

RIGHT HEMISPHERE STRATEGY AND CONSIDERATION OF LATERAL PROFILE AS AN INNOVATIVE TECHNOLOGY FOR TEACHING RUSSIAN AS A FOREIGN LANGUAGE TO CHINESE STUDENTS

ESTRATÉGIA DO HEMISFÉRIO DIREITO E CONSIDERAÇÃO DO PERFIL LATERAL COMO TECNOLOGIA INOVADORA PARA O ENSINO DE RUSSO COMO LÍNGUA ESTRANGEIRA A ESTUDANTES CHINESES

ESTRATEGIA DEL HEMISFERIO DERECHO Y CONSIDERACIÓN DEL PERFIL LATERAL COMO TECNOLOGÍA INNOVADORA PARA LA ENSEÑANZA DEL RUSO COMO LENGUA EXTRANJERA A ESTUDIANTES CHINOS

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ABSTRACT: The study is relevant due to a growing scientific interest in the specific features of thinking and cognitive styles of Western and Eastern civilizations, as well as individual ethnic groups that make up these civilizations, at the junction of the humanities and natural sciences. The authors of this article consider the connection between such a psychophysiological phenomenon as the lateral asymmetry of the cerebral hemispheres and the cognitive approach in teaching Russian as a foreign language. According to the cognitive style, Eastern thinking refers to the right hemisphere, while Western thinking inclines to the left hemisphere, which creates a cognitive conflict-academic situation in the learning process. The article addresses the solution of the indicated problems caused by the insufficient consideration of ethno-psycho-physiological features of such students. The paper substantiates the thesis that the Chinese can master knowledge, develop various skills and abilities using the right hemisphere learning strategy with due regard to the theory of functional asymmetry of the cerebral hemispheres.

KEYWORD: Cognitive style. Functional asymmetry of the two cerebral hemispheres. Right-hemisphere educational strategy. Russian language. Chinese students.

RESUMO: *O estudo é relevante devido ao crescente interesse científico pelas especificidades do pensamento e dos estilos cognitivos das civilizações ocidentais e orientais, bem como dos grupos étnicos individuais que compõem essas civilizações, na junção das ciências humanas e*

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naturais. Os autores deste artigo consideram a conexão entre um fenômeno psicofisiológico como a assimetria lateral dos hemisférios cerebrais e a abordagem cognitiva no ensino de russo como língua estrangeira. De acordo com o estilo cognitivo, o pensamento oriental se refere ao hemisfério direito, enquanto o pensamento ocidental se inclina para o hemisfério esquerdo, o que cria uma situação de conflito cognitivo-acadêmico no processo de aprendizagem. O artigo aborda a solução dos problemas apontados causados pela insuficiente consideração das características etno-psico-fisiológicas de tais alunos. O artigo fundamenta a tese de que os chineses podem dominar o conhecimento, desenvolver várias habilidades e competências usando a estratégia de aprendizagem do hemisfério direito, respeitando a teoria da assimetria funcional dos hemisférios cerebrais.

PALAVRAS-CHAVE: *Estilo cognitivo. Assimetria funcional dos dois hemisférios cerebrais. Estratégia educacional do hemisfério direito. Língua russa. Estudantes chineses.*

RESUMEN: *El estudio es relevante debido a un creciente interés científico en las características específicas del pensamiento y los estilos cognitivos de las civilizaciones occidentales y orientales, así como de los grupos étnicos individuales que componen estas civilizaciones, en la confluencia de las humanidades y las ciencias naturales. Los autores de este artículo consideran la conexión entre un fenómeno psicofisiológico como la asimetría lateral de los hemisferios cerebrales y el enfoque cognitivo en la enseñanza del ruso como lengua extranjera. Según el estilo cognitivo, el pensamiento oriental se refiere al hemisferio derecho, mientras que el pensamiento occidental se inclina al hemisferio izquierdo, lo que genera una situación de conflicto cognitivo-académico en el proceso de aprendizaje. El artículo aborda la solución de los problemas indicados causados por la insuficiente consideración de las características etno-psico-fisiológicas de tales estudiantes. El documento corrobora la tesis de que los chinos pueden dominar el conocimiento, desarrollar diversas habilidades y destrezas utilizando la estrategia de aprendizaje del hemisferio derecho con la debida consideración a la teoría de la asimetría funcional de los hemisferios cerebrales.*

PALABRAS CLAVE: *Estilo cognitivo. Asimetría funcional de los dos hemisferios cerebrales. Estrategia educativa del hemisferio derecho. Idioma ruso. Estudiantes chinos.*

Introduction

One of the most important practical issues solved by modern methods of teaching foreign languages is the specific organization of educational material with due regard to objective reasons that hinder the effective mastery of new languages. The acquisition of Russian as a foreign language in the context of the inclusive education of foreign philology students depends on a combination of many external and internal factors. Among them, we highlight pedagogical and psychological factors that cannot be considered outside of nationally-oriented education, regardless of the national linguistic and methodological traditions, and ethno-psychological features of students. The Department of Internships for Foreign Specialists developed the Educational Program "Practical Course of Russian as a Foreign Language. B1-

B2", accompanying the education of foreign bachelors at the Faculty of Teaching Russian as a Foreign Language at the Pushkin State Russian Language Institute. The program is based on the scientific and methodological heritage of Russianists and methodologists working at the Pushkin State Russian Language Institute: A.A. Leontev, A.N. Schukin, M.N. Vyatyutnev, B.A. Glukhov, etc. It considers the national cognitive style, as well as national differences between the cognitive style of the teacher (a native speaker) and students forming a secondary language personality in the language environment. While lecturing at the Pushkin State Russian Language Institute, a US linguist, psychologist and teacher B.L. Leaver first emphasized this issue and suggested that the influence of cognitive styles on the acquisition of a foreign language should be taken into account. Her thesis "Methods for the personalized learning of a foreign language with due regard to the influence of cognitive styles on its assimilation" prepared under the guidance of an outstanding Russian linguist, corresponding member of the Academy of Pedagogical Sciences O.D. Mitrofanova dwelled on factors that increase the effective teaching of a foreign language with due regard to the psychological characteristics of both students and the teacher. The scholar proceeded from the fact that "the consideration of the cognitive styles of students learning a foreign (Russian) language ensures the maximum individualization of the learning/assimilation process, activates the motivational-cognitive sphere of students, contributes to the disclosure of their creative possibilities and thereby increases their successful and effective learning".

The cognitive style is regarded as "relatively stable yet unique features of the subject's cognitive processes expressed in the cognitive strategies used by this individual" (AZIMOV, SHCHUKIN, 2009). The cognitive style defines the cognitive activity of students, reflects the specifics of their cognitive processes (perception, attention, memory, mental operations) and reveals the psychological features of cognitive processes, as well as a predisposition to use human-specific ways of interacting with information. The cognitive approach allows considering the cognitive process when mastering Russian as a foreign language and the specific mental (intellectual-emotional) activity of students. This approach allowed to take into account "those types and methods of activity in which the capabilities of the psyche are most effectively implemented: its strengths are used to the maximum and the impact of its weaknesses is minimized". Modern research suggests that differences in cognitive styles can be determined by various reasons, in particular, nationality. Thus, renowned Russian neurophysiologists and psychologists (Yu.I. Aleksandrov, N.M. Lebedeva, etc.) drew attention to the fact that not only different types of cognition predominate in different cultures but also

some mental processes differ: visual and auditory perception; memory; attention; data processing (for example, categorization); establishing cause-and-effect relationships, etc.

In the learning conditions, representatives of the Eastern and Western cultures have different perceptual experience and transfer it to the assimilation of the Russian language since this process involves the already formed psycho-physiological systems of speech in their native language, i.e., "new language information is subject to the same cognitive laws like any other information that, firstly, is analyzed and, secondly, is available for use (can be "automated") in order to be assimilated (BIM, 2002, p. 62). It can be stated that representatives of different cultures (namely, representatives of Southeast Asia and the West) have different cognitive strategies acquired in terms of mastering their native language and associated with the type of thinking: abstract-linear or deductive (the West), and concrete-nonlinear (or inductive), associated with the right hemisphere (the East). Consequently, the relevance of the cognitive style in teaching foreign students is determined by the fact that Eastern thinking is right-brained, while Western thinking is left-brained. This creates a cognitive conflict-driven situation since the organization of educational material usually focuses on students with an abstract-linear type of thinking with the dominance of the left hemisphere. It is emphasized that even students with linguistic abilities can lose motivation to master a foreign language in inadequate learning conditions and in a negative environment. This is especially important when students master a new language in the country of this language. They have practically no time for linguistic and cultural adaptation and from the first day must be included in the educational process in a foreign language, which does not coincide with their cognitive style, mental activity, ethno-didactic and linguo-methodological traditions of the native country.

There are various classifications of cognitive styles. Within the context of teaching, we consider the functional asymmetry of the cerebral hemispheres to be the most important factor underlying these differences. In this regard, we mean the functional lateralization caused by sociocultural reasons (the nationality of students) since the perceptual-cognitive and cognitive characteristics of students of a particular ethnic group are associated with their hemisphere asymmetry. Considering the lateral profile of students in the ethno-oriented methodology of teaching Russian as a foreign language, we can develop methods adequate to the learning conditions, terms of study, etc. and focused on a certain ethnic contingent. Thus, we can not only predict the linguistic and perceptual difficulties of students but also organize the educational process with due regard to the patterns of perception channels, the main representative systems in the perception of information, its processing and reflection (SHANTUROVA, 2017).

Currently, the theory and practice of teaching Russian as a foreign language searches for new approaches to learning. Its task is to determine the methods and techniques of educational activities that will take into account the individual and typical characteristics of students. Knowing individual characteristics of the brain organization of higher mental functions, methodologists and teachers can build an optimal learning system since the understanding of brain processes is crucial for developing effective linguo-didactic approaches and methods that are adequate to the conditions of learning in a language environment and focused on a specific ethnic audience. To build such methods, a teacher of Russian as a foreign language needs knowledge about the mental structures of the student's language. This knowledge gives the teacher reason to predict certain difficulties associated with the national cognitive style, namely concentration, memorization, etc. Among new technologies, methods and approaches in teaching foreign languages aimed at improving the effectiveness of learning, we would like to highlight those that not only take into account modern achievements in neurosciences that study the neurophysiological and neuropsychological processes of learning foreign languages but also adapt them to the learning process. Interest in this problem led to the emergence of a new interdisciplinary and integrative direction in methods of teaching languages – neurodidactics. Effective teaching methods are being developed based on the most advanced achievements in the field of brain research. Neurodidactics is an interdisciplinary subject that originated in medical research in the 19th and 20th centuries at the intersection of such sciences and scientific areas as the study of the human nervous system (in particular, the work of the brain), didactics, pedagogy and psychology (KULIKOVA, 2014).

The research hypothesis is as follows: the neurodidactic approach can provide fundamentally new solutions to the issue of teaching Russian as a foreign language as it organizes the educational process with due regard to the patterns of perception channels, based on the main representative systems in the perception of information, its processing and reflection.

Materials and methods

The analytical material for this work included our empirical experience in teaching the Chinese students Russian as a foreign language at the Pushkin State Russian Language Institute and foreign educational organizations, as well as a wide range of published sources and scientific literature (SHUTOVA, 2018, 2020; PERSIYANOVA, 2017, 2018; SHANTUROVA, 2017, 2019; KHROMOV; SHUTOVA; NESTEROVA, 2021).

While preparing this article, we used general scientific methods of analysis and synthesis, participant observation and experiment.

Our main task was to select different forms of working with and constructing the educational process based on the cognitive style, psychophysiological and ethnopsychological characteristics of the Chinese audience. As a methodological basis forming a psychological and pedagogical system of education based on the lateral asymmetry of the cerebral hemispheres, we selected the cognitive approach that considers the ethno-cognitive style of students and cognitive patterns when mastering Russian as a foreign language and the features of mental (intellectual-emotional) activity among students.

To prove or refute our research hypothesis, we conducted an educational experiment to test our methodological innovation and evaluate its impact on the parameter under study. The respondents were the Chinese students learning the Russian language (for four months, B1-B2) at the Faculty of Teaching Russian as a Foreign Language at the Pushkin State Russian Language Institute. The experimental group consisted of 14 people, while the control group comprised 30 people. During the experiment, we used the assessment system proposed by M.K. Kabardov (2001) that evaluated the achievements of each student in terms of proficiency in the Russian language. We considered two indicators: "Speech" that indicates the student's communicative and speech competence (the speed of verbal reaction; understanding of addressed speech; use of vocabulary; coherent oral speech; switching from one topic to another; building a monologue, etc.), and "Language" that denotes linguistic competence (proper pronunciation; the knowledge of the grammar of a foreign language; the volume of lexical units, etc.). The experts were: two teachers of Russian as a foreign language and a Chinese teacher. The evaluation was conducted on a 100-point scale. The experimental group showed higher results in comparison with the control group: the average score of group No. 1 was 96.5 points, while group No. 2 got 89.2 points.

Results and discussion

The hieroglyphic writing system that defines not a word but an image underlies the basis of Chinese thinking. Its tone system and holistic thinking reveal the dominance of the right hemisphere among the Chinese, i.e., about the functional type of laterization that manifests itself in the carriers of hieroglyphic writing. From the standpoint of the neurodidactic approach and considering the cognitive style, the following conclusion can be drawn serving as a certain pedagogical condition that ensures effective teaching in the formation and organization of the

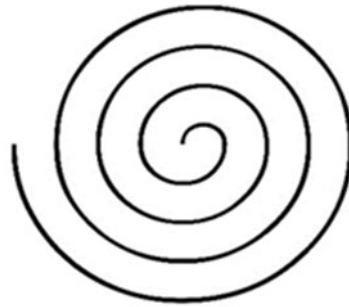
educational process for the Chinese students: *to increase the efficiency and effectiveness of teaching the Chinese students Russian as a foreign language, it is necessary to take into account the dominance of the right hemisphere*. This factor can serve as a basis for creating favorable conditions for teaching the Chinese students of Russian as a foreign language in terms of a language internship since the neurodidactic approach implies a correlation between the cognitive styles of students and teachers, i.e., "the teacher's style should be adequate to the psycho-physiological manifestations of their students" (POTAPOV, 2002).

Belonging to the "right hemisphere" psychotype, the Chinese culture is built over the principles of holism and continuumism as opposed to the European "left hemisphere" culture based on discreteness and analyticity. The Chinese are characterized by a special type of thinking: the right hemisphere dominant, predominantly spatial-figurative, often referred to as archaic, i.e., one can conclude that the Chinese as a whole are inclined to a holistic, concrete view of the world and do not tend to decompose the whole into parts. The distinction between holistic and analytical thinking has a long tradition in the theory of thinking, from James and Piaget to the present day.

Holistic thinking is associative and reflects similarity and contiguity. Analytical thinking resorts to symbolic systems of representation and its operations reflect the structure of rules (NISBETT *et al.*, 2011). Thus, analysis and reasoning are presented in European thinking, while synthesis and artistry are typical of Chinese thinking.

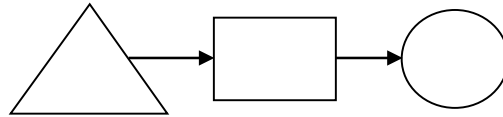
This opposition is evident when working on a monologue statement reasoning since this model in Chinese thinking is built over the "circular type" rather than the "linear type". Due to insufficiently formed analytical strategies, this material causes the greatest difficulties for students. In contrast to the linear way of thinking (thesis, argumentation and examples, conclusion, i.e., from the particular to the general) typical of the Europeans (through the "because" argument), the Chinese put the topic at the center of their reasoning, then expand it with the help of various examples, quotes, metaphors, comparisons (most often from the history of China) and draw a conclusion on the basis of specific facts. The Chinese reasoning is based on the principle of analogy, there is no argumentation and abstract reasoning. Such a model for preparing a graduation essay existed in the Ming and Qing era when passing exams. For writing such an essay, strict rules of composition were required: at the first stage, the central idea is formulated (*no mu*); at the second stage, it is clarified (*chén tí*); at the third stage, the topic is revealed through comparisons (*nǐ huì, xǔ bì, zhèngbǐ*); conclusion.

Figure 1 – The Chinese reasoning pattern – spiral



Source: Prepared by the authors

Figure 2 – The European reasoning pattern – linear



Source: Prepared by the authors

Thus, the Chinese always provide a lot of concrete facts and examples that become the center of their reasoning. This fact should be considered in the educational process. We recommend that monologue reasoning should be taught based on the opposition of the European and Asian logical models.

While teaching the Chinese students Russian as a foreign language, the functional asymmetry of the brain, on which neurodidactics is based, is considered not only in connection with the mastering of the Russian language but also considering certain types of speech activity, which allows approaching the issues of teaching Russian as a foreign language in a new way.

Let us dwell on some patterns of brain functioning that should be taken into account in the ethnically-oriented teaching of the Chinese students:

- Interhemispheric interactions depend on the level of language proficiency (at the initial stage of learning a foreign language, there is greater participation of the right hemisphere, and at an advanced stage, the nature of interhemispheric interaction changes and the role of the left hemisphere prevails);
- The left hemisphere manages linguistic competences, while the right hemisphere is responsible for forming communicative competences;
- The left hemisphere is involved in the study of morphology, and the right hemisphere is used to master syntax;
- The right hemisphere plays the main role in understanding metaphors and idioms;
- Only the left hemisphere is used for recording lectures and memorizing;

- Written speech is controlled by the left hemisphere, colloquial speech is governed by the right hemisphere, different types of public discourse combine the work of the left and right hemispheres;

- Training should proceed from practical experience to theoretical content;
- Learning is effective when intellectual difficulties are overcome;
- The effective assimilation of educational materials ensures the multi-channel perception of information;

- The right hemisphere dominates in the development of working memory;
- The dopamine hormone promotes the memorization of information and stimulates long-term memory;

- Dopamine is generated 1) when receiving a new, unfamiliar experience, 2) while waiting for possible rewards, 3) in a state of uncertainty, as well as suggesting a state of pleasure;

- Emotions contribute to the retention of information in memory, "the learning material mastered in a favorable atmosphere is better memorized and has stable links with the corresponding emotional state."

Considering the influence of the dominant hemisphere on the processes of memorizing and analyzing information, building logical chains during learning, it is advisable to select methods that are based on the psychophysiological characteristics of students. The system of exercises for generating speech utterances in the Chinese audience should develop logical thinking (find logical connections in the text, take notes, restore the logical chain of events, etc.), teach students set speech-thinking tasks and conduct text compression, i.e., ***educational work should aim at developing the activity of the left hemisphere.***

The Chinese quickly develop working memory. This is due to the peculiarities of mental processes in the right hemisphere, which allows to quickly establish connections at the stage of perception and consolidation. This feature should be considered by a teacher of Russian as a foreign language when teaching the Chinese students (especially listening skills) since working memory is an important condition for the successful implementation of this speech activity. However, short-term memory does not ensure full-fledged information storage, i.e., the Chinese students experience certain difficulties with long-term memory. To overcome these difficulties, there are mechanisms to compensate for the shortcomings of long-term memory: the organization of language and speech material in a certain order, the use of delayed word repetition required for this audience, and some methodological techniques aimed at developing

long-term memory. For example, to consolidate the language and speech material, it is recommended to combine several modalities: to speak aloud, write down or discuss.

It is worth mentioning that the right hemisphere provides skills that form communicative competence. It is explained by the fact that traditional exercises do not have much effect on memorization and reduce interest in the Chinese audience. At the stage of training, we recommend performing productive exercises.

In the process of teaching, it is necessary to focus on the characteristics and features of various methods of receiving and processing information. Considering the difficulty of the Chinese students with voluntary memorization (which is carried out by the left hemisphere and requires a certain attitude), important language and speech material can be presented for involuntary memorization, which will greatly increase the effectiveness of learning. In this context, it is necessary to pay attention to the following features of involuntary memorization:

- *Remarkable and unexpected information is best memorized involuntarily, which can cause personal interest and emotional reaction;*
- *The material that causes active mental work should be memorized involuntarily;*
- *A difficult task is better memorized than a task that is easily solved. The latter condition coincides with the national mindset and does not conflict with the national cognitive style, which significantly increases motivation to learn.*

Learning by heart is one of the traditional Chinese methods. To reproduce something and not forget, the Chinese require multiple oral repetitions. This technique is not only long-term memory training. The left hemisphere actively works during cramming and a component of forming short-term memory is the phonological loop or articulatory loop that stores sound information. Without articulatory repetition, information disappears within 2-3 seconds, i.e., the phonological loop can be regarded as a mechanism for storing, repeating and transferring sound information from short-term memory to long-term. The English psychologist A. Baddeley (BADDELEY; GATHERCOLE; PAPAGNO, 1998) put forward an interesting hypothesis that the phonological loop (a component of short-term memory) was developed for the purpose of language acquisition. Memorizing requires motor activity. ***Heard-repeated-spoke-recorded*** – this technique (repetition, moving lips, speaking to oneself and aloud a new language and speech material) is widely used in the Chinese linguodidactics. We recommend using it in a language environment during the educational process.

Color perception is also related to memory, attention and the lateral organization of the brain structure. Psychological experiments have proven that color plays an important role in cognitive processes and the study of foreign languages. Psychologists have established a

relationship among color, memory processes and indicators of stability and concentration. Being influenced by color, the dynamics of human mental activity also changes. While having an impact on the human psyche, color affects cognitive processes and memorization. Using color, one can improve the quality of memorization and develop involuntary memorization. For example, psychologists have revealed that the perception of **green and blue colors** improves memory performance and the efficiency of memorizing visual information using the right hemisphere. At the same time, the memorization of information presented in a physiologically unsuitable black-and-red color scheme for students of the right hemisphere type will not be effective in the Chinese audience since it is inconsistent with their cognitive style. Using this knowledge in the educational process, the teacher can launch the process of involuntary memorization.

The specific cognitive activity of the Chinese lies in the desire for action, orientation to a particular situation and context, visuality, etc. While teaching such students the Russian language, one can use visual-associative techniques, the technique of associative conversation, educational analogy, business games, etc.

Teachers working with the Chinese students know that they find it hard to participate in public speaking, discussions or debates. This is due not only to the difficulties in constructing a reasoning text. In this case, there are communicative, psychological and social problems. The Norwegian sociologist Johan Vincent Galtung described the intellectual styles of academic activity in different cultures. If the European style always "encourages dispute, reasoning and pluralism as the most important value", "the first rule of the Asian cultures is not to damage the previously established social relations" and save one's "face". Pedagogical techniques used in teaching Russian as a foreign language and adopted from theater pedagogy and modern psychotherapy, drama hermeneutics and psychodrama help the Chinese students in the learning process because students allegedly speak not "on their own behalf" and participate in educational activities using a certain mask, which allows resolving certain psychological problems.

The relationship between cognitive processes and emotional manifestations is widely recognized. Emotions are associated with the dynamics of cognitive processes that affect the intensity and level of activity. The Canadian neuropsychologist D.O. Hebb established a relationship between the level of emotional arousal of a person and the success of their practical activities. To achieve a high result in activity, too weak and very strong emotional arousal are undesirable. The emotional state of students affects their attention, perception, memory and thinking, etc., i.e., the educational result largely depends on it. Too weak emotional arousal

does not provide proper motivation for activity, while too much excitement destroys it. Emotionally colored information promotes learning and better assimilation of the material but increases arousal in the form of both positive and negative emotions, which hinders all cognitive processes. When selecting educational material, it is necessary to consider the fact that *the right hemisphere is better at memorizing negative information*. The Chinese mindset is associated with certain difficulties in the selection of feature films for the purposes of education.

A teacher of Russian as a foreign language should create an emotionally colored atmosphere of the learning process. Historically, the Chinese restrain the extreme manifestations of emotions not to disturb harmony. It is important to "save face", achieve harmony in interpersonal interaction and in a group, which is impossible without understanding emotions in general and understanding other people's emotions in particular.

Being introverts and inclining toward the right hemisphere, the Chinese traditionally conceal their emotions but modern Chinese are characterized by individualism, emotionality and impressionability. At the same time, the Chinese are extremely restrained in the expression and manifestation of their feelings, which is explained by both their upbringing and education. Feelings and emotions are expressed not verbally but indirectly (through actions and behavior). In this case, the ideas of Confucianism as compensatory mechanisms have been protecting the psychological personality of the Chinese for thousands of years.

Conclusion

The study of foreign languages requires not only a certain level of speech development, phonemic hearing, visual, auditory and logical memory, associative perception, but also great concentration and emotional stability. In this regard, the ethno-psychological characteristics of the Chinese that form emotional instability should be considered by a teacher of Russian as a foreign language. The integrative approach based on data obtained in various fields of knowledge (neurophysiology, psycholinguistics, neurolinguistics, cognitive linguistics, etc.) should help the Chinese students cope with their feelings of fear, excitement, the fear of negative results in new cases, shyness, suspiciousness and anxiety in an ethno-oriented learning model. When working with the Chinese students, one should apply such strategies of pedagogical communication as the use of moral and ethical motivation; stimulation of personal achievement. The teacher should "save the face" of their students in educational and interpersonal communication: one should not publicly announce grades, resort to public

criticism, raise one's voice, avoid conflict, exercise restraint and encourage even small success in the classroom. They are focused on appreciation and praise.

To sum up, the use of the right hemisphere strategy in teaching the Chinese students in a language environment focused on students as a subject of the educational process not only considers the combination of many factors that determine the effective mastering of Russian as a foreign language but also suggests a correlation between the cognitive styles of students and their teacher.

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