

ANALYSIS OF TYPICAL COMMUNICATIVE SITUATIONS ARISING IN THE PROCESS OF TEACHING FOREIGN STUDENTS IN RUSSIAN AS A FOREIGN LANGUAGE

E. Gelashvili, F. Tumakaeva, O. Glushkova, N. Golubtsova

Voronezh State Medical University named after N.N. Burdenko, Russia

E-mail: ekaterinagelashvili@yandex.ru, fairuza.tu@yandex.ru,

k231075@yandex.ru, nadia.golubtsova@yandex.ru

The article discusses the concept of speech action: the results of studies of speech impact in business communication are presented; analyzes typical communicative situations in intercultural communication between a teacher and foreign students of Russian universities.

Keywords: communication, business communication, effective communication, cross-cultural communication, speech impact, foreign students.

The key to teachers of higher education at the present stage is the ability to behave adequately in situations of business communication, especially in the context of intercultural communication. «The main task of a communicant in a learning situation is the choice of adequate methods and means of communication, i.e., the "choice" of speech actions that would meet the tasks and conditions of communication here and now» [2, p. 134].

The effectiveness of communication is directly affected by the role behavior of communicants, that is, following a certain standard model of human behavior, the rules of behavior and communication adopted in a given society for certain standard situations.

The practice of communication provides for compliance with the rules of communication, which have a universal character and a certain national specificity. They are divided into normative rules and rules of speech influence.

The normative rules of communication are the rules of speech etiquette. They are understood and observed by people, although the practical application of normative communication rules in everyday communication varies greatly from country to country. In some countries these rules are almost observed strictly in most situations, in other countries people know the rules theoretically, but allow themselves to violate their compliance. Russia belongs to the countries of the second type.

The rules of speech influence describe the methods of effective influence on the interlocutor in various communicative situations. They are not recognized by native speakers to a large extent, although many people use them intuitively.

According to I.A. Sternin, communication is considered effective, which allows communicants to achieve the following goals:

1. Informational purpose - to convey information to the interlocutor and receive confirmation that it has been received.

2. The objective goal is to get something, to learn, to influence the behavior of the interlocutor.

3. The communicative goal is to form a certain relationship with the interlocutor (establish, develop, support, complete, resume contact).

Cross-cultural communication requires partners to know not only the universal rules of communication, but also the mentality, national character, and cultural characteristics of representatives of various ethnic groups. The same arguments and rhetorical devices have different strengths and different effectiveness in different cultures.

For example, in a Muslim audience a quote from the Koran, an appeal to the opinion of authoritative people has great persuasive power. An irrefutable argument is a reference to such a written source of information as a regulatory document, order, etc. Latin Americans are very susceptible to emotional persuasion accompanied by gestures. For representatives of reactive cultures (Chinese, Vietnamese, Koreans, Japanese) it is important to «save face». It means that on the outside, he'll stay on his side. At the same time, the verbal agreement of representatives of these peoples with the interlocutor does not always express their true opinion, it can be just a demonstration of politeness with a hidden refusal.

It is important for teachers who teach foreigners to be able to choose and correctly combine appropriate situations and methods of speech influence to achieve the greatest effect in communication.

We have considered and analyzed some typical communicative situations that arise during the studying of foreign students.

Situation 1.

- Sorry for being late! Can I come in?

- *Dick, you're 25 minutes late.*
- *I'm sorry, I spent the whole night studying for my test, so I overslept.*
- *That's not a good reason to be late. I'm not letting you in.*
- *Well, please!*
- *No. I'm not going to tell you again.*

In this communicative situation the student used the request and persuasion as a way of speech influence on the teacher. But his arguments were not convincing, he did not achieve the subject aim. As a result of communication, the student most likely had a grudge against the teacher, therefore, his speech influence was ineffective. But the teacher achieved the subject aim - he insisted on his decision, but he upset the balance of relations with the student: he offended him. The student has been preparing for the test for a long time, he could experience a sleep disorder due to difficulties in acclimatization, etc. The teacher's speech influence in this case is effective, but the result of communication is ineffective.

«It is important to remember for teachers who work with foreigners that the excessive authoritarianism of the teacher in relation to foreign students in the initial period of their adaptation to life in Russia and the new conditions of study at the university can negatively affect their psychophysiological state and student performance instead of an educational effect» [1, c. 193].

Situation 2.

- *What a group! Nobody did the homework again except Delsha. She is the only good student in the group: smart girl, never late for class! Well done, Delsha! And you young people, I will not allow you to take the exam until you pass all your tests! Did you understand me?*

- *Yes, we did.*

- *Fine! And now, let's continue to study the grammar material.*

In this communicative situation, we see that the teacher has achieved the information goal. The achievement of the subject goal (a change in the attitude of students to study) is assumed in the perspective of communication. Undoubtedly, the teacher has disturbed the communicative balance in dealing with Muslim students by humiliating them with public, over expressive criticism in the presence of a girl classmate, whom he also set them as an example. The communicative social role which was chosen by the teacher in this situation can be accepted by the Russian student audience, but it does not correspond to the pedagogical style adopted in the Muslim society, so it can lead to a hidden or open conflict with the group. Therefore, we consider the teacher's speech influence on students, as well as the result of his communication with the group, in this situation we find ineffective.

Situation 3.

Hao! Where's the notebook with your homework?

-I'm sorry, I haven't done my homework.

- Unfortunately, this isn't the first time, Hao! Stay after class - we have to discuss this situation.

- All right.

The teacher's verbal influence on the foreign student in this communicative situation is effective. Informational and communicative goals have been achieved. The vertical communication balance is maintained. The communicative social roles of the interlocutors are adequate to the situation. It is important that the teacher refrained from publicly criticizing the student who is a representative of the reactive culture. The student «saved his face» and most likely, in a private conversation, admit his guilt and agree to the conditions set by the teacher. This dialogue is an example of effective intercultural communication.

Situation 4.

- Svetlana Ivanovna! Give me «3-» on the exam. I swear I'll study well next semester! I told you my uncle is dying. If I get expelled from the university, he won't survive it!

- Sorry, Majed, the results of your test are only 49 points. This is below the acceptable level of satisfactory evaluation. And you're not ready for other tasks.

- I'm just really worried about my uncle! He is my only family.

- Majed, last time, in our last class you weren't ready either. You were talking about a very sick aunt. Don't try to trick me, it won't improve your grade. And I do not advise you to lie, because you are a Muslim. In the Koran, as is well known, deception for profit is considered a mortal sin.

-Yes, you're right, excuse me. I want a make-up exam.

This communicative situation illustrates an example of an attempt at typical student manipulation by a teacher. Foreign students from polyactive cultures usually resort to speech-based methods such as persuasion and persuasion. They make extensive use of sentiment arguments. Arabian students, in particular, make various vows and promises to strengthen their arguments. They often lie about their state of health, severe illnesses and even the death of close relatives. Because in the Russian mentality such insinuations are perceived as blasphemous, some teachers believe students and are manipulated by them out of pity. And if deception is discovered, such a student may later be treated with persistent prejudice and dislike. In the example described above, the student acted in the situational communicative roles of a «penitent sinner», «sufferer», «courteous petitioner», and the teacher-in the role of a «fair examiner» with general

cultural and intercultural competence. During the dialogue, the partners achieved information and communication goals. The student did not achieve the subject goal (a satisfactory grade for the exam), the teacher achieved a conflict-free consent of the student to an unsatisfactory grade and retake the exam, that is, he achieved his subject goal. The communicative balance of the parties was observed, both partners «saved face», therefore, their communication can be considered effective.

Situation 5.

- Parusia, in a month there will be a contest «Medical Talents» at the university. You are a good dancer, so I suggest you to take part in the contest.

- Sorry, I can't. I don't have free time. I have a session to prepare for.

- Other students also have little free time, but they are ready to speak for the honor of our faculty. Parusia, you don't have to say no!

- Unfortunately, I can't.

- It's a shame you're missing out on your talent. Look at these pictures. On the first photo there are African students of our faculty. Last year they danced the national dance and took first place in the contest «Medical Talents». On the second photo there is the rector of our university. He rewards them for their active participation in the life of the university.

- Well, I'll think. Maybe I can find some time to perform...

In such situations, the teacher is often forced to play the situational communicative role of the petitioner, who persuades the «capricious star» to perform with the number in the status of a student. Since all three communication goals in the above dialog have been achieved, communication is effective. However, if the teacher had limited himself to the first argument, his speech effect would not have had a positive effect. The argument about the importance of student solidarity is convincing for a Russian, but not for an African. For pragmatic foreigners, the benefits of participating in an event are often important. Therefore, after seeing the photos of the students with the rector, the African student appreciated the opportunity to raise her personal status in the same way and agreed to the teacher's offer.

It should be noted that the experience of working in a foreign audience showed that teaching the rules of speech influence showed teachers to realize and systematize their application in their experience, to increase the level of their intercultural competence, as well as the effectiveness of business intercultural communication.

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