

## **ABSTRACT**

dissertation for the degree of Doctor of Philosophy (PhD)  
on specialty «6D011800 - Russian language and literature»

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### **“Features of teaching Russian etiquette speech acts to Chinese students”**

**General description of the work:** Modern scientific research in the field of linguo-didactic should meet such criteria as interdisciplinarity, explanation, neofunctionalism, and anthropocentric approach. The problem of language and culture, language and thinking directly affects the linguistics development which is no longer confined to a single structure (overcoming the immanent approach). A detailed analysis of extralinguistic factors influencing cultural linguistics, ethnolinguistics, cognitive linguistics, anthropological linguistics, sociolinguistics, psycholinguistics, and pragmalinguistics and so on is required in the area of didactics.

The scientific search for modern approaches to the problem of language and culture in a number of sociolinguistic and linguo-didactic studies is dictated by increasing international relations and the need for mutual understanding in intercultural dialogue. It is necessary to pay attention to the national specifics and culture of the people whose language students want to successfully learn. The current reforms of the educational system as a whole solve a specific task – to train a professional who will meet the requirements of modern society. Such a specialist should be competitive, independent, creative and initiative, mobile in social and professional spheres of activity, able to conduct a dialogue, as well as intercultural. Thus, this individual needs to be a versatile and complex personality, active in intercultural communication and professional field.

This category of specialists includes citizens of foreign countries studying in higher educational institutions of the Republic of Kazakhstan. Recently, the number of foreigners wanting to receive education in Kazakhstan has begun to increase, and the most quantitatively large group are students from China, a feature of which is, first of all, their language affiliation. In this case, the problem of the appropriate organization of teaching Chinese students Russian as a foreign language requires consideration of ethnic and cultural specifics. That is why it is especially important to study the interaction of Russian and Chinese languages and etiquette in the cultural and educational system with the help of synchronous-diachronic analysis. The comparative methodological aspect and the culturological approach of teaching Russian phonetics to Chinese students, vocabulary, grammar, and speech interaction based on Russian speech etiquette are taken as the basis, since any language training by including various language units in a communication situation becomes the most optimal and effective. Moreover, as it seems to us, language training on the example of ethnospecific language material opens wide opportunities of knowledge not only of language as a means of communication, but also as a way of familiarization with the culture, traditions and

customs of the people. In addition, it is important to take into account the characteristics of the Chinese mentality, in particular the predominance of the public over the private, the priority of the family, discipline, collectivism, the desire for self-development and self-education. When teaching Chinese students Russian, these features should be taken into account, namely, concentration on working in groups and control in the form of analysis, not criticism. All this results in the relevance of our study, which focuses on the formation of pragmalinguistic competence of Chinese students.

**The relevance of the study** is due to the need to study adequate ways of transmitting foreign cultural content in the process of intercultural communication, in which communicants are representatives of heterogeneous language systems. In the proposed thesis, the subjects of communication are Chinese and Russian language personality. The study of the phatic function of language in conditions when the subjects of communication belong to different linguistic cultures requires taking into account their ethnic specificity, in the holistic description of which there are some gaps. The Chinese language's etiquette paradigm is based on certain constant scripts (prescriptions) of Chinese speech culture; they should be kept in mind when searching for equivalents in Russian speech culture. Otherwise, the speaker and the listener will face the problem of communicative failure. Background knowledge about the culture of a nation is an important element of the communicational discourse, that is, a comprehensive understanding of the metasituation of communication. The relevance of the thesis is determined by the insufficient study of some issues related to the pragmatic analysis of speech activity of communication participants, as well as the high frequency of the use of etiquette speech acts in spoken language, in the literature of the Russian and Chinese languages; the richness of their semantic shades, a significant variety of formulas of speech etiquette, entering the zone of intercultural communication taking into account the peculiarities of communicative and pragmatic behavior of speakers of different ethnic cultures.

In the light of the last Message of the President of the Republic of Kazakhstan the linguistic, cultural and socio-political demand for the study of this problem makes this study relevant.

The thesis examines in detail the areas that consider the interaction of language and culture, language and thinking: linguistic and cultural studies, cultural linguistics and pragmalinguistics. The first direction appeared in the 70s of the last century and developed under the leadership of E. M. Vereshchagin, V. G. Kostomarov, A. A. Bragina et al. As a methodical discipline, linguistic and cultural studies perform a communicative function in the study of languages, find solutions to problems, guided by general education and humanistic aspects, allocate a cumulative function in the language.

Cultural linguistics is another area that studies the relationship between language and culture, taking into account research in the field of general cultural studies. In particular, it addresses the concept of language personality, providing information about the culture and state of the language being studied.

The theoretical foundations of cultural linguistics are presented in the studies of A. Vezhbitskaya, V. V. Vorobiev, Yu. N. Karaulov, V. A. Maslova, V. N. Telia etc. In this thesis we consider cultural linguistics as a philological discipline that explores the relationship and interaction of culture and language, cultural values in language, moral, aesthetic and cognitive values encoded in it, as well as their impact on the individual, his views and beliefs, individual and social attitudes.

In turn, pragmalinguistics includes questions related to the subject (the author of the text), the listener (the recipient of the text information) and – most importantly – with their interaction in the act of communication. Thus, the subject of speech determines such characteristics of communication as the goals and objectives of the messages (explicit and implicit); speech tactics and types of speech behavior; the speaker's attitude or pragmatic meaning of the statement (indirect senses of expressions, allusions, allegory, etc.); pragmatic presuppositions (the speaker's attitude to the general fund of knowledge); attitude to the reported, its assessment; emphasis in the message design (dominant).

We came to the conclusion that, despite certain differences between the above directions, they have a number of common features. In particular, the main object of linguistic and cultural studies and cultural linguistics is the interaction of culture and language in the course of its functioning and the expression of national culture in it.

The theoretical basis of this thesis is pragmalinguistics focused on the teaching of Russian as a foreign language, it provides the embodiment of linguoculturological and linguistic and regional theories.

**Thesis objective:** to develop methodological bases of teaching Chinese students Russian etiquette speech acts.

**Research problems:**

- determine the initial theoretical basis of the study and key concepts: "speech etiquette", "speech act", "speech genre", "functions of speech act", "speech (communicative) situation" on the basis of findings of modern studies;

- identify the corpus of Russian etiquette of speech acts that are to be described for educational purposes;

- trace the ways of expressing the etiquette speech acts in Russian and Chinese cultures;

- carry out a comparative analysis of semantic, pragmatic, national features of Russian and Chinese etiquette speech acts expressing a wide range of intentions of native speakers;

- develop a methodology for teaching Chinese students Russian speech acts in the pragmalinguistic aspect;

- summarize the available theoretical and practical material to identify the didactic conditions for the formation of Russian pragmatic competence of Chinese students.

**Target of research:** Russian etiquette speech acts, considered against the background of the corresponding Chinese counterparts.

**Research question:** national specifics of Russian and Chinese etiquette speech acts as the basis for the development of a methodology for teaching Chinese students in Russian etiquette speech acts.

**The basic sources of research** are the etiquette speech formulas of Chinese and Russian languages.

**The hypothesis of research** consists in the fact that the teaching of the Russian language as non-native and directly the communication of cultures, intercultural communication are effective, they create the conditions for a high-quality dialogue between communicants, only if the linguistic features of the speech communication of a certain ethnic group or nation are studied.

**Thesis defence:**

- speech acts as elements of the communicative process have linguistic and contextual (social and psychological) distinctive characteristics;

- spheres of cultivation of speech etiquette directly influence speech formulas conventional for this or that ethno-linguistic community, including appeals;

  - the specificity of verbal behavior is nationally determined;

  - appeals in Russian linguoculture are considered inductively, that is, from close (private) to the official context of communication, according to which vocatives are arranged according to the scheme "appeals to relatives, friends, close acquaintances" - "polite appeals" (strengthening of communicative distance) - "official appeals" - " diplomatic appeals";

  - in the Chinese linguistic culture appeals are determined by the communicative distance;

  - for high-quality training of Chinese students, such methods and techniques are necessary, as well as the principles of material selection, which would be the most effective for the assimilation of the studied material. Such, in our opinion, are the principles implemented on the basis of a system of methods: information-receptive, reproductive, problem presentation, heuristic and research (with the leading role of the latter);

  - effective is the technology of teaching the etiquette speech acts, which involves a number of stages: conceptualization, or the necessary process of activation of cognitive processes of students; formation and improvement of grammatical skills; development of speech skills.

  - relationship or interactive skills are of great importance in the modern communication practice. They are most often associated with role management, interaction strategies and tactics, individual and group communication styles;

  - the methodology proposed in the study uses the task system based on the technologies for developing critical thinking, is organically integrated into the thematic lesson plan in the Russian language, is aimed at developing pragmatic communicative competence among Chinese students, and fits into the general context of teaching the Russian language.

**Methods of research:** descriptive-comparative method (comparative-contrastive analysis), the method of questioning informants, qualitative and quantitative analysis of the study results (statistical method).

**Theoretical and methodological basis of research** is the development of activity theory, cultural-historical development of the psyche, patterns of perception and speech production associated with its social role with the manifestation of the national customs and traditions (L. S. Vygotsky, P. Ya. Halperin, I. A. Zimnyaya, N. I. Zhinkin, M. K. Kabardov, E. A. Klimov, V. S. Merlin, A. N. Leontiev, A. A. Leontiev, A. R. Luria, S. Ya. Rubinstein, K. Jung et al.); classical linguistic studies (B. de Courtenay, L. V. Scherba, V. V. Vinogradov, V. von Humboldt); modern works on linguistics, linguodidactics, psycholinguistics (A.A. Miroljubov, I. L. Bim, E. M. Vereshchagin, V. G. Kostomarov, O. D. Mitrofanova, E. I. Passov, V. P. Belyanin, V. N. Wagner, I. E. Bobrysheva, Yu.E. Prokhorov, Yu. N. Karaulov, I. I. Khaleeva, V. V. Vorobyov, S. A. Havronina, N. I. Soboleva, I. F. Evstigneeva, etc.); research in the field of intercultural communication (S. G. Ter-Minasova, A. Wierzbicka, E. A. Bystrova, V. V. Krasnykh, N. V. Baryshnikova, D. B. Gudkov, T. V. Larina et al.); scientific developments in the theory of pedagogical measurements, linguodidactic testing (M. B. Chelyshkova, N. M. Rumyantseva, L. P. Klobukova, E. E. Yurkov, T. M. Balyhina, S. G. Kostina, O. p. Ignatieva, A. S. Ivanov, etc.).

**The theoretical significance** is determined by the identification of national specifics of Russian and Chinese etiquette speech acts, the possibility of using the study results for further development of problems of pragmatic competence. The proposed areas of analysis and methods for describing the areas of reality are promising for further deepening research and systematization of material, for solving a number of urgent problems of language conceptualization in the theory of the language as a whole. The thesis topic was chosen in accordance with the letter 10-5 / 1640 dated August 26, 2015. of the Committee for control in the field of education and science of MES RK on the list of recommended topics of scientific and thesis research for students in post-graduate programs.

**The practical significance** of the thesis research is determined by the possibility of using its results, findings, materials in the practice of teaching Russian in the Chinese audience and during classes on "culture of speech and language communication".

**The scientific novelty** of the research lies in the fact that the linguoculturological and pragmalinguistic foundations of teaching etiquette speech acts in Russian by Chinese students are systematically and consistently considered; valuable linguistic and cultural etiquette speech acts are considered and their own classification is given; the Chinese students' perception of Russian national rites in order to effectively teach Russian as a foreign language is considered.

**Approbation of research and publications on the thesis topic.** The main ideas of the thesis research were reported at the international scientific and theoretical conferences "Effective tools of modern science" (Prague, 2018), "Actual problems of philology in the XXI century" (Almaty, 2017), " Topical issues of the modern philology: theoretical problems and applied aspects" (Almaty, 2017). In addition, the main research findings are reflected in the scientific articles published in: "Przegląd Wschodnioeuropejski" (2019), "Bulletin of KazNU.

Philological series" (2018), " Bulletin of Karaganda University. Philology series" (2018), " Bulletin of PSU. Philological series "(2017).

**The structure of research thesis.** The thesis research consists of introduction, three chapters, conclusion and the list of references. The thesis consists of 173 pages.