

## **LEARNING MANAGEMENT SYSTEM TO DEVELOP NON-NATIVE SPEAKERS' PHONETIC CULTURE IN DIGITAL SOCIETY**

**Tatyana Shoustikova**

Prof. Dr., Peoples' Friendship University of Russia - RUDN University (RUSSIA)  
Tatyana.Shoustikova@gmail.com

### **Abstract**

The paper focuses on the need to develop a specific learning management system with regard to the phonetic culture formation in the multidimensional process of students' domain-specific communicative training in the higher education system.

The relevance of the study refers to the fact that the phonetic culture of a non-native speaker is the basis of his / her successful verbal interpersonal communication in the everyday, sociocultural, educational, scientific and professional fields of a multicultural environment.

The study rests on the theoretical and practical experience of the Peoples' Friendship University of Russia - RUDN University, which has been a recognized international centre for teaching Russian as a foreign language for 60 years.

Regarding the research conceptual background the author sets forth her definition, according to which the phonetic culture of non-native speaker is considered as an integral quality of his/her speech that is realized through the normative use of the whole complex of language means (sound, accent-rhythmic, intonation, and lexical-grammatical) of the respective foreign language.

The research aims to identify the key components of the mentioned system and to characterize its essential features.

The research outcomes make it possible to introduce a scientific and didactic paradigm for the system under study, identify its key approaches and principles, core tools with regard to pedagogical, didactic, psychological, linguistic, ICT tools, etc.

Particular attention is paid to the author's concept of the essence of the complexity and aspect-based training principles as a driving force for learning management system for phonetic culture development.

The study also takes into account the relevance of oral digital communication and pays special attention to the task of developing oral communication skills in a digital environment and the tools for the relevant solutions.

**Keywords:** language, linguistics, Russian as a foreign language, phonetic culture of a foreigner

## **1 INTRODUCTION**

The problems of the formation of the Russian phonetic culture of a foreign student in the multi-aspect process of professional and communicative training of a specialist in the higher education system seem to be of current importance due to the role of oral communication in general

The relevance of the chosen topic is also due to the importance of oral communication quality in the modern

world, bearing in mind specifics and formats of oral communication in the digital multicultural space (Yoshida, 2018) and the confirmed need (Atabekova, 2017) for language learning management system within the quality assurance of university function and development.

The significance of the study rests on the fact that the phonetic culture of a non-native speaker is the basis of his / her successful verbal interpersonal communication in the everyday, sociocultural, educational, scientific and professional fields of a multicultural environment. Respectively, practitioners advocate for audio-lingual techniques in training (Rilling, 2018), focus on digital tools for sound speech skills training (Firooz, 2018, Henrichsen, 2018, Kwary, & Fauzie, 2018, Mousavinasab, et al 2018 )

This paper uses the theoretical and practical experience of the Peoples' Friendship University of Russia, which for 60 years has been a recognized international centre for teaching Russian as a foreign language.

Regarding the theoretical framework, the paper takes into account recent studies of curriculum-based learning management systems for sound speech skills training (Hmelo-Silver, 2019, Liu, 2018) and the goals of enhancing university academic excellence within which the role of language can hardly be underestimated, as scholars consistently mention (see for instance, Atabekova 2016c).

However, the author of this article considers the system of phonetic skills training from the angle of the phenomenon of phonetic culture of a foreigner. The author proposes her own definition, according to which the phonetic culture of Russian as a foreign language is considered as an integral quality of speech that carries the normative use of the whole complex of language means (sound, accent-rhythmic, intonation and lexical-grammatical) in domain specific contexts.

The hypothesis of the study is that the formation of a phonetic culture of a foreigner's speech in the process of learning a language as a foreign one, requires a specially developed interdisciplinary system for managing this process within the university-based academic framework.

The purpose of the study is to present the author's system for managing the training of foreigners in Russian phonetic culture.

The study also takes into account the relevance of oral digital communication and pays special attention to the task of developing oral communication skills in digital space and the tools for solving it. As for practical purposes the solutions for the respective tasks have been proposed earlier (Bruguier, et al 2018, Jothilingam, & Sundar, 2018, Skilling, et al 2018).

## **2 LEARNING MANAGEMENT SYSTEM FOR NON-NATIVE SPEAKERS' PHONETIC CULTURE DEVELOPMENT**

The design of this system is carried out in line with the competence paradigm of modern education on the basis of a number of approaches.

Among them, the leading ones include communicative-active, cognitive-communicative, professionally, nationally and personality-oriented, sociocultural, linguocultural approaches as an integrated tool.

The communicative competence of a foreign specialist educated in a Russian higher school requires an appropriate level of phonetic culture of sounding Russian speech, the basis of which is phonological competence, which has a level character and is an integral part of linguistic competence. Language (linguistic) competence is the basis of professional-communicative competence. Thus, we can assume that the phonetic culture is the realization of phonological competence of a foreigner.

The formation of the phonetic culture of the speech in Russian by a foreign specialist must be considered from the standpoint of the complexity and aspect of teaching Russian as a foreign language. At the same time, complexity is understood as a complex hierarchical unity, the interconnectedness of different language levels (in the methodology, aspects of teaching): phonetics, vocabulary, grammar; how the interconnectedness of different types of speech activity during training; as the formation of -communicative-speech skills based on different types of skills. The phonetic culture of a foreigner's speech, including in relation to the problems of mastering the Russian language as a foreign one, is correlated with all functional speech styles and pronunciation styles

The pedagogical system of the organization of teaching the Russian phonetic culture to foreigners is based on the following principles: anthropocentrism; consideration of the native language of the student or the intermediary language; consideration of the level of knowledge of the Russian language as a cognitive and communicative means; unity of learning objectives (global, strategic and tactical) at each stage of training; taking into account the sphere of interlanguage communication in a multicultural environment.

The development of the linguodidactic aspect of a system that develops the Russian phonetic culture of a foreigner in the process of teaching Russian as a foreign language is based on the basic principles of modern psycholinguistics on the generation and perception of speech. The training material is created on the basis of linguistic studies of the Russian language, a comparative analysis of Russian and other contact languages, a description of the grammatical system of the Russian language in order to teach it as a foreign language. The language material on the basis of which the training is carried out has a linguocultural and sociolinguistic correlation with the multidimensional characteristics of the student population. When selecting language material for the development of the phonetic culture of a foreign phone, the goals of creating its professionally-communicative competence at different stages of the linguistic educational process are taken into account

Accordingly, the formation of a phonetic culture of a foreign speaker's speech means the development of a set of pronunciation skills: sound production, accent rhythmic and intonation design of a statement (text, discourse) with interconnected teaching of different types of speech activity carried out in different areas - intercultural and multilingual communication.

The pedagogical system of the formation of the phonetic culture of a foreign student is focused on solving educational problems, developing a system of moral values for young people, developing a tolerant attitude towards representatives of other sociolinguistic and cultural communities that are different from each other.

The linguodidactic system for the formation of the Russian phonetic culture of a foreign specialist is based on the principles of rational management of the educational process for students studying to carry out educational and cognitive activities in a foreign language.

Taking into account the data of psychology, psycholinguistics, pedagogy, linguistics and methods of teaching foreign languages, the use of educational and methodical complexes, curricula, a system for monitoring and evaluating the achieved level of competence is proposed.

It uses the traditional and test forms, a combination of classroom and independent work with modern ICTs, organization of speech practice of students in various fields of communication, including public communication. The proposed paradigm implies consistent visualization whose importance for communication skills development has been explored earlier (Atabekova, 2016a).

The proposed linguodidactic paradigm correlates with the earlier studies on discourse-based approaches to phonetic competence development (Maraoui et al 2018), confirms the need for convergence of learning management systems and teaching practices (Mayo-Harp, 2018).

The proposed paradigm sets forth possible trajectory for applications of systematic and procedural learning within the curricular (Bâlici, & Bâlici 2018). Moreover, the paradigm under consideration paves the way for the phonetic culture formation within non-formal learning, whose status and importance within the curriculum has been specified earlier (Atabekova, 2016b).

### **3 CONCLUSION**

The research sets fourth a scientific and methodological design paradigm, key approaches and principles for creating a designated management system are proposed.

Particular attention is paid to the author's understanding of the essence of the principle of complexity and aspect in the formation of the phonetic culture.

The results of the work also allow us to present the pedagogical and linguodidactic tools of the announced management system.

Currently, in teaching Russian as a foreign language, linguistic and methodological problems of the formation of the Russian pronunciation of a foreign phone at the initial stage of training are developed to a large extent, as evidenced by the numerous introductory-phonetic courses that provide knowledge of the phonetics of RCTs and develop the primary auditory-pronunciation skills of foreign students.

In the wide practice of teaching non-philological foreigners the Russian language at the following stages, work on developing the skills of phonetic speech design, if conducted, is carried out irregularly and spontaneously.

As a result of what has been said, the questions of substantiating and organizing the categorical-level construction of the educational process of teaching sounding speech at a university remain relevant, which is necessary in the expanding sphere of oral communication. The proposed paradigm goes in line with the

goals of enhancing university academic excellence.

## REFERENCE LIST

- Atabekova, A. (2017, July 03-05). Quality Assurance of University Management: Ontological Role of Language Audit. 9th International Conference on Education and New Learning Technologies (EDULEARN). Spain, Barcelona, EDULEARN Proceedings, 1851-1857.
- Atabekova, A. (2016a, June 15-17). ICT-based Visualization for Language and Culture Mediation Skills Training: Addressing Societal Needs. 7th International Conference on Intercultural Education - Education, Health and ICT - From a Transcultural Perspective (EDUHEM). Spain, Almeria, University of Almeria. *Procedia Social and Behavioral Sciences*, 237, 209-215.
- Atabekova, A. (2016b, July 04-06). Fostering Internationalization at Home through Non-Formal Learning. 8th International Conference on Education and New Learning Technologies (EDULEARN). EDULEARN Proceedings . Spain, Barcelona, 2638-2642.
- Atabekova, A. (2016c, 14-16 November). Towards Academic Excellence: Language Issues in Fabric of National Higher Education, ICERI2016 Proceedings, pp. 5165-5169.
- Balici, M., & Bâlici, N. (2018, March). The Systematic and Procedural Learning Approach Through Curricular Design. In Conference proceedings (p. 44). *libreriauniversitaria. it Edizioni*.
- Bruguier, A. J., Peng, F., & Beaufays, F. (2018). U.S. Patent Application No. 10/152,965.
- Firooz, S. G., Reza, S., & Shekofteh, Y. (2018). Spoken language recognition using a new conditional cascade method to combine acoustic and phonetic results. *International Journal of Speech Technology*, 21(3), 649-657.
- Henrichsen, L., Blanco, K. D., Carreño, S., Carter, S., Decker, L., Fry, L., & Zhao, K. (2018). Online resources for learners and teachers of English language pronunciation. *TESL Reporter*, 51(1), 23-89.
- Hmelo-Silver, C. E., Bridges, S. M., & McKeown, J. M. (2019). Facilitating Problem-Based Learning. *The Wiley Handbook of Problem-Based Learning*, 297-319.
- Jothilingam, R., & Sundar, S. (2018). U.S. Patent Application No. 15/382,959.
- Kwary, D. A., & Fauzie, S. (2018). Students' achievement and opinions on the implementation of e-learning for phonetics and phonology lectures at Airlangga University. *Educação e Pesquisa*, 44.
- Li, X., Mao, S., Wu, X., Li, K., Liu, X., & Meng, H. (2018). Unsupervised Discovery of Non-native Phonetic Patterns in L2 English Speech for Mispronunciation Detection and Diagnosis. In *Interspeech* (pp. 2554-2558).
- Liu, Y. (2018). A Brief Talk on Scientific Management and Routine Maintenance of Foreign Language Phonetics Room Taking Anhui Sanlian University as an Example. *DEStech Transactions on Social Science, Education and Human Science*, (emss).
- Maraoui, M., Terbeh, N., & Zrigui, M. (2018). Arabic discourse analysis based on acoustic, prosodic and phonetic modeling: elocution evaluation, speech classification and pathological speech correction. *International Journal of Speech Technology*, 21(4), 1071-1090.
- Mayo-Harp, M. I. (2018). Online language teaching: The convergence of learning management systems and teaching practices (Doctoral dissertation, Education: Faculty of Education).
- Mousavinasab, E., Zarifsanaiy, N., R. Niakan Kalhori, S., Rakhshan, M., Keikha, L., & Ghazi Saeedi, M. (2018). Intelligent tutoring systems: a systematic review of characteristics, applications, and evaluation methods. *Interactive Learning Environments*, 1-22.
- Rilling, S. (2018). Audio-Lingual Method. *The TESOL Encyclopedia of English Language Teaching*, 1-7.
- Skilling, A., Hunt, M. J., & Evermann, G. (2018). U.S. Patent Application No. 15/703,013.
- Yoshida, M. T. (2018). Choosing Technology Tools to Meet Pronunciation Teaching and Learning Goals. *CATESOL Journal*, 30(1), 195-212.