

## Scientific theory and practice of communication adapt to a new language media and educational space

Tatyana Mikhailovna Balykhina

Peoples' Friendship University of Russia, Miklukho-Maklaya str, 6, Moscow, 117198, Russian Federation

**Abstract.** Choice of specific language to study is determined by the following reasons: popularity of a language in the world; wish to get involved into the culture prioritized by world community, including artistic culture; linguo-aesthetic value of language; possibility to apply language in practice; scale *easiness - difficulty* of language.

[Balykhina T.M. **Scientific theory and practice of communication adapt to a new language media and educational space.** *Life Sci J* 2014;11(6s):423-426] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 88

**Keywords:** communicative adaptation, language environment, educational space, innovative character, openness, intercultural competence, acculturation, communicative competence, dialogue of cultures.

### Introduction

Innovations and openness are particular features of modern language education [1] which accumulates different inventions, grades, opportunities presented by the methods of teaching Russian language as foreign, new and basic sciences involved in it. In their "community" key positions are still kept by theoretic-applied researches of psychological-pedagogical and a number of other humanitarian spheres which are also up-to-date for dynamic improvement of the practice of teaching Russian language [2]. Let us consider what contribution into one of the demanded today sphere – methods of teaching – was made by its key sciences [3].

**Sociology** is a science about society as integral system. Economic and social development of society to a great extent determines development of language and the motivation for studying it. One of the key reasons for studying modern languages as new ones is higher mobility of population, the ideas of tolerance, mutual understanding and cooperation, trends aimed for overcoming of prejudice and discrimination. European Council actively develops the concept of multi-linguistics. It is not a declaration of obligatory knowledge of several language but increase in number of the languages offered for studying, providing opportunity for studying several languages and narrowing the leading function of English language in the world. It is important that individual would not keep new languages and cultures isolated from each other but form multi-linguistic communicative competence with the aid of the system of formal and informal education. [4].

As for the last position of choice it is worth mentioning that the experts in description of languages produce scales putting languages in order by their complexity. Most simple are Italian and Spain, French and English are on the second place, Russian, Turkish, Hungarian, Hebrew are on the third place; Arabic and hieroglyph languages are on the

fourth place (there are other language hierarchies, for example, of famous Swedish polyglot Eric Gunnemark, based on perception of foreign language by Swedish speaker [5]).

It is worth noticing that sociological data are used in the method indirectly, in particular, through socio-linguistics covering the complex of problems: for example, mechanism of impact of social factors on the language, what role language plays in social life, particularities of linguistic culture. Socio-linguistics investigates, side by side with other things, the reasons of loss, damage, transformation of one language under the influence of the other (attrition) on individual and social level. It is found out that the reasons of distortions of native language can be as follows:

- insufficient volume of memory of language -speakers; role and functions of native and foreign languages in the society, their social status;
- degree of acculturation of languages: use of them in mass media, in education, business, opportunity to produce benefits from knowledge of a new language;
- isolation of speaker from original language environment;
- cultural prestige or restricted use of language in the world etc.

The mistakes which lead to loss of native language are as follows: a) lexical substitutions (); b) expansion (*We walked in the trees*. The *trees* starts to mean a forest, park, garden etc.); c) narrowing (use of the word *friend* instead of *girl-friend* if the latter means a woman within civil marriage); d) generalization (), simplification(); false refusal from exceptions (); structural rearrangements () etc.

Teaching foreign language is in the focus of **gender studies of Russian speech**. There are few works of this kind but, for example, E. Zemskaya points out that differences between male and female speech are manifested on phonetic level through prolonged vowels - with women, gemination

(duplication of consonants) - with men; by the abundance in female speech of pet names and adjectives in pet form.

Semantic universum of modern Russian language is also formed not only under the influence of self-consciousness (mentality) of the Russians, but social factors as well. Studies show domination of 4 trends in speech usage: expression of emotions, anti-rationality, inclination to passivity and fatalism, love for morality (A. Vezhbtskaya). Thus, if in English language emotions are rendered more often by adjectives, in Russian language - by verbs; irrationality is expressed by wide use of impersonal constructions, a particle *avos* etc; Russian language is richer by expressions of moral estimates.

Extensive studies in these areas allow to arrive at some conclusions which are important for teaching foreign language. For example, conclusion that cultural particularities of specific language are determined not only by pan-human features but conditions of life of a nation. The word *sun* for Central-Asian people has negative connotation (as distinguished from the Russians), and the word *moon* as a symbol of pleasant chill has positive meaning - something cute, beautiful (in Central-Asian poetry women have moon-like faces). Kazakh children, while theatricalizing the fable *The Wolf and a Lamb* at the lesson of Russian language, wanted to be the Wolf, because wolf has intrinsically positive semantics for Turk people. Cultural synonyms having connotations (samurai-knight), forms and the means of expression of speech etiquette (*you* in English language and the whole system of addressing forms in Japanese, Korean language: official, everyday, neutral, male among familiars, female colloquial, bookish etc.), cultural connotations, equivalent-free lexis are phenomena description and systematization of which from the positions of linguoculturology allows to form intercultural competence [6] of the foreign language learner in terms of cultural context of this language and on the base of comparison of native and non-native cultures.

Sociology, socio-linguistics, linguoculturology and methods of teaching foreign language can be put together by one of the up-to-date problems of modern society - **acculturation of personality** - the process of learning by a person who was brought up in one culture of the components of the other culture, sub-culture (combination of norms, values, stereotypes of separate age and social layers of population, non-formal associations and gestures), **picture of the world** (combination of knowledge and opinions of the subject about true and thinkable reality formed by specific language and language nomination means), **precedent texts** (citing, references, allusions etc.); precedent character of text

means that it is included into speech practice, into the list of texts characteristic for literary background of average speaker, and it is regularly used by him directly or indirectly [7].

Condescending attitude of the society and the state to the problem of acculturation of new compatriots can result in ethno-psychological gap between people living in the same country.

**Communicative adaptation** of people in new society is not always an evidence of moral and spiritual adaptation to new culture. Linguodidactical solution of this problem suggests development of the method of linguistic training of children and grown-ups on the base of linguocultural approach to the issue of language socialization of new citizens.

There exist independent approaches in modern linguistics which can be useful for methods of teaching. **Communicative linguistics** considers speech acts as units of communication (speech act having the following characteristics: purposefulness, regulation by the rules of speech behaviour, targeted orientation, taking place in certain speech situation).

Pragmatic side of speech act forming modal frame of the utterance consists of the following components: 1) speech intention (intention of a speaker to express certain communicatively significant meaning with the use of speech means; they can be remark-forming (giving communicative result by one utterance: promises, gratitude, excuses or text-forming (giving results by several utterances in dialogue-motivation, debate, or in monologue-discourse, description), 2) the aim of utterance, 3) participators of speech act, 4) circumstances of communication

The following ideas of communicative linguistics are considered important for methods of teaching:

- speech acts are considered as units of communication and learning;
- the criteria of selection of speech acts are as follows: speech intention which regulates speech behaviour and organizes its contents;
- mastering language suggests formation of communicative competence of the learner;
- formation of communicative competence takes place in carefully chosen communicative situations which stimulate speech intention and realization of speech act.

Methods of teaching foreign language relate to: **contrast linguistics** which studies 2 or more language, compares their structures, finding similarities and differences; **linguistics of text** studies text building patterns and content components of text which provide communication. Methodologically important is description of different genres and types of text (narration,

description, discourse), finding so called built (i.e. having clear composition), and non-built, adapted and non-adapted types.

Modern methods of teaching native and foreign language use numerous tools of rhetoric - science about the art of speech, oratory skills. Rhetoric generalizes experience of the best writers, sets the rules of speech behaviour, define the ways of optimization of speech communication. A man who learns new language must understand the techniques of formation of connected speech, stylistic and rhetoric speech means. For example, "sloppy" diction can cause semantic shift, shifted perception ( ), ( ). In order to strengthen the organs of articulation people use tongue twisters, try to talk with stones in the mouth. Intonation, speech melody, loudness, phase accentuation etc. are the means by which communicative intentions are conveyed. An interlocutor often trusts these means more than words. Abul-Farage (XIII century) wrote: "Who gradually lowers his voice is very upset; who speaks in a thin voice is timid as a lamb; who speaks in incoherent manner is foolish like a sheep".

Perfection of speech is shown not only by its phonetic and grammar accuracy, correctness but lexical richness. Foreign language learner tries to use and identify in speech synonyms, antonyms, paronyms, but rarely pays attention to the contextual interrelation of these means (A doctor – to invite; assistant –to call, A. Chekhov); in this case synonyms are used in the function of antonyms. Perfection is impossible if the learner does not know the means of colouring the speech, for example, *khaisms* - expressions in which the second part is in reversed order. *Khaism* of Socrates: *We eat to live but not live to eat* allows to use this pattern for building another effective expressions. Oxymorons (combination of what can not be combined) (*bad good man* (A. Chekhov); ( ), language paradoxes, play-on-words. This and many other things must be delayed but not forgotten by new language learner.

Up to 55% of all oral semantic information can be rendered by paralinguistic means: intonation, gestures, mimics.

In **linguoculturology** and **paralinguistics** offer specific standards of body language and the corresponding norms [8]. These are: correlation with situation, moderate, non-distracting diversity; physical coordination of gestures, mimics, body language; verbal coordination of the latter, synchronization with words they support; dynamics, spontaneity, naturalness.

The methods must involve comparative analysis of non-verbal means in different languages, all the more so as traditions and customs in non-verbal behaviour often do not coincide. Thus, gesture

with which a Russian expresses loss or failure means success and pleasure for a Croatian. If you turn your pointer finger near your temple standing before Dutchman the effect will be quite the opposite: someone has told very clever thing. For Africans laughter is not a sign of joy but embarrassment. European does not care with which hand you give him a book - right or left. Inhabitant of Middle East will never take money or presents given to him with left hand because it is considered evil, he will take an offence.

Intercultural communication when teaching Russian language for bilingual children. Apart from grown-ups who have life experience of adaptation to new socio-cultural conditions children can not be so easily taught elements of culture. But without familiarization with culture it is impossible to learn that word stock which corresponds to real speech practice in the country of new language.

If we do not consider "childish" learning of culture as only reading poems, singing songs in national suits etc., but mastering of the ways of discourse, kinds of human relations, ways to show friendship, sympathy related to speech behaviour of a man we shall realize that all this demands specially organized work both among children and among teachers, mentors.

Elements of Russian culture should be smoothly included into different traditional events in kindergartens and schools enriching them with communicative and ethno-cultural contents.

Learning new language, values, everyday mindsets is facilitated by traditions related to year cycle: national, secular, confessional holidays, ceremonies demonstrating new culture (singing and games in a circle, stories about customs and drawing of story elements, sculpture, simple cooking).

Special attention should be paid to learning poems by heart. Even if not everything is clear in the poem children are proud to say something long in foreign language. This is a trigger for self-assertion. The choice of poems, songs could more fully correlate with specific everyday situations. Pedagogical uniqueness of poems and songs is determined by the fact that they stimulate interest in rhythm, tempo, intonation, a child gets information when the process is connected with game, accompanied by music, when it has a structure.

We propose such order of work with a text: a) teacher, mentor reads the text (poem) commenting or translating the contents; b) learners repeat in chorus or individually; c) then text is role-played accompanied with motions; d) texts are written into a card with a picture, children must guess which text is it; than text is reproduced.

Fairy-tales and shadow (finger, puppet, magnet, or drawing) theatre facilitates tolerant learning of Russian culture.

Teachers and mentors must realize that the results of their activity depend on themselves, their creative and patient attitude to the uniqueness of children up-bringing. They are obliged to be able to analyze needs of their little pupils, level of formation of their speech; know every interacting culture, to coordinate their actions with other teachers and parents.

**Ethnopsychology** studies nationally-determined character of psychology. [9]. For example, it was found that the uniqueness of Japanese psychology is determined by historical isolation, overpopulation of Japan. Japanese concentrated in big cities developed sophisticated socio-psychological skills (web-society). This is socium where all its members are strictly interrelated by hierarchy of moral and social obligations both vertically and horizontally. Ethnopsychological particularities of Japanese do not allow them to start conversation first, make decisions in a hurry: all decisions must be discussed collegially and, as a rule, it takes some time. In teaching, including language studies Japanese treasure moral, aesthetic foundations, prefer descriptions of nature and historical places to narrative texts.

Representatives of South-East Asia are characterized by non-linear thinking (linear thinking is related to quick decision-making) and by-pass way of making decision after careful consideration.

Relatively new discipline in terms of growing interest is **psycho-linguistics**. Its transformation into separate science in Russia is connected with the names of A. Leontiev, A. Luria, I. Zimnyaya and others. The methods are determined by the views of home and foreign scientists (Ch. Osgood, G. Miller) on the complex nature of interaction between language and consciousness, speech and thinking [10]. It is known that brain is the thinking organ. Left hemisphere stands for speech, its coherence, abstract and logical thinking, understanding of abstract lexis, it controls right hand. This verbal hemisphere dominates all the time. It provides energy, enthusiasm, optimism of a person. Right hemisphere is related to visual-image thinking, to subject meanings of words. This hemisphere is non-verbal, it stands for spatial perception, controls gestures. It is a source of intuition, allows to make out the voices of people, gender of the speaker, melody, rhythm, accents in words and sentences; it is "pessimistic". These data impacts identification of

the learner's type and influence the efficiency of the process of mastering foreign language. Side by side with considered above types - introvert and extravert - there are deductive (from general to particular) and inductive types (from particular to general) types; inert (use of deliberate approach to studies, arbitrary attention, analysis of material) and labile types (correlates with intuitive-sensual way of thinking, unawareness, use of spontaneous attention, integral perception of material). Psycho-linguistics data allows to provide scientific approach to cognitive styles of mastering foreign language [11].

#### **Corresponding Author:**

Dr. Balykhina Tatyana Mikhailovna  
Peoples' Friendship University of Russia  
Miklukho-Maklaya str, 6, Moscow, 117198, Russian Federation

#### **References**

1. Balykhina, T.M., 2009. Structure and contents of Russian philological education. Methodological issues of teaching Russian language. Moscow.
2. Balykhina, T.M., 2009. Actual issues of innovative training of research-pedagogical staff. Moscow: RUPF.
3. Balykhina, T.M., 2011. Methods of teaching Russian language as foreign (new). Moscow: RUPF.
4. Gunnenmark, E., 2002. Art to learn languages. St. Petersburg: TESSA.
5. Bakhtiyarova, Kh. and A. Shchukin, 1988. History of teaching Russian language as foreign: methods. Kiev.
6. Vorobiev, V., 1997. Linguaculturology (theory and methods). Moscow.
7. Shchukin, A., 2003. Methods of teaching Russian language as foreign. Moscow.
8. Brumfit, Ch., 1982. Some humanistic doubts about humanistic language teaching. In Humanistic Approaches: an empirical view. ELT documents: 113. London: British Council.
9. Barzun, J., 1991. Begin here: The forgotten condition of teaching and learning. Chicago.
10. Handbook of research on teaching: A project of the American educational research association, 1986. Ed. by M.C. Wittrock. N.Y.-L.
11. Johnson, D.W. and R.T. Johnson, 1980. Learning together and alone: Cooperation, competition and individualization. Englewood Cliffs.

4/24/2014