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On psycholinguistic features in teaching Russian as a foreign language

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Abstract

Article is based on analysis results of RSL teaching pedagogical experience in groups with different cultural, social, psychological features. In article it is emphasized that the modern technique of RSL teaching implies considering psycholinguistic features of trainees. Examples from practice are given, recommendations about accounting number of the significant factors marking target audience are made (language, national, age, gender factors; factors of time and place of training, group structure, motivations of the trained etc.). Authors indicate the need of developing teaching technique as specific subject taking into account psycholinguistic assimilation features for foreign students: lexicon and grammar of the learned language. Considering generational criterion is also relevant. In article the conclusion that competence of the modern RSL teacher shall include such parameters as mentalization, flexibility, reaction speed and ability to well and quickly be guided in virtual space is drawn.

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Keywords

Psycholinguistic features, RSL teaching technique, Types of speech activity