

## The Model of Philologist's Linguistic Persona Formation Via Communicative Competences Development at Language Classes

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### Abstract

*The article reviews the problems of linguistic persona formation via communicative competences development at language lessons. The scope of external scientific developments in language education is not so extended and well-developed, therefore require clarification and generalization. To prove the process of the linguistic persona formation it is required to pedagogically forecast and to model, to reveal qualitative and quantitative indexes of researching-experimental works – statistic methods of qualitative and quantitative data processes. The pedagogical experiment involved participation of one group of student philologists. At the verifying stage the questionnaire survey was conducted, at the formatting stage the learning process was realized conventionally, it was conducted within the control group, but within the experimental group- on the bases of the designed model. The results obtained represent that the given model usage in the learning process forms not only theoretical knowledge of linguistic and communicative competences, but also practical abilities of their usage, simplifies communication processes, that support to develop linguistic personality.*

**Keywords:** Linguistic Persona, Precedential Text, Integrated Approach, Model of Philologist's Linguistic Persona, Linguistic Competences, Linguistic Culture.

### INTRODUCTION

The education and upbringing based on communicative linguistic competences development directed to comprehending learning language features. Without precedent phenomena, consisting of information about culture, history, realia, and abilities to use them in speech, linguistic personality can't be considered as coherent.

For successful communication in foreign language not only grammar, lexis, stylistics are necessary but also background knowledge, directly and integral elements which are precedent phenomena of culture (PPC), provided efficiency of linguistic persona formation, moreover leading to the multiaspect approach to the education as a whole. From different types of precedent phenomena in curriculum at linguistic lessons only phraseologisms are considered, thus the methodology of PPC learning is absent in itself, but methodologists focus on phraseologisms, proverbs in speech (Bozhenova, et al, 2015), thus researching methodological development characterizes methods to work with proverbs at linguistic lessons, creative tasks and gaming exercises are proposed, which foster interest in paroemiological comprehensiveness of learning language (Pavlova, 2010). In this terms Afanasieva (2017) indicated on the developed value of proverbs in language acquisition. In research Epritskaya (2018) focuses on necessity multidisciplinary approach adoption to linguistic lessons that forms abilities to use proverbs in speech. Methodologists emphasize common-didactical work value with phraseologisms and paroemias in linguistic learning – memory, thinking development, abilities formation

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to analyses and synthesis (Belousova & Epritskaya, 2018). Therefore, in modern lingua-didactics postulates the importance of work and precedent phenomena of culture (primarily with phraseology and paroemias) in the structure of linguistic learning. However, the proposed exercises and tasks have not systemacity and feasibility, not quite support to formation among learners linguistic understanding about language as a reflection of sociocultural reality in its national common-humanity aspects.

The starting point for the research is the understanding of linguistic persona as a specific language speaker capable of understanding, reproducing and creating texts; it is a personality characterized on the basis of the analysis of the texts produced by her from the point of view of using the systemic means of language in them to reflect her vision of the surrounding reality. The basis for characterizing linguistic personality is considered to be its three-level structure proposed by Karaulov, according to which verbal-semantic, linguocognitive and pragmatic (motivational) levels are distinguished. Subsequent studies undertaken in this field have shown the viability of Karaulov's ideas. Linguistic persona was recognized as "...an integral object of study of a complex of young and intensively developing areas of language science (cognito-, psycho-, socio-, pragma-, ethno-, ontolinguistics, etc.)" (Sedov, 1999)

It is necessary to note that the current corpus of linguistic and lingua-didactic foreign research, is dedicated to problems of idiomatics and paroemiology. Thus, the issue of studying phraseologisms and idioms were raised in the research works by Sprenger et al (2006), Citron et al (2017), Liontas (2022), Khoshniyat & Dowlatabadi (2014), Fiedler (2017), Roman (2015), Furiassi (2018) and other researchers. In these works, phraseological units are reviewed, firstly, as linguistic phenomena, however, as separate from peculiar to them precedentality for native speakers, i.e., affiliation to precedent phenomena of culture is not pointed, but the term is not used itself. Secondly, as learning units, which socio-cultural meaning component is noted in, but their role is not determined in the linguistic persona formation.

Despite the issue relevance on linguistic status of precedent phenomena of culture and its lingua didactic meaning, in researching publications of recent only few research of some its aspects are faced. Still "the precedent phenomena of culture" notion is without the precise scientific determination. Moreover, precedent phenomena of culture are not considered by methodologists, their lingua didactic potential is underestimated. The specificity of the use of work with precedent phenomena of culture at the lessons of Russian language, which contributes to the formation of communicative and sociocultural competences of students and their linguistic personality as a whole, did not become the subject of a separate researching, which determined the relevance and novelty of this work.

The paper aims to describe the model of linguistic persona formation by working with precedent phenomena of culture in Russian language classes and the peculiarities of its realization in the educational process.

Achieving the goal requires solving the following tasks:

Clarification of the definition of the concept "precedent phenomena of culture";

Revealing the peculiarities of linguistic persona formation in the process of Russian language teaching.

Development of a model of linguistic persona formation by means of precedent phenomena of culture and characterize the methodology of its implementation.

## **THEORETICAL FRAMEWORK**

The theme of the research is multifaceted and includes the study of not only linguodidactic issues (formation of a linguistic persona: communicative aspect of teaching methodology), but also linguistic issues related to idiomatics, paroemiology, stylistics, culture of speech, etc.

First, the formation of a linguistic persona is an urgent problem of Russian language methodology, which determines the learning objectives, its principles and teaching technologies. Approaches to learning objectives can be different, and it is the learning objective that determines the teaching methodology. The purpose of the research can be mastering the lexico-grammatical material of the Russian language. For successful communication this is not enough, so in modern methodological science it is stated that the purpose of learning

Russian is to master the language material and formed skills and abilities to use this material. Thus, Borisova & Savina (2015) rightly emphasize that “the result of any language education should be a formed linguistic persona, and the result of studying Russian is a formed linguistic persona as an indicator of a person's ability to fully participate in the communication process”.

However, knowledge of language phenomena and the rules of their use are not enough for successful communication. Makarova (2018) points out that “the more points of contact interlocutors find during communication, the wider their consensual area, and, accordingly, the better understanding, faster and more adequate behavioural response”. Indeed, there are often situations when vocabulary and knowledge of grammar are not enough to understand (decode) the received information due to the fact that the message contains implicit information that can be decoded only with the help of background knowledge. In this case, we speak about the use of precedent phenomena of culture, which became the material for our study.

Secondly, the interpretation of the term “precedent phenomena of culture”, which is not generally accepted and widespread in the scientific literature today, causes difficulties. In fact, this concept originates from the term “precedent text”, introduced into scientific usage by Karaulov (Nechayev, 2014). According to Prokhorov, “precedent phenomena is a verbalized element of an extroversive figure of communication-discourse, sustainably explicated for pragmatic purposes and being an appeal to a similar sustainable element of the figure of communication-reality already available in implicit form for the purpose of saving communicative efforts and/or marking the situation of communication”. In modern studies, precedent phenomena of culture (PPCs) are associated with concepts and conceptual / linguistic view of the world (Demeshkina, 2018). In European and American linguistics and linguodidactics there is no term “precedent cultural phenomenon”, but there are synonymous concepts: winged words, catchphrases, fixed expressions, allusions, quotations, idiomatic phrases, which, in our opinion, are species concepts in relation to the generic concept “precedent cultural phenomenon”.

Some Russian and foreign studies consider the problem of functioning of the category of precedence in various discourses. Thus, Kostomarov & Bolotnikova (2015) described the precedent features of precedent situations in the conversational discourse of representatives of the Volga Germans of Siberia, while Thieleman (2020), Mussolff (2020; 2017), Tsakona (2018) specify intertextual references and note that the functions of figurative quotations and allusions complicate the understanding of information and at the same time ideologically bring the speaker and the audience together.

Considering phraseological units and paroemias as units that are part of the precedent phenomena of culture, we will cancel the interest of foreign researchers in the problems of idioms and paroemiology in linguistic and linguistic-practical terms. Thus, Sprenger et al. (2006) study the lexical possibilities of idioms, and Citrona et al (2019) note that idioms are more appealing to readers on an emotional level than literal expressions.

Thirdly, in the methods of teaching languages, both native and foreign, the peculiarities of working with precedential texts are noted. For example, Gritsenko et al (2017) believe that the inclusion of precedential texts in the process of teaching the Russian language should occur at the initial stage, but in a sufficiently limited number, while the main work with them falls on the advanced stage. The publications of recent years indicate the interest of scientists in the problem of using precedential texts in the research of foreign languages, however, we note a wide field for methodological searches.

Fourth, the modeling method has become widespread in modern research. According to the definition given by Neprokina (2013) “a model is a system of objects or signs that reproduces some essential properties of the original system, it is a generalized reflection of an object, the result of abstract practical experience.” According to Yadvorskaya (2013) “the educational model sets the aims and the scheme of education, which determines why, what to know, who and how will carry out teaching and learning activities.” Proceeding from this, modelling is a unity of an educational action and a means of teaching, without which the existence of full-fledged training is impossible, as rightly pointed out by Friedman (Kuleli, 2014). Vishnikina (2008) emphasizes the importance of pedagogical modelling in the design of pedagogical processes and in pedagogical activity in general. In recent publications, we find a description of a variety of educational models developed by scientists and implemented in the educational process. So, Antonova & Merenkov (2018) propose a model of “flipped learning.” Naumkin et al (2019) suggest a pedagogical model of multi-level and stage-by-stage preparation of

students for innovative and engineering activities; while Garanina et al (2017) offer a structural model of personal and professional self-development; and Sergeeva (2019) propose a model of teaching the language of older preschool children in a nature-activity context.

Thus, the review of research studies shows that the methodology of working with precedent phenomena of culture in the lessons of Russian as a foreign language is insufficiently developed, which determined the actual scientific and methodological problem that can be solved by creating new pedagogical models.

## **METHODOLOGY AND MATERIALS**

An integrated approach to the study of the problem determined the use of a set of theoretical and empirical research methods: theoretical (analysis of general pedagogical and methodological literature to synthesize, compare and contrast different approaches to the problem, to determine its theoretical foundations and conceptual and categorical apparatus), diagnostic (questionnaire survey, interviewing - to obtain actual data on the state of the problem under study), pedagogical forecasting and modelling, pedagogical experiment - to test the effectiveness of the model of linguistic persona formation through work with precedent phenomena of culture in Russian language classes), pedagogical experiment - to verify the effectiveness of the model.

## **RESULTS**

It seems to us that the model of linguistic persona formation through work with precedent phenomena of culture in Russian language classes is an important component of the Russian language teaching process, which includes the following components:

Linguodidactic approaches to Russian language teaching, on which the formation of linguistic persona is based, principles, goals, objectives.

Methodology of the process of linguistic persona formation by means of precedent phenomena of culture, which is based on socio-cultural characteristics of PCP (socio-cultural potential of PCP and criteria of their selection).

Technologies for working with PCPs, a system of exercises and creative tasks.

The pedagogical model is developed based on theoretical and methodological prerequisites of linguistic persona formation by means of precedent phenomena of culture, namely:

the major provisions of the anthropocentric approach, which became the basis for the formation of cultural linguistics, sociolinguistics, intercultural communication;

key categories within the anthropocentric approach; dialogue of cultures, linguistic persona, linguistic view of the world.

methodological approaches to language teaching: competence-based, communicative, personality-oriented, and axiological ones;

sociocultural aspect of the language teaching program, including geography- and culture-oriented linguistic aspects;

principles of teaching;

genesis of the notions of “precedent text” and “precedent cultural phenomenon”;

characteristics of the concept of a precedent cultural phenomenon (PCP properties hiding sociocultural and linguistic-cultural potential);

technology of work with PCPs based on traditional and innovative methods.

The model of linguistic persona formation by means of precedent phenomena of culture is based on the sociolinguistic approach, the fundamental position of which is that language units reflect the peculiarities of culture and thinking of native speakers. Communicative (learning in the process of communication), personality-oriented (the learning process takes into account the peculiarities of each future philologist),

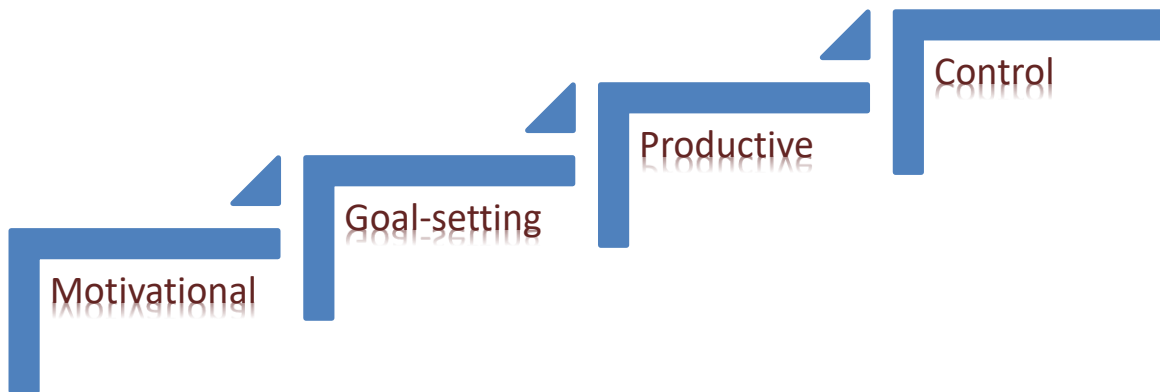
activity-oriented (the student is an active participant in the learning process, rather than receiving ready-made knowledge from the teacher), competence-oriented (acquisition of necessary competencies, including practical skills), integrated (study of a concept or phenomenon with the involvement of related sciences) and axiological (reflection and consideration of value attitudes) approaches also play an important role.

The following principles were taken into account when compiling the model: anthropocentric approach (teaching not just the language, but the peculiarities of Russian thinking reflected in the language), similarity of the studied and native culture (a linguistic persona possesses knowledge of different world pictures), activity-based learning (learning the language by comprehending phenomena rather than memorizing ready-made information), interdisciplinary links (coordinating curricula of related subjects for diverse study of facts and phenomena), visualization (use of illustrated material), systematic approach (use of the language), systemic approach (use of the concept or phenomenon of the Russian language).

Formation of linguistic persona by means of precedent phenomena of culture is the goal, which determined the following tasks: understanding and interpretation of precedent phenomena of culture (formation of linguistic persona's country studies competence); understanding and conscious use of precedent phenomena (formation of geography/culture-oriented linguistic studies competence); readiness for a full-fledged dialog, formation of socio-psychological competence.

Stages of the model:

- motivational, explaining the significance of working with precedent phenomena of culture, creating problem situations that would illustrate the need to own precedent phenomena of culture;
- target setting, defining goals;
- productive, work with precedent phenomena of culture according to the technology; and
- control.



**Figure 1.** Stages of the linguistic persona formation model

The methodology of the model of linguistic persona formation through precedent phenomena of culture was based on the characteristics of precedent phenomena of culture and the technology of their use in Russian language lessons, consisting of relevance, purpose, means, training, stages of work, methods.

The core issue in the methodology is the analysis of precedent phenomena of culture, criteria for their selection. The criteria for selecting PPCs were based on the characteristics of precedent phenomena identified by Y.N. Karaulov: paradigms, common knowledge, emotional and cognitive value, reinterpretation.

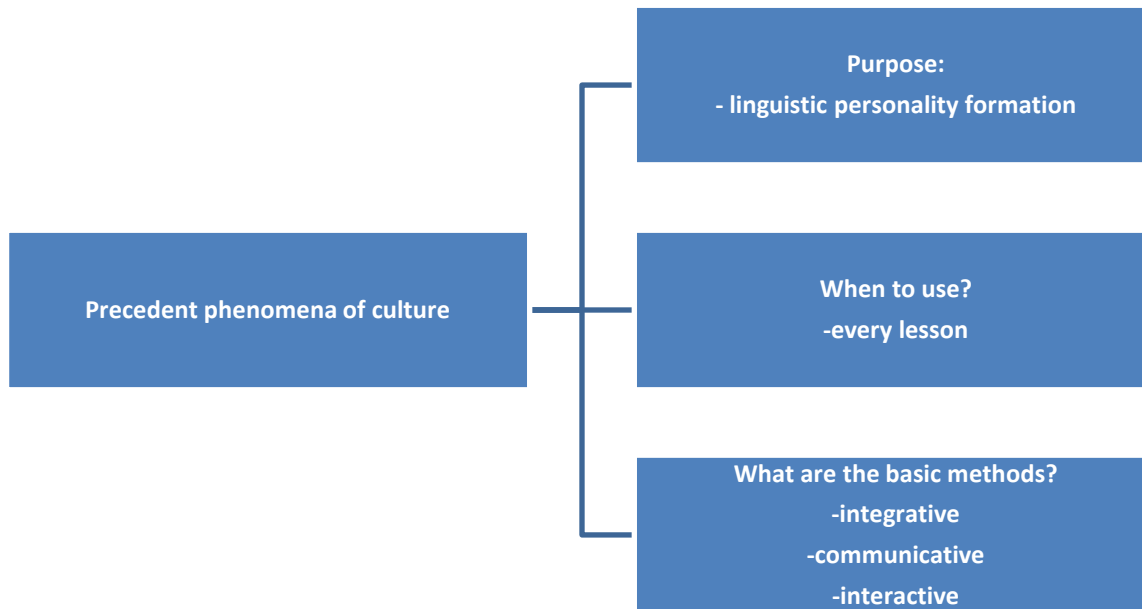
In our opinion, precedent phenomena of culture include not only phraseological phrases and paremias, but also winged expressions (phraseological expressions), names of cultural and historical events and objects, well-known proper names, various texts (songs, poems, cursive phrases, counting rhymes, movies, etc.), as well as lexical units denoting linguistic and cultural objects and having linguocultural significance (realities and household items, folk symbols, etc.), known to native speakers and which they can reproduce in their speech.

Precedent phenomena of culture have a dual nature: units and didactic material that helps to solve a complex of teaching and educational tasks (enrich vocabulary, form socio-cultural and communicative competence, replenish linguistic and cultural and linguocultural knowledge, communication skills, tolerance, humanity, etc.).

It was also considered that precedential phenomena arise as cognitive structures that were formed in the cognitive base of native speakers as a result of reading the same books, watching films, etc. [35]. Apparently, a fairly large layer of PCPs is contained in the texts of fiction, it was decided to work with them, i.e. precedential cultural phenomena were selected from the works of Russian writers studied at literature lessons.

In the process of a linguistic persona formation, the use of reproductive, productive and creative exercises will be effective. At the initial stage of work, it is advisable to use reproductive exercises that involve imitative, substitution, transformation actions of students, which helps them not only to understand, but also to comprehend the precedent cultural phenomenon. At the advanced stage - productive and creative exercises, with the help of which the skills of using precedent phenomena of culture in speech, recognizing them in texts, understanding and correctly interpreting implicitly expressed information are improved.

The model of linguistic persona formation through work with precedent phenomena of culture can be represented schematically (see Figure 2):



**Figure 2.** The model for the formation of the linguistic persona via precedent phenomena of culture

The distinctive features of the proposed model are comprehensiveness, systematicity, and integration.

Thus, the initial provisions of the developed model are as follows:

- 1) It is necessary to start working with precedent phenomena at the initial stage of Russian language teaching;
- 2) The acquired knowledge should be used immediately. In this context, it is necessary to create a cross-curricular curriculum;

3) An integrated approach should be implemented in the learning process. Thus, the study of literature in the classroom works should become the material for the consideration of language processes at the lessons of Russian language.

For example, when studying *Revizor* (The Inspector) by N.V. Gogol, the teacher and students consider direct and indirect speech in Russian language lessons, that it is the quotes from the *Revizor* that have become precedential phenomena of culture that should become didactic material in the study of language topics. The very concept of “precedential phenomenon of culture” can be explained to students during the study of the topics such as Synonymy, Polysemantic words, Phraseology, etc.

The experimental part of the research involved 29 university students. The pedagogical experiment consisted of the *statement, formation, and control stages*.

**The statement stage.** The students were interviewed by means of questionnaires.

The purpose of the questionnaire is to reveal the level of understanding of precedent phenomena of culture of students. The questionnaire included 43 questions. The students restored, interpreted phraseologisms, explained the precedent names.

For example:

1. Recall what animals occur in phraseologisms. “Writes like a \_\_\_ with a paw”: a) dog; b) cat; c) chicken; d) I have no idea.
2. Explain the phraseology “like water off a duck's back”: a) nothing, indifferent; b) very important; c) as usual; d) I have no idea.
3. Connect the parts of the phraseological phrase “knowledge is light: a) ignorance is darkness; b) ignorance is dark; c) I have no idea.
4. Correlate the hero and character traits - Emelya is: a) hard-working, smart; b) lazy, does something only for gifts; c) I don't know, etc.

The materials for the questionnaire were carefully selected. They contained only information that had been studied by students earlier in the lessons not only of language but also of literature. It turned out that the level of students' understanding of PPCs is low, which indicates the need to include in the lesson exercises with precedent phenomena of culture in order to form a linguistic persona. We believe that the reason for students' lack of understanding of a PPC is that the work with precedent phenomena of culture is conducted spontaneously and indirectly and is limited to the lessons of phraseology, for which only 2 hours are allocated.

**The formation stage.** Teaching the Russian language as a whole and the formation of linguistic persona through the work with PPC was subordinated to the initial provisions of the model developed by us. This stage took place during the academic semester. The class began with familiarization with a certain precedent cultural phenomenon. In each class we used exercises based on precedent phenomena of culture selected in accordance with the integrated approach to teaching, which allows us to work on the formation of linguistic persona in a comprehensive and purposeful way. We have developed a series of Russian language lessons where the developed model was realized. The obligatory elements of the content of each Russian language lesson developed by us in the experimental group: introduction of a certain PPC; special exercises containing the studied early and new PPCs; work with the text of the artwork studied in literature lessons (reading, retelling), tasks aimed at the formation of communicative skill: the use of PPCs in own speech.

The teacher's speech plays an important role in the formation of students' linguistic persona, in the ability to use precedent phenomena of culture in various situations. In typical situations arising in each lesson, we purposefully used the same precedent phenomena of culture. Starting from about the third month of the experiment, we noticed that as soon as a similar situation arose, the students themselves characterized it with the help of the same precedent phenomena of culture, could easily continue the phrase with the learned PPC, i.e., it became a part of their active vocabulary. The method of observation revealed that by the end of the second month of the formative experiment students began to use PPC on variables, communicating with each

other. Thus, at each lesson students familiarized themselves with PPC, determined its meaning and nature of use, learned to use it in speech.

For example, at the lessons of literature we study folklore – proverbs, sayings, fairy tales of different peoples of the world, including Russian, so at the lessons of Russian language we used Russian proverbs and sayings in our exercises (better the foot slip than the tongue; one drop of poison infects the whole tun of wine/ a spoon of tar in a barrel of honey).

In parallel to the study of Pushkin's fairy tales, these texts were introduced at a Russian language lesson with tasks aimed at mastering the relevant precedential phenomena. The following tasks were suggested: 1) explain the meaning of a word, phrase, phraseology (PPC); 2) refresh the content of the text (there was a gap instead of the word mixed up); 3) write out words with certain letters, sounds; 4) simulate with a partner a situation in which you can use the winged expression; 5) illustrate precedential phenomenon of culture; 6) choose the appropriate precedential phenomenon of culture to the situation that happened to you, your relative, friend, today, yesterday, last week, etc.

Here is a list of precedential phenomena of culture that were used at Russian language lessons in the experimental group.

Phraseological units. The cat would eat fish and would not wet her paws; Pay with the same dish you borrow; spoken words are like flown birds - neither can be recalled (or a word spoken is past recalling); fly in the ointment; enough to make a cat laugh; one man does not make a team; little strokes fell great oaks; smb's handwriting is (like) chicken scratching; nothing to speak of/ chicken feed; drag one's feet/heels; make a neat job of it; it does not amount to a row of beans/ not worth shucks!; stare like a stuck pig; make a mountain out of a molehill; to kill two birds with one stone; a stitch in time saves nine, etc.

Winged expressions used by A.S. Pushkin in *Ruslan and Lyudmila*: 1) An oak green grows in the bay; / A golden chain entwines the oak: / Commits around it his walk

2) And I was there, and I drank honey/ By the sea I saw a green oak; / The scientist cat was also sitting under it/ He told me his fairy tales. *The tale of Tsar Sultan*.

1) A star burns in the forehead;

2) Life is not bad beyond the sea;

3) Three girls under the window;

4) But the wife is not a glove: / You will not shake off the white handle / But you will not put it in the belt; 5) The queen gave birth in the night / Not a son, not a daughter; / Not a mouse, not a frog, / But an unknown animal;

6) And the child grows there/ Not by leaps and bounds; The fairy tale is a lie, but there is a hint in it! / Good fellows lesson; The tale of the fisherman and the fish: The Broken Trough; The tale of the priest and his worker Balda: And Balda said reproachfully: /The tale of the dead princess and the seven heroes: 1) Oh you, great fair, / you Guys are my family;

2) You are, of course, no doubt; / Thou, Queen, all the sweeter, / all ruddy and white;

3) the king and the Queen said good-bye In the way the shells And the Queen at the window/ the Village to wait for him alone;

4) Light my mirror! Tell me, / And tell me the whole truth: / Am I the dearest of all in the world, / The ruddiest and whitest of all? etc.

Precedential names. Emelya, Ilya Muromets, Nikita Kozhemyaka, Marfushka, Koschei, Baba Yaga, the Mermaid, the Snow Queen, Mowgli, Peppi Longstocking, Harry Potter, etc.



**The control stage.** A second survey was conducted to test the effectiveness of the process of a linguistic persona formation at Russian lessons, organized in accordance with the model developed by us. The survey was conducted using the same questionnaire as at the ascertaining stage.

In conclusion, the participants of the experiment were interviewed in order to provide feedback to students, identify the positive and negative aspects of the research, and outline further ways of working. The interview was conducted in the form of a questionnaire:

1. Were the lessons of Russian language this semester interesting?
2. Were the tasks in Russian language lessons interesting this semester?
3. Would you like to have lessons with similar tasks in the next semester?
4. Do you have any favourite phraseological units and catch phrases?
5. Did you use the knowledge of the studied catch expressions and phraseological units at other lessons? Which ones?
6. Did your understanding Russian speech and literary texts improve after such lessons?
7. Do you use catch phrases and phraseological units in your own speech? The answers were recorded in writing.

Having studied the outcomes of the research experiment, we have obtained the following data: 70% of students noted that the knowledge gained at such Russian language lessons helps them to get deeper into the content of the literary works studied at the lessons; 80% said that the tasks at the lessons were interesting, and the knowledge gained was useful, they would like to have lessons with such tasks conducted constantly: 85% mentioned that there were favourite phraseological units and catch expressions from among the studied ones, which they use not only at the lessons, but also in everyday life. They also noted that understanding the precedential phenomena of culture makes it easier to decode the information they receive in the process of intercultural communication.

The research materials indicate the existence of the problem of understanding the precedential phenomena of culture by students and, in general, the formation of their linguistic persona. In the course of the work, the following results were obtained:

The definition of the concept of “precedential phenomena of culture” was clarified, which we understand as cognitive structures formed in the cognitive base of native speakers on the basis of their socio-cultural and national cultural and historical one.

The corpus of precedential phenomena of culture includes phraseological units (in the broad sense of this term), names of culturally and historically significant events, objects, etc.

Proper names, well-known artistic and non-artistic texts, lexical units with linguistic and cultural semantics that native speakers can use in their speech.

We believe that the precedent phenomena of culture have a unique nature: they are the object of the study (carry important national information) and a means of teaching, acting as didactic material that contributes to the enrichment of the vocabulary of students, the formation of socio-cultural and communicative competencies, the replenishment of linguistic and cultural knowledge, the development of communication skills, tolerance, humanity.

The results of the survey of the ascertaining stage of the pedagogical experiment recorded a low level of understanding of the precedential phenomena of culture (50% of the correct answers of students in the experimental group and 52% in the control group), which indicates a low level of formation of the language personality of students.

At the formative stage of the experiment, the author's model of the formation of a linguistic persona through the precedential phenomena of culture was tested. A system of tasks and exercises with precedential cultural

phenomena in Russian language lessons was developed, the purposeful use of which became not only successful and interesting for students, but also significantly influenced the formation of a linguistic persona.

The control experiment recorded that after conducting systematic and purposeful work, the students' level of understanding of the precedential phenomena of culture increased, which also indicates an increase in the level of formation of the linguistic persona:

68% of students in the experimental group have a high level of understanding of PPC (correctly completed from 16 to 22 tasks), 29 - a sufficient level (correctly completed from 8 to 15 tasks); 3% (one student)- low; 2) oral and written speech of students was enriched with PPC, as evidenced by the answers of the interview. Also, the participants of the experimental group answered the questionnaire questions qualitatively better, as the total number of correct answers in this group increased.

The significance of the difference between the students of the experimental and control groups in the level of understanding of PPC was checked using student's test (t-criterion), which allows you to find the probability that both average values in the sample belong to the same population. This criterion is most often used to test the hypothesis 'the average of two samples belongs to the same population', i.e., the hypothesis that the general averages of two independent unrelated samples are equal. Using the Student's t-criterion, we analyse the results obtained. The total number of sample members is 82: 41 (experimental) and 41 (control). The arithmetic mean is 16.5 (experimental group) and 11.85 (control group); the standard deviation is 5.02 and 0.37, respectively. The standard error of the difference between the arithmetic averages is 0.85. Calculate the statistics of the criterion  $t = \frac{16,5 - 11,85}{0,85}$ , we obtain 5.47. We compare the experimental value of t with the tabular critical values of t-Student's-3.544. If the t value obtained in the experiment exceeds the table value, then we have reason to accept the alternative (experimental) hypothesis that the students of the experimental group perform, on average, a higher level of understanding of PCP. In the experiment,  $t=5.47$ , tabular = 3.544;  $5.47 > 3.544$ , we conclude about the productivity of the training model used in the experimental group.

A comparison of the results obtained in the experimental and control groups at the stage of the control experiment showed an increase in the level of understanding of the precedential phenomena of culture, and hence the level of formation of the linguistic persona in the experimental group.

Thus, the conducted pedagogical experiment confirmed our assumption that the implementation of the developed model of working with precedential cultural phenomena in the educational process is an effective auxiliary tool in the formation of a linguistic persona, in creating a unified picture of the acquired knowledge and skills, and also contributes to the solution of the following linguistic and didactic tasks:

- 1) helps students not only to understand and remember the studied precedent phenomena of culture, but also to introduce them into their own speech, which significantly contributes to the formation of a linguistic persona;
- 2) forms communicative, linguistic, socio-cultural competencies;
- 3) equips students with the necessary linguistic and cultural knowledge and skills for effective speech activity;
- 4) contributes to an adequate understanding and interpretation of works of art studied at the lessons of world literature, as well as non-fiction texts;
- 5) facilitates communication in general; and
- 6) diversifies the Russian language lessons.

The role of cultural precedential phenomena in the methodology of teaching languages, including Russian, is underestimated, and work in this direction, if not carried out, is chaotic and episodic. Most researchers (M.E.Bohanna, I.G.Gorovaya, N.N. Gorovaya, L.M. Gritsenko, T.A.Demidova, H.R.Dowlatabadi, Y.I. Liontas, A.S. Khoshnia, etc.), speaking about the need to research precedential texts that carry linguistic and cultural information, do not offer a methodology for their use at language lessons.

Russian language studies have shown that the proposed model, based on working with precedential cultural phenomena at Russian language lessons, really helps students not only to memorize them, but also to introduce them into their own speech, promotes faster and more effective inclusion of students in the communication

process, correctly respond to a particular communication situation, which indicates the formation of a linguistic persona, which is the goal of teaching Russian.

The application of a set of selected methodological approaches to the process of teaching the Russian language (competence, communicative, learner-centred, activity-based, integrated, axiological) contributes to the formation of background knowledge, which cannot be achieved without the support of the PPC understanding of the target language and which are components formed linguistic persona.

Great teaching potential precedential phenomena of culture is, when creating a cross-curricular: reflecting picture of the world of people, as part of a conceptual framework not only language, but also literature, art, history, they become a link between various educational items, creating a unified picture of the knowledge and skills formed, thus overcome the sense of fragmentation school subjects, which greatly facilitates the learning process in General and increases the motivation to learn foreign languages.

## **DISCUSSION**

The research revealed the effectiveness of the implementation of the model of linguistic persona formation developed by us through the precedential phenomena of culture at

Russian language lessons. Precedential phenomena of culture are special knowledge, information is stored in them in a special way: they are like knowledge-icebergs, where only 10% is on the surface, and the rest needs to be conjectured, but without their understanding, the communication process can simply be 'lost'. They not only form sociocultural ideas and deepen linguistic and cultural knowledge, but also help to understand the mentality of the people whose language is being learned.

Within the framework of the research, important practical results were studied: a model was developed that promotes the formation of a linguistic persona through the use of precedential cultural phenomena. The obtained results can be useful for personnel in higher education, teachers, practitioners, scientists linguodidactics.

Promising areas for further research are:

- 1) development of educational programs of Russian language and literature;
- 2) the creation of a new didactic material with PPC based on innovative technologies;
- 3) development of special courses on the Russian language for students of linguistic and non-linguistic specialties of higher educational institutions at the initial and advanced stages.

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