

CULTURE OF RUSSIAN SPEECH IN EDUCATIONAL ENVIRONMENT'S CONDITIONS OF MULTILINGUAL DAGESTAN: LINGUO-CORRECTIONAL METHODOLOGICAL PLATFORM¹

Tamara I. Magomedova
Dagestan State University
slovakia68@mail.ru
Salminat N. Hasanova
Dagestan State University
gsalminat@yandex.ru
Patimat A. Lekova
Dagestan State University
Liekova65@mail.ru

Annotation. The article analyzes the linguocorrectional methodological platform for teaching the Russian language in the educational environment of multilingual Dagestan. The linguistic personality in a multi-ethnic communicative space, entering into a peculiar dialogue of cultures, is revealed as a subject of interlingual, intercultural and interpersonal communication. A communicative culture of a linguistic personality in a multilingual socium can be represented as a combination of linguistic, pragmatic, sociocultural skills used in the context of intercultural communication. Modern Russian-language communication in the polylingual conditions of Dagestan clearly demonstrates the problematic areas of the culture of Russian speech, primarily due to the interference's influence of the second (native) language. The choice of the methodological toolkit of the linguocorrection of the Russian language of Dagestans-bilinguals directly depends on the typology of interferential errors revealed on the basis of the results of a comparative-typological, correlative analysis of the Russian and Dagestan languages. As didactic means of linguocorrectional teaching of the Russian language in the educational environment of multilingual Dagestan, the textbooks "Correction of Russian Speech" and "Russian Box" aimed at productive formation and development of communicative and culturological competencies ensuring the achievement of a high level of culture of Russian bilingual are presented.

Keywords: Russian language, language personality, multilingualism, bilingual, culture of speech, communicative competence, culturological competence, linguocorrection, methodical platform, educational and methodical tools, teaching aids.

1. Introduction

The multilingual society forms the communicative culture of a linguistic personality as a kind of systemic strategy that aims at the normative use of linguistic knowledge and skills in various areas of intercultural communication, at achieving pragmatic goals using the accumulated arsenal of stylistic means of language, on compliance with the accepted rules and conventions of communication in the process of sociocultural interpersonal contacting.

The linguistic personality is formed in the conditions of a specific linguistic situation and bears the imprints of the speech practice developing in society. At the end of the 19th century, F.I. Buslaev proposed a methodological principle of language teaching, based on the indissoluble unity of the native language with the person: "The native language so intertwined with the personality of everyone that to teach this means, at the same time, to develop the student's spiritual abilities" [Buslaev, 1887: 7].

Modern linguodidactics understands the linguistic person as a complex of linguistic abilities, skills, readiness for speech activity in various forms: reading, speaking, writing, listening and at different levels: phonetics, grammar, vocabulary. Yu.N. Karaulov structured the levels of linguistic personality, highlighting:

- 1) verbal-semantic or "lexicon" of a person, that is, language knowledge (lexical and grammatical);
- 2) the lingo-cognitive level or "thesaurus" of an individual, containing a system of knowledge about the world;
- 3) motivational level or pragmatic, including a system of motives, attitudes and goals [Karaulov, 1987: 37].

V.V. Sokolova [1999] defined the development of a linguistic personality as a process of instilling the skill of choosing words, choice of a style of speech in accordance with the communicative situation, and forming a speech pattern. The effectiveness of this process, according to the author, should be shown in certain communicative skills, which together form the communicative culture of the language personality.

Applying the concept of a three-level organization of the notion of linguistic personality to the communicative skills formed in the multilingual context of teaching, we distinguish three main categories:

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reproduction of language and speech elements;

2) pragmatic skills, based on subject knowledge and motivational knowledge, are manifested in productive, functionally determined communication;

3) sociocultural skills, based on sociolinguistic and cultural knowledge, are manifested in successful intercultural communication.

The set of designated skills in the normative manifestation forms the components of a peculiar mechanism of the culture of speech of a bilingual personality: “actually communicative, providing information exchange; interactive, regulating the interaction of partners in communication; perceptual, organizing mutual perception in communication” [Mychko, 2002: 14].

The culture of speech as a whole is characterized by impeccable, orthoepic and accentologically normative pronunciation, expressive intonation, grammatical accuracy, stylistic correctness, ethical relevance of the utterance and maximum correspondence of the communicative attitude of the speaker or writer in accordance with the specific speech environment [Zare & Rajaeepur, 2013].

The linguistic personality in a multi-ethnic communicative space, entering into a peculiar dialogue of cultures, is revealed as a subject of interlingual, intercultural and interpersonal communication. Therefore, to implement communication, not only linguistic skills are necessary, but also sociocultural norms of speech behavior related to the field of communication, theme, situation, type of communicative task, actual speech actions, and conditions of speech etiquette.

Language is like a prism through which not only its own cultural picture of the world is realized, but also a multicultural space. Intercultural speech communication without hindrance ensures the transmission of denotative information to the addressee based on his own intelligence. However, for the perception of connotative information, the addressee needs a cultural code for an adequate interpretation of linguistic and non-linguistic signs reflecting extralinguistic facts unknown to him. Exactly the knowledge of the cultural code ensures the full-fledged self-realization of the linguistic personality in a multi-ethnic space [Ghazanfarpour et al, 2013].

“Studies of only the formal structure of the language and its communicative function limit the real place of the language in the process of creating the culture of a particular people. Thence, a different approach to the language, necessary to clarify its essence. This can be achieved only if we consider the language not only as “a means of communication, but, above all, as an integral component of the culture of an ethnos,” Z.Kh. Bizheva thinks [2000: 3].

So, the communicative culture of a linguistic personality in a multilingual socium can be represented as a combination of linguistic, pragmatic, sociocultural skills used in intercultural communication.

2. The design of the linguocorrection methodical platform

The design of the linguocorrection methodical platform was performed by us on the basis of a complex of methodological approaches (systemic, personality-activate, communicative-competence building, cultural) and didactic principles (taking into account the native language, scientific content and methods of the educational process, systematicity and consistency, accessibility, problemness, consciousness, activity and independence, clarity, the connection of theory with practice, citizenship and tolerance).

A systematic approach to a research object provides an opportunity to analyze, develop, and control it as a holistic, unified category. The personal-active approach focuses the educational process on the development of cognitive abilities of students through increased motivation in their educational activities; considers the student's personality as a subject of activity, forming in communication with other people and determining the nature of this communicative activity. The communicative competence-based approach determines the strategy of the linguocorrectional process of the non-native Russian speech of bilinguals. The communicative approach allows the process of learning the language to be turned into a model of the process of communication, thus providing real conditions for intercultural communication. Competence building approach builds the content of education from its result, while the educational result of the student becomes unconscious competence, based on certain personal qualities needed for him in his future life.

The communicative competence of the linguistic personality is characterized by the achievement of a sufficient level of the knowledge of the language as a means of communication and is formed on the basis of its social and communicative experience in society.

The Russian-language communicative competence of the bilingual student in the multilingual educational environment of Dagestan is the main regulator of the formation of all other competence building resources, and therefore ensures the full development of the bilingual personality in the educational process [Magomedova, 2009]. However, modern Russian-language communication in the designated conditions clearly demonstrates the problematic areas of Russian culture, primarily due to the interference's effect of the second (native) language, as well as the intensive democratization of the Russian language, spontaneous disregard for its literary norms, the development of new fields of communication, especially virtual ones.

The culturological approach is ensured by the positions according to which the process of education as a whole is a dialogue of cultures, the student is considered as a subject of interlingual, intercultural and interpersonal communication.

Cultural competence of the linguistic personality in the context of national-Russian bilingualism is formed, first of all, on the understanding of the most important function of the Russian language - the language of interethnic

communication; on the awareness of the connection between the Russian language and the history of Russian culture, reflected in the linguoculture: words, idioms, proverbs and sayings; on the knowledge of Russian speech culture, on the observance of the principles of the Russian-language communicative code; on the possession of nationally-marked language units, Russian speech etiquette, culture of international communication; on the observance of linguistic responsibility - the ecology of the language, which requires the solving of the issues of "pollution" and "contamination" of the surrounding speech environment.

Based on the given above interpretation of the culturological competence, linguocorrective teaching of bilinguals to the Russian language as non-native in the context of Dagestan polylingualism can be defined as the process of studying Russian culture on the already formed national-cultural basis of one of the Dagestan languages, whose effectiveness depends on purposeful creation in cultural and educational multi-national urban space conditions for self-determination and self-development of a bilingual personality.

3. Interlingual interference in the multilingual space of Dagestan

The multilingual space of Dagestan is characterized by the predominance of the national-Russian type of bilingualism, in which more than thirty typologically different languages and their dialects interact: inflectional - Russian; agglutinative-inflectional - Dagestan (Dargin, Avarian, Lak, Lezgian, Agul, Rutul, Tsakhur, Tabasaran) and also Tat and Chechen; agglutinative - Kumyk, Nogai, Azerbaijani. In the context of urban multilingualism Russian language, which dominates in all public spheres and serves as the state language and language of international communication, interacts structurally with national languages, as a result of which Russian bilingual speech is often subjected to negative interference of varying degrees. The degree of interference is determined by several factors: the level of bilingualism, age, education, socialization of bilingual [Abdullayev, 1995: 17].

The urban educational environment is characterized by different levels of bilingualism: zero, medium, high, and extremely high, which makes it difficult to apply traditional methods to overcome interferential deviations in the speech of bilingual students. In this case, the obvious need to develop a new didactic strategy, aimed at finding and implementing effective corrective methods of Russian language of bilinguals. An innovative methodical platform of linguocorrection should provide a significant increase of the level of proficiency in Russian for the successful implementation of its social functions [Dibirova, 2013: 20].

The choice of the methodological toolkit of the linguocorrection of the Russian language of Dagestanis-bilinguals directly depends on the typology of interferential errors revealed on the basis of the results of a comparative-typological, correlative analysis of the Russian and Dagestan languages.

Comparative analysis of contacting languages for didactic purposes is a linguistic basis for predicting, identifying, eliminating and preventing of typical interferential errors in non-native speech of students, allows more rationally to organize didactic material and to outline a strategy of language correction in order to increase the level of communicative competence. Comparison of the facts of different languages activates the students' analytical skills and stimulates their speech-making communication based on the detection and analysis of cause and effect relationships between language conformities.

A correlative description based on comparative linguistics establishes correspondences in two languages taking into account not only convergence, but also discrepancy, at the same time, optimally corresponds to the most important practical task of comparison: designing a linguodidactic strategy for teaching a non-native language [Gulmagomedov, 1985: 110]. Sequential identification, analysis and generalization of the linguistic correlations of the two languages will allow in the process of learning a non-native language to make the optimal selection of information, accounting the potential interference from the native language bilingual. On the basis of such information, an effective linguocorrection methodological platform should be designed, aimed at enhancing students' cognitive activity, including them in solving problematic situations related to overcoming negative interference in Russian.

Interference errors, in fact, are a kind of indicator of the process of mastering non-native language. The identification and analysis of such errors explains their origin and traces the dynamics of manifestation, ultimately, makes it possible to design a didactic strategy for correcting them in order to form and develop correct communicative skills in non-native speech.

Bilingualism is considered by psychologists as a process of interaction and functioning of the psychomechanisms of speech and transpiration of psychological processes in the transfer of thoughts based on systems of two languages [Akhutina, 1985]. Speech action in a bilingual context of a speech situation is variable: two different language codes form it. The choice of a language code depends on the effectiveness and experience of communication. The resumption of this situation leads to a fixed installation; regular repetition of such situation leads to the inclusion of specific speech actions in the behavior of an individual.

Psycholinguistics has revealed a mechanism for the emergence of interlingual interferential errors: a bilingual insufficiently possessing communication skills in a non-native language, uses the unmistakable "recipe" of constructing of a statement in the native language, which is under conscious control, realized also in the native language. Interference, like as bilingualism, is dynamic, therefore overcoming, limiting, correcting and completely eliminating negative interference in speech communication in the native and non-native languages is a long, systematic process, based on the results of comparative analysis of contacting languages.

In general, the effectiveness of the psycholinguistic process of the formation and development of non-native speech skills is determined by the phased interaction of aspectual automated skills. In the case of negative interlingual interference, a productive way to correct non-native speech skills is determined by choosing an effective way to develop

them and to establish an algorithm for appropriate linguodidactic actions.

4. Didactic means of linguocorrection of bilinguals

The linguocorrection methodical platform designed by us includes two didactic tools:

- 1) textbook "Correction of the Russian language";
- 2) the training manual "Russian casket".

"*Correction of the Russian language*" is a textbook intended for the correction of Russian language, which is characterized by phenomena of interlingual interference in the conditions of Dagestan's multilingualism. The student should become familiar with the main typological features of the Russian and Dagestan languages, study the results of the correlative description of the different levels of the compared languages (phonetic, grammatical, lexical); master the practical skills and experience of identifying of the speech interference, interpreting of interference errors, overcome and eliminate interference errors in one's own speech [Magomedova, 2018].

The manual is built on the modular principle: each topic is designed as a separate element of the module, containing the theoretical part in a concise, abstract form (reference note) and the practical part in the form of tasks; contains control materials and a list of recommended literature.

The manual can be used in teaching the Russian language in the conditions of multilingualism of Dagestan, and also in the independent study of the Russian language in order to improve the culture of written and oral speech.

"*The Russian Casket*" is an educational reference book with illustrations. It is a thematic collection of materials about modern Russia, containing linguistic sociocultural information.

The manual consists of two parts. The first part "Russia Today" includes texts on the topics: geography, state structure, Moscow, St. Petersburg, science, ecology. The second part "Culture of Russia" contains texts on the themes: literature, musical art, visual arts, architecture, theatrical art, cinema. Each text is accompanied by a verification test [Putra & Subhan, 2018]

The manual can be used in teaching the Russian language in conditions of multilingual, as a foreign language, and also in the independent study of the Russian language and Russian culture. Verification tests can be applied to control (self-control) of the linguoculturological competence of the student [Magomedova, Tskhovrebov, 2018; Muyambiri & Chabaefe, 2018].

Thus, the presented and approving didactic means of linguocorrective teaching of the Russian language in the educational environment of multilingual Dagestan are aimed on productive formation and development of communicative and culturological competencies, ensuring the achievement of a high level of culture of Russian speech of bilinguals.

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