Formation of pragmatic thinking foreign students

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Abstract. The focus of the study is the search for methods to improve the speech-cognitive activity of foreign students who study Russian as a foreign language at the initial and advanced stages of education for the further development of a technical profession. In order to achieve the tasks set, the team of authors analyzes some methodological methods of teaching Russian as a foreign language (including the method of teaching the scientific style of speech within the Russian as a foreign language) and comes to the conclusion that in modern conditions of intensification of the educational process, interdisciplinary coordination is necessary, which consists in immersion lexico-grammatical units into a highly specialized text adapted to them. Due to the integration of scientific knowledge (general linguistic and special), it becomes easier and faster to master the program of a higher educational institution, since this process creates the foundation for the formation of pragmatic thinking through the analysis and implementation of structural-semantic models with content and semantic diversity into speech practice. This allows you to put the student in real communicative conditions, in which scientific and speech problems are solved simultaneously, to create complete statements in Russian independently on a professional topic after rethinking the basic information and its content shades, and to form the skills of automated use of language tools.

1 Introduction

In modern realities, an urgent methodological task of teaching Russian as a foreign language at the preparatory faculty is to ensure the fastest possible inclusion of foreign students in the sphere of educational and scientific communication in the language being studied. The solution of this problem is impossible without a close relationship in the work of language teachers and teachers of special disciplines. At the same time, we believe that scientific coordination should be carried out taking into account the external and internal goals of teaching a particular group and a particular individual in it. The process of

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scientific and methodological interaction involves, on the part of the teacher of Russian as a foreign language, the formation of general linguistic skills in foreign students not only for understanding a specific topic, but also for laying the foundations for pragmatic thinking, which will be “useful” for a teacher of special disciplines when presenting scientific material to foreign speakers by different means in natural conditions of communication. The formation of pragmatic thinking, we believe, is facilitated by texts with pragmatic content, “by which we will understand a suggestive statement built to convince the addressee to accept the point of view of the author of the text” [1]. The task of teaching foreign students a pragmatic statement is one of the most relevant and at the same time insufficiently developed in the methodology of teaching Russian as a foreign language. In this regard, the purpose of this study is the problem of introducing special structural and semantic means that implement the pragmatic function of the phrase, expressed in semantic multi-levelness and endowed with voluminous subtext information content that arises due to semantic and emotional increments that subjugate rational-logical and expressive-figurative content. Therefore, the texts proposed for use in classes in Russian as a foreign language should be adapted with increased attention to the needs of their addressee and, in this regard, contain a large number of structural and semantic pragmatic means aimed at establishing speech contact, on the thoughts and feelings of the person who perceives them, on the management of his perception and the regulation of his scientific behavior.

Such means include scientific metaphor, phraseologies phrases, comparisons, evaluative vocabulary, words with erased meaning, and others; among the syntactic means, emphatic models can be distinguished (for example, inversion, parceling, period, and so on). It is they who introduce the author's "I" and play a special role in expressing the influencing principle, since the recipient's final understanding of the meaningful content of the phrase depends on the conditions and technology of the author's linking the statement with various semantic and expressive syntaxes.

2 Materials and methods

The language material for this study is texts of a technical and economic orientation, subjected to the methods of linguistic observation and description in identifying lexical and grammatical means that contribute to the formation of pragmatic models; comparative and contextual analysis in identifying their functional features in the process of communication; the method of continuous sampling and statistical calculation for presenting a quantitative characteristic of the indicated syntaxes, as well as the method of contrastive analysis for determining their linguistic specificity.

3 Results

The basis of teaching a foreign language (including Russian) is a communicative function, which is implemented on the basis of informative and pragmatic functions, since even in the most informative scientific style of speech in terms of goal-setting, texts are widely represented that combine the actual intellectual presentation with the use of means of expression, "complex semantic categories that express the emotional impact of the speech addressee on the addressee through the cognitive content of syntactic structures” [2] that affect the feelings and mind of the addressee. This is explained by the fact that the nature of the cognition process is accompanied by both logical and emotional-evaluative characteristics that perform a suggestive function, which is given by the very nature of the language, which has a communicative-suggestive purpose.
The authors of this article subjected scientific texts on the discipline "Building materials" to linguistic analysis in order to identify the influencing syntaxes in them that set the pragmatic tone of the statement. The analysis led to the conclusion that the scientific style of speech (contrary to the popular opinion about its unemotionality and generality) has many connotative elements that reflect the subjective attitude to objective reality, which determines the nature of the figurative basis of the statement, the stylistic interpretation of its constituent lexemes, gives an assessment, conveys emotions and a complex range of relationships to the subject of speech.

The key point in the strength of concrete is the quality of the cement dissolved in water.

In this example, a non-idiomatic phrase with a prepositive definition "key point" sets a pragmatic vector for the entire sentence, elements of expression and subtext, introducing into it experimentally personally verified information about the priority of the quality of the binder in the concrete mixture. Attempts to replace phraseological related combinations with contextually free lexemes can lead to informational insufficiency or semantic distortion. In this regard, at the present stage, the discipline "Russian as a foreign language" needs additional methodological support, the content plan of which will be focused not only on the development of language memory, the acquisition of educational, professional or socio-political knowledge, but also on the formation of reception and production of a pragmatic statement, where means of influence are not eliminated during adaptation.

Such methodological material can be scientific (including highly specialized) texts, in terms of content professionally directed in accordance with the chosen specialty of a foreigner receiving education at a Russian university in Russian, that is, educational, cognitive, informational content should be implemented through relevant, relevant at a particular moment to the communicative needs of learning means. Some of these tools are presented in Table 1.

<table>
<thead>
<tr>
<th>Language level</th>
<th>View</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonetic</td>
<td>Stress and pronunciation</td>
<td>Style differentiation</td>
</tr>
<tr>
<td>Lexical</td>
<td>Synonyms, antonyms, scientific trails, etc.</td>
<td>Creating semantic nuance</td>
</tr>
<tr>
<td>Grammatical</td>
<td>The combination of service parts of speech with independent</td>
<td>Reflection of the internal originality of lexical meanings</td>
</tr>
<tr>
<td>Syntactic</td>
<td>Emphatic models</td>
<td>Context value instantiation</td>
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</table>

Table 1. Means of creating a pragmatic statement.

Any word has a complex conceptual structure, and only by interacting with the contextual environment, it conveys those direct meanings and their shades, which both the author of the statement "planned" and interpreted by its addressee. Sometimes, without a broad context, it is difficult to determine which semantic side (direct or subtext) comes to the fore in a sentence.

Without delving into the semantic nuances of the language system, it is not possible to identify the conditions for adding meanings within the same lexeme, methods for obtaining reserve meanings, determine the semantic boundaries of a word within a particular phrase, and take into account its transitional semantic shades. Let's look at examples:

The designers looked over some of the terms of the contract.

Konstruktory prosmotreli nekotorye usloviya dogovora.

When translating this sentence, in particular, the word “viewed” can be perceived in at least two semantic meanings: “made a review” and “did not notice”:

The designers looked over some of the terms of the contract.
The designers did not notice some terms of the contract.
As you can see, the semantic environment of the homonym "looked over" outside the wide context does not contribute to the realization of the meaning "conceived" by the author. Only the introduction of additional syntaxes (for example, definitions or circumstances) can clarify the originally opposite meaning of the phrase.

Compare:

The designers did not notice some terms of the contract.

The word "didn't notice" in this context realizes the meaning of "flip through".

Due to inattention, the designers did not notice some of the terms of the contract.

In this phrase, the lexeme “didn’t notice” is synonymous with “not found”.

The most multifaceted pragmatic meaning is realized in descriptive epithets, which not only clarify the implication-modified semantic aspects of the syntaxeme, but also serve as a differentiating indicator of its transposition. Let us prove this by the example of the use of the word “deep”, which in the Dictionary of the Russian Language edited by [3] A.P. Evgenieva has five meanings: 1. having great depth; 2. located at a considerable depth, far from the surface; 3. located, occurring in the depths of something; 4. characterized by depth of content, relating to the essence of any phenomena; 5. very strong, having reached a considerable degree.

As you can see, all interpretations of the indicated lexeme in the literal and figurative sense indicate depth with a sign of place. Now let's look at an example:

Natural binders have been used since ancient times.

In the expression "from ancient times" the spatial meaning is erased and the temporal characteristic of the object comes to the fore. However, due to the verb “apply”, which contains an indication of the place where the action was performed, the phrase also realizes its pragmatic meaning. Compare:

Natural binders were used in antiquity.

The replacement of the preposition and the derivation of the definition from the syntaxeme changes the semantic orientation of the entire construction. It is known that in the scientific style of speech, the target is clearly fixed on the transfer of scientific knowledge, making the denoting function of the word a priority. However, it seems that in unambiguous phrases, the multi-level semantic veil is closed and the pragmatic content is removed:

The new edifice of Russian statehood has largely been built.

This metaphorically constructed phrase, filled with the thoughts and feelings of its creator, does not require additional semantic justifications, but at the same time “forces” the addressee to subject its content content to subjective analysis, thereby paving the way for scientific communication (internal or external).

Such examples prove that, being introduced into the context, the word, interacting with its left and right surroundings, becomes a unit of a generalized structure, while retaining its identifying meaning. Consequently, the semantic boundaries of a particular word cannot be determined without its background lexico-semantic connection, which reflects a complex holistic process of transforming meanings.

The lexical meanings of the word that are in speech interaction with the grammatical forms introduced by the service parts of speech can serve as a grammatical tool that contributes to the formation of a pragmatic statement. For example, the phrase "constructor's project" can have at least two meanings: 1. a project owned by the constructor. 2. project for the designer. In addition, it is not clear who is the author of this project. This allows us to argue that sometimes the boundaries between a word and its grammatical embodiment can be mobile.

It is known that all levels of a particular language mirror the spiritual vectors of their speakers, so any person, entering into communication in a non-native language, one way or another is included in the system of views of the people whose language he masters,
thereby being exposed to it. At the same time, a special role is given to expressive syntactic constructions, among which the most frequent are interrogative and exclamatory sentences, question-answer complexes, emphatic models (segmented constructions, parceled sentences, parallelism, inversion).

Emphasis in the speech flow, by highlighting, underlining in the sentence of a lexeme, complements the phrase with expressiveness, therefore, it simultaneously implements semantic, semantic, semantic and pragmatic functions. Moreover, accent or structural selection is closely dependent on the lexical content of the phrase, its structural and semantic autonomy, syntactic location and contextual role. Such dependence is reflected by special semantic means, endowing the sentence with pragmatic potential and explicating functionality.

Of great importance in choosing an accent word are its grammatical indicators and syntactic function. So, as the quantitative analysis of the indicated constructions shows, relatively large emphatic possibilities are endowed with introductory words that reflect the order of the parts or the conclusion (therefore, thus, firstly, secondly); qualitative definitions with the degree of manifestation of the feature (main, important); comparative constructions (than ..., so); words with an estimated value (good, bad); predicative units with a defining meaning (it is a common binder); dependent parts of a complex sentence (mainly goals and reasons).

We add that the designated lexemes for the implementation of the pragmatic intention must stand in a certain context and serve a certain speech intention.

For example:

Compared to gravel grains, crushed stone grains have a rougher surface, due to which crushed stone adheres better to cement stone than gravel, so crushed stone is usually used in high-strength concretes.

In this sentence, during its oral representation, a comparative-contrastive construction is emphatically distinguished (in comparison, higher than), which both conveys extralinguistic conclusions and introduces pragmatic information with a certain nuance of self-position. However, with the lexeme “usually”, the author expands the content area and gives his recipient the right to choose between gravel and crushed stone as building materials.

The informative and communicative interest of the addressee is satisfied by the observance of the trinity in the text: external structure, internal content and functional correspondence. Therefore, the correct perception of emphatic sentences by both native speakers and foreigners contributes to a more accurate definition of the communicative strategy of the creator of the statement.

In addition, logical and compositional means (headings, subheadings, paragraphs) have a pragmatic property, which foreign students should pay attention to when teaching their written influencing statement, since dividing the text into relatively small fragments facilitates the psychophysiological mechanism of perception, limited by the amount of human memory. To overcome interlingual interference, a foreign student needs to have at least a general idea of the features of a paragraph and paragraph articulation in modern Russian and in one or another category of texts.

These features include the defining role of content, the predominance of objective criteria for division into paragraphs of highly specialized texts, the conditionality of paragraph division by the communicative characteristics of the text, the dependence of the paragraph structure on its location in the text. The problem of relations between paragraphs and the principles of paragraph division are closely interrelated: the principles of division can be identified only on the basis of an analysis of the relations between paragraphs, which depend on the selected types of paragraphs. This proves that a paragraph can highlight a certain part of a thematic fragment, depending to one degree or another on the surrounding context.
One of the forms of teaching the scientific style of speech to foreign students of preparatory faculties (initial stage) on the basis of a pragmatic text is the development of methods for creating and producing monologues-reasonings according to the proposed scheme.

The range of tasks when performing such tasks includes the transfer of scientific information through appropriate functional and semantic means based on linguo-psychological aspects that help to use scientific means of speech contact, evaluation and impact. For the practical implementation of this task, we believe that the language teacher should first present the influencing means and analyze them taking into account their semantic content, structure and conditions of use.

4 Discussion

Pragmatics as a field in linguistics appeared relatively recently, at the beginning of the 20th century. For the first time we meet this definition in the works of Morris Charles W. [4]. He considered it as a branch of semiotics, one of the directions of which was the study of the relationship of linguistic signs to its objects, as well as the relationship of the addressee to the object of speech. A little later (in the middle of the 20th century), under the influence of the worldview trends of Western philosophers, pragmatics became the object of attention of suggestive linguistics, which focuses on the methods of language influence on a person (E. Shelestyuk [5], K. Getmann [6] and others).

The practical side of this issue was realized in the works of Russian linguists (E. Vereshchagin, V. Kostomarov), [7] who claimed that each language captures the history of its people, so any thought, framed by means of language, reflects the culture and life of its speakers, and also contains the influencing beginning, which sets the vector of the pragmatic unfolding of the meaning.

In relation to the methodology of teaching the Russian language, pragmatics was considered in the works of V. Karasik [8], N. Sumina, A. Belozerova and others [9-12], among the methodologists of Russian as a foreign language L. Babakova, V Morenko and others [13-15].

5 Conclusion

The semantic side of a word is determined not only by its correlation with a certain concept, dependence on the grammatical category to which it belongs, but is also closely related to the contextual embodiment, structural and semantic connections of its environment, due to the intention of the generating text, that is, it depends on the author's self. - incarnation, which is personally marked, interprets a segment of reality and aims its addressee at rethinking the initial information shades and veil meanings. The means of pragmatic expression make it possible to better understand the multi-layered semantic structure of the word and use it in communication.

All this leaves an imprint on the degree of perception of information, forms the meaningful and communicative significance of the speech unit and improves the quality of its assimilation. The development of skills and abilities of pragmatic utterance among foreign students involves the formation of skills for the automated use of language tools on highly specialized texts adapted to this, saturated with lexical and grammatical units of the chosen professional orientation.

By introducing linguistic means of creating a pragmatic statement in the classroom of Russian as a foreign language, the teacher puts the student in real communicative conditions, where it is necessary to solve both informational (scientific) and semantic-
speech tasks. We think that it is lexemes and syntaxemes of an influencing nature that are more capable of introducing problems into the communication process itself and thereby productively teaching an individual to produce complete statements in a non-native language that are adequate to the intention of speech means, combining them in a certain logical sequence according to the development of thought.

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