

## Artículo de investigación

**Teaching foreign students to develop a monologic discourse based on cataphoric means**

Обучение иностранных учащихся развёртыванию монологического дискурса на основе катафорических средств

Enseñar a los estudiantes extranjeros a desarrollar un discurso monológico basado en medios catafóricos

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**Abstract**

The paper describes the formation of students' skills for the optimal development of monologic discourse in a foreign (Russian) language. The relevance of the work is based on the problems associated with the development of monologic discourse by foreign philology students who have a prior learning experience with the use of traditional teaching methods. The novelty of the study consists in the use of cataphoric means in teaching students monologic speech, where these means can indicate the development vector of actualized discourse. The proposed theoretical model has been verified under the conditions of a psycholinguistic laboratory experiment conducted at the A.S. Pushkin State Russian Language Institute, as well as in other universities.

**Keywords:** Russian as a foreign language, monologic discourse, cataphoric means.

**Аннотация**

Статья посвящена вопросам формирования у учащихся умений оптимально развёртывать монологический дискурс на иностранном (русском) языке. Актуальность работы обусловлена проблемами, связанными с развёртыванием монологического дискурса иностранными учащимися-филологами, ранее занимавшимися по традиционным методикам обучения. Новизна исследования состоит в использовании при обучении монологу катафорических средств, способных указывать на вектор развёртывания актуализированного дискурса. Предлагаемая теоретическая модель верифицирована в условиях психолингвистического лабораторного эксперимента, проводимого в Государственном институте русского языка имени А.С. Пушкина, а также в других вузах.

**Ключевые слова:** русский язык как иностранный, монологический дискурс, катафорическое средство

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## Resumen

El documento describe la formación de las habilidades de los estudiantes para el desarrollo óptimo del discurso monológico en un idioma extranjero (ruso). La relevancia del trabajo se basa en los problemas asociados con el desarrollo del discurso monológico por estudiantes extranjeros de filología que tienen una experiencia de aprendizaje previa con el uso de métodos de enseñanza tradicionales. La novedad del estudio consiste en el uso de medios catafóricos para enseñar a los estudiantes el habla monológica, donde estos medios pueden indicar el vector de desarrollo del discurso actualizado. El modelo teórico propuesto ha sido verificado bajo las condiciones de un experimento de laboratorio psicolingüístico realizado en el A.S. Pushkin State Russian Language Institute, así como en otras universidades.

**Palabras clave:** ruso como lengua extranjera, discurso monológico, medios catafóricos.

**Contribution to literature:** The paper is the first to describe cataphoric means as a tool for constructing a productive monologic discourse.

## Introduction

The problems of this study are primarily associated with the need to train foreign philology students in the development of a standardized monologic discourse.

We should keep the following in mind: the program material for foreign philology students is built in such a way that a student who has mastered it can not only successfully pass tests at a Russian university but, first of all, can become a professional in their field, successfully function in everyday life, both educational and professional, as well as in sociocultural areas of communication (The state educational standard, 1999; Andryushina, 2002; Esina, 2017). Thus, at the end of the bachelor's degree (upon graduation), foreign students must, among others, master the following skills:

- Have an idea about the logical pattern of *text development*;
- Determine *semantic connections* within a text;
- Determine the *connection type* between semantic parts of a text;
- Predict the content of a statement;
- Produce a monologue on a specific topic, such as description or narrative with elements of reasoning, reasoning with elements of narration and description (The state educational standard, 1999; Andryushina, 2002).

However, both classical and modern and innovative methods of the main stage of training (level B1-B2) provide, in general, a single traditional pedagogical strategy for the formation of students' skills in monologic discourse development. This strategy is based on the same

methodology that is used to teach monologic speech to Russian students in a Russian school (i.e., native speakers). This strategy implies producing monologic speech based on a specific plan: interrogative (in the early stages of training) or nominative (in the later stages) (Azimov, Schukin 2018). This kind of pedagogical strategy is justified only for a certain part of foreign students, namely, proactive students who have developed automatic patterns in the use of certain language forms included in discursive activities (Chaylak, Muhammad, 2017). The remaining students cannot overcome the difficulties associated with the assimilation of educational and professional discourse. This is especially true for creating a discourse that meets the criteria of a culture of communication/culture of speech. That said, these skills are regarded as compulsory in the requirements for the third level of knowledge of Russian as a foreign language (RFL) in the corresponding professional field (philology) (The state educational standard, 1999, 14). Thus, the "Content of language competence" section states that: "A foreigner must correctly understand and use lexical and grammatical means that function within the framework of <...> supra-phrasal units, as well as texts <...> in their genre-stylistic varieties" (The state educational standard, 1999, 14). Besides that, we understand that the illiterate, "unclean" speech of a future professional (in our case, a specialist in Russian philology) contains the potential to replicate many types of mistakes in communication participants. This is especially true for a fast-acting (among other things, in speech acts) student of the extraverted type (Chaylak, Muhammad, 2017, 77-90).

**Relevance of the study:** this study, which offers an unconventional (innovative) strategy for

teaching monologic speech to students (developing monologic discourse), is designed to help students of the indicated population (philology students) develop grammatically and stylistically correct monologic speech, primarily professionally-oriented speech, which is existentially significant for them in the educational process (Maslow, 1961).

**The object** of the study is the process of monologic discourse formation in the Russian language (RL) at the main stage of education (level B1-B2) of foreign students. Models for the formation of this discourse are constructed based on forecasting units.

**The focus** of the study is the pedagogical strategy of teaching foreign students to develop and form a monologic discourse in the RL, based on such textual units as a cataphora: i.e. textual units in a *cataphoric/prognostic* function.

**The purpose** of this work is to determine a pedagogical strategy that allows a foreign philology student to reconstruct to the maximum extent the RL monologic discourse of a rigid structure (a discourse of the descriptive type), as well as purposefully and correctly produce/reproduce this discourse under given conditions.

**The theoretical basis** of the study is the works on pragmalinguistics and linguistic semantics (Dolzhikova et al. 2018), psychology and psycholinguistics (Bernstein 1966; Leontiev 2001a; Zimnaya 1989), text theory and discourse (Mets et al. 1981, Muhammad 2014), language education (Vasyukhno 1996; Izarenkov 1995; Leontiev, 2001b; Leontiev, Koroleva, 1988; Chaylak, Muhammad, 2017).

In our work, we use both traditional terms (which are defined in language education) and terms not contained in traditional dictionaries of language education terms. The first group of terms includes such terms as *the main types of speech activity (SA)*, *text/discourse*, *the phenomena of identification (decoding) and forecasting at reception, coding and anticipation (proactive syntax) in production, extroversion* (these terms are presented in Azimov, Schukin 2018). The second group of terms not represented in modern linguodidactic dictionaries includes such concepts as *cataphora*, *cataphoric operator*, *monologic discourse*, *proactive personality*. We will try to formulate brief working definitions of these terms (the terms of the second group). Thus, the term *cataphora* is presented in some linguistic dictionaries, as well as in works on the

text linguistics and the methodology of teaching RFL (Nikolaeva 1978; Vasileva et al., 1995; Vasyukhno, 1996; Sergeeva, Samokhvalova, 2011). Thus, in the dictionary of text-linguistic terms by T.M. Nikolaeva, the concept of cataphora is defined as "a means of communicating elements of the text, which consists in referring to subsequent elements" (Nikolaeva, 1978).

Analyzing the works presented above, we can conclude that the term *cataphora* denotes a unit of text pointing at a context that occurs later in the phrase (antonym: *anaphora*). In connection with the designated function of this unit, it is advisable to use it in teaching prognostic skills, primarily in the process of receptive activity (Vasyukhno 1996). The term *cataphoric operator* denotes a dynamic unit of consciousness of a person that controls the mechanisms of anticipation in the perception (as well as, hypothetically, production) of such an undivided and coherent formation as text.

The term *monologic discourse* denotes a psycholinguistic phenomenon, which is an explicitly presented product of communicative (speech) activity. At the formal level, monologic discourse is correlated with text and at the semantic level – with such a formalized unit as a model of text of a certain type and genre (Muhammad, 2014).

We use the term *proactive personality* concerning a student who, on the one hand, has mastered activity models for achieving a communicative task and, on the other hand, knows how to organize their communicative interaction according to both introverted and extroverted strategies (depending on the situation). This interpretation of the proactivity phenomenon is partially presented in the works of foreign psychologists (Maslow, 1961), as well as in methodological models developed by H. Chaylak and L.P. Muhammad (Chaylak, Muhammad, 2017).

The **hypothesis** of the study is based on the assumption that probabilistic forecasting based on cataphoric means, as an act of production within the framework of receptive SA, can also be used in teaching productive types of SA, in particular, text/discourse development. The proposed pedagogical strategy may be particularly effective in teaching the generation and development of a monologic discourse/text of a certain type and genre. As such a text/discourse for the given purposes, it is advisable to use a descriptive discourse of the

socio-cultural sphere of communication that is very relevant for philological students. First, in this type of text, with special training for the recipient, one can observe its structure (especially its invariant part). Second, the designated structure has distinct explicators, i.e. verbalized word forms, so that the communicator's SA can develop along a given vector (defined by the cataphoric means).

**Study materials:** rigid structure texts (descriptive texts) of the socio-cultural sphere of communication.

**Study methods:** 1) analysis of language education models for teaching probabilistic prediction based on cataphoric means; 2) modeling of the main components of the pedagogical strategy for teaching the deployment of monologic discourse; 3) monitoring the educational process of a given participant population; 4) a psycholinguistic ascertaining experiment on the formation of the ability of foreign students to develop a monologic discourse based on cataphoric means.

The practical research methods were planned and carried out by us in 2014-2018 in Russia (Pushkin State Russian Language Institute and Peoples' Friendship University of Russia (RUDN)), as well as in 2015 in China and in 2015-2017 in Turkey. Since we conducted a *laboratory* experiment, the study involved small groups of foreign students of level B1-B2: in total 21 groups (from 3 to 20 participants in each group).

### The Main Part

As indicated earlier (in the introductory part), the problems of this study are related to the *practice* of the formation of RL-based monologic speech in foreign philology students. Due to certain conditions that we pointed out in the introductory part, some students (first of all, extroverted students) are not able to reproduce/produce a monologic discourse of the quality that their future professional activities require from them. Our observations of the educational process with foreign students show that students, including philologists, find it difficult to develop a descriptive discourse in various areas of communication, in various professionally significant disciplines (for example, linguistics or literary criticism), or according to the models of various genres. As a rule, students learn this kind of text discourse by heart (almost like poetry) to recite it to the teacher at the time of practical classes/seminars or an exam/test. This practice is

not very effective: after the exam, this "discourse" quickly goes out of the student's mind and the student's efforts become almost useless. In the best case, students produce/reproduce their monologic discourse according to a plan drawn up by them (and/or by the teacher). In this case, more than 75% of students make linguistic or communication mistakes. Mistakes are made even if the student in question has developed automatic speech patterns. On the one hand, in ordinary RL classes, the developed automatic patterns function in a given mode and, on the other hand, when implementing a discourse of a high degree of responsibility (for example, at a test, exam or conference), failures occur and students make many various mistakes. We want to emphasize that these erroneous linguistic uses of the student are fixed in their linguistic consciousness and, in the future, are repeated in similar situations.

On the other hand, in the process of teaching RFL, we noticed that the formation of the ability of foreign students to develop *high-quality* oral/written monologic discourse should be based on discursive units that already contain the development vector of a speech act. In our opinion, **cataphoric means** played the role of these discourse units (i.e. units with a potency of development). This happens insofar as the text is always linear and "the attention of the listener/reader can be directed in two main directions, namely backward, that is, "pre-informative "(anaphorically), or forward, that is, "post-informatively "(cataphorically)" (Weinrich, 1978; Weinrich 1971). The same applies to the development of a productive monologic discourse based on the speaker's previous experience.

Below, based on the work of our predecessors, as well as our work (Vasyukhno, 1996; Izarenkov, 1995; Mets, Mitrofanova, Odintsova, 1981; Chaylak, Muhammad, 2017), we will describe the procedure for identifying cataphoric means in descriptive text, as well as the methodology for developing the ability to develop/build a monologic discourse based on them.

1. To begin with, to optimize professionally oriented training, we distinguish universal invariant units that function, on the one hand, in the descriptive text of the socio-cultural sphere of communication and, on the other hand, in a standardized scientific and educational text (educational and professional sphere of communication). In our opinion, these are primarily the

units distinguished by Professor D.I. Izarenkov in the framework of the meta-theme "General characteristics of the object" and are currently included in the program material of the professional module (The state educational standard, 1999; Izarenkov, 1995; Muhammad, Lisya, 2017). Thus, these units should include: 1) *object identification (name of the object)*; 2) *the presence/absence of the object*; 3) *the ownership of the object*; 4) *the composition and structure of the object*; 5) *the relationship between the individual components of the object*; 6) *the location of the object components of the object*; 7) *the characteristics of the object (qualitative and quantitative), as well as its components*; 8) *the use of the object, its functions and/or functions of the individual components of the object* (The state educational standard, 1999; Muhammad, Lisya, 2017; Dolzhikova et al. 2018). As noted earlier, in a descriptive text of a rigid structure, each of these semantic components has its own standardized means of expression. For example, the pragmatic-semantic component "Object Identification" can be explicated by the grammatical construction of N1 *is* N1 (etc.) (Muhammad, Lisya, 2017).

2. In a monologic text/discourse, as a rule, the units that are in *preposition* play the role of cataphoric means, namely: in the headline, at the beginning of supraphrasal unit (SPU), at the beginning of the utterance, as part of a determinant group (Weinrich, 1971; Vasyukhno, 1996).

Studying the functioning of cataphoric means in the process of their perception by students (philology students), we noticed that the integral predictive units of the text are not so much the lexical units (LU) as the naturally used **word forms in the discourse**. It is they who set the vector for the development of the discourse text and form *cognitive-speech channels* for the communicant (foreign student) at the time of special training. These "channels" provide further correct, "pure" speech.

A high degree of prognostic function, especially in the composition of the determinant group, is present in prepositions and prepositional cases. The Russian adjective also has a very powerful

anticipatory function (Vasyukhno 1996; Chaylak, Muhammad, 2017).

Below we present a descriptive text with cataphoric means highlighted in order to further obtain special schemes for the formation of the following skills in foreign students: 1) prognostic skills; 2) the mechanisms for the development of the discourse text (we use the methodically prepared text of the "Seven walks in Moscow" textbook by Yu.E. Prokhorov and A.V. Golubeva as an example) (Prokhorov, Golubeva, 2008).

#### КРЕМЛЬ

Сердце Москвы – Кремль. Панорама Кремля особенно хорошо видна с большого каменного моста через Москву-реку. На высоком холме за высокой стеной – белоснежные силуэты зданий. Как красивы на солнце золотые купола соборов! (и т.д.)

#### [THE KREMLIN

The heart of Moscow is the Kremlin. The panorama of the Kremlin is particularly clearly visible from the large stone bridge over the Moskva River.

On a high hill behind a high wall, one can see the snow-white silhouettes of buildings. How beautiful in the sun are the golden domes of the cathedrals! (etc.)]

Taking into account cataphoric means, we got the following scheme for developing forecasting mechanisms:

#### КРЕМЛЬ

Сердце Москвы – ... Панорама ... особенно хорошо видна с большого каменного ... через ...  
На высоком ... за высокой ... белоснежные силуэты ... . Как красивы на ... золотые купола... ! (и т.д.)

#### [THE KREMLIN

The heart of Moscow is.... The panorama of ... is particularly clearly visible from the large stone ... over ...

On a high ... behind a high ... one can see the snow-white silhouettes of.... How beautiful in the ...are the golden domes of the ...! (etc.)]

When conducting a psycholinguistic experiment in an unprepared audience (i.e., in the audience of philology students who were not trained in forecasting on the basis of cataphoric means), we did not give the initial text (in the form as set out above) to students, but only gave them its name (the name of the initial text), as well as the image

of the Kremlin on a tourist map of Moscow. We also showed the students a specially designed photo album, exploring the necessary realities, their nominations and accompanying it with the relevant comments. Thus, we performed the identification of the Kremlin and its components and explain the names of the realities.

After the preparatory work was done, the actual psycholinguistic ascertaining experiment was carried out, the purpose of which was to identify the specific features of the "unprepared" students in terms of prediction. This experiment consisted of several stages:

Stage 1. The pedagogical goal: *identification of predictive skills of students based on the basic units of a written discourse/text.*

In the process of identifying prognostic skills as units that can trigger acts of prediction, we select units in a cataphoric function. At this moment the students are not familiar with the possibilities of cataphoric means.

Stage 2. The pedagogical goal: *identification of predictive skills of students, based not only on cataphora as a supporting unit of discourse/text but also on specially formed anticipation mechanisms.*

Several versions of the text based on the same invariant content are used as a "textual" material concerning both cases.

Stage 3. The pedagogical goal: *the identification of students' abilities to develop a monologic discourse in its oral form:*

- a) Based on predetermined cataphoric means (the creation of a reproductive discourse text);
- b) Solely based on a given topic, i.e. topics explicitly named for future text/discourse).

### **Implementation of the first stage of the experiment**

**At the first stage**, we conducted the planned experiment in international groups, as well as in groups of Italian, Turkish and Chinese students. All these students are philology students who usually study RL in their respective countries, but at the beginning of the third year, they come to Russia (to the Pushkin Institute) for practice. While carrying out the experiment, we did not set the task of determining the success of the work performed by students (the development of discourse) on an ethnocultural basis (although we

noted the students' ethnic background; see below). It was more important for us to define this success from the *communicative* and *cognitive* qualities of the individual. We determined the *communicative* qualities from the point of view of 1) *introversion*; 2) *extroversion*; 3) the student's *proactivity*. Here we also took into account *communicatively significant errors* (in the traditional sense of the term). We determined the *cognitive* qualities of the personality based on the result of the cognitive-speech activities performed by students: 1) mistakes made (with identification of their status); 2) whether the student's answer is standardized or creative. Thus, if the student's answer coincides with the usual, invariant content (including the author's explications), this is a *standardized* act of a correct (error-free) answer. If the answer is unusual but logically justified, this is a creative act of the correct answer (even if this answer does not coincide with the original author's explication). In other cases, the answer contains mistakes and the student who made a mistake needs special additional training.

We present the results of the first stage of the experiment below (initially, we give answers that coincide with the author's version, then the logically justified answers, i.e. answers that are correct from the logical point of view, and then the erroneous answers):

#### **КРЕМЛЬ**

Сердце Москвы – Кремль (варианты: Кремль и Красная площадь; Путин; ... . Панорама Кремля (варианты: его; Москвы ... ) особенно хорошо видна с большого каменного моста (варианты: дома ... ) через реку Москву (варианты: Москву-реку, дома; строения ... ). На высоком холме (варианты: возвышении; здании... ) за высокой стеной (варианты: оградой ... ) белоснежные силуэты зданий (варианты: Кремля; города; церквей, храмов, ... ). Как красивы на солнце (варианты: площади; ... ) золотые купола соборов (варианты: церквей, ... башен)! (и т.д.).

#### **[THE KREMLIN**

The heart of Moscow is *the Kremlin* (other options: *The Kremlin and the Red Square; Putin...*). The panorama of *the Kremlin* (other options: *it; Moscow...*) is particularly clearly visible from the large stone *bridge* (other options: *house...*) over the *Moskva river* (other options: *river Moskva; houses; buildings...*).

On a high *hill* (other options: *elevation; building...*) behind a high *wall* (other options:

fence...), one can see the snow-white silhouettes of *buildings* (other options: The Kremlin; the city; churches; cathedrals...). How beautiful in the *sun* (other options: square;...) are the golden domes of the cathedrals (other options: churches; towers)! (etc).]

The largest number of correct answers were provided, first of all, by *proactive* students from Slovenia, Slovakia and Bosnia and Herzegovina in the international group (although no students were representing other Slavic languages in the group). We also received a high percentage of correct answers in the Chinese group.

We explain the success of proactive Slavic students by their ethnic culture and the proximity of their respective languages to Russian (based on Slavic roots), as well as the proactivity (in other cases, introverted character) of these students. We attribute the success of most Chinese students to their proactivity, which was formed both in phylogenesis and in ontogenesis based on Confucian educational tradition. As a rule, most of the correct answers were carried out using verbalizations that coincided with the invariant content of the discourse when it was deployed (for example, the author's version *cathedrals* is reconstructed by students as *churches*, etc).

The mistakes made in the international group were related to the *extroverted* character of these students (as a rule, these mistakes were made by students who very quickly returned the sheet with the gaps filled to the experimenter). To a greater extent, this concerned students from Bosnia and Herzegovina, as well as Romanian and Hungarian students. To a lesser extent, students from Slovenia, Slovakia and Austria.

Among Chinese students, mistakes were also observed in extroverted students. However, these students (unlike Europeans), having completed the assignment quickly, did not hurry to hand over their work to the experimenter first, but tried to correct it (sometimes they asked their colleagues about the correct answer and corrected their work). Besides that, introverted students did not submit their work until the end (usually in a group of 16 students there were 1 or 2 such students, but this is not a stable trend). These students had half full sheets, but they kept thinking all the time and tried to answer. The answers that they submitted at the end, although not always coinciding with the author's version, were correct in terms of their proximity to the invariant.

The answers of the Italian and part of the Turkish male students (in particular, 1/3 of the Turkish male students) were in many respects similar: they submitted their answers first, but their sheets contained all kinds of mistakes. The other two-thirds of Turkish male students presented answers close to the invariant. Previously, all of these students showed *extravertive* behavior in academic and non-academic communication.

With Turkish students, we also had to consider gender differentiation. Thus, the answers of Turkish female students in most cases were correct (except for one work, which was half incomplete). Many of the answers of the female students (more than two-thirds) coincided with the author's text, while others – with the invariant.

### **Implementation of the second stage of the experiment**

At the second stage of the experiment, we carried out, first, preparatory work on the special formation of anticipation mechanisms based on cataphoric means and, second, we experimented with a new version of the text on selected topics. In this case, we took two versions of the Kremlin discourse text as "textual" material: 1) the version already presented by us above that we worked on orally; 2) a new version on the same topic, which we also (like the first) divided into a series of specially created exercises; 3) a new version on the same topic that students themselves created in writing.

As we have already said, the first part of the pedagogical strategy of this stage of the experiment is a series of preparatory exercises for prediction based on cataphoric means. Thus, working together with students, the experimenter instructed them to predict the future text based on the name and other symbols (diagrams, pictures, photographs, etc.). This work was given a small amount of time: the text was predicted by students at the subtopic level, usually in the initial form. For instance: *The Red Square, the Cathedral Square, the Alexander Garden, the Manezhnaya Square*, etc. The teacher and students worked on the micro-theme level using cards prepared in advance (various "instant presentation" cards). For example, folded cards with an explicit cataphoric unit and an unfolding part, which is not shown in the first presentation. Based on these cards, students predict the development of discourse and, unfolding the second part of the folded card, check the correctness of their forecast.

Example: the teacher says and shows on the card: "On a high...". The students continue: "hill". The teacher presents the second part of the card with the word: "hill", and the students understand that their answer was right (or correct their answer if it was wrong).

Then the teacher writes on the blackboard the name of the future discourse text and the first words of the first line:

КРЕМЛЬ  
Сердце Москвы - ...

[THE KREMLIN

The heart of Moscow is...]

Then, the teacher recites the cataphoric units of the text in parts and invites students to continue the discourse. In this process, the work is carried out collectively, neither the names of the students, nor ethnic and cultural affiliation are called. All students who know the continuation speak together. Thus, students, helping each other in a natural setting, restore the entire original text/discourse.

As a result of this work, the proposed descriptive discourse is assimilated at the *reproduction* level. The path to production (the individual creative option) lies through the reduction of the scheme text, as well as through working with several text options on the same topic. Below we present an example of a reduced scheme text:

КРЕМЛЬ  
Сердце ... – .... Панорама ... особенно ... .. с  
большого ... .. через ...  
На ... .. за ... .. белоснежные ... .. Как ...  
на ... золотые ... ..! (и т.д.)

[THE KREMLIN

The heart of ... is ... The panorama of ...  
particularly ... from the large stone ... over ...  
On ... .. behind ... .. show-white ... .. How ... in  
the ... the golden of the ...! (etc.)]

Our long-term experience of similar work with foreign philology students shows that such work is very effective not only in terms of restoring the original discourse text but also in terms of improving the individual speech culture of each student.

**Implementation of the third stage of the formation of the monologic discourse skill development (the third stage of the experiment)**

This stage includes a preparatory and a control part. The preparatory part implies an invitation from the teacher to the students to write an essay about Moscow, which must include a text that integrates the contents of all three texts studied earlier. The students can also use information from the Internet.

After the students have submitted the essays, the teacher checks them and discusses with the students the good and bad aspects of their work. The control phase is carried out in the form of an individual project: students, using their essays, photos and illustrative materials on the Internet, prepare a presentation for the guides competition, which the teacher announces as a final creative stage. Each *slide* of the presentation created *under the given conditions* (under the conditions of the work done above) is coded by the student and is perceived by their colleagues as a kind of *communicative-cognitive block of cataphoric means*, throwing a projection onto the further development of the discourse. This final, work, according to the students themselves, is the most interesting part of the course that gives them deep satisfaction and self-confidence.

Of course, this work can be carried out in other versions using complexes of both traditional and new teaching aids. Everything depends on the capabilities and abilities of the teacher and the students.

### Conclusion

Our work experience with foreign philology students at the main stage of their study (level B1-B2) showed that these students studying the RL and specialized subjects in the conditions of a chosen university cannot independently and creatively build the correct monologic discourse on a given topic, especially descriptive discourse endowed with a complex ramified structure. However, the qualitative assimilation of precisely this type of text/discourse by this participant population allows them to function successfully in the most relevant areas of communication, such as the socio-cultural and educational/professional spheres.

This study was conducted on the basis of a descriptive text of the socio-cultural sphere of communication. The study of this material in its statics (from the structural point of view) allowed us to understand that the descriptive discourse of the socio-cultural sphere of communication is very close to the scientific and educational discourse not only in the universal structure-forming semantics but also in the standardized



means of its expression: in verbal structure-forming units. This is especially true of the invariant structure, based on which it is advisable to form the specialized cognitive architectonics of the student's linguistic personality, which is in demand in the educational process. Only the formation of this architectonics in the linguistic consciousness of the personality of a foreign student will allow them to optimally use cataphoric means as cataphoric operators that control the mechanisms for predicting and deploying monologic discourse. It is the formation of these mechanisms that allows a foreign student to correctly reproduce, as well as produce a monologic discourse of both standardized and creative nature.

Thus, concerning foreign philology students, the pedagogical strategy of forming their skills in developing a monologic discourse of a productive/reproductive nature is very much needed. This strategy can form the basis of innovative methods for overcoming various kinds of difficulties of the university period of study, especially concerning foreign philological students who master the RL in conditions of combined education: on the one hand, in universities of their home country, and on the other hand, in Russia.

The future studies might be focused on the cataphoric discourse means of other types and genres, for example, in a descriptive text (interior), narrative text or reasoning text. The features of these texts will also determine new ways of identifying cataphoric means and working with them in the classroom.

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