

ERROS COGNITIVOS E FORMAS DE SUA SUPERAÇÃO NO ENSINO DO RUSSO COMO LÍNGUA ESTRANGEIRA

ERRORES COGNITIVOS Y FORMAS DE SUPERACIÓN EN LA ENSEÑANZA DEL RUSO COMO LENGUA EXTRANJERA

COGNITIVE ERRORS AND WAYS OF THEIR OVERCOMING IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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RESUMO: O artigo é dedicado ao problema dos erros de percepção cognitiva no ensino de russo como língua estrangeira entre alunos de uma universidade de orientação internacional. O objetivo do artigo é identificar e nivelar erros na percepção de informações de linguoculturologia como uma imagem do mundo russo em grupos de estudantes estrangeiros. A base metodológica do artigo consiste em abordagens linguísticas e comunicativas. O autor do artigo conduziu um estudo empírico em grupos de estudantes estrangeiros, durante o qual erros cognitivos definitivos foram revelados. Com base nos resultados do estudo, o autor tirou as seguintes conclusões: no processo de ensino da língua russa os erros cognitivos na percepção da informação linguoculturoológica, que são locais por natureza, têm um efeito cumulativo e levam ao surgimento de erros cognitivos em nível global. Nesse sentido, entre os estudantes internacionais de uma universidade com orientação internacional, é necessária uma abordagem integrada para superar os erros de percepção cognitiva no processo de ensino do russo como língua estrangeira.

PALAVRAS-CHAVE: Linguística cognitiva. Quadro linguocultural do mundo. Ensino de russo como língua estrangeira. Abordagem da linguoculturologia.

RESUMEN: *El artículo está dedicado al problema de los errores de percepción cognitiva en la enseñanza del ruso como lengua extranjera entre estudiantes de una universidad con orientación internacional. El propósito del artículo es identificar y nivelar errores en la percepción de la información lingüística cultural como una imagen del mundo ruso en grupos de estudiantes extranjeros. La base metodológica del artículo está formada por enfoques lingüísticos y comunicativos. El autor del artículo realizó un estudio empírico en grupos de estudiantes extranjeros, durante el cual se revelaron errores cognitivos definidos. Con base en los resultados del estudio, el autor llegó a las siguientes conclusiones: en el proceso de enseñanza del idioma ruso, los errores cognitivos en la percepción de la información lingüística, que son de naturaleza local, tienen un efecto acumulativo y conducen a la aparición de errores cognitivos a nivel global. En este sentido, entre los estudiantes internacionales de una universidad con orientación internacional se necesita un enfoque integrado para superar los*

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errores de percepción cognitiva en el proceso de enseñanza del ruso como lengua extranjera.

PALABRAS CLAVE: *Lingüística cognitiva. Visión lingüística del mundo. Enseñanza del ruso como lengua extranjera. Enfoque lingüístico.*

ABSTRACT: *The article is devoted to the problem of cognitive perception errors in teaching Russian as a foreign language among students of an internationally oriented university. The purpose of the article is to identify and level out errors in the perception of linguoculturology information as a Russian world picture in foreign students' groups. The methodological base of the article consists of linguistic and communicative approaches. The author of the article conducted an empirical study in foreign students' groups, during which definite cognitive errors were revealed. Based on the study results, the author made the following conclusions: in the process of teaching Russian language cognitive errors in the perception of linguoculturology information, that are local in nature, have a cumulative effect and lead to the cognitive errors emergence on a global level. In this regard, among international students of an internationally-oriented university an integrated approach is needed to overcome cognitive perception errors in the process of teaching Russian as a foreign language.*

KEYWORDS: *Cognitive linguistics. Linguocultural world picture. Teaching Russian as a foreign language. Linguoculturology approach.*

Introduction

The relevance of the research topic is due to the fact that the main purpose of teaching Russian as a foreign language, according to Federal State Educational Standard, is “the formation of communicative competence at a level sufficient for effective intercultural communication” (BARYSHNIKOVA; EMETS; VTORUSHINA, 2018, p. 174). This goal involves the achievement of certain pragmatic / non-linguistic goals, that is, in the process of studying Russian language, foreign students of any ethnicity have the opportunity to receive Russian higher education. However, in the process of teaching Russian as a foreign language, a phenomenon such as “cognitive error” arises.

Teaching Russian as a foreign language in this context is possible on the cognitive linguistics basis within the framework of linguistic and communicative approaches (DINQAY, 2009, p. 81). At the same time, effective communication is impossible if there are constant cognitive errors in the perception of linguoculturology information in Russian language. The thesis proof was carried out by the author of the article on the example of cognitive errors in the perception of phonological, grammatical and morphological types in first, second and third course of students of RUDN University.

Overcoming cognitive perception errors in the process of teaching Russian as a foreign language in an internationally oriented university is one of the necessary pedagogical techniques in cognitive linguistics for the communicative competence formation of non-Russian-speaking students' groups. Cognitive errors reflect, as a rule, a lack of understanding of the linguistic culture basics in the language being studied, which prevents the formation of a full-fledged secondary linguistic personality. Thus, the study of cognitive perception errors in the framework of teaching Russian as a foreign language allows us to level the difficulties that arise and form a stable positive perception in the language being studied. Thus, the subject of our research from a methodological point of view is at the level of synthesis of several approaches - linguistic, cognitive and communicative.

The historiography of the studied problem is reflected in the whole complex of linguoculturology, cognitive and pedagogical studies.

Cognitive linguistics is a combination of interdisciplinary concepts for the language study as a mental phenomenon. Historically, the cognitive linguistics emergence dates back to the 1970s (VINOGRADOVA, 2014, p. 51). The cognitive linguistics basis is the belief that there is a direct connection between the language and all mental and cognitive processes of a person: remembering, extracting data from memory, the information transfer from one person to another in communication process. The language component in this complex is one of many other important intellection aspects. Therefore, modern cognitive linguistics has wide interdisciplinary connections with psychology, neurophysiology, philosophy, artificial intelligence, etc. (NORDQUIST, 2020, p. 1).

Cognitive linguistics as an independent discipline began mainly with research in the lexical semantics field - the meanings of words. Moreover, the very phenomenon of word meaning was considered in the context of the fact that it is human nature to divide reality into categories. Therefore, different words in a language represent a designation of different classes and concepts in reality (NORDQUIST, 2020, p. 2). However, in every language there are indistinct categories with abstract content.

Currently, a huge number of works by domestic (GOIPOVA, 2019; PARK; YAMANAKA, 2011; KYKALOVÁ; VASILYEVA, 2015; MUKHAMETKALIYEVA, 2018) and foreign authors (FALLA, 2017, p. 23; ELLIS, 2019; LYSTER; MORI, 2006; NORDQUIST, 2020) have been devoted to the problems of applying the cognitive linguistics methods in language teaching practice. Unlike formal linguists, who regard

language and its components as independent from each other, proponents of the cognitive approach believe that language is a symbolization of conceptual content, structured according to the interaction criterion with the outside world and specific cultural patterns in the linguistic culture of each nation.

In an effort to explore the relationship between linguistic structure, thinking, and reality, functional cognitive linguistics provides natural explanations of linguistic structures (KYKALOVÁ; VASILYEVA, 2015, p. 579). Compared with the “unnaturalness” that underlies traditional grammar instructions, the “naturalness”, that underlies the cognitive approach, allows teachers to give motivated grammatical explanations to students for specific formal-semantic relationships in accordance with the cognitive students’ styles (PARK; YAMANAKA, 2011, p. 150).

Proponents of the cognitive approach have made several attempts to link cognitive principles and foreign language teaching in various aspects, as a result of which many useful suggestions have been put forward on a methodology for identifying and overcoming cognitive perception errors. However, most of the scientific contribution made in order to emphasize the cognitive approach effectiveness to learning was not empirically confirmed and contained mainly theoretical and pedagogical suggestive strategies for second language teaching GOIPOVA, 2019, p. 305).

Over the past two decades in the study of cognitive perception errors, researchers have focused on teaching vocabulary. A striking example of such researches, in our opinion, is the method of multi-valued words based on the image scheme, proposed by S.M. Goipova (2019, p. 305). Such studies also include the “method of increasing metaphorical awareness in teaching idiomatic expressions” by InChan Park and Toshimasa Yamanaka (2011). In other words, the connection between cognitive errors and the level of foreign linguistic culture perception has not yet been proved in the scientific literature.

With regard to teaching foreign languages, the following definition can be given: cognitive error is a state of distorted perception of linguocultural information contained in a foreign language.

Based on the extensive historiography analysis of cognitive linguistics, the following generalized classification of cognitive errors arising in teaching second language process as a foreign language can be proposed:

1. Cognitive errors at the phonetic level;

2. Perception errors at the level of morphology and grammar;
3. Cognitive errors at the semantics level;
4. Cognitive errors at the level of text structure.

Most errors are related to the nature of the grammatical meaning expression; the behavior of the word in the sentence (typological errors); the absence of certain grammatical category in the native language; ignorance of idioms and other semantics aspects and formal differences in the grammatical meaning expression in categories present in both the studied and native languages (LIXIN, 2015, p. 1).

Moreover, in the majority of studies by Russian authors, the thesis is put forward that language as a semiotic phenomenon can explicate mental images of the dominant model of the linguocultural community universe, reconstructing the worldview of this ethnos or nation (TIRADO, 2018, p. 381).

The specific culture of each nation is reflected in the categorizing things method, relationships and properties of reality objects. Creating “own” language system with a specific set of grammatical categories, this ethnic group (or nation) reveals certain forms and ways of worldview. The world around us is embodied in a unique linguistic and cultural experience, presented in language categories which are different configurations of the same elementary meanings (BARYSHNIKOVA, YU.V.; EMETS, T.V.; VTORUSHINA, 2018, p. 175). The semantic content inherent in linguistic units, word classes, lexical and grammatical categories reflects both the external world itself and the specific “speech representation” of the speaker about it. These ideas about objects, properties and relationships can be very different from real ones. Such a worldview is not a person’s individual consciousness result, but a typed representation of a given ethnic group (or nation) encoded in the values of linguistic units and their combinations (CHERNOVALJUK, 2019, p. 7).

It is generally accepted that the world picture is not a “mirror image”, but just some interpretation through language, religion, art, science, so we can say that the people themselves constructs their reality based on their language value orientations.

Articles and monographs of this historiographical direction are devoted mainly to the cultural code problem in the language as a linguocultural phenomenon. In most studies, the term “picture of the world” itself is interpreted as “a system of awareness, ideas, value judgments that are formed at a certain stage in the historical development of the linguistic community” (CHERNOVALJUK, 2019, p. 6). Thus, national world pictures are mainly formed and operate under non-identical conditions that lead to

variability of the world picture for different speakers of language and culture. As a result of differences in cultural codes in different languages, a different world picture is formed, which, in turn, can create perceptual errors (erroneous perception of information) at the communication level or lead to complete cognitive dissonance between the native speaker and those who study the second target language. As K. G. Chiknaverova rightly notes, “the person is always influenced by his national culture. The comprehensive culture influence on a person determines both the linguistic and psychological aspects of communication, facilitating communication between the carriers of the same culture and making communication between carriers of different cultures more difficult” (CHIKNAVEROVA, 2018, p. 130).

In the works of semiotic approach supporters, in particular in the works by N.C. Ellis, the main emphasis is on symbols and concepts that are hidden in cultural language codes (ELLIS, 2019). The semiotic approach allows us to define and delimit the meaning of signs and thereby reveal the semiotic language patterns. From this point of view, “the value of sign as a verbal image is a complex speech-thinking process of the interaction of direct and figurative meanings” (ELLIS, 2019, p. 25). Therefore, according to researchers, “the study of the second language links to its communicative function that should be based on certain knowledge in the field of cultural codes” (PARK; YAMANAKA, 2011, p. 150).

As a result, in the process of foreign language teaching, there is an interaction of two verbal thinking types, two types of cultures with a peculiar interpretation of the surrounding reality, where the world is viewed through the prism of a special worldview and encoded by various language systems (CHERNOVALJUK, 2019, p. 9). Moreover, the study of a foreign language is associated with the formation of a new (secondary) language competence based on the existing specific speech skills, i.e. based on the native language.

Therefore, as any language education result, a primary language personality should be formed, and as a result of teaching foreign languages a secondary language personality should be formed as an indicator of a person’s ability to fully participate in intercultural communication. The concept of “secondary language personality” is put forward as the central category in modern language didactics. A linguodidactic interpretation of the concept was proposed by Yu. V. Baryshnikova, who considers the formation of a secondary linguistic personality as one of the main goals of learning a foreign language (BARYSHNIKOVA; EMETS; VTORUSHINA, 2018, p. 174). The

researcher believes that the model description of the secondary linguistic personality should take into account the processes occurring in the personality during the process of “mastering a non-native language” (BARYSHNIKOVA; EMETS; VTORUSHINA, 2018, p. 175).

In foreign historiography of the problem we can find a slightly different, more complex approach: in the works of modern British (ELLIS, 2019), American (FALLA, 2017) authors, the concept of “linguistic personality”, both primary and secondary, is replaced by the category of “linguistic identity” (PARK; YAMANAKA, 2011, p. 150). The latter category is studied as a not only linguistic-communicative personality skills, but also as a complex of personal self-realization in the communication process (PARK; YAMANAKA, 2011, p. 150). Such a comprehensive linguoculturology approach is reflected not only in theoretical works, but also in the regulatory documents of the European Union devoted to teaching foreign languages (CHERNOVALJUK, 2019, p. 7-8).

Moreover, in most empirical studies the emphasis is on the task of “language identity” forming on the secondary and primary levels, that is, not only the ability to communicate, but also the attitude of students to the communication process in a foreign language, including self-reflection and self-control are important (DEMIREZEN, 2014; p. 310). At the same time, the linguoculturology aspect, unfortunately, is sometimes beyond the scope of cognitive research, despite the fact that it explains the causes of perception errors as a linguistic phenomenon.

Each cognitive error, therefore, from the position of cognitive linguistics, is an interpretation of the foreign language mastering process and is associated with a conscious or subconscious comparison of the language being studied with the native one. Cognitive errors in this case can be considered as a specific explication’ type by foreign language means of the “own” world picture, the calculation of which leads to a violation of the construction laws and the functioning rules of the language system being studied (FALLA, 2017, p. 23).

A cognitive error can indicate a student’s speech and mental actions, language selection operations, cognitive mechanisms, communicative failures, choice of strategies for teaching a foreign language, etc. (KYKALOVÁ; VASILYEVA, 2015, p. 579).

Consideration of the linguistic-cultural phenomena in Russian language through the prism of non-Russian language consciousness allows us to identify the organization

principles and language material presentation in a foreign audience and suggest ways to overcome cognitive errors in the teaching process of Russian as a foreign language.

In the proposed empirical study cognitive errors are considered in the framework of structural, semantic and formal differences that arise on the basis of similarities in contact between two languages - Russian as a foreign and native language of students.

The purpose of the study is to identify and correct cognitive errors in the process of teaching Russian as a foreign language.

Research objectives include: questioning at the preliminary stage of the experiment; main types identification of cognitive errors; the development of methods and techniques for the cognitive errors' correction through a series of special exercises.

Methods and Materials

The research methodology is based on an integrated approach that takes into account various aspects of language learning. The theoretical core of the study is the linguistic personality theory (MOSIN; VODYASOVA; MOSIN, 2017, p. 752). Such a view turns out to be legitimate, proceeding from the assertion that learning a foreign language is impossible without the formation of students' qualitative characteristics as a secondary language personality with a combination of verbal-semantic, cognitive and pragmatic foundations.

The linguistic personality structure developed in Russian linguistics can become the basis for modeling a secondary linguistic personality in teaching a foreign language and can be taken into account in creating error classifications based on an integrated approach, since it reflects the formation process, on the one hand, of language competence, and student's sociocultural competence - on the other (MOSIN; VODYASOVA; MOSIN, 2017, p. 753).

Based on the analysis of scientific literature in two areas - linguoculturology and cognitive linguistics, as well as on the basis of the studied empirical research data, we formulated the following hypothesis: linguocultural information reflected in language resources can be used as the means of contributing to a more adequate understanding of the Russian cultural world picture in the process of teaching Russian as a foreign language in the student community in the internationally-oriented university.

In the course of the study, pedagogical observation and statistical analysis methods were used as well as the anonymous questionnaire method for students' self-control and for the final analysis of the experiment results has been implemented.

The empirical study involved six groups of first, second and third course students of RUDN University. Groups were selected on the basis of teaching Russian as a foreign language, taking into account the student audience composition.

The experiment was conducted on the basis of a survey of students (a training program based on the Federal State Educational Standard “+++” for undergraduate studies) from September to December 2018. The general sample was 150 people. The experiment was carried out in six experimental groups.

The materials of the experiment were selected in the work of Yu. V. Baryshnikova, T.V. Emets; Yu. L. Vtorushina who identified typical errors in teaching Russian as a foreign language (BARYSHNIKOVA; EMETS; VTORUSHINA, 2018, p. 174). For all types of errors according to this classification, we selected language patterns that were used in educational communicative situations. During the experiment, we used such patterns in the context of 10 communicative situations - we proposed five situations to students at the preliminary stage of the experiment, five subsequent situations were proposed as part of the main stage.

After the cognitive errors in the grammatical structures' perception, morphology and phonetics of Russian language identified at the preliminary stage, we conducted the correctional classes series in six groups of foreign students. In the course of classes to overcome cognitive errors we used the following methods: structure introduction using specially designed exercises (filling in gaps or transformations) - students were given the opportunity to use them in communicative situations (picture description, role-playing game, etc.). This method is implemented within the framework of familiarization models and a “communicative workshop” (SAMOSENKOVA; SAVOCHKINA; GONCHAROVA, 2019; ZAVADSKAYA; DMITRIYEVA, 2018).

The communicative situations' method is based precisely on understanding the target language realities of communication (comprehension-based communication tasks), for the successful completion of which it is necessary to use a certain structure, as well as feature-focused activities (activities in which the student needs to use certain word forms). Also, in the correction of cognitive errors of perception were used observation (consciousness-raising tasks), direct deductive teaching, based on the rules and explanations; indirect, inductive teaching, in which students formulated the rules based on the proposed language material. In cases of form-focused instruction, learner performance options were identified as focused on communication (during production communication task) and comprehension communication task) and on the use of a

particular linguistic phenomenon. The latter were aimed at stimulating consciousness (consciousness raising) and, in turn, focused on input information (input oriented) - the teacher instructions focused on error avoidance and error inducing.

During the corrective exercises practice, the identified cognitive errors were also explained in detail with a phased analysis of the communicative situations proposed at the experiment beginning. During the main stage of the experiment we proposed a block of exercises to eliminate grammatical, phonetic, and morphological errors.

To conduct the experiment, we developed the following types of communicative situations: conversation-dialogue between two communicants; group conversation; communicative situations of location; communicative situations of events. For all communicative situations, we proposed a set of vocabulary reflecting the linguistic culture specifics of Russian language. The use of this vocabulary hypothetically should increase the adequate perception level of the Russian national world picture in students' groups of the first, second and third courses RUDN University.

The study included three stages.

During the reparatory stage students evaluated their perception of the lexical-grammatical, morphological and phonetic constructions of Russian language on their own. As part of this stage, students formed a dialogue using proposed language patterns. Then students were offered a questionnaire with the following questions, which they had to evaluate on a five-point scale:

1. How correctly did you understand the grammatical structure of the sentence?
2. How certain are you of choosing the correct morphological pattern?
3. How correctly did the interlocutor understand you when you selected the phonetic pattern in dialogue?
4. How appropriate, in your opinion, have you applied the morphological linguistic pattern in this communicative situation?
5. How high is the likelihood of continuing the interlocutor conversation with chosen language pattern?

The self-control method was chosen in order to reveal the degree of certainty / uncertainty in the correct choice of appropriate speech patterns that reflect the national specificity of a particular cultural code. The questionnaire results were reduced to the average indicator for each questionnaire and then to the average indicator in the group for each exercise completed that were necessary to simplify the calculation of the final experiment results.

The essence of this preliminary stage was to identify the main types of errors in students' perception of the grammar, phonetics and morphology in Russian language. The main stage of the experiment included two directions: a series of exercises; work on a set of exercises to consolidate the knowledge gained by students.

Evaluation of the experiment results was carried out by the methods of questioning and statistical analysis.

The data shown in Figures 1 and 2 reflect the confidence degree of the correct speech pattern choice in six groups of foreign students.

Our questionnaire allows us to identify the main types of cognitive errors. For each questionnaire the average score was calculated according to the generally accepted formula (the sum of points divided to the number of questions). Then the average score was calculated on the profiles of each experimental group.

The questionnaire results as part of self-monitoring are presented below:

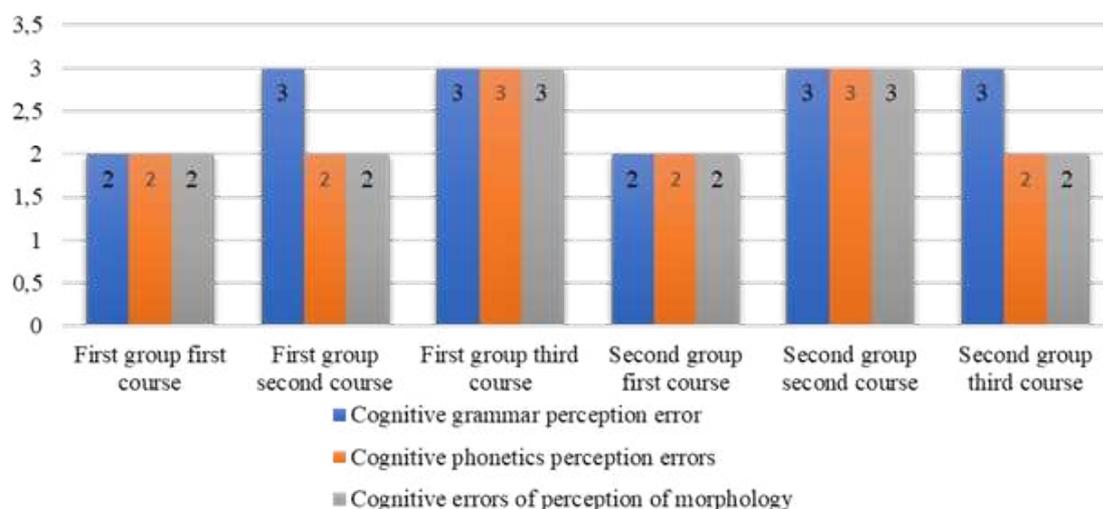


Figure 1. Assessment results (self-monitoring) students 1, 2, 3 courses

The average score for self-assessment in the first group was “3”, while 35% of respondents rated their understanding of morphology and phonetics at “2” points. This result means not only the presence of cognitive dissonance but the cumulative effect of cognitive errors at the level of morphology and phonetics, enhanced from the first course to the third. Since the questionnaire is anonymous, but strictly numbered, we were able to pay more attention to this group of respondents in the first, second and third course during the main stage of the experimental work on the cognitive errors’ correction.

Nevertheless, preliminary questionnaires in the first and second groups of the first course showed that the morphology, grammar and phonetics of Russian language cause not just difficulties, but cognitive dissonance, since at the very beginning of teaching Russian as a foreign language there were no special classes explaining the cultural specifics of the language compared to the students' native language. If we follow the learning goal of achieving communicative competence at the level of free communication in the target language, this situation must be corrected with the help of special exercises.

The average score for self-assessment of cognitive errors in the first and second groups in the third course was “3”, which indicates that, despite a year of studying Russian language, students still have problems with the perception of grammar and phonetics, and reflects the fact that the morphology is better mastered.

The survey results on specific cognitive errors are presented in Figure 2. The frequency of errors is expressed as a percentage in relation to the correct answers in Russian language classes.

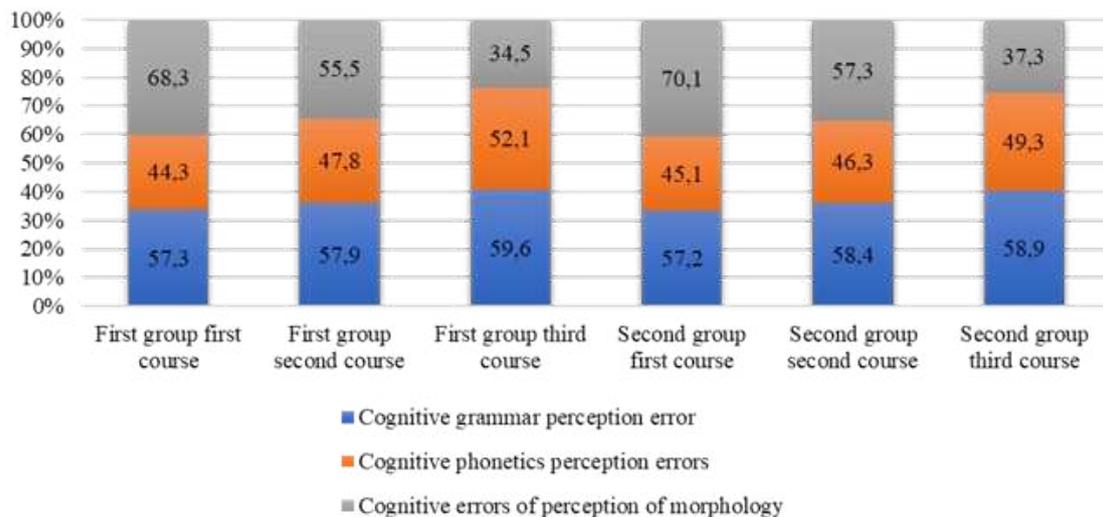


Figure 2. Survey results for specific cognitive errors (%)

As we can see from the data in Figure 3, a cumulative effect is observed in the set of grammatical, morphological and phonetic errors, which is associated with the lack of timely error correction in the first year of study. The cumulative effect is manifested in the growth of local errors, but in general causes global cognitive dissonance in the grammar, morphology and phonetics of Russian language. As a result, the knowledge gained over three years of study is sporadic and unsystematic in nature, since the

students themselves are not able to systematize and identify typical cognitive errors. Basically, each set of errors is associated with interference phenomena, when a student tries to understand the morphological, grammatical and phonetic structures of Russian language through the prism of their native language. As a result, the phenomenon of the meanings and categories transfer arises, erroneous perception leads to speech errors, and they, without correction, are firmly fixed as an incorrect template in the students' minds.

As a result, the teacher is faced with a constant grammatical structure and phonetic errors as well as incorrect morphological analysis. As a result, the quality of the dialogs drawn up during the lessons showed that the participants of the experiment were at a deep loss about which phrase was more relevant to the proposed communicative situation. Obviously, the variability of the choice of lexical and grammatical means causes uncertainty among students in all three courses of study.

To identify cognitive errors of a specific type, we conducted another questionnaire, by which it became possible to identify the following types of difficulties that students rated as maximum when working on dialogs on situations in the proposed tasks. The questionnaires were also numbered, the rating scale - from 1 to 5 points. The questionnaire contained the following questions:

1. How difficult is to identify the subject and predicate in the sentence?
2. How difficult is to remember the word order in a sentence?
3. How difficult is to understand word formation principles?
4. How difficult is to pronounce the words containing foreign consonants?
5. How difficult is to understand the grammar structure in Russian?

The survey results were evaluated on the basis of the following algorithm: the average score for each questionnaire was calculated, then the average score for each of the categories was determined based on the maximum rating score. According to this calculation scheme, it was possible to identify specific cognitive errors' types that caused the greatest difficulties. That is, the most of responders put the highest score for difficulties of a particular type, the more errors it caused.

The data analysis results are shown in Figure 3.

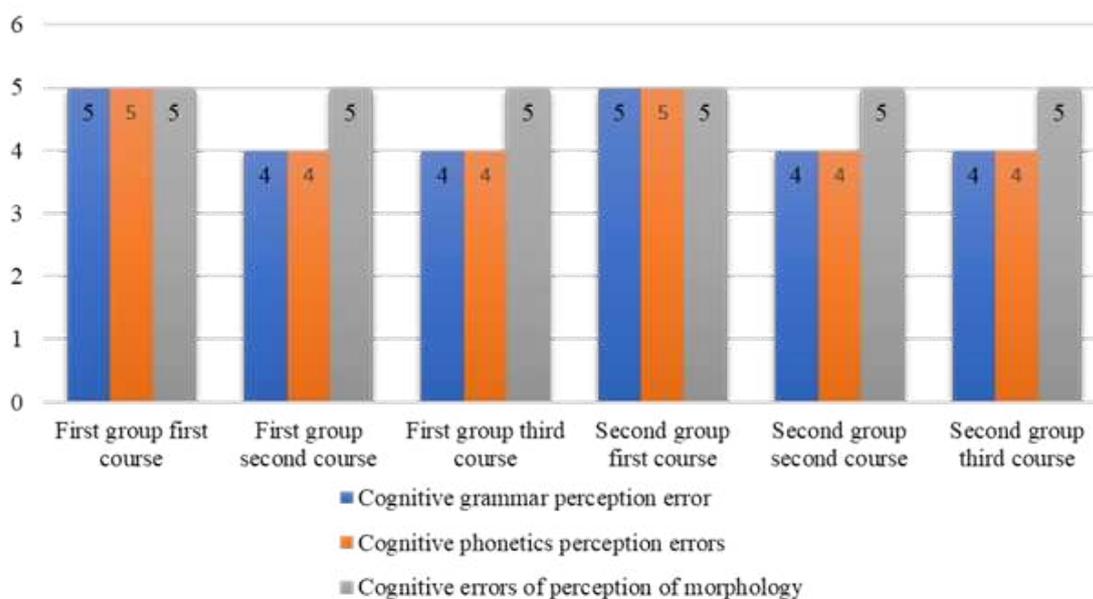


Figure 3. The total results of the cognitive errors assessment in the total points (self-control)

As it can be seen from the data above, the most difficult and saturated with cognitive errors was the morphology area of Russian language. The problem with understanding the word structure and the word formation by using suffixes and endings were fundamental for students of all three courses of study. Moreover, errors were cumulative in nature, leading to the fact that students cannot correctly formulate their own thoughts in the target language.

The particular difficulty was the selection of synonyms and homonyms in Russian language. The same spelling and sound, but different in meaning words and other lexical units cause cognitive dissonance and linguophobia in two groups of first-course students. Second-course students had a process of fixing cognitive errors and third-course students accumulated local errors to a global misunderstanding of Russian language the morphology.

The data obtained from the preliminary stage of the experimental work in six groups of students allow us to conclude: the teacher should pay most attention to exercises in which morphology, grammatical structures and phonetics are used that have no analogues in the students' native language. During the main stage of the experiment, after identifying cognitive errors, special corrective exercises were carried out, included communicative situations with a detailed analysis of all the difficulties encountered. Tasks were given to memorize non-equivalent structures in the grammar of Russian

language. Exercises were given on the phonetics and morphology of Russian language, patterns and pictures for memorization. After corrective exercise realization, a control questionnaire was conducted according to the above algorithm.

According to the survey results of two first-course groups, the average score became “4”; in two groups of the second and third courses, the average score became “5”. The higher is the score, the higher is the degree of material adoption.

This trend, in our opinion, is due to the fact that as part of the experimental work, students worked out a fairly large number of tasks on phonetics, morphology and grammar in Russian language. Particular successes were noted in the errors’ correction in morphology, in comparison with the preliminary survey results at the first stage of the experiment.

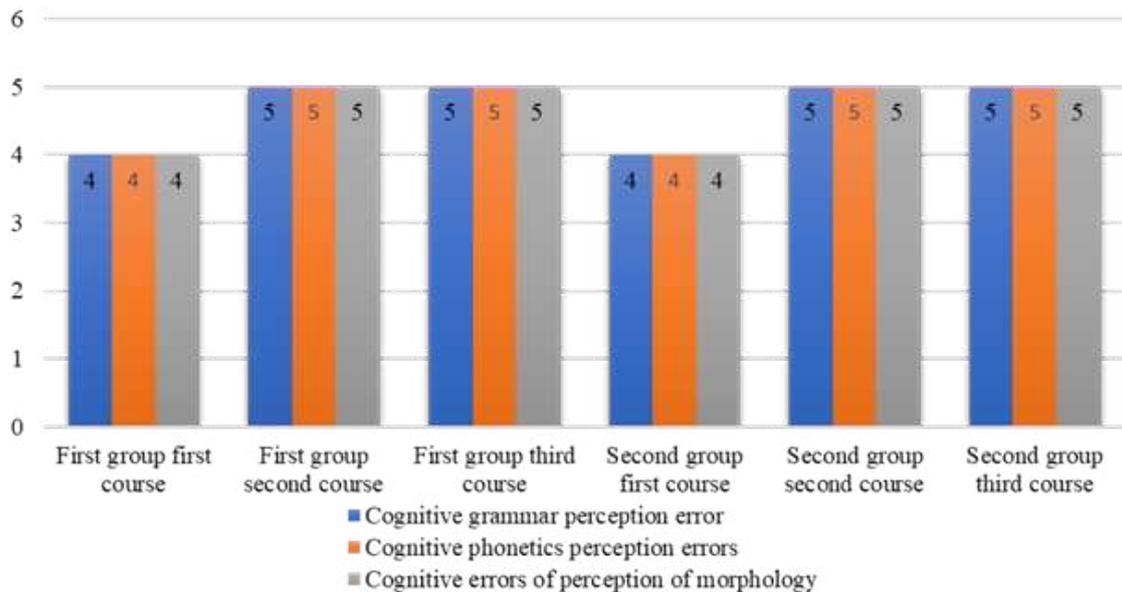


Figure 4. The control questionnaire results (average score)

Positive dynamics can be seen from the repeated questionnaire results, which is due to corrective work to eliminate cognitive errors by the method of educational communicative situations (Figure 4).

Based on the results above, the following conclusion can be made: after experimental work in six groups of students of 1, 2 and 3 courses of study, the proposed author's methodology has proved its effectiveness. The technique for correcting cognitive errors included exercises according to schemes, pictures and explanations of linguistic culture specific in Russian language for each of the proposed communicative

situations. As a result of combining the methodological premises of the linguocultural and communicative approaches, we developed a series of communicative situations for leveling cognitive errors in the morphology, grammar and phonetics in Russian language. The patterns that reflect national cultural characteristics were used as the basis for developing skills in understanding the Russian worldview in the process of teaching Russian as a foreign language. During the preliminary experimental work, the main group of errors in morphology was revealed - suffixes in the word formation which caused cognitive dissonance in choosing words and phrases for a communicative situation.

It was possible to level the revealed difficulty with the help of the correctional lessons by creating dialogs in educational communicative situations with a given set of lexical units.

Results and Discussions

Despite the fact that in our study it was possible to prove the influence of the native language on the perception of Russian as a foreign language in the form of linguoculturology patterns, some linguists tried to use psycholinguistics tools to learn a second language. It should be noted that the results achieved are far from creating a whole picture. A number of studies have also confirmed the hypothesis that learning a second language is basically like mastering a native language. In particular, in work by A.V. Zavadskaya and N. M. Dmitriyeva it was found that the errors made by students in learning process can be explained from the point of view of mastering the native language, and not by interference from the native language (ZAVADSKAYA; DMITRIYEVA, 2018, p. 28). Studies by other authors (SAMOSENKOVA; SAVOCHKINA; GONCHAROVA, 2019; TIRADO, 2018; DINQAY, 2009) showed that the acquisition of patterns in the second language occurs in the same sequence as in the development of the native language.

In the work by S. S. Mukhametkaliyeva it is stated that foreign students repeated cognitive errors at the level of certain “deep” structures of linguistic culture in their native language (MUKHAMETKALIYEVA, 2018, p. 278).

In linguistic and cultural studies there is a confirmation of the hypothesis that linguistic and cultural patterns in the native language become the cause of cognitive errors in the second language only if students do not have sufficient knowledge about second language linguistic culture (NORMAN, 2019 p. 715).

According to the counterbalance theory (TIRADO, 2018, p. 388), the situation is influenced by the language study, so the correction of cognitive error causes the necessary reaction for the subsequent assignment of the corrected form (repairing and up-taking). So the main factor is the teacher's attention to the restructuring of interlanguage systems. In general, when considering errors, the following aspects are studied: feedback type (VINOGRADOVA, 2014, p.53), type of error (ZAVADSKAYA; DMITRIYEVA, 2018, p. 28), type of interaction (DINQAY, 2009, p. 88), correction type (oral or written) (SAMOSENKOVA; SAVOCHKINA; GONCHAROVA, 2019, p.310), contextual connections characteristics of the personal cognitive style (OBDALOVA; SOBOLEVA, 2013, p. 111).

There is an opinion that it is necessary to correct global errors related to the general organization of the grammar, since such errors can lead to a failure in communication, rather than local errors that affect only one element of the sentence (ZAVADSKAYA; DMITRIYEVA, 2018, p. 28). However, in our empirical study, we proved the fact of the cumulative effect rises by local errors, leading to global difficulties in perception as well as to complete cognitive dissonance.

Some researchers believe that it is not advisable to correct all linguistic phenomena, and if the correction of errors is justified, then not all errors should be corrected equally (DINQAY, 2009, p. 88). For example, the repetition is more effective for correction of phonological and lexical errors than for morphological and syntactic ones (PROKHOROV; STERNIN, 2016, p. 101). The error correction effectiveness can be judged by: the emergence of a new linguistic phenomenon in speech; the progress degree in mastering the sequence of grammatical phenomena. In this case, one should take into account the time required for the controlled use of certain linguistic phenomena and subsequent assimilation, the number of automatisms, etc.

However, in most studies the cumulative effect of cognitive errors was not revealed, but it was clearly identified empirically in our study.

Thus, we can state that there is a direct connection between cognitive errors and knowledge of Russian language linguistic culture as a foreign one. Understanding the language development laws, the ability to explain some facts, knowledge of the language history and the history of the nation – all of them can contribute to the scientific understanding of the modern Russian language rules. That is why the course of culture and history of Russia has a great importance for the formation of the communicative competence. The main objectives of this course, in our opinion, may be:

- the disclosure the development language trends as a special system, in which the interdependence of individual elements of the language structures— phonetic, grammatical, and lexical levels — can be formed;
- the relation identification existing between the history and culture of the Russian people and the linguistic and cultural units in Russian language. This connection is most clearly seen in various facts of Russian language vocabulary development;
- the formation of students' ability to observe certain linguistic aspects and establish historical connections between them. These skills are very important because, in their future activities, students should be able to scientifically substantiate a particular linguistic phenomenon and correctly explain it;
- acquaintance of students with some factual materials on phonetics, grammar and vocabulary of Russian language, that will serve as the basis for the development of a scientific view on Russian language evolution.

Speaking about the effectiveness of corrective feedback, it is necessary to note that the consequences of correcting errors are short-term and long-term. More often, the effectiveness of error correction is delayed in nature, it can be traced after the incubation period. Therefore, additional research is needed in this direction.

Conclusion

According to the main stage results of the experimental work, we can say that the technique we proposed, firstly, allows to neutralize cognitive dissonance among students when they encounter language patterns that require knowledge of Russian linguoculture. Secondly, the proposed technique can be used for larger-scale series of experimental observations in the process of teaching Russian as a foreign language and can also become the theoretical basis for a special education course.

On the empirical study base, it was possible to prove the hypothesis about the possibility of overcoming cognitive perception errors using linguocultural and communicative approaches within the method of modeling communicative situations. As a result of applying the questionnaire method, we were able to identify the main groups of cognitive errors in six groups of students of 1, 2 and 3 courses of study RUDN University. The empirical research data confirmed the theoretical conclusions based on the content analysis of scientific literature, during which it was found that Russian studies did not pay enough attention to practical methods for correcting

cognitive errors in the perception of linguistic and cultural information. Moreover, the existing references to this problem revealed a lack of necessary linguistic and cultural explanations, including the nuances of using one or another morphological and grammatical construction in a particular communicative situation.

To partially eliminate this lack of methodological developments, we proposed an authorial technique for leveling the cognitive difficulties in perceiving linguocultural information and conducted an empirical study that proved its effectiveness. The proposed methodology is suitable for implementation in the presence of any Russian language educational complex, since it is based not only on texts, but on the development of communicative situations. Thus, we can say that our practical work showed the effectiveness of the proposed methodology for overcoming cognitive errors in the linguocultural information perception in the process of teaching Russian as a foreign language.

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