MAIN PRINCIPLE OF STUDYING RUSSIAN AS A FOREIGN LANGUAGE: USING PATTERNS FOR SPEECH MODELING

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Annotation. The article is devoted to the innovative method in the process of teaching Russian as a foreign language. Modern teachers actively use the patterning method to improve the communication skills of their students. With the help of ready-made sample sentences, it becomes possible for foreigners to communicate with native speakers, models help to formulate an idea and ask a question of interest. Patterns allow students from the first days of learning Russian as a foreign language to put into practice the acquired knowledge: talk about themselves or ask a Russian-speaking interlocutor about something. Since the Russian language is recognized as one of the most difficult for foreigners to learn, patterning allows them to master its grammar much faster. The authors also reveal the pros and cons of foreign students using patterns in the process of teaching Russian as a foreign language.

Key words: teaching methodology, Russian as a foreign language, patterning method, patterns.

The relevance of the problem under study. The relevance of the topic of patterning is due to the effectiveness of the modeling method. Patterning is also called the method of models: the principle of using sample sentences aims to bring non-native speakers of the Russian language closer to the opportunity to perfectly master a foreign language and use speech units according to phonetic, grammatical and lexical norms [3].

I. P. Lysakova in the materials of her research for 2014–2015. calls the modeling of Russian sentences as "a sure way to accelerate the development of communicativeness" [7]. According to L. S. Kryuchkova, a foreign audience perceives patterns faster and experiences fewer problems with the phonetic component of the finished model of the grammatical structure [5]. The phenomenon of using patterns is an actual problem of modern pedagogy. In addition, the introduction of innovative teaching methods is one of the main theoretical and practical tasks of linguists and teachers.

Patterning today is becoming a widespread phenomenon, as teachers note the high efficiency of speech modeling in teaching foreigners Russian as a foreign language (hereinafter referred to as RFL). The speech modeling technique attracts the attention of an increasing number of experts in the field of philology [8], linguistics and pedagogy. The patterns are aimed at improving the communicative abilities of foreign students who learn Russian in a short time. Their use in language teaching is an innovative method that allows you to remember and correctly use the learned constructions. The pattern method can be relevant and useful for all teachers who are focused on faster results in the process of teaching Russian as a foreign language. The actualization of the question regarding the appropriateness of using sample sentences continues to grow. Today, modeling is becoming an effective tool for practicing communication skills in practice. The purpose of the study is to show the possibility of using the patterning method in teaching Russian as a foreign language.

Material and methods of research. The analysis of speech modeling was performed on the basis of materials and methods of Russian linguists and teachers, such as I. P. Lysakova, A. A. Leontiev, A. A. Alkhazishvili, O. N. Kalenkova, T. V. Feoktistova. We used the standard pattern input method, which involves the use of constructions in stages, observing the sequence of applying lexical and grammatical tasks to consolidate new material (for the effectiveness of speech modeling in a foreign language), providing students with the proper amount of time to consolidate each new model. An integrated method with the use of practical, illustrative and inductive exercises leaves the choice of a task for independent work to the teacher himself. The patterning technique assumes that if the conditions regarding the phenomenon of modeling in RFL are not met, then the use of sample sentences can harm the progress of learning a foreign language.

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Research results and discussion. Learning a foreign language is a complex process. For quick and effective knowledge of the basics of a foreign language by students, various pedagogical methods are used, which are based on basic linguistic and methodological principles.

The Russian language is one of the most difficult to learn, so it is important to follow the sequence in the presentation of the material and work out the skills acquired by students in the use of vocabulary and grammar in practice.

Modern linguists and educators pay increased attention to the fundamental aspects of the process of teaching Russian as a foreign language for people who are not native speakers. According to the results of research by Russian scientists, today the leading place among other methods in teaching Russian as a foreign language is occupied by modern technologies and methods, namely:

– use of gadgets for language practice;

– speech modeling;

 – Skype lesson with a native Russian speaker.

The introduction of innovative methods is an urgent task of modern linguists and teachers. Let us consider in more detail the phenomenon of patterning in the study of Russian as a foreign language and speech modeling based on the materials and research methods of Russian scientists.

According to T. V. Feoktistova, there are four clearly defined groups of provisions for teaching Russian to foreigners:

1) psychological principle;

2) didactic teaching method;

3) methodological aspect;

4) linguistic methods of influence [9].

These provisions are among the basic categories of methodology, and their implementation in the educational process ensures its effectiveness. They form a common system that is aimed at achieving a complete understanding of students and the ability to use the information received in practice (oral communication, writing, listening to audio recordings, etc.).

Studies by Russian linguists have shown that strict adherence to the language system facilitates the learning process. In his writings, L. I. Yaritsa states: "The general system of the Russian language is the basis of pedagogy. To achieve an understanding of students, it is important to take into account every feature of the Russian language" [10].

Any group of pedagogical positions has its own sub-items, the categories are closely interconnected and often appear simultaneously in several foundations of teaching Russian as a foreign language. One such method is the use of patterns. The input of sample sentences in the process of teaching a foreign language can be attributed to both didactic and practical and methodological aspects.

Patterns can be classified into three groups of basic pedagogical principles:

1. Didactic concept. Sample proposals are created for clarity, accessibility of the material and increasing pedagogical competence. Patterns are an example of rapid coordination and feasibility of new information (characteristics of the didactic principle).

2. Linguistic affiliation - consistency in the presentation of the material (patterns are of varying complexity, in accordance with the level of the Russian language of a foreigner), as well as functionality, which is achieved through the use of speech models from the first day of studying Russian as a foreign language (the student practices the material received and conducts a dialogue with the native speaker language).

3. Methodological aspect. Patterns allow you to increase the communication skill of students. With the help of sentence models, foreign students have the opportunity to become the initiators of the conversation. The practice of Russian as a foreign language is an increase in the level of the student's speech activity [3].

Thus, sentence models can be considered a functional and semantic way of learning in the modern methodology of teaching Russian as a foreign language. Patterns support the systematic introduction of new material and contain the didactic concept of learning.

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The fundamental purpose of using phrasal patterns is to improve the student's communication skills. For the initial level, patterns for describing elementary things, simple questions and models of dialogues with a native speaker are appropriate.

The main rule for the effectiveness of patterns in teaching Russian as a foreign language is to apply models in accordance with the existing grammatical base of the student. Grammar simplification is an urgent problem for Russian language teachers in a foreign audience.

A. A. Leontiev, a scientist who devoted himself to psycholinguistics, argues that modeling relieves students' psychological stress only if the new material is extremely clear [6]. The methodology of his research is based on the psychology of students and psycholinguistic aspects.

Summary. Having considered the pattern as a method of developing communication skills in foreigners when studying Russian as a foreign language, we found that speech modeling simplifies the use of lexical units and grammatical structures, understanding of students by native speakers is achieved and the language barrier is reduced through the use of patterning. According to the research of modern linguists and teachers of Russian as a foreign language, patterns will improve the communication skills of students only if modeling is used rationally. The effectiveness of the method is influenced by the following factors: correspondence of the pattern to the studied grammatical material; the model of a declarative or interrogative sentence is combined with the lexical units of the lesson; patterns are actively worked out in the lesson and reinforced by other practical exercises (reading, listening).

The patterning technique assumes that if the conditions regarding the phenomenon of modeling in RFL are not met, then the use of sample sentences may harm the progress in its study. At the moment, the relevance of the issue of using patterns in teaching Russian as a foreign language is increasing: specialists in the field of linguistics and pedagogy have been actively using speech modeling in practice since 2012.

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