unit of individual consciousness) that controls the anticipation mechanisms during the reception/production of a text on a certain subject and with a certain structure (of a certain type/genre). The term *meta-theme* denotes the invariant content of a set of similarly constructed texts. What is meant by the nomination of *monologic discourse* is a psycholinguistic phenomenon that is an explicitly presentational and represented product of communicative (verbal) activities on the semantic level organized in accordance with such a formalized unit as a model of a particular text type and genre. In this study, based on the analysis of the initial RSL training stage, we do not see a fundamental difference between the concepts of *discourse* and *text*. But, in general, we take into account the fact that the concept of *discourse* is broader than the concept of *text* (Caylak & Muhammad: 2017, pp.77-90).

The data for the study was provided by video and audio recording of extracurricular and classroom interaction, which was collected in two formats: 1) the experimenter and a group of Russian language native speakers; 2) the experimenter and a group of international beginner RSL students (levels A1–B1 end of the second PUC term, the vocational module, as well as the entire first term of the first year at the Philology department). Texts with a rigid structure (descriptive texts from various areas of communication relevant for students), RSL textbooks and tutorials, students' workbooks, individual work and test results, and tests were also used as the empirical data. It is important to clarify that the university student non-experimenters provided informed consent to be recorded and have their data used and that their identities remain confidential. Extracurricular interaction plays an important role in the process of foreign students' adaptation to the new linguistic, social, cultural, and living environment. It is manifested through various thematic events (sightseeing

tours, themed nights, etc.), participation in which would encourage foreign students to communicate in Russian.

The problem stated above requires an optimal simulation of the learning process, which is only possible when consistently handling at least the following questions:

- 1) Selection and organization of learning communicative units – texts in their systematicity and structuredness;
- 2) Choice of an optimal dynamic learning unit on the basis of which the academic and research discourse expansion mechanisms can be practised and formed;
- 3) The gradual transfer of formed skills and abilities from one area to another, from the space of one academic-vocational text to another.

In order to solve the problems stated, an analytical method and a simulation method were used, which allowed us to carry out an analysis and simulation of the modern learning process at the pre-university learning phase from the perspective of student assimilating a monologic academic-vocational discourse and an analysis of modern variant models of teaching students to expand a monologic discourse/text in both their native and foreign languages.

We see a solution to the problem indicated above in referring, on the one hand, to universal psycholinguistic models of forwarding reality reflection of domestic and foreign researchers (theoretical works verified by practice), on the other hand, to our own experimental data on training international beginner students to expand a monologic discourse with a rigid structure (Bernstein: 1966).

The following thesis of outstanding Russian neurophysiologist and psychologist N.A. Bernstein was taken as the main theoretical postulate:

Two categories (or forms) of modelling the perceived world coexist in a kind of unity of opposites in the brain: a past-present model, or of what has become, and a model of the upcoming. The latter flows in a continuous stream and is transformed into the former. They are necessarily different from one another primarily because the first model is unambiguous and categorical, while the second can only rely on extrapolation to one degree of probability or another (Bernstein: 1966).

Therefore, out of the possible outcomes, one is ultimately selected, and action is only programmed towards it.

According to psychologist and psycholinguist A.A. Leontyev, one of the main differences of N.A. Bernstein's model from other cognitive models (in particular, from P.K. Anokhin's model) consists in the idea of sensory correction and in the idea of taking into account "in the process of controlling the action of *current* information" (Leontyev: 2001).

RESULTS

Designing a training model at the level of selection and organization of text libraries

Our analysis of the B1 philology students' text library has shown that its constituent texts (most of them) are represented by a holistic discourse meta-unit corresponding to the meta-theme "General characteristics of an object" at the semantic level (Izarenkov: 1995, pp.58-64; Dolzhikova et al.: 2018, pp.527-534). To be clear, let us present an invariant semantic structure of an academic-vocational discourse (academic and research discourse) with the help of semantic micro fields identified by Professor D.I. Izarenkov (and his students) in the framework of the meta-theme "General characteristics of an object" (Izarenkov: 1995, pp.58-64, Dolzhikova et al.: 2018, pp.527-534): 1) identification of an object; 2) the composition and structure of the object; 3) communication between the individual components of the object; 4) the location of the object/components of the object; 5) the quality characteristics of the object/of its components: 6) the

quantitative characteristics of the object/of its components; 7) the use of the object, its functions/functions of individual components of the object (Izarenkov: 1995, pp.58-64, Dolzhikova et al.: 2018, pp.527-534).

Our studies have shown that the same semantic micro fields (except the last one) are also included in the invariant content of a descriptive text/discourse from other communication areas that is rigid in its structure, especially the socio-cultural area (Muhammad & Van Lisy: 2017, pp.18-25). Moreover, in a descriptive text with a rigid structure (in the sociocultural area of communication) as well as in the academic and research discourse descriptions (meta-theme "General characteristics of an object"), these (listed above) semantic components may be variously demanded in a particular discourse/text, whereby they can vary their sequence during its expansion. However, each of the semantic components (blocks) has its own standardized means of expression, whose verbalized units, when being identified (perceived and understood), can serve as a reference tool for further prediction. For example, the semantic component "Identification of an Object" can be explicated by the grammatical structure *N1is N1* with its verbal manifestations, which primarily follow the line of theme-based expansion, and so on.

Thus, as a result of the text library analysis, we have concluded that the optimal system of texts forming international students' ability to reproduce/produce academic-vocational discourse (primarily an academic and research text/discourse) is a system that is based on an invariant descriptive text/discourse with a rigid structure and is included in variable texts from different areas of communication, from the extra-occupational colloquial through sociocultural to academic-vocational ones (genres: 1) interior; 2) landscape; 3) geographical outline; 4) the descriptive part of instruction; 5) a description definition, etc.). One should start learning to assimilate the invariant structure of such a text/discourse in the earliest period of the initial stage (Muhammad & Van Lisy: 2017, pp.18-25, Muhammad et al.: 2019).

The choice of a dynamic learning unit in order to form mechanisms for the academic-vocational discourse expansion

Let us consider the constructed model from the standpoint of choosing a dynamic learning unit, based on which it is possible to form cognitive speech mechanisms for a required discourse expansion. The practice of working with an international audience at the initial training stage (we considered both our own experience and the experience of our colleagues) shows that the existing conventional methodologies that offer students to expand a monologic discourse based on a particular plane (question or nominative) are suitable only when students have lexicogrammatical skills formed at the level of speech automatism. However, as already noted above, the context of pre-university education (above all, the overelaborate programs and lack of time for their quality learning) do not allow these skills to be formed. Under these conditions, the conventional techniques with their reference to "planes" (simple and detailed), keywords in their naming function and initial form (the nominative case) usually cause the A1–B1 students a lot of communication and technical errors. These learner's erroneous language uses are subsequently repeated in similar situations, thereby creating the impression that they "line up" as certain cognitive speech "channels" (unfortunately erroneous in the expansion vector) in the psycholinguistic space of the linguistic identity of a foreigner. Very often, these psycholinguistic phenomena occur when a teacher attempts to elicit the so-called "spontaneous speech" from students at the early stages. As a result, these errors recorded in the cognitive structures of an individual occur in different ways from time to time at all the subsequent stages of both classroom and extracurricular communication. Since the source of these errors is stereotypical vocal acts recorded by the consciousness of a foreign language speaker, they are very difficult to eradicate. It is especially relevant for fast-acting (including in vocal acts) extroverted students.

The universal model of N.A. Bernstein presented above was used in linguodidactics. Unfortunately, it was applied only when teaching the receptive types of speech activity, in particular, training in probabilistic prediction while reading (Vasyukhno: 1996). It was not used when teaching to speak, in particular, teaching a monologic discourse. However, in this paper, we want to draw attention to one idea that RSL methodologists

had in the process of teaching to read and which was a kind of transition “bridge” from the learning reception (reading) to the learning production (speaking) based on prediction means. Thus, dealing with the anticipation mechanism formation in reading, L.P. Vasyukhno (1996) draws attention to the fact that the acts of probabilistic prediction and as a result an act of final prediction with decision-making at the cognitive level is “an act of production” included in the receptive activity (Vasyukhno: 1996). This quite true observation suggests that: 1) a reading (and presumably listening) discourse at the verbal level can be conventionally represented by a dashed (interrupted) line, where the gaps are invisible acts of production (mental production) in the framework of receptive speech activity (SA); 2) since a text is an integral unit, while a standardized text (the text of a certain type and genre) has a standard structure (and hence composition) and standardized expressive means, it follows that these means directed towards text expansion may serve as materialized “beacons” indicating the expansion vector; 3) *cataphora* is an optimal text unit, with reference to which it is possible to carry out the correct expansion. The study of text expansion patterns based on cataphoric tools allows for the creation of *text patterns*, a kind of *psycholinguistic simulator* for teaching to identify and predict units of a specific text, as well as to expand an *identified* fragment into a holistic text. Below we present a number of patterns we have created based on the identification of cataphoric means:

PATTERN 1 is quite primitive, used at the earliest pre-university stage of work. This pattern (even though it is primitive) includes such basic semantic units of the required (constructed above) model as 1) an object identification (*This is our classroom*); 2) the composition and structure of the object (listing items found in the classroom); 3) the location of the object components (*There is...; On the wall in front, there is...; On the right, there is...; On the left, there is...*); 4) the quality characteristics of the object: *new (words)*. The pattern is given below:

OUR CLASSROOM

This is our... There are tables,, and others....On the wall in front, there is a blackboard and... There are new ... on the screen.

On the right, there is a door... and grammar... On the left, there is a window. On ... sill, there are flowers.

Based on the above (albeit quite reduced) pattern, it can be concluded that the following serve as cataphoric means:

1. Units representing the text title: *OUR CLASSROOM*.
2. Possessive pronouns and adjectives: *our... (classroom); new... (words); grammar... (tables)*.
3. Prepositions, as well as other means that are normally in preposition to the predicted units when listed: *On... (the window sill); aboard and... (a screen)*.
4. Nouns that are in preposition when listed: *There are tables,... (chairs), (a computer), and...*
5. A combination of different means: enumeration of nouns denoting specific objects, as well as the use of the defining pronoun *other* allows a native speaker (but certainly not a foreigner at the level A0–A1) to predict the word form *things* (*There are tables,....., and other... (things)*). Let us emphasize that a foreign language speaker would need a preliminary special training.

PATTERN 2 is more complex compared to the first one and is used in the second learning phase of the pre-university training, that is, during the basic level (A2) formation. Apart from the semantic micro fields already known from the first text, the semantic component “Quantitative characteristics of the object” (*More than 15million people live in Moscow*) is given here:

MOSCOW IS THE CAPITAL OF RUSSIA

Moscow is the capital of ..., its administrative, political and cultural...

More than 15 million live in ...

The heart of ... is the Kremlin. The Russian... and president work in....The most famous tower of ... is Spasskaya.... There are chimes on... .

Red ... is an integral part of... The most... Moscow ... – St. Basil's Cathedral – is situated in ... not far away from...

Alexander ..., a place where Muscovites and ... love..., is situated next to the Kremlin.

There are many in the ...: the Tretyakov..., the Bolshoi and Maly..., Temple and so....

Welcome to..., the capital of the Russian....

PATTERN 3 was constructed on the basis of academic and research text (linguistic text) *The Concept of Morpheme*:

THE CONCEPT OF MORPHEME

In Russian..., words... of meaningful ...: prefixes, roots..., and... . These meaningful ... have a common ... – morphemes. They form the morphemic... of a word. Each ... in a word ... its own ...

The main... of a word ... a root. A prefix... before ... (*прочитать* [to read over], *выучить* [to learn by heart]) and a suffix ... after... (*китайский* [Chinese]). At the end of inflected... there are... (*музыка* [music], *читаешь* [you are reading], *красивый* [beautiful]). Uninflected ... do not have ... (*сегодня* [today], *сейчас* [now], *хорошо* [well]).

3. *Phased formation of the monologic academic and research discourse expansion skill in students (a transfer of the formed skills and abilities from one area to another).*

We have been pilot testing the above idea in our teaching activities up to 2019. Below we show primarily the specificities of formation of the educational discourse expansion skills during the learning process in the earliest training period. The formation of these skills consists of at least two interrelated processes:

1) Mechanisms of identifying meaningful signs formed in students within the framework of one of the most important constituent blocks of a descriptive text/discourse – the functional semantic block (FSB) “Location of the object” (receptive activities);

2) Formation of mechanisms of anticipation (reception) as well as the academic discourse expansion mechanisms (reproduction and production) based on simplified course content.

According to our long-term experience of working with international audience at the initial training stage, the work according to the proposed concept should begin with the cognitive dynamic presupposition “Location of the object” formed in a student. It can be formed based on the discourse text *Our Classroom* articulated by the teacher, the expansion of which involves a conscious use of primarily the prepositional case (What? Where is it?) by the students.

We took the discourse text *Our Classroom* as a simplified text/discourse (see this text pattern above). Below, through the example of the above material, we show the method of forming the skills of generating and expanding a descriptive discourse/text in the Russian language in international students. One of the discourse text versions composed by us (the teacher) entitled *Our Classroom* looks as follows:

OUR CLASSROOM

This is our classroom. There are tables, chairs, a computer, and other things. There is a blackboard and a screen on the wall in front. There are new words on the screen.

On the right, there is a door, a map, and grammar tables. On the left, there is a window. There are flowers on the windowsill.

Our classroom is nice and comfortable.

Except for the name, all the other parts of this discourse text are given to students in oral form, with simultaneous natural demonstration of the items available in the classroom. At the same time, we also show cards with words in those forms that the text is to be filled with. This is especially true for those lexical units (LUs) that are semanticized for the first time as well as the LUs presented in the prepositional case form (PC),

since the PC here is introduced for the first time in conjunction with the semantic component "The location of the object". This is the first part of the teaching strategy that we implement.

The second part of the strategy is a series of exercises that are successfully performed by the students due to the cognitive mechanisms of identification and prediction involved. Thus, working together with the students, the teacher suggests that, based on the name and other presented signs, they jointly reconstruct the text they have listened to. Then, the teacher writes the initial words of the future first paragraph on the blackboard under the text title. The resulting text written on the blackboard looks as follows:

OUR CLASSROOM

This is our...

Students rebuild the LU "*classroom*". Here, both the title and the LU "*our*" serve the cataphoric/prediction function. Definitely, a major part of the "initial" use of a speech product coherent and integral in its characteristics, that is, a text, performs this function. Prepositions and prepositional-nominal forms, adjectives, pro-constituents, and LUs listed fulfil the cataphoric/prediction function in a descriptive text with a rigid structure fully. In a descriptive discourse that is linked to a certain situation, other signs and symbols also have the cataphoric function: gestures, the speaker's facial expressions, objective visualization, etc. Through a variety of teaching methods applied to these means, they help students to reconstruct the proposed discourse text. Thus, apart from the technique described above (based on the title and the pro-constituent), the following variety of cards can be used:

1) Flashcards with cataphoric means: word forms, word collocations, and syntagmas (based thereon, students continue to expand a statement);

2) Folded cards with a visible cataphoric means and an invisible unfolding part (based on these cards, students predict the discourse expansion and, unfolding a part of the "leporello", check themselves for the prediction accuracy);

3) Non-verbal communication means and discursively significant objet visualization.

Examples:

The teacher verbally says and shows: "*There are tables, chairs,...*"

Students continue: "*a computer...*".

Teacher: "*and other ...*".

Students: "*things.*"

Teacher: "*On the wall in front, there is ...*" (shows a card with the prepositional-nominal form and points to the blackboard and the screen).

Students: "*a board and a screen*"

Teacher: "*On the screen, there are new...*"

Students: "*words.*"

As a result of the cognitive-verbal strategy (that is, the students' activities with reference to the cataphoric means) proposed by the teacher, the students are helping each other to collectively reconstruct the discourse text *Our Classroom*, while the teacher is writing what they have reconstructed on the blackboard in real time, thereby making the text *Our Classroom* that has been presented above. Although this text is simple in form, it is organized according to the invariant structure of the *descriptive* text type.

The students once (or twice) read the "text" written on the board. Then, the teacher erases the predicted units and the text is represented as a pattern like the one we have presented above in the text block. With cataphoric means (having a strong prediction function), the students are helping each other to collectively reconstruct the original text.

Next, the students are given a handout with the text pattern and, based on the pattern, they are proposed:

a) to recreate the original text; b) to create their own text.

Normally, in the early stages of this technique application, almost all the students reconstruct the original text completely. A part of the students (usually 2-3 students in a group) reconstruct the text creatively, adding elements of their own. Usually new LUs refer to objects in the classroom that are not included in the original text (whereby the students use electronic dictionaries and find new words there). It is very important for the teacher to encourage the students to be creative. What is even better is to suggest that the students add new elements to the resulting text in the next stage as a creative assignment. But, the teacher needs to give special attention to each student's creative act: it is necessary to take time to correct mistakes first, if any, and only then invite students to read their monologic discourse (or say the spoken text) out loud.

Let us emphasize that text patterns designed with reference to the functions of cataphoric means can vary in their degrees of difficulty. Thus, the discourse text under consideration can be represented as a text pattern again. However, this will be a different, more reduced pattern more difficult for students to reconstruct. For example:

OUR CLASSROOM

This is our... There is,, and....

On ... in front, there is... and.... On the screen, there are

On the right, there isand On the left, there is ... On... sill, there are ...

Various, more reduced, alternatives may be presented for different methodological purposes: a) for example, in high-achieving groups if necessary; b) in the final stages of forming students' prediction skill to expand a discourse on a particular topic; b) aiming to stimulate students' independent creative activity.

After a certain amount of time, if students have internalized descriptive texts on other subjects (see above), they are given the task to "disengage" from the original text and to tap into spontaneous speech: to produce a creative descriptive discourse of their own (for example, *My Flat*). No matter how creative this descriptive discourse might be, nevertheless, it is built on the cognitive speech basis that we have been laying since the first week of international students learning the Russian language. For example, when mastering the descriptive discourse *My Flat*, students refer, among other things, to the structure-forming syntactic unit "consists of..." (*"The apartment consists of two rooms"*). Thus, students purposefully form a specialized dynamic stereotype "*The composition and structure of the object*", including, among other things, the genitive case forms. Subsequently, this stereotype controlled by the cataphoric operator also functions in the space of academic-vocational discourse. It is what provides students with successful professionally oriented activities, that is, activities on reconstruction/production of a special academic and research discourse within the metatheme "General characteristics of the object"; for example, a linguistic discourse on subjects highly relevant for philologists: *Phonetic Word and its Composition; Morphemic Composition of a Word, Syntax and its Units*, etc.

DISCUSSION

According to our Russian language teaching practice in an international audience, namely, training through complexes where a case form and a speech segment (a discursive pattern) constitute a single, integral learning unit, teaching through such a dynamic unit as a cataphoric operator is very efficient: it results in well-bred, high-quality speech, which is very relevant for our student body (language students).

The use of text patterns with varying degrees of reduction allows students not only to "disengage" from the original text but also to build their own discourse depending on the objectives of its production: the need to fully or briefly present material at a seminar or exam, the readiness of the examining teacher to listen to elaborate or short statements, etc.

We have based our work on a descriptive text/discourse containing the maximum set of invariant semantic units that are common to various communication areas relevant to the students. Thus, the descriptive

discourse of the sociocultural communication area is very close to the academic-vocational discourse not only in terms of universal semantics but also of the standardized means of its expression (in structure-forming units).

Even a very primitive descriptive text/discourse (the text *Our Classroom*) used in the international beginner student audience contains almost the entire set (invariant composition) of semantic components expanding according to the descriptive discourse pattern. Its central part, "Location of the object/of its components" is expressed by the case, the main function of which is to indicate the location. Thus, the technique proposed by us integrates educational activity not only by types of speech activity (receptive and productive) but also by the content: on the one hand, communicative (a discursive pattern), on the other, grammar (the respective case).

Other invariant semantic components, namely, identification of the object, the quality characteristics of the object, the object composition and structure, etc. also explicate both in this and in subsequent descriptive texts/discourse, thereby consistently forming specialized cognitive structures in a learner while covering various topics. Thus, in the course of the study, a model for teaching monologic utterance in Russian was developed, which is based on the use of cataphoric units as prognostic ones in the construction of a description text. The use of this teaching model will allow foreign students to master the skills of monologic utterance in a shorter time.

CONCLUSION

Our research has shown that international students studying Russian language and major subjects in the pre-university learning period find themselves in an extremely difficult situation: according to the curriculum content, they are supposed to master a huge array of educational material in various areas of communication, as well as to prepare themselves to enter a university in Russia and to successfully learn the prospective trade. This requires hard work for students to qualify in it. Thus, techniques for overcoming various kinds of difficulties in the pre-university training stage are highly in demand when teaching international students. Student-centered anthropological techniques aimed at meeting students' existential needs in acquiring the chosen profession can be named as an example.

As an anthropologically oriented methodology, we propose the method of forming a student's productive monologic discourse integrated into acts of receptive activity acquired by students. There are two cognitive mechanisms at the center of this integration: identification and prediction. Prediction is carried out based on the cataphoric means identified by us in a text (in a text with a rigid structure), their main function being to indicate the right-side context. This allows one to effectively use the units that are expressed in material terms: a) when forming anticipation mechanisms; b) as cognitive operators for expansion of an optimal monologic discourse.

According to our experience of working with international audience at the initial training stage, we can predict that the pedagogical strategy described above will allow for successful prediction and expansion of a descriptive text/discourse on various topics after 1-2 months of training, for example, *My Room in the Dormitory*, *Moscow is the Capital of Russia*, *Rome is the Capital of Italy*, etc.

The pedagogical strategy described above requires further development also in the part of students' transition from the discourse with a rigid structure to the discourse with a flexible structure – spontaneous speech of students on a given topic. However, it was not our aim within this article, although we do not rule out the possibility that in the future we will be able to describe the types of classroom and extracurricular activities that are anthropologically significant. Let us also note such an important point as the distinction between the following student categories: extroverted students/introverted student as a prospect for studying cataphora in linguodidactics, which will provide new data on the problems of the proposed study.

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