

Methods of Forming Grammatically Correct Speech of foreign students of non-philological specialties through the Student-Centered Learning of the Russian Language in Pre-University Courses

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Abstract

Teaching foreign students of non-philological specialties grammar is one of the most complex and urgent problems of modern methodology, firstly, due to its key role in Russian speech and the entire strategy of communicative teaching Russian as a foreign language; secondly, due to the fact that the process of mastering the grammatical structure of Russian is time-demanding. This is revealed in the amount of study time for learning Russian grammar, the selection, organization and introduction of language materials, the specific formation and development of grammatical (language and speech) skills in various types of speech activity. The humanization and humanitarization of education, achievements in the study of "language personality", the developed personality-oriented approach to teaching Russian as a foreign language, the use of linguistic and cognitive approaches to analyzing foreign speech allow reconsidering the problem of teaching foreign students of non-philological specialties grammar in accordance with the gradual formation of a secondary language personality in the process of mastering the basic grammatical structure of Russian speech. This article aims to create and substantiate methods of teaching foreign students the grammatical structure of the Russian language based on the systematic-functional approach to the study of language units and successive links among different stages of education in pre-university courses. The paper considers the dynamic and gradual formation of the basic grammatical system of Russian speech by foreign students of non-philological specialties in accordance with the linguistic and methodological model of learning developed by the authors of the article. The latter is compared with traditional methods of teaching Russian as a foreign language in pre-university courses of a non-linguistic institution of higher education.

Keywords: methods of teaching Russian as a foreign language, grammatical system of a language, students in non-philological specialties, linguistic and methodological model of learning.

Métodos De Formación Del Discurso Gramaticalmente Correcto De Estudiantes Extranjeros De Especialidades No Filológicas A Través Del Aprendizaje Centrado En El Estudiante Del Idioma Ruso En Cursos Preuniversitarios

Resumen.

Enseñar a los estudiantes extranjeros de gramática de especialidades no filológicas es uno de los problemas más complejos y urgentes de la metodología moderna, en primer lugar, debido a su papel clave en el habla rusa y toda la estrategia de enseñanza comunicativa del ruso como lengua extranjera; en segundo lugar, debido al hecho de que el proceso de dominar la estructura gramatical del ruso exige mucho tiempo. Esto se revela en la cantidad de tiempo de estudio para aprender gramática rusa, la selección, organización e introducción de materiales de lenguaje, la formación específica y el desarrollo de habilidades gramaticales (lenguaje y habla) en varios tipos de actividades de habla. La humanización y la humanización de la educación, los logros en el estudio de la “personalidad lingüística”, el enfoque orientado a la personalidad desarrollado para enseñar ruso como lengua extranjera, el uso de enfoques lingüísticos y cognitivos para analizar el habla extranjera permiten reconsiderar el problema de la enseñanza de estudiantes extranjeros. de gramática de especialidades no filológicas de acuerdo con la formación gradual de una personalidad de lengua secundaria en el proceso de dominar la estructura gramatical básica del habla rusa. Este artículo tiene como objetivo crear y fundamentar métodos para enseñar a los estudiantes extranjeros la estructura gramatical de la lengua rusa basada en el enfoque funcional sistemático para el estudio de las unidades de lenguaje y los vínculos sucesivos entre las diferentes etapas de la educación en los cursos preuniversitarios. El artículo considera la formación dinámica y gradual del sistema gramatical básico del habla rusa por parte de estudiantes extranjeros de especialidades no filológicas de acuerdo con el modelo lingüístico y metodológico de aprendizaje desarrollado por los autores del artículo. Este último se compara con los métodos

tradicionales de enseñanza del ruso como lengua extranjera en los cursos preuniversitarios de una institución no lingüística de educación superior.

Palabras clave: métodos de enseñanza del ruso como lengua extranjera, sistema gramatical de un idioma, estudiantes en especialidades no filológicas, modelo lingüístico y metodológico de aprendizaje.

1. Introduction

The concept developed in this article is based on the linguo-didactic theory of the formation and development of a secondary language personality in the process of mastering Russian grammar in pre-university courses. This approach should consider the person's abilities and characteristics that determine the creation and perception of utterances (texts) in a foreign (Russian) language, through which an individual realizes their communicative skills (Andreichenko, 2015). This viewpoint on a language personality forms an adequate linguo-didactic model of teaching foreign students the grammatical structure of the Russian language in conformity with the systematic-functional approach to the formation of a secondary language personality of future specialists.

Modern methodological studies have not substantiated this scientific problem yet. If this problem remains unsolved for current linguistics, psycholinguistics, didactics and methods of teaching Russian as a foreign language, it will be difficult to create an effective learning model. Until this model of language learning is not adopted into the structure of a language personality, it is doomed to "remain external, alien to a person learning a foreign language" (Karaulov, 2010). In this case, the personality-oriented approach to learning implies the following aspects: 1) the multi-level organization of a language personality; 2) patterns of forming a secondary language personality, in particular, secondary language and cognitive consciousness; 3) the gradual "inclusion" of a language personality into the context of a foreign-language socioculture (Dikareva, 2013).

The above-mentioned facts determine the strategy of teaching foreign students of non-philological specialties basic knowledge, skills and abilities in the field of Russian grammar in pre-university courses.

The effectiveness of teaching foreign students of non-philological specialties the grammatical structure of the Russian language in accordance with the gradual formation and development of the language personality of future specialists can be achieved through the implementation of the linguistic and methodological model of teaching developed by us, whose

dominant components are as follows:

- To ensure the gradual mastery of Russian grammar by foreign students of non-philological specialties, which implies the formation of verbal-semantic (zero) and linguo-cognitive (thesaurus) levels of a “secondary” language personality;
- To implement the systematic-functional approach to the study of language units, the combination of semasiological and onomasiological methods of presenting and updating educational grammatical materials;
- To recognize text as the basic unit of teaching foreign students of non-philological specialties grammatical foundations of Russian speech and developing their language and linguo-cognitive consciousness.

2. Methods

The methodological basis of this study is the philosophical understanding of the trinity “language – thinking – speech” which determines the creative nature of language learning (Serebrennikov, 1988; Sidorov, 2011).

Throughout the study, we used the following methods:

- Analysis of linguistic, methodological, psychological and pedagogical literature to identify linguo-didactic foundations of the study;
- Observation over students’ learning activities in the process of mastering the Russian language;
- Study of pedagogical experience in solving the research problem;
- Experimental research methods:
 - 1) Ascertaining, predicting and teaching experiments;
 - 2) Observation of the educational process organized according to the research plan;
 - 3) Use of questionnaires, interviews, checkup tests, exams and other research methods;
 - 4) Analysis and synthesis of corresponding materials to correct and improve the experimental study program;
 - 5) Statistical processing of the experimental data obtained.

3. Results

The study results have confirmed the relevance and practical significance of the gradual acquisition of basic grammatical knowledge, skills and abilities of foreign students of non-philological specialties based on the systematic-functional approach to the formation and development of a secondary language personality.

While conducting the research and utilizing the experience of scientific

and practical work in pre-university courses at the People's Friendship University of Russia (RUDN University), we have proved that teaching foreign students of non-philological specialties the Russian language is effective if it is based on the methodological thinking of teachers capable of creatively adopting the latest achievements of related sciences, including functional linguistics, sociolinguistics, ethno-psycholinguistics, text theory, etc. Therefore, the syllabus and objectives of teaching the basic grammatical structure of a foreign language (Russian) are interpreted from the perspective of *linguo-didactics* that substantiates components of education, training and teaching in their connection with the nature of language and communication as a social phenomenon determining the activity-based essence of speech and based on social and communicative interactions of individuals. It provides a methodological basis to solve topical issues concerned with the formation of the student's secondary language personality in the process of mastering the basic grammar of a foreign language (Afanaseva, Zakharchenko, Mogileva, Martynova, 2015).

Effective methods of teaching foreign students of non-philological specialties the grammatical structure of the Russian language are based on the implementation of successive links among different educational stages and on the systematic-functional approach to the formation and development of a secondary language personality, which allows us to distinguish two main groups of methods: theoretical-cognitive (explanatory-illustrative, partial-searching, language analysis) and practical (imitative, communicative). The relationship and interdependence of these experimental teaching methods are presented in Table 1.

To develop linguistic and communicative competencies of future specialists, we implemented different theoretical and practical methods in the process of the experimental study program (observation, comparison, matching, etc.).

Practical methods based on the stimulation of students' speech activity were implemented in the experimental teaching in the process of creating speech situations, using role-playing and other didactic games, solving communicative-cognitive tasks, constructing and reconstructing texts, etc. (Shchukin, 2003).

The continuity of methods and techniques aimed at teaching foreign students Russian grammar on the basis of the systematic-functional approach to the study of language units is determined by the following aspects:

a) the objective of education; b) educational materials; c) the level of students' knowledge, skills and abilities; d) the nature of students' cogni-

tive activity; e) tasks of forming a secondary language personality.

The principle of continuity is among the basic principles of the Russian didactics that defines all stages of studying Russian as a foreign language. Successive links help to create an experimental program of teaching foreign students of non-philological specialties Russian grammar that connects different topics and sections at all stages of teaching, forming and developing a secondary language personality. Continuity is characterized by a scientific character and prospective viability and ensures the systematic and consistent formation of communicative competencies of a secondary language personality adopted by foreign students of non-philological specialties and based on the conscious acquisition of information about language units at different stages of its formation (Sarycheva, Kytmanova, Mutovkina, Sharapova, 2012).

The acquisition of the Russian language in pre-university courses aims to form and develop communicative competencies of foreign students of non-philological specialties based on their conscious mastering of the language system and rules of its functioning in speech. Thus, a specific strategic method is the principle of taking into account the systematic-functional properties of language and speech (Filippova, 2012).

The general didactic principle of continuity and the specific methodical principle of the systematic-functional approach to the study of language units are considered in close relation and interdependence with:

- 1) Didactic principles of scientificity and availability, consistency and systematicity, consciousness, activity and durability;
- 2) Specific methodological principles of teaching Russian as a foreign language: communicativeness, the aspectual-integrated approach to teaching Russian as a foreign language, its vocabulary and morphology at the syntactic level with due regard to peculiarities of the student's native language (Filippova, 2012).

The main condition for the formation and development of the grammatical system of Russian speech by foreign students of non-philological specialties based on the principle of continuity in the systematic-functional approach to the study of language units is the creation of exercise sets aimed at the gradual formation and development of communicative skills common to a secondary language personality.

Therefore, we included language, relative-speech and speech exercises for each educational stage and lexical and grammatical topic into the experimental complex, which enabled the creation of an effective educational system.

The approbation of principles, methods and techniques of teaching the grammatical structure of the Russian language based on the systematic-functional approach to the study of language units with due regard to their successive links suggests that their combination provides a higher level of linguistic knowledge, communicative skills and a secondary language personality compared to traditional forms of education.

4. Discussion

4.1. Methods and techniques used in the experimental teaching of foreign students of non-philological specialties the grammatical structure of a foreign language

The need to define teaching methods is caused by their regulatory functions since learning as other hierarchical forms of human activity requires active management and self-management. Thus, the solution of this problem is of key importance for creating an effective system of teaching Russian as a foreign language and, in particular, teaching foreign students of non-philological specialties Russian grammar (Prokurova, 2012). In fact, teaching methods provide a practical escape from the field of theoretical constructions into the real pedagogical process, they integrate this process into a specific content-related system with a hierarchical arrangement of its components, clearly defined goals and means leading to their achievement. The process of teaching foreign students the Russian language includes three levels: a) teaching the language as a system; b) teaching speech; c) teaching communication (Barkhudarova et al., 2018). The classification of methods and techniques of the experimental study program that gradually forms and develops the secondary language personality of foreign students of non-philological specialties in the system of mastering Russian grammar is based on:

- The systematic minimization of basic learning units (language and speech), methods of their selection and presentation in accordance with the formation of grammatical competencies common to the secondary language personality of future specialists;
- Psychological characteristics of mastering a foreign language by adult students (stages of forming skills and abilities, mechanisms of perception, understanding and generation of speech, etc.);
- The selection of adequate methods, techniques and other means of managing the process of teaching a foreign student as a “doubled” language personality.

While interpreting the existing classifications of teaching methods in

relation to the process of teaching foreign students of non-philological specialties the grammatical structure of the Russian language in pre-university courses, the authors utilized the following experimental methods described in Table 1 below.

Table-1. The combination of methods used at different stages of the experimental study program based on the principle of continuity

Stages of knowledge acquisition and formation of communicative skills/groups of methods	Stage One. Primary adoption of morphological and functional-semantic properties of the linguistic phenomena under study	Stage Two. Conscious acquisition and synthesis of knowledge and skills	Stage Three. Expansion of knowledge and development of communicative skills
	Verbal-semantic level of a language personality	Linguo-cognitive (thesaurus) level of a language personality (the basic formation of the motivational level)	
I. Theoretical and cognitive methods	Explanatory-illustrative method (use of tables, charts)	Explanatory-illustrative (tables, charts, rules)	Partial-searching (observation, linguistic analysis)
	Partial-searching (observation,	Partial-searching (observation,	Problematic (solution of

	comparison, matching)	linguistic analysis, solution of problematic tasks)	problematic tasks, composition of collective answers)
II. Practical methods	Imitative method (compilation of phrases, sentences, utterances, sampled work)	Imitative method (making sentences of a certain type, sampled work)	Imitative method (sampled work)
	Communicative method (recreating speech situations, role-playing games)	Communicative method (role-playing games, exposition, essay)	Communicative method (role-playing games, text reconstruction and construction, exposition, essay)

Educational activities ensure that foreign students master and acquire the theoretical knowledge about a particular grammatical phenomenon and mainly utilize theoretical-cognitive methods combining verbal problematic-searching deductive and inductive activities under the guidance of a teacher (Ivanova, 2012). According to the character of cognitive activity, these methods can be explanatory-illustrative or partial-searching and implemented in the process of learning by various techniques (comparison, matching, observation, etc.) (Kuznetsova, 2015).

The main objective of the conducted the experimental study program was to expand and deepen the theoretical knowledge of foreign students of non-philological specialties about the linguistic phenomenon under study and form communicative skills with due regard to the gradual formation of mental actions. In this case, a special role was played by explanatory-illustrative methods aimed at enhancing the student’s verbal and visual perception. Furthermore, verbal and visual methods were closely interrelated (Ismailova, Arsumanova, Katsuba, Pshenichnikova, 2018).

4.2. Set of exercises used in the experimental study program

Exercises are among the most important means of presenting language materials and form lexical and grammatical skills and abilities, further improving them and transforming them into communicative skills (Galskova, 2008). However, a set of typical exercises not integrated into a specific system does not contribute to the formation of stable and adaptable skills and abilities of the correct use of language units in a foreign speech. Therefore, the creation of exercise sets for teaching foreign students the grammatical structure of different speech types is a pressing issue in the current methodology of teaching Russian as a foreign language.

While creating a specific methodological model to gradually teach foreign students of non-philological specialties the grammatical structure of the Russian language in conformity with the concept of “a language personality” (Ivantsova, 2010; Kotyurova, 2003), we used the following requirements for an exercise set as a part of the systematic-functional approach to teaching Russian as a foreign language (Bimurzina, 2013).

1. Exercises should be communicative since communication-oriented exercises grant foreign students an opportunity to realize (with the help of a teacher) the conditions for using certain grammatical phenomena in a foreign speech.

2. The ultimate objective of exercise sets is the formation and development of communicative skills.

3. To optimally use exercises and, in particular, ensure the grammatical correctness of a foreign speech, the number of grammatical (language and speech) exercises and their structure should be based on: a) achievements of modern functional linguistics; b) the gradual formation of a secondary language personality; c) the student’s linguistic experience in a native or intermediate language.

4. Exercises should be creative because mastering a foreign language means not just to acquire its formal system but also to develop thinking in this language (Kachalov, 2013).

According to the principle of continuity and stadiality in the formation and development of the secondary linguistic personality of students in philological specialties, the following exercise sets were used in the experimental study program:

Table-2. The use of exercises at different stages of teaching Russian as a foreign language

Learning stages	Initial educational stage (the 1 st semester of pre-university courses)	Principal educational stage (the 2 nd semester of pre-university courses) Developing the thesaurus level of a language personality and the basic pragmatic level of the structural model of secondary language activities
1. Introductory and preparatory stage	<p>Forming the verbal-grammatical level of the structural model of a secondary language personality</p> <p>Sentence models (with the corresponding context).</p> <p>Problematic-searching tasks:</p> <ul style="list-style-type: none"> - Language exercises aimed at better understanding and memorizing language phenomena; - Language training exercises to form operational and standard (language) skills and abilities based on the given sample or the corresponding rule without any 	<p>Text. Problematic-searching tasks:</p> <ul style="list-style-type: none"> a) Language analysis exercises aimed at improving partial-operational and standard skills and abilities; b) Combined language exercises (containing speech-oriented lexical and grammatical materials).

	sample.	
2. Standardizing stage	<p>Forming the basic thesaurus level of a secondary language personality</p> <p>Sentence and utterance models (speech patterns, microtexts).</p> <p>Verbal and cogitative tasks:</p> <p>a) Language analysis exercises aimed at improving partial-operational and standard skills and abilities;</p> <p>b) Relative-speech exercises (imitative, question-answer, transformational and monologic) exercises based on clarity, presented and expressed situations, motives, themes and statements).</p>	<p>Dialogic unities, microtexts.</p> <p>Verbal and cogitative tasks: relative-speech exercises (imitative, transformational, substitution).</p>
3. Varying stage	<p>Developing the thesaurus level of a secondary language personality</p> <p>Text. Verbal and cogitative tasks:</p> <p>a) Relative-speech exercises based on thematically related situations, clarity, etc.</p>	<p>Verbal and cogitative tasks:</p> <p>a) Relative-speech exercises based on thematically related situations and clarity.</p> <p>b) Speech exercises arranged according to a topic, text and cross-</p>
	<p>b) Speech exercises aimed at the formation of communicative skills: unproductive and productive.</p>	<p>topic: reproductive and productive.</p>

Educational activities organized in conformity with the experimental program used such educational units as typical sentences that demonstrated the language unit under study within a certain fragment of reality and educational texts representing a speech pattern of functioning grammatical forms, categories and phenomena to be mastered (Klobukova, Vinogradova, Chekalina, 2014).

Defining text as the supreme unit of study, we included textual exercises into our experimental program to teach foreign students how to produce a monologue. Textual exercises also comprised the linguistic analysis of text.

4.3. The validation of the experimental method of teaching grammatical principles of the correct Russian speech

The experimental study program aims to test the effectiveness of the developed methodological system of teaching foreign students of non-philological specialties Russian grammar with due regard to successive links among different stages of forming a secondary language personality and based on the principles of consistency, functionality and communicativeness in the process of learning lexical and grammatical materials (Klobukova, Nesterskaya, Noreiko, 2017).

We selected the method of a natural experiment to test our hypothesis. They conducted the experiment in normal conditions due to its practical objective and the nature of its hypothesis.

According to the objectives of the experiment and hypothesis, we developed its organization and distinguished the following three stages: 1) ascertaining stage; 2) the experimental study program; 3) the analysis of experimental data.

The experimental study program was conducted in two groups (16 people each) in pre-university courses. Time distribution and selection of educational materials in the experimental group was carried out in accordance with the curriculum based on the developed methods of teaching the grammatical structure of Russian speech. Similar education was simultaneously conducted in the control group based on a typical educational complex.

Experimental and control groups were selected considering a) the student's native language; b) test results; c) their motivation to master the Russian language; d) the age of experiment participants. The analysis of test results, the study of students' educational certificates received in their native countries and conversations with experiment participants proved that the level of philological proficiency of both groups was approximately

the same.

The experimental study program results were monitored by means of gradual and final validation. The gradual validation aimed to test the student's ability to use the studied language phenomena (grammatical norms of the Russian language) in a coherent statement (exposition). The gradual validation included two stages: after introduction to phonetics (A) and after the main course (B).

The results of the gradual validation are presented in Table 3.

Table-3. The gradual validation results in experimental and control groups

No. of a student	Experimental groups						Control groups					
	Number of sentences		Number of grammatical errors		Number of grammatical errors in relation to the number of sentences, %		Number of sentences		Number of grammatical errors		Number of grammatical errors in relation to the number of sentences, %	
	A*	B**	A	B	A	B	A	B	A	B	A	B
1.	29	68	7	7	24	10	18	56	11	9	61	16
2.	34	72	6	3	18	6	21	60	9	12	43	20
3.	29	66	6	7	23	11	20	54	8	10	43	14
4.	42	78	8	4	19	5	17	59	10	9	59	15
5.	28	65	9	7	32	10	17	62	10	12	59	9
6.	35	72	4	2	11	5	17	52	4	7	24	8
7.	34	74	6	8	18	11	15	64	9	9	60	12
8.	30	69	6	4	20	6	24	61	15	8	63	13
9.	26	70	7	8	27	11	26	64	17	13	63	20
10.	28	71	9	8	32	12	18	60	5	7	28	11
11.	25	64	6	9	27	14	14	66	3	6	21	8
12.	34	76	4	6	10	8	20	68	8	8	43	11
13.	42	80	8	8	19	10	15	62	8	9	59	12

14.	40	77	6	3	19	4	19	68	11	9	62	11
15.	37	79	6	8	11	10	24	70	15	11	58	15
16.	32	72	6	6	19	8	18	67	11	8	61	12
Total:	525	1153	104	98			303	993	154	147		

* – Introduction to phonetics

** – Main course

The table above shows that the number of sentences used in both experimental and control groups is different. The control group made two times more grammatical errors than the experimental group. In addition, the experimental group showed a tendency to reduce grammatical errors in speech. This situation is explained by the fact that the experimental group paid more attention to a) the conscious adoption of theoretical information about the studied grammatical phenomena from the functional perspective; b) the formation of skills and abilities necessary for the development of communicative competencies; c) continuity in methods, techniques and ways of introducing and consolidating educational materials at each educational stage; d) the analysis of functioning linguistic phenomena in sentences, complex syntactic structures and texts of various types.

The final validation of the formation of basic grammatical (language and speech) skills took place during summer exams. It aimed to determine the level of grammatical skills foreign students of non-philological specialties formed to produce their own utterances.

The final validation was conducted in the form of a lecture on the scientific style of speech, whose text was identical for both control and experimental groups. A four-hour work was carried out in several stages: a) students listened to a two-hour lecture and made a synopsis; b) then students performed tests to show their level of understanding the text; c) at the final stage students were supposed to report about the first two points of their plan. This activity revealed the formation of their grammatical skills and abilities necessary to form coherent sentences. The results of the final validation are presented in Table 4.

Table-4. The results of the final validation of the formation of grammatical skills

Groups	Number of sentences	Number of errors	Number of grammatical errors in relation to the number of given sentences, %	Scope of transmitted information, %
Experimental group A	1546	94	6	80
Experimental group B	1538	88	5.9	79.1
Control group A	1332	134	10	60.3
Control group B	1297	126	9.7	65.9

The qualitative analysis conducted in the experimental group has demonstrated: 1) students' flexibility in the use of language materials, which testifies to their ability to combine the material under study with the knowledge previously obtained, to vary synonymous words and constructions; 2) the ability for self-correction, which indicates the sufficient development of control skills and abilities; 3) a large number of sentences as an indicator of their ability to express thoughts in the grammatically correct way.

The analysis of students in the control group has shown: 1) the same slowed-down rate of expressing their own thoughts by means of the Russian language; 2) a greater number of grammatical errors (as compared with the experimental group), which indicates that they did not understand many linguistic phenomena of the Russian language; 3) an increased number of agreement and government errors; 4) poor vocabulary, the inability to use synonyms, antonyms and other means of language.

Therefore, the experimental validation of the methods developed by us

has confirmed the need to create an effective methodology for teaching foreign students of non-philological specialties the grammatical structure of Russian speech based on a) the principle of continuity among different stages of the formation and development of a secondary language personality and b) the systematic-functional approach to the study of language units.

5. Conclusion

The study results have confirmed the relevance and practical significance of the gradual acquisition of basic grammatical knowledge, skills and abilities of foreign students of non-philological specialties based on the systematic-functional approach to the formation and development of a secondary language personality.

While conducting the research and utilizing the experience of scientific and practical work in pre-university courses at RUDN University, we have proved that teaching foreign students of non-philological specialties the Russian language will be effective if it is based on the methodological thinking of teachers capable of creatively adopting the latest achievements of related sciences, including functional linguistics, sociolinguistics, ethno-psycholinguistics, text theory, etc. Therefore, the syllabus and objectives of teaching the basic grammatical structure of a foreign language (Russian) are interpreted from the perspective of *linguo-didactics* that substantiates components of education, training and teaching in their connection with the nature of language and communication as a social phenomenon determining the activity-based essence of speech and based on social and communicative interactions of individuals. This provides a methodological basis for solving topical issues concerned with the formation of the student's secondary language personality in the process of mastering the basic grammar of a foreign language (Kozorog, 2008)

In the course of the study, we have concluded that:

- If foreign students master the Russian language based on the principle of continuity and the systematic-functional approach to the study of educational (language and speech) materials, it suggests further development of a “secondary” language personality at the following learning stages;
- The systematic-functional approach to teaching foreign students of non-philological specialties language units of the Russian grammatical system based on the principle of continuity integrate students' knowledge and skills is an incentive that develops individual communicative skills

and abilities of students; the further study of the systematic-functional approach based on the principle of continuity in teaching grammatical fundamentals of the Russian language at subsequent stages of education will enrich methods of teaching foreign students of non-philological specialties the Russian language and reveal new perspectives in the theory and practice of the problem under study;

- The systematic-functional approach to teaching foreign students in philological specialties the grammatical structure of the Russian language based on the implementation of successive links should be carried out at all educational stages in conjunction with all levels of a language: lexical, word-building, morphological and syntactic, the basic knowledge about which is formed in pre-university courses and become the linguistic basis for programmable basic communicative skills at the final stage of learning;
- Based on the systematic organization of language and speech, the successful implementation of the systematic-functional approach to teaching foreign students of non-philological specialties the grammatical core of the Russian language is possible due to purposeful and simultaneous work on word – word combination – sentence – text that solves communicative-cognitive tasks and implements the principle of continuity in the selection of basic learning units for the assimilation of linguistic materials in all types of speech activity and at each stage of education, formation and development of a secondary language personality of foreign students of non-philological specialties.

Acknowledgment

The publication was prepared with the support of the “RUDN University Program 5- 100”

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