



Specialities Of Taking Linguistic And Methodical Traditions Into Account

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Abstract: *The relevance of the issue of taking into account linguistic and methodological traditions in the educational process at a university is due to the educational and communication strategies of a particular student, which he developed during his studies in his native educational system. Undoubtedly, these strategies must be taken into account without fail when organizing the training of foreign students at a university. The student's personal strategies should form the basis of not only the educational process, but also educational activities, social adaptation and acculturation.*

Keywords: *linguistic, ethno-cultural competence, education, methodology, linguistic consciousness.*

1. Introduction

In the psychological and pedagogical literature, there are various terms that describe training, within which national specifics are taken into account, including national linguistic and methodological traditions. So, N. M. Rumyantseva declares that, along with the term “nationally oriented” teaching Russian as a foreign language” (the term of M. N. Kozhevnikova), many scientists (T. M. Balykhina, I. A. Pugachev) use a new concept - ethnically oriented education. Currently, both concepts are synonymous, since they do not carry theoretical contradictions and are used by some authors (for example, I. A. Pugachev) as interchangeable [4, P. 91-92].

According to E. A. Zhelunovich, “the process of mastering a new language reaches its effectiveness if its content and methodological correction is carried out taking into account the ethno-cultural, educational, ethno-psychological characteristics of students. At the same time, it is well known that educational systems that preserve the traditional forms of only the transfer of knowledge give rise to a general civilizational lag in their national systems. The fact that representatives of various ethnic groups adapt to the new cultural and educational space in different ways does not require proof either: the closer to the host country all the ethnic components of the student who came to study, the easier the process of his acculturation proceeds”.

The process of taking into account linguistic and methodological traditions from the point of view of education management can and should be influenced. This can be done simultaneously from three sides:

1. take into account ethnocultural features of students;
2. identify the level and nature of pre-university general education;
3. to increase ethno-cultural competence of teachers in solving students' adaptation problems.

All this will increase the efficiency of the educational process as a whole and "remove" many adaptation difficulties, especially for foreign students who have not studied Russian.

In this regard, when organizing the educational process, we should also not forget about the content of such concepts as "language consciousness" and "language personality".



"After all, language, thinking and culture are directly interconnected with each other; in the native language of students "the system of values, public morality, attitude to the world, to people, to other peoples are stored".

The "linguistic consciousness" accumulates a set of images of consciousness expressed by the means of language - words, free and stable phrases, sentences, texts. In fact, linguistic consciousness acts as a component of cognitive consciousness, which is formed in a person in the process of language acquisition and is improved throughout life.

It should also be remembered that previously acquired educational and communicative strategies by students can have negative consequences and cause deceived methodological expectations, since individual strategies and experience inherited from linguistic and methodological traditions can become a hindrance, cause negative interference and negatively affect the organization of the entire educational process.

There are several ways to solve the above problems, including, for example, expanding the student's strategic repertoire with new and alternative types of tasks. Mitigation of methodological interference is possible within the framework of a conversation (including translation into the student's native language) for a preliminary explanation of teaching technologies at a university. Psychological preparation of students to change the learning strategy by evaluative stimulation can also be implemented.

Most of the compensation strategies turn out to be associated with code changes, gestures, facial expressions and the use of various kinds of auxiliary educational tools and social strategies. Well-adapted foreign students pay great attention to language practice, trying to use all the opportunities for communication. At the same time, students pay great attention to correcting mistakes and evaluating their own achievements, and apply strategies for long-term planning of language learning.

So, when organizing the educational process and the process of social adaptation, it should be, first of all, about giving the student himself the opportunity to determine his own needs taking into account his strategic repertoire, positive or negative, his methodological expectations, educational stereotypes. To do this, the learning process must provide the student with the opportunity to apply his or her own strategies. Strategic ways of solving the problem of learning Russian by foreign students and the problem of their adaptation can prevent the methodological dissonance arising in foreign students at the initial stage of learning in higher education, facilitate and accelerate the adaptation processes.

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