INTEGRATED CONCEPT OF PHONETIC CULTURE OF A NON-NATIVE LANGUAGE SPEAKER: METHODS AND APPROACHES

Tatyana Shoustikova

Full Professor, Dr. Sc. in Linguistics, RUDN University,
Law Institute Department of Foreign Languages, RUSSIAN FEDERATION
shustikova-tv@rudn.ru

Abstract

The paper focuses on methods and approaches that have been used for the development of the Integrated concept of phonetic culture of a non-native language speaker.

The object of this research is the system of teaching the Russian language as a means of professional and communicative interaction in the general system of modern Russian language education.

The subject of the research is the process of forming the foreign specialist's Russian phonetic culture on communicative-cognitive basis and with account of real world communicative conventions.

The purpose of the study is to specify methods and approaches that served as the theoretical background for the methodological concept of the formation of the Russian phonetic culture of a foreigner in the process of his/her formation as a person, a professional in a multicultural educational environment of a Russian university.

The materials included the academic and applied training sources within the domain of teaching Russian as a Foreign Language.

The study rests on the qualitative approach to the study, stands on the analysis and synthesis, comparison, abstraction and concretization, generalization, formalization, induction and deduction, idealization, analogy, modeling. The data from over 50 year-long empirical teaching activities of the author were also taken into account.

Keywords: language education, phonetic culture, non-native language speaker, conceptual methodology

1 INTRODUCTION

Historically, the language and its use in communication through speech is considered to be the main channel of education (all means of education are based on speech: programs, textbooks, classes, etc.).

Therefore, the anticipatory effect and the necessary didactic conditions for training a specialist within a foreign language-based higher education can be achieved with full use of the potential of the respective national language of the country, the development of a bulk of language-related competences.

With regard to the above the methodological framework for the development of integrated concept of phonetic culture of a non-native language speaker seems to be of vital importance as it provides the background for both theoretical and applied research in the domain under consideration.

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for the methodological concept of the formation of the Russian phonetic culture of a foreigner in the process of his/her formation as a person, a professional in a multicultural educational environment of a Russian university.

The materials included the following sources:

- Scientific literature on the phonetic system of Russian and other languages, comparative studies of the phonetic systems of different languages, works on the culture of Russian speech;
- Scientific and scientific-methodical literature on language didactics, theory and practice of teaching Russian as a foreign language (RFL) and its phonetics, in particular;
- Textbooks and teaching aids for teaching the Russian language, Russian pronunciation in the aspect of RFL;
- Educational packages created on the basis of the use of modern digital technologies, intended for the development of Russian phonetic culture of the foreign language;
- Programs and reference books on RFL,
- Regulatory documents and materials of the Russian state system of testing citizens of foreign countries in the Russian language -;
- Generalized experience of Russian teachers of Russian studies and personal pedagogical experience of the author.

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2 METHODOLOGICAL FRAMEWORK FOR THE DEVELOPMENT OF INTEGRATED CONCEPT OF PHONETIC CULTURE OF A NON-NATIVE LANGUAGE SPEAKER

In accordance with the competence-based approach that has developed in modern linguodidactics, the foreigner should consistently master the communicative-speech competencies of intercultural communication that are specific for each of the stages of training.

It is accepted that foreign language communicative-speech competence has a multicomponent structure. Most researchers distinguish its following components: linguistic (a set of knowledge about the language system and the rules of functioning of language units in speech, the ability to use this system to understand other people's thoughts and express their own judgments in oral and written form); sociolinguistic / speech (the ability to use language in a speech act); discursive (knowledge of the characteristics inherent in various types of discourses and the ability to generate discourses in the process of communication); strategic (filling gaps in language knowledge, speech and social experience of communication in a foreign language environment); social / pragmatic (the ability to choose the most effective way of expressing thoughts, depending on the conditions of the communicative act and the goal set); sociocultural (knowledge of the national and cultural characteristics of the social and speech behavior of native speakers); subject (the ability to navigate the content of communication in a particular area of human activity); professional (ability to successful professional activity) (Shchoukin, 2003).

At the same time, researchers agree that the central place belongs to linguistic (grammatical, linguistic) competence, which is absolutely necessary for adequate multicultural interaction.

At the same time, experts emphasize the importance of phonetics, intonation and pronunciation for successful communication in a foreign language.

At the present stage of teaching Russian as a foreign language, the author of this study has developed and introduced into pedagogical practice the integral concept of Russian phonetic culture of a foreign language. Its key components are presented in a number of publications by the author in Russian and English (Shustikova, 2010a, b; Shustikova 2020a,b).

Currently this concept is used by researchers who focus on the sound speech issues with regard to foreigners' training (Arefeva et al., 2018; Cooper, 2020; Kamiljonovna, 2017; Wilce, Wilce, 2017).

The present paper considers the phonetic culture of the foreigner as a tool for internationalization at home and university academic excellence (Atabekova, 2016a,b; Atabekova et al., 2016)

The publication characterizes the approaches and methods on the basis of which this concept was developed.

First of all, it is necessary to note a systematic approach to the object and subject of study, which makes it possible to identify a set of factors and conditions on the basis of which a scientifically grounded pedagogical system for the formation of the Russian phonetic culture of a foreign student in Russian higher education is built.

Further, it is important to note the conceptual approach in defining the role of the Russian phonetic culture of the foreigner in interpersonal communication in a multilingual and multicultural environment in various spheres of communication.

Next, the method of a comprehensive theoretical analysis of the phenomenon under study (theoretical analysis of scientific and scientific-methodical literature on research issues, analysis of regulatory documents, analysis of existing educational and methodological literature on the problems of RFL) integrates a number of technologies, including the following:

- A historical overview of the process of teaching Russian pronunciation as an aspect of the language training of foreign specialists;
- Generalization of the data of linguistics, psycholinguistics, linguodidactics and methods as the basis for creating a pedagogical system for the formation of the Russian phonetic culture of the foreign language;
- Designing a pedagogical system intended for the development of Russian phonetic culture in a foreigner as an integral quality of speech, combining the normative use of language means and ensuring the implementation of the communicative tasks of participants in intercultural communication;

The concept of the phonetic culture of foreigner is also based on the comparative method that accumulates comparative- and contrastive analysis of the phonetic systems of the Russian language and a number of other languages that students speak, in order to explain the violation of the normality of speech in Russian.

Besides, the concept under study uses the method of predicting violations of Russian phonetic culture in a foreign speaker.

Further, the concept of the phonetic culture of a foreigner's speech is formed and improved on the basis of the method of observing the process of educational activity with the purposeful use of educational tools aimed at developing the Russian phonetic culture of foreign students, as well as on the basis of the method of modeling the process of forming the phonological competence and Russian phonetic culture of a foreigner.

To create a linguodidactic system for the formation of the studied phenomenon, the following approaches seem to be relevant and were applied.

The systematic approach to the object and subject of study makes it possible to identify a set of factors and conditions on the basis of which a model of a scientifically grounded pedagogical system for the formation and development of the Russian phonetic culture of a foreign student in the system of Russian higher education is built;

The integrative approach through which the integration, differentiation and individualization of the process of forming the sounding speech of a foreign speaker is carried out/

The competence-based approach provide grounds for the organization of education development in the world community, including Russia.

The communication and activity approach which centers on the subject of training, and the issues of mastering all types of speech activity.

The nationally-oriented approach takes into account the linguistic and national-cultural characteristics of a foreign student based on the results of research in ethnopsycholinguistics and ethnomethodology/

The consciously practical approach develops the potential of the student in line with the cognitive-communicative discursive approach to learning.

The linguocultural approach provides sociocultural competence for the purpose of adequate communication in the target language/

The professionally-oriented approach takes into account the need to develop the skills and abilities of foreign language communication among university students in the field of professional interaction of

specialists in a specific subject area of knowledge.

3 CONCLUDING REMARKS

The relevance of theoretical comprehension of traditional and innovative methods of formation of phonological competence (more broadly - phonetic culture), i.e., qualitative indicators of knowledge and awareness of the sound system of the language, stress, rhythm, intonation, methods of phonetic organization of speech and the ability to use them in the process of communication is linked with a radical turn in teaching language to natural communication, with regard to the real needs of students.

The research results laid grounds to specify the approaches that shape the integral concept of the phonetic culture with regard to the foreign language speech.

The findings can be used to enhance theoretical research within language didactics, with regard to the sound system of speech from the angle of foreign language training and using processes. The results can also be implemented within the practice of teaching a language as a foreign language

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