

ABSTRACT

of the dissertation for the degree of Doctor of Philosophy (PhD)
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«Teaching the Russian language to Chinese students based on comparing prepositional-case constructions with the meaning of place in Chinese and Russian linguistic consciousness»

One of the most important objects of teaching Russian as a foreign language (RFL) is the grammatical system, the knowledge of which ensures the formation of skills and abilities in oral and written speech, as well as effective communication in the target language.

In functional grammar, the language structure is considered as a set of different types of system-structural organization of categorical phenomena not only systems within individual language levels, but also inter-level, multi-level language systems based on the unification and interaction of lexical elements, lexical and grammatical, word-formation, morphological and syntactic ones.

According to their functions in a sentence, syntactic auxiliary morphemes are prepositions that go back to verbs, which are often called preposition verbs.

These prepositions open the predicate group, therefore, negations and circumstances related to the predicate in the sentence are in front of these preposition verbs in accordance with the syntactic properties of the verbs. Syntactic prepositions belong to a group of grammatical prepositions, with the help of which certain grammatical relations are established between the verb and the controlled name.

Relevance of the research topic. On the one hand, the lack of sections in educational and methodological literature, programs and manuals on the methodology of teaching Russian as a foreign language, devoted to the peculiarities of the functioning of the system of teaching Russian as a foreign language outside the Russian educational space. On the other hand, the need to determine the didactic conditions for the formation of the language competence of Chinese students in the context of the modern paradigm language learning, which includes not only the cognitive way of learning a language (language in a person and a person in a language), but also functional and communicative that determines the relevance of this study.

The subject of the research is national specifics of Russian and Chinese prepositional-case constructions with the meaning of place as the basis for the development of components of the methodological system of teaching Chinese students Russian locative constructions – analysis of the purpose and conditions of learning, approaches and methods, content, teaching tools and the educational process as a whole.

The object of the research is the process of teaching Russian as a foreign language based on a comparison of prepositional-case constructions with the

meaning of place in Chinese and Russian language consciousness outside the Russian educational space (on the example of Chinese universities).

The purpose of the research is to identify the features of the formation of images of space in the minds of Chinese students based on the comparison of Russian and Chinese prepositional-case constructions with the meaning of place.

The research objectives:

- to describe the semantics and types of syntactic constructions in which spatial specifiers function to identify areas of negative interference with the native (Chinese) language of the trainees;

- to analyze prepositional-case constructions with the meaning of place in the Russian and Chinese languages based on the data of the National Corpus of the Russian Language and the Chinese Language Corpus of Peking University;

- to describe the results of the comparative analysis of prepositional-case constructions with the meaning of place in Russian and Chinese;

- to identify the features of teaching the Russian language and studying prepositional-case constructions by Chinese students;

- to develop practical recommendations for the development of Russian prepositional-case constructions by Chinese students;

- to make the process of transition from theory to practice, to give models of teaching prepositional-case constructions with the meaning of place for different stages of grammar teaching.

The hypothesis of the research. The effectiveness of the formation of the Russian language competence can be ensured by a system of teaching methods and techniques that organize linguodidactic material based on a set of interacting principles: communicative, functional, cognitive, and anthropocentric and provide: 1) the communicative orientation of the entire process of teaching Russian as a foreign language (communicative principle); 2) the study of locatives as a potentially communicative unit that is in a state of readiness to participate in the generation and perception of a speech message (functional principle); 3) the correlation of a word with “segments” or “sections” of extra-linguistic reality imprinted in the linguistic consciousness in the form of conceptual structures (cognitive principle); 4) a model for orientation in space the person acts himself (the anthropocentric principle).

The research materials used are the works of linguists, professors, and methodologists on the problem under research, the National Corpus of Russian Languages and the Corpus of the Chinese Language, which was created by the Center for the Study of Chinese Linguistics of Peking University and dictionaries as “Explanatory Dictionary of the Russian language” by S.I. Ozhegov and N.Yu. Shvedova (2007), “Concise Dictionary of Cognitive Terms” / Under the general editorship of Ye.S. Kubryakova (1996), “Dictionary of Modern Chinese (6th edition)” / Ed. Institute of Linguistics of the Chinese Academy of Social Sciences, “Dictionary of the Use of Russian Prepositions” / Ed. Ji Gang (1992).

The methodological and theoretical basis of the research are the provisions of cognitive linguistics (N.D. Arutyunova, E.S. Kubryakova, S.D. Katsnelson, Yu.S. Stepanov, E.F. Tarasov, Wang yin, Wang Fuxiang, Zhao Yanfang, Shu Dingfang,

Yang Mingtian, Hu Zhuanglin, E.D. Suleimenova and others); studies of cognitive semantics (Yu.D. Apresyan, V.G. Gak, E.V. Paducheva, Ch. Fillmore, W. Chaif, R.W. Langacker, G. Miller, Qi Huyang, Du Guizhi and others); research in the field of psycholinguistics (L.S. Vygotsky, A.R. Luria, A.A. Leontiev, A.A. Zalevskaya, E.F. Tarasov, A.A. Ufimtseva, Zhao Qiuye and others); developments in the field of cultural linguistics (V.V. Krasnykh, V.A. Maslova, E.M. Vereshchagin, A.N. Leontiev, Zhao Aiguo and others); the studies of functional grammar (A.V. Bondarko, M.V. Vsevolodova, E.Yu. Vladimirsky, E.V. Rakhilina, M.A.K. Halliday, Xing Fuyi, Zhang Huisen, etc.); research in the field of the theory of teaching Russian as a foreign language (M.V. Lyakhovitsky, A.N. Shchukin, E.I. Passov, I.P. Slesareva, T.M. Balykhina and others).

The research methods follow general methodological principles. The methods used in this work include the method of traditional linguistic description, the method of functional-semantic fields, the method of lexicographic analysis, the method of cognitive-semantic analysis based on the identification of the initial cognitive models of the situation, descriptive-comparative method (comparative-contrastive analysis), the method of questioning informants, qualitative and quantitative analysis of the results of the conducted research (statistical method).

The theoretical significance of the research lies in the application of the ideas of “functional grammar theory”, “grammar theory of constructions”, “generative semantics” and the principles of semantic derivation to interpret the connections between meanings, which allows us to explain the semantic unity and difference of prepositional-case constructions with the meaning of place in the Russian and Chinese language consciousness; in the use of the concepts of “semantic paradigm” and “semantic structure” in the description of prepositional-case constructions as a carrier of a complex of interrelated meanings of a complex nature; in identifying the features of prepositional-case constructions with the meaning of place in the Russian and Chinese languages; in clarifying the basic principles of the traditional system-structural approach of the Russian and Chinese languages; in using the results of the research for further development of the problems of communicative competence.

The proposed directions of analysis and methods of describing the spheres of reality are promising for further deepening the research and systematization of the material, for solving several urgent problems of language conceptualization in the theory of language as a whole.

The practical significance of the research is determined by the possibility of using its results, and conclusions based on the theoretical and factual materials obtained in the development of methodological systems for the formation of communicative competencies of students in determining the content of the levels of language training of students as in the practice of teaching Russian in the Chinese audience during classes on “Grammar of the Russian language” and “the Russian language 2”, Russian as a Foreign language (RAFL) is the same when teaching the Russian language on testing in the Russian language as a foreign language and testing for the fourth level (TRL-4).

The scientific novelty of the research lies in the fact that:

– for the first time, a systematic and structural description of the semantics and features of the functioning of Russian prepositional-case constructions with the meaning of place has been undertaken;

– the theoretical foundations of the creation and use of educational materials for the formation of prepositional-case constructions with the meaning of place in a non-linguistic environment, taking into account national and cultural specifics, are considered;

– Russian and Chinese locatives have typologically been compared for educational purposes to identify common and specific in the national-cultural perception of location and the peculiarities of their reflection in the language in the aspect of Russian-Chinese bilingualism.;

– the analysis of grammatical errors of students based on diagnostic slices and data of the National Corpus of the Russian language and the Corpus of the Chinese language of Peking University has been carried out to predict or prevent a potential field of grammatical interference;

– the Russian language teaching methodology based on the comparison of prepositional and case constructions with the meaning of place in the Chinese and Russian language consciousness is substantiated and experimentally tested;

– the methodical system of exercises aimed at the formation of the communicative competence of Chinese philology students has been developed and experimentally tested.

The main provisions submitted for defense:

1. As the main component of the teaching system, the didactic conditions for teaching Russian as a foreign language to students are defined, including the social order of the state and society and the features of China's educational system.

2. The problem of the formation of Russian communicative competence studied in the dissertation is in line with modern paradigms of linguistics, according to which language is considered not only as a system-structural education but also as a functioning mechanism, i.e. as an activity in which a person plays an important role.

3. Teaching Russian as a foreign language based on the comparison of prepositional-case constructions with the meaning of the place in the Chinese and Russian language consciousness makes it possible not only to learn the language as a means of international communication but also allows you to get a better acquainted with culture, traditions, customs and to form a tolerant attitude to the country of the studied language and its people as one of the conditions the success of communication in Russian.

4. The core of the presented learning model is constructions with a localizer in the form of a preposition with a noun. Therefore, the correct selection and presentation of grammatical material provide for the analysis of multi-level means of expressing the functional-semantic category (hereinafter FSC) of locativity, since the differences between the compared languages are manifested at the levels: a) systems of meanings; b) compatibility within syntactic constructions; c) structural and semantic organization of the sentence.

5. The developed system of exercises is based on the following factors: linguistic (the specifics of the language material – prepositional-case constructions with the meaning of place); psychological (the patterns of mastering prepositional-case constructions with the meaning of place; the stages of formation of language, speech, and communicative skills of students based on the comparison of prepositional constructions with the meaning of place in Chinese and Russian language consciousness); extralinguistic (goals and objectives the motives of the student, the competence of the teacher); methodological (learning conditions, learning objectives, the contingent of students, the initial level of formation of the skills of the prepositional-case constructions with the meaning of place); national (features of the educational system of China).

6. The knowledge of Chinese philology students of Russian prepositional-case constructions with the meaning of place as components of linguistic knowledge about the world allows them to choose the most appropriate locative constructions within a specific speech communication; designate spatial parameters of an action/event; coordinates of movement; correlate the selected constructions with a communicative task in a certain speech situation.

Approbation of the research and publication on the topic of the dissertation. The main provisions, results, outcomes and conclusion of the dissertation are presented in 15 publications, including 3 articles in journals that are included in the SCOPUS database; 1 monograph; 1 article in a scientific journal listed by CSCI; 1 article in an SCD-listed publication; 4 articles in journals included in the CNKI database; 1 article in a publication included in the RSCI list; 4 articles in the proceedings of international conferences.

The goals and objectives of the dissertation research outlined above determined its content and structure. The structure of the dissertation consists of an introduction, three sections, and a conclusion. The volume of work is 178 pages.