

**DEFINING THE INTEGRATIVE COMMUNICATIVE SPACE AS A FACTOR
INFLUENCING THE LINGUO-METHODOLOGICAL STRATEGY FOR
TEACHING RUSSIAN AS A FOREIGN LANGUAGE**

**DEFININDO O ESPAÇO COMUNICATIVO INTEGRATIVO COMO FATOR
INFLUENCIANDO A ESTRATÉGIA LINGUO-METODOLÓGICA PARA ENSINAR
O RUSSO COMO LÍNGUA ESTRANGEIRA**

**DEFINIENDO EL ESPACIO COMUNICATIVO INTEGRATIVO COMO FACTOR
INFLUYENDO EN LA ESTRATEGIA LINGUO-METODOLÓGICA PARA LA
ENSEÑANZA DEL RUSO COMO LENGUA EXTRANJERA**

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Abstract: Modern sociocultural interaction tools and technologies bring forth multiple information transmission forms and methods, which in its turn leads to the emergence of new mono- and multi-code communication systems that intrinsically differ from verbal or creolized texts. Among the category features of the communication field are, on one hand, its universality resulting from the global nature of Internet resources and, on the other, its diffuseness determined by the simultaneous incorporation and synergy of the real and virtual language environment, which exert a special impact on the language personality. The authors understand the successful development of the secondary language personality as the development of the learner's multilinguistic and multicultural personality, i.e. the combination of linguistic and cultural fluency and professional speaking skills. It is directly and closely dependent, in terms of methodology, on the awareness of the existing relationship between the "natural" language order and various semiotic ways of explaining the totality of national distinctions and values and the methodological interpretation of the present-day integrative communicative space. A competent organization of the language learning process, based on the integrated communication environment, will blur the boundary between in-class and natural communication, will provide foreign learners with the opportunity to acquire, through various channels of communication, the necessary communication experience to be effectively engaged in sociocultural, academic and professional activities in the Russian language. It will also contribute a deeper understanding of the Russian linguistic culture as an integral part of the global value paradigm.

Keywords: real and virtual language environment, information and communication resources, online space, secondary language personality, language learning strategy.

1. Introduction

The ongoing socioeconomic and cultural changes and the related redistribution of relevant interstate and international points of convergence highlight the pressing need for methodologists to create a new language learning paradigm, including (and foremost!) in teaching Russian as a Foreign Language (RFL) as being one of the major areas of intercultural

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dialogic communication. The issues at hand are the tools and ways to develop the *secondary language personality*, i.e. a personality that speaks fluent Russian, is knowledgeable about Russian culture and capable of extracting, processing, producing and (re)transmitting information according to different communication needs and sociolinguistic specificities of a communicative situation [7, 18, 21].

It goes without saying that specific features characterize the allophones' acquisition of the Russian language and culture, due to the learners' specificities and interests and their targets. The latter range from the learners' purely pragmatic motivations, such as the need to acquire the necessary business or academic communication skills to communicate with their Russian-speaking partners/colleagues or to attend a Russian university, to their interest in Russian culture, national traditions and so on (as a rule, this concerns mostly second- or third-generation Russians who grew up in a foreign culture without, however, losing interest in their historical background).

One of the major factors influencing the development of a primary or secondary language personality is the *communication environment* that encompasses all language-related aspects and levels and directly related to social linguistic and cultural studies. Becoming fluent in this or that language is only possibly by getting immersed in the appropriate linguoculture, i.e. the culture of a community that speaks and thinks in this language, is embodied and fixed in the signs of the living language and is manifest in various linguistic processes [12]. By speaking in Russian, the allophone absorbs Russian ethnic and linguistic culture and is socialized. In other terms, he becomes a *multilingual* and *multicultural personality* manifesting himself in the process of communication [6]. In the absence of such an environment, the learner no longer feels motivated to use the language he studies, and the insufficient quantity of speech patterns and sociocultural realities complicates language acquisition even more.

The *real and virtual language environment* coexisting in the communicative space are of special interest in terms of implementing current educational tasks. What the authors understand by the *real language environment*⁶ is a natural and historically specific linguistic and cultural society representative of all functional aspects of the Russian language, its styles and means of expression characterized by a number of objective and subjective attributes. Among the objective attributes of the language environment are natural and reliable video,

⁶ In our view, the *real language environment* is a term focusing on the study of a language inside, rather than outside, its functional system.

audio and situational sequences,⁷ broad background knowledge and the learning environment. The subjective attributes of the language environment include hyper-motivation, which combined external and internal factors⁸) and the possibility of a personal use for cognitive purposes [19: 52-54].

Unfortunately, the *virtual language environment* is a term that still has no common definition, being interpreted only as part of language teaching techniques. E. U. Azimov and A. N. Shchyukin understand the virtual language environment as “the totality of e-resources and means of communication on the Internet, based on e-textbooks and e-guides aimed at improving various aspects of a language, at developing specific communication skills (reading, listening, writing and speaking as well as translation) or at verifying current speech and language skills”. The virtual language environment “comprises educational websites, online libraries and dictionaries, authentic online resources that can be used in teaching a foreign language” [1:39]. A. N. Bogomolov emphasizes the notion of the virtual language environment as being part of the virtual learning environment – the virtual environment for teaching Russian as a Foreign Language (RFL) – and defines it as a “structured network environment of participants in the language acquisition process, which integrates electronic and print textbooks and study guides, user and communication services that organizes the teacher-learner interaction in the classroom and distance modality” [3: 169-170]. In adopting this approach, RFL results from the step-by-step team effort, initially aimed at learning objectives. Accordingly, the *language teaching environment* is the language environment artificially created for educational purposes, rather than being an example of authentic communication. In our viewpoint, the virtual language environment is a Russian-language

7 The authors include in the notion of the *natural and reliable video sequence* “not only the city itself, its streets, public transport, architectural monuments, museums and tourist attractions, but also written advertisements, announcements, schemes, fashion and non-verbal behaviors taking place in the natural national and cultural environment” [19: 9]. The *natural and reliable audio sequence* is defined as “the natural language spoken by native speakers, spoken announcements in public transit vehicles, television and radio broadcasts, explanations of a tour guide, films and theatre productions, i.e. the entire audio world that surrounds foreigners coming to Russia.” [19: 11]. These two components determine the definitions of the following notions (*the natural and reliable situational sequence*, *broad background knowledge* and so on).

8 The *communication environment* acts as an external motivation. Teachers, classmates, parents and friends influence the learner outside the language environment, whereas, in case of language immersion, the language environment itself become the most influential factor stimulating the allophone’s linguistic cognitive activity through the need to solve all kinds of communication tasks [18, 19]. As defined by I. A. Zimnyaya, the internal motivation (in terms of language learning) is the totality of needs, motives, rules, feelings, standards, wishes and so on [10]. Internal motivations can be grouped into cognitive, functional, esthetic, entertaining, consumerist, professional and learning motivations. The most important of them for learners studying the Russian language in – rather than outside – Russia are the functional motivation, i.e. the internal desire to use the Russian language, and/or the consumerist motivation, i.e. using the Russian language in real-life situations [7, 18].

online space, or the Russian-language segment of the Internet (Runet)⁹ which is a poly-semiotic reflection of ethnic and cultural realities maintaining mostly “original” (according to I. I. Khaleyeva), or authentic, speech patterns¹⁰. In this case the notion of virtual language environment comprises a wide range of materials recorded on various electronic devices used various modern technologies.

In the present-day sociocultural and linguistic context in Russia, changing channels of information distribution, above all the development of computer technology and the Internet’s transformation into an everyday communication tool, exert a significant influence on the education system and the functioning of the literary Russian language [22]. The world has entered the age of the so-called information society resulting in the changing norm-setting factor: the uses of the literary language are gradually diminishing due to its merging with colloquial language and social dialects. The English language is getting widespread in online communication at both the intellectual (professional terminology) and everyday levels (the youth’s use of Internet slang, etc.). Universalization, westernization (Europeanization and Americanization) as well as blurring boundaries between the functional varieties are typical of the present-day spoken Russian language. Consequently, the Russian literary norm is being replaced by the “information language”, in which form is of minor importance and pronunciation, spelling, lexical, grammatical and stylistic mistakes are not taken into consideration. In their turn, numerous violations of the linguistic structure in the spoken and written speech lead to serious changes in communication rules and conversation esthetics. These violations also result in the increased public activity of members of society showing different and often insufficient language skills, whereas the correct and effective (in terms of communication) use of vocabulary requires certain language, speech and cultural competence as well as the speaker’s (or writer’s) ability to activate mechanisms of speech regulation [7]. In the Russian communicative space, this influence of the virtual language environment on the real/natural environment also affects the allophones who are interested, for various reasons, in mastering the Russian language and who take its linguistic realities for its present-day standards and norms. Therefore, this issue cannot go unnoticed.

2. Objective

9 By using the term Runet, the authors are conscious of the fact that the Internet is a global phenomenon blurring the boundaries between states and ethnic groups and yet this global network can be divided into national segments. In this regard, we perceive Runet as a specific Russian-language environment as well as a set of e-resources that are popular among Russian-speaking Internet users.

10 This approach makes the *virtual educational environment* one of the integral parts of the *virtual language environment*, i.e. a specialized, function-oriented part of Runet.

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The objective of the study is to investigate the means and tools of the real and virtual language environment in the formation of the secondary language personality. Research on the Russian-speaking integrative and communicative space in terms of continuous processes, taking place in it and related to the choice of linguistic means of communication both in Russia and abroad, envisages them as a significant theoretical prerequisite for the development of the standards and norms of the modern Russian literary language and makes use of them in teaching practices, mostly in RFL.

3. Methods

The sources reflecting the modern state of and ongoing changes in the Russian language are authentic texts taken mostly from social networks and media resources that are available on various electronic devices with Internet access such as personal computers, laptops, tablets and mobile devices. Among modern virtual communication technologies are social networks (Facebook, VKontakte and so on), instant messaging applications (WhatsApp, Viber, Telegram, WeChat and more), search engines (Google, Yandex, etc.), news websites (Tass.ru, Lenta.ru, Meduza.io, Newsru.com, etc.), video hosting services (Youtube, Rutube, Vimeo, etc.), video chats (Skype, etc.), electronic mail, online encyclopedias and reference tools (Wikipedia, Gramota.ru, etc.), among others. Virtual language texts include articles from online newspapers and magazines, videos (films, TV series, TV shows, video blogs, news broadcasts, video recordings of concerts and stage plays, ads and more), messages in social networks and public pages (personal correspondence, posts, reposts and so on), website comments, notifications and guidelines on working with content, radio broadcasts in Russian, etc.

4. Results

Under the influence of technological, geopolitical and civilizational factors affecting various functional aspects of the Russian language and resulting in the emergence of new discursive practices, no research into the changing structure and content of the communication field is possible without studying the real Russian language, language variations in different social, linguistic and cultural interactions (including the spread of the Internet) and, thus, without taking into consideration the specificities of network communication and mechanisms for interacting in social networks. An interdisciplinary description of the Internet language and online conversational practices provide a rationale for organizing the training of the secondary language personality as a multilingual and multicultural one.

5. Discussion

Today, researchers are actively discussing the semantic, stylistic and structural mutability of languages, which is due to a number of causes (internal and external, ethno-mental and sociocultural, cognitive and, in general, civilizational).

The specific nature of the Russian language on the Internet attracted the attention of researcher when it became clear that the Internet was a brand new communication environment generating new and/or other meanings and rules of verbal behavior, in which languages were inevitably changing and adapting to this new, virtual environment or online reality.

Since the global network responds instantly to modern sociocultural, geopolitical and technological processes, the Internet language is actively and quickly reflecting emerging realities and, thus, is constantly producing new words, expressions and terms as well as frequency linguistic units that shape the vocabulary of the contemporary communicative space. At the same time, structural and semantic transformations taking place in vocabulary and underlying the changes in the Russian language and modern conversational practices conform to specific rules. On one part, new language units may be related to technological realities and, on the other, such words and expressions, first of all, may relate to specific subcultures and, secondly, may spread among all Internet users. Thus, there exist numerous and diverse slangs that fill a common lexical space [13]: for instance, words representative of various Internet subcultures, such as *avatar*, *hype*, *layknut* (to like), *vlogger*, and offline expressions such as *divanny ekspert* (couch warrior), *stuchatsya v druzya* (to send a friend request), *svaypnut vpravo* (to swipe to the right), have become widely popular not only among Internet users but also in everyday Russian-language speakers.

Another specific aspect of the Internet language is the close link between verbal means and non-verbal elements such as images, photographs, mems and demotivating pictures acting as items of cultural information that transmit this or that idea or pattern of conduct via oral speech, writing, various gestures, symbols, videos and so on. Initially, the text and image are inseparable in many mems, but the text can, over time, be used without reference to the picture¹¹. Interestingly, in a real language environment, a communicator, including an allophone, has an opportunity to explore current trends in a language in a synchronic way

¹¹ This is what has happened, for example, to the work *dratuti*. It has now become a totally independent and popular Internet greeting and has gone beyond the Internet, appearing in spoken Russian and even in ads.

(now and here), whereas the virtual environment allows him to explore such trends both synchronically (the latest materials) and diachronically (archived materials).

Special attention should be given to online media language whose polysemy, i.e. the combination of special visual, sound and verbal components, acts as a powerful means of communication influencing public consciousness. The form of network media is display text that has specific differential features. First of all, it is non-linear (ramified, no beginning and no end), multi-coded (multimedia), interactive (directly addressing readers followed by readers' feedback on the text), hypertextual (possible shift to other textual fields while maintaining logical links between them). All of the above has a direct impact on the macrostructure of social interactions and their linguistic components, thus actively incorporating specific constituents of the virtual environment into the real one. This is no accident: as an integral part of the socio-ethnic culture of any society, the media's information field is an intricate conglomerate of ideas reflecting this society's objectives and interests. This is why, on one hand, the media take into consideration the *cultural and ideological context* and, on the other, they participate themselves in its establishment: information flows "suck into its maelstrom" all social strata, thus exerting a significant influence on the communicative and psychological organization of both a specific person and the target audience in general [4].

In evolving on the basis of the linguistic and mental material gathered by a society, the media language aims to elicit a desired emotional response from recipients and to make the later share their impressions. Consequently, the worldview of the modern man is formed by any data available in the media sphere, i.e. media texts, graphic elements, sounds or a combination of multimedia assets registered in analog or digital format on various carriers (microfilms, paper, optic or magnetic recording devices) operating in the multimedia environment of the contemporary Internet space and carrying out verbal and/or non-verbal impact functions¹².

A worldview becomes manifest in a special type of information transmitted by means of language, i.e. *meaning*. In other words, this is a significance actualized in speech, which obtains a different, often new, substantive content when immersed in a real communicative context. Significance and meaning are the two *modi vivendi* of cognitive units shifting one

¹² In Runet, as in the real language environment, any communicator – both native speakers and allophones – inevitably obtains excessive information that does not always correspond to his primary objectives. Consequently, the subject's presence in the real and/or virtual environment is characterized, to a certain extent, by an unpredictable enrichment of his linguistic and sociocultural experience.

into another. Significance belongs to a specific linguistic unit and is inseparable from it, whereas meaning can be transmitted by various language means, also because a diversified functional and syntactic framework is implied to semantic heterogeneity in speech. Meaning is what helps people understand each other: the speaker recodes a meaning into significances and the listener recodes significances into a meaning. During this recoding process, new components are brought in from the surrounding context, substantiated by idio- and ethno-cultural determinants¹³.

By absorbing and, at the same time, explaining the native speakers' verbal behavior, the contemporary mass media environment acts not only as an impetus for communication, but also as its role model. In this way, we learn the models of *national communicative behavior*, defined as the combination of national communicative rules and traditions, i.e. etiquette, communication topics, specificities of communication in various spheres, including teams, familiar or unfamiliar people, etc. [16:6]. The notion of communicative behavior is closely related to that of the *national sociocultural stereotype of oral communication*, which refers to mental and lingual elements recorded in a particular manner and manifesting itself as a cliché or a verbalized/non-verbalized stamp of consciousness [20]¹⁴. Previously, attention was given to stereotypes in literary texts and – partially – in movies and stage plays, whereas today it must be admitted that the main means creating the presuppositional field of a communicator (especially, an allophone!) is the informational and media reading of a situational communication model and its type. By processing information and passing it to readers and by commenting or prioritizing event, the media create the necessary ideological background, determine moral standards, esthetic appreciations and assessments, build a hierarchy of values and often impose on their readers specific interpretations of historical, socio-political, psychological and other events.¹⁵ By providing information and assessments on values, the mass media exert a considerable influence on the quality of the communicative environment and, in a broader context, on the formation of social life models and on the society's creation of its own image. Thus shaped, the structurally complicated language (textual) units not only

13 In case of allophones, assimilation, adaptation, comparison, overcoming of interlanguage interferences and other processes are imposed on the accumulation and generation of new semantic constructs, which greatly increases the multilayered nature of the textual/speech field and, consequently, its language teaching potential.

14 National sociocultural stereotypes inherent in oral communication are known to result in intercultural misunderstandings/conflicts.

15 In this context, let us mention the frequent manipulative use in the media of sociocultural terms and the connotative ambivalence of ideologically biased elements: as an example, national symbols, such as symbols of state, historical victories and ethno-cultural implications, are among verbal signs that are often reinterpreted in the media, which is of special importance in teaching Russian as a Foreign Language.

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have considerable expressive and emotional potential and a multilayered semantic “filling”, but also a certain clichéd nature, hence its wide dissemination in social interactions.

In an integrative communicative space, an allophones, just like a native speaker, absorbs authentic texts not only in a narrow range of messages that are of interest to him, but also in the form of other users’ comments on reports, advertisements (in multi-code framing), notifications, instructions and so on. Generally speaking, the quantitative diversity of texts, as interpreted by Bakhtin and Lotman, their lexical, semantic, grammatical and stylistic representation as well as a wide range of their functions are the major features of the integrative language environment. The spread of computer technologies facilitated access to the online versions of classical and modern literary works, popular magazines and newspapers, the interactive description of everyday scenes, which significantly influence the acquisition of background knowledge. There is also greater variety in audio and visual materials containing sociocultural stereotypes representative of oral communication, i.e. video blogs, reviews and challenges by video bloggers, video reports, interviews, rap battles and commented music tracks¹⁶. The unicity of live oral communication is reinforced by audio and video calls via specialized programs such as Skype and video chats in Viber, WhatsApp, WeChat, Telegram, Facebook and others. Written communication situations, including posts and reposts in forums, social networks, blogs, interest-based communities, on Instagram and so on, impose specific roles on both interlocutors and observers¹⁷. All of the above, along with contents of authentic video texts (films, TV series, educational programs, popular-science video lectures, programs on culture and art), audio texts (streaming and archived radio broadcasts) and verbal texts (news, live journals, blogs, etc.) shape a distinctly different, reliable video- and audio sequence¹⁸. Furthermore, the specified universality of the integrative communicative space (resulting from the merging of specific features of the real and virtual language environment with the Internet’s global dimension) determines the supra-national nature of many semiotic units and the possibility of acting as supports in intercultural interactions.

16 The authors will not discuss the artistic value of these materials, but they cannot fail to notice their topicality and the presence of the linguistic and cultural feature identified as “now and then”.

17 The mediation factor in which interlocutors are separated by distance and can be also separated by time when communicating) requires further research because communicators do not usually perceive modern e-devices (computers, tablets and mobile phones) and technologies (software and mobile programs) as mediators.

18 In all of the above-mentioned situations, communication takes place in the target language, in the latter’s real application zone and according to its rules. Thus, allophones obtain authentic samples of national communicative behavior (conversational expressions, themes, intonations, etc.).

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The modification of the motivational framework of the integrative communicative environment is also noteworthy. First, there is a major expansion of the number of allophone interlocutors, which implies that, beyond the language environment, the recipient will be under the influence of not only his teacher, family and friends, most of whom are usually not the native speakers of the target language), but also of a wide array of native speakers who can provide language models and relevant linguistic and cultural information. Second, the above fact increases the number and quantity of communication tasks to be solved for educational, cognitive or professional purposes and, on the other hand, it provides additional potential for their successful implementation. Third, a new motive comes into view, the intellectual and entertaining one (familiarity with the so-called cult personalities, participation in online games and in popular psychological tests, etc.), which determines the subjective use of the integrative communicative space for personal cognitive goals¹⁹. The latter are a combination of diverse channels of information, an abundance of interest-based communities, of sources and hypertextual technologies providing access to data while maintaining logical relations between them [1: 48]. In addition, they shape a comprehensive frame of reference and, as a result, an integral image of the subject under investigation²⁰.

Of special importance are mechanisms for “appropriating” knowledge within an integrative environment: the spontaneity of the language²¹, combined with other above-mentioned attributes, functions independently of the recipient’s will and desire, since allophones learns new information by means of arbitrary observation that is not conditioned methodologically, that it, by seeing, listening and using the language by analogy²². The development of a multifaceted linguistic perspective, a variety of communicative models, an active use of new and trendy language units, the learner’s independent study of the linguistic system’s complex elements, among others, contribute largely to lift language and cultural barriers in communication and result in *super-progress* in terms of the development of the

19 As an example, a learner’s interest in Russian ballet, training techniques in specific sports or non-mainstream poetry may act as a catalyst for an in-depth study of the Russian language.

20 A learner who liked a poem by Vladimir Vysotsky he had read in Runet may easily find information about his biography, listen to his recordings, watch a biopic about Vysotsky and so on. Furthermore, different learner can choose different kinds of information or different sources on the same topic. Thus, one may take a close interest in Vysotsky’s personal life, someone else may be interested in his artistic success or in his relations with the authorities; some learners will prefer reading his poems, while others may prefer listening to their performance by Vysotsky or by other singers).

21 Let us stress one more time that *spontaneity* is what sharply distinguishes the *virtual language environment* from the *virtual learning environment*.

22 The same mechanism works in the formation of the primary language personality.

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secondary language personality²³. In this regard, the absolute representativeness of the integrative communicative space can be regarded as its most significant feature: since only a combination of the real and virtual language environment, whose characteristics make it the main point of reference in terms of authentic communication and linguistic and cultural information, defines a broad societal context and gives allophones an idea of the real uses of the studied language and makes standard and impersonal language constructions live and communicatively significant.

Thus, occurrences, which are constantly emerging in the Russian language influenced by new, Internet-based means of communication, as well as the laws governing the Russian language in the contemporary communicative field influenced by sociocultural and civilizational aspects of network communication suggest that the virtual language environment, as a component part of the integrative communicative space, greatly determines the semantic, stylistic, structural and content-related framework of the real contemporary logosphere. This is why nowadays the implementation of pedagogical objectives in the field of RFL calls for a rethinking of the language teaching strategy that should make full use information and communication tools and resources, including paper and online dictionaries, online translators, spell checkers, search engines, audio speech recognition system and so on.

In this regard, the role of the RFL teacher cannot be overestimated, as he is not only a major training medium, but also a communication leader and transmitter of Russian culture and values [7]. On the teacher's professional proficiency depends the extent to which various language and verbal means are used as well as various ways of organizing and transforming the available verbal material in speech products of various functions, genres and presentation forms²⁴. The teacher's and audience's cognitive empathy also plays an important role in educational intercultural communication, since it elicits reciprocal emotional responses from learners and boosts their interest and desire to cooperate. In its turn, this is a key factor that shifts the younger generation's focus from pragmatic objectives in terms of learning Russian as a foreign language (RFL) to esthetic ones and develops their "affection for this subject, since the language and literature are the basis of the emotional competence" [8:124].

²³ Allophones cannot assess the normativity and the stylistic intricacies of the material he is not familiar with, which results in communicative failures. Language immersion, however, helps learners surmount this kind of difficulties fast enough.

²⁴ Only the teacher can "edit" the learners' perception of the dialectic pronunciation as a reference one, of colloquial/slang expressions as standard ones and of ways of non-verbal support as formal ones.

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Today, the Internet provides communicative and technological opportunities for learners to obtain any information they need, to listen to lectures of the best specialists and to form distance education systems, and the challenge facing the teacher is, on one hand, to be able to transmit new information to learners and to develop their professional skills and, on the other, to introduce allophones to the educational and intercultural interactions. To this end, the modern teacher should be highly competent in his subject and have general cultural, educational, social, linguistic and other relevant competencies. Correspondingly, his “role repertoire” should include roles related to pedagogical activities and requiring innovations in the professional sphere: tutors, moderators, mentors to startups and so on [8, 23]. With the advent of online pedagogy, these familiar and new notions correlate closely with the formation and development of learners’ cognitive skills and productive thinking. Moreover, the use of the latest technologies, a variety of working methods [2, 9] and the linguistic variability of the creativity-focused verbal expression of ideas produce a new and qualitatively different result.

This said, it is important that the verbal procedure of “taking” the language to the area of correlation with the reality should detect semantic increments in the conventional, dictionary definitions of language units [5] because “the value of and reason for the very existence of language is that only language both designates various elements of the reality and allows one individual to inform someone else about them in such a way that he understands what is being meant” [17: 273]. Consequently, on one hand, the teacher should be constantly mindful of the latency and complicity of these procedures, especially when communicators interpret units, which have the same kernel some additionally loaded with optional semantic components, without either lowering or raising the learning bar that would keep learners “on the go”. On the other hand, the teacher should actively “manipulate” the available language material with a view to considerably expand work with language units and interpret the text of any assignment in both the paradigmatic and syntagmatic perspectives [7].

In this way, the Russian language acts not only as a means of representing the Russian ethno-cultural worldview, but also as a tool for the secondary language personality that is an active and creative personality capable of producing and, consequently, of receiving and understanding verbal enunciations of different levels that are socially valuable in a multilingual and multicultural world.

It appears that the identified language teaching strategy will actively develop the allophones’ cognitive and creative ability to self-study while fostering the equality of the

teacher-learner relationship and providing the opportunity for learners to establish the successful verbal interaction with other communicators. In these circumstances, international students not only learn a new language, but also develop new skills that manifest themselves in their ability to integrate, transmit and use their newly acquired knowledge contextually, i.e. to gain key competences that are of importance for their future professional activities related to their fluency in the specific language and also for the intercultural and interpersonal dialogue. Presenting RFL teachers with a new methodological challenge will certainly help increase the learners' motivation and learning outcomes.

6. Conclusion

The current interdisciplinary understanding of the real Russian-speaking world influenced by many extra-linguistic (socio-cultural, geopolitical and technological) factors leads to the conclusion that, on one hand, the virtual language environment is the structural component of the real language environment and, on the other hand, it modifies the current real environment by making use of a variety of tools. Dynamic processes taking place in the modern Russian literary language are influenced by online communication practices as exemplified by semantic transformations of Internet-related vocabulary, structural and content modifications of authentic texts (media texts) and stylistic shifts. All of the above point to the need to seek, identify and implement new teaching approaches in the RFL classroom.

In our viewpoint, the language teaching methodology, based on the synergetic incorporation of the real and virtual language environment, the integrality of the modern communicative space and the use of the latest information and communication tools and resources, fosters, in the RFL classroom, the development of a multilingual and multicultural personality capable of deriving benefit from the obtained knowledge and using it for his intellectual, spiritual, social and, finally, professional improvement.

DEFININDO O ESPAÇO COMUNICATIVO INTEGRATIVO COMO FATOR INFLUENCIANDO A ESTRATÉGIA LINGUO-METODOLÓGICA PARA ENSINAR O RUSSO COMO LÍNGUA ESTRANGEIRA

Resumo: As modernas ferramentas e tecnologias de interação sociocultural produzem múltiplas formas e métodos de transmissão de informações, o que, por sua vez, leva ao surgimento de novos sistemas de comunicação mono e multi-código que diferem intrinsecamente dos textos verbais ou crioulos. Entre as características da categoria do campo da comunicação estão, por um lado, sua universalidade resultante da natureza global dos recursos da Internet e, por outro, sua difusão determinada pela incorporação e sinergia simultâneas do ambiente de linguagem real e virtual, que exercem uma impacto especial na personalidade da linguagem. Os autores entendem o desenvolvimento bem-sucedido da personalidade do idioma secundário como o desenvolvimento da personalidade multilinguística e multicultural do aluno, ou seja, a combinação de fluência linguística e cultural e habilidades de fala profissional. É direta e intimamente dependente, em termos de metodologia, da consciência da relação existente entre a ordem da linguagem “natural” e várias

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maneiras semióticas de explicar a totalidade das distinções e valores nacionais e a interpretação metodológica da comunicação comunicativa integrativa atual. espaço. Uma organização competente do processo de aprendizado de idiomas, com base no ambiente de comunicação integrado, obscurecerá os limites entre a comunicação em sala de aula e a comunicação natural, fornecerá aos alunos estrangeiros a oportunidade de adquirir, através de vários canais de comunicação, a experiência de comunicação necessária. efetivamente engajado em atividades socioculturais, acadêmicas e profissionais no idioma russo. Também contribuirá para uma compreensão mais profunda da cultura linguística russa como parte integrante do paradigma de valor global.

Palavras-chave: ambiente de linguagem real e virtual, recursos de informação e comunicação, espaço on-line, personalidade secundária da linguagem, estratégia de aprendizado de idiomas.

DEFINIENDO EL ESPACIO COMUNICATIVO INTEGRATIVO COMO FACTOR INFLUYENDO EN LA ESTRATEGIA LINGUO-METODOLÓGICA PARA LA ENSEÑANZA DEL RUSO COMO LENGUA EXTRANJERA

Resumen: Las herramientas y tecnologías modernas de interacción sociocultural presentan múltiples formas y métodos de transmisión de información, lo que a su vez conduce a la aparición de nuevos sistemas de comunicación mono y multi-código que intrínsecamente difieren de los textos verbales o creolizados. Entre las características de categoría del campo de la comunicación se encuentran, por un lado, su universalidad resultante de la naturaleza global de los recursos de Internet y, por otro, su difusión determinada por la incorporación y sinergia simultáneas del entorno del lenguaje real y virtual, que ejercen un Impacto especial en la personalidad del lenguaje. Los autores entienden el desarrollo exitoso de la personalidad del idioma secundario como el desarrollo de la personalidad multilingüística y multicultural del alumno, es decir, la combinación de fluidez lingüística y cultural y habilidades de habla profesional. Depende directa y estrechamente, en términos de metodología, de la conciencia de la relación existente entre el orden del lenguaje "natural" y las diversas formas semióticas de explicar la totalidad de las distinciones y valores nacionales y la interpretación metodológica de la comunicación comunicativa integradora actual. espacio. Una organización competente del proceso de aprendizaje de idiomas, basada en el entorno de comunicación integrado, desdibujará el límite entre la comunicación en clase y natural, brindará a los estudiantes extranjeros la oportunidad de adquirir, a través de diversos canales de comunicación, la experiencia de comunicación necesaria para ser comprometido efectivamente en actividades socioculturales, académicas y profesionales en el idioma ruso. También contribuirá a una comprensión más profunda de la cultura lingüística rusa como parte integral del paradigma del valor global.

Palabras clave: entorno lingüístico real y virtual, recursos de información y comunicación, espacio en línea, personalidad del idioma secundario, estrategia de aprendizaje de idiomas.

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