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SOME METHODS OF SHAPING OF THE RHETORICAL SPEECH GENRES IN THE LANGUAGE CONSCIOUSNESS OF INTERNATIONAL MEDICAL STUDENTS ON THE RUSSIAN CLASSES

The article analyzes the issues of methodology of training Russian language of international students in medical educational programs. Special attention is paid to the role of text as an effective learning tool, which is an important aspect of this field of work. The text is considered in the context of the communicative method and represents the result of speech activity and oral reproduction of speech in situations where different speech genres are used.

The research focuses on the importance of including rhetorical speech genres in the foreign linguistic training of Russian language of the first and second year medical students in Kokshetau Shokan Ualikhanov University. The authors suggest that this approach contributes to successful communication in educational and future professional spheres.

Modern speech genres for foreign language students are presented. The subject matter of these genres is determined by the peculiarities of students' linguistic picture of the world. In the process of transition from the first to the second year of study the main components of speech genres in the student's linguistic consciousness were revealed.

The results of the comparison of the peculiarities of the use of rhetorical speech genres by international students of Medicine School in the educational and professional spheres at the initial stage of activity are also presented.

Key words: speech genre, rhetorical genre, text, discourse, model, training content.

MAIN PROVISIONS

Special attention in modern training of the discipline "Russian language for international students (levels A1, A2)" belongs to speech genres within the framework of discursive approach, which is presented in the works of S.K. Gural, N.I. Kolesnikova, O.I. Kucherenko, R.P. Milruda, A.B. Konobeeva, N.F. Koryakovtseva, A.G. Gorbunova, O.V. Lushchinskaya, I.A. Evstigneeva, N.A. Baranova, R.A. Cheremisina and other researchers.

The speech genre as a scientific field of knowledge is described:

– in the theory of speech communication (M.M. Bakhtin, V. Mathesius, L.V. Shcherba), the theory of the speech act (W. von Humboldt, Yu.N. Karaulov, J. Austin, D.R. Searle), the theory of intercultural communication (W. Wundt, E. F. Tarasov, S. G. Ter-Minasova);

– in the researches of Kazakh scientists (K.M. Abisheva, D.B. Amanzholova, A. Amanzholov, O.A. Anishchenko, K. Arykbaev, Z.K. Akhmetzhanova, S.Zh. Bayandina, A.R. Beisembaeva, N. O.V. Dmitryuk, M. Zhanova, E.A. Zhuravleva, A.T. Kaidar, O.Ilyasov, A.E. Karlinsky, V.D. Narozhnaya, A.T. Onalbaeva, E.D. Suleimenova, M .V., T.Zh. Toktarova, N.Umbetova, B.H. Khasanova, N.Zh. Shaimerdenova and others;

– in the works of international scientists (V.Yu. Apresyan, P. Brown, V.E. Goldin, T.E. Vladimirova, O.Ya. Goikhman, E.A. Zatsepina, O.S. Issers, V.I. Karasik, G. Kasper, V.V. Krasnykh, K. Christie, M. Krongauz).

Genre as a product of speech activity was analyzed by M.M. Bakhtin: "We utter with special genre formulas. All our utterances are characterized by certain and finished exemplary forms of constructing an indivisible utterance" [1]. Thus, we can conclude that training various speech genres allows preparing an international student for successful professional communication.

INTRODUCTION

An integral role in training students Russian for international students belongs to the text. In this article the text is understood within the framework of the communicative method as a written interpretation of the result of speech activity and oral reproduction of speech situations in which speech genres are present.

The peculiarity of our research is the consideration and analysis of speech genres that reflect the language picture of the studied language and reflect the content of foreign Russian language training to junior students (1, 2 years of studies) of the Medicine School in Kokshetau Sh. Ualikhanov University for successful communication in educational and professional spheres.

The phenomenon of scientific novelty of the article is the fact that the authors have identified rhetorical speech genres relevant for international students of 1, 2 years of study of Medical School. It is shown that the subject of genres is determined by the specificity of the linguistic picture of the world of international students. The main components of speech genres in the linguistic consciousness of students in the process of their transition from the first to the second year of study are revealed, the features of speech genres use by foreign students in educational and professional spheres (initial stage) are compared.

For example, the first year of study international students paraphrase topics "About myself", "My family". Compose and produce in verbal form greeting dialogues, appeal dialogues, gratitude dialogues, compliment dialogues, farewell dialogues and others. In the first year of study students, using these speech genre forms of dialogue, produce professional texts at level A2.

MATERIALS AND METHODS

Genre does not exist in an arbitrary speech format. It is most often determined by the context, topic and purpose of the speech. Sometimes the choice of a particular genre depends on the wishes of both the speaker and the listener: it can be a request, an ultimatum, an appeal, a greeting, a compliment, a thank you or a farewell. All this depends on the situation and on who is speaking and who is listening in the communicative act. Even if the genre is set by the context and topic (anniversary speech, debate speech, training sessions, etc.), success depends on how much the speaker correctly understands the parameters of this genre and accordingly implements them in his speech [2, 73-74.].

In our essay we describe different forms of rhetorical speech, such as greeting, address, compliment, gratitude, farewell, which are studied by first- and second-year international medical students in Russian as a foreign language classes. "It should be remembered that each particular situation of communication dictates its own norms, and the formulas of address and greeting are to a large extent determined by tradition" [3, 8].

In order for a conversation to be successful, it is necessary to know the nuances of communication using not only verbal norms, but also non-verbal means, to correctly assess the roles of communicators and to act taking into account the subdivided roles of the speaker or listener [4, 71].

Rhetorical genre is defined as a historically developed type of rhetorical communicative situation with certain characteristics of form and content, aimed at eliciting a certain reaction from the interlocutor or listener. The rhetorical genres "compliment" and "gratitude" are considered by Aristotle as part of the epideictic genre intended to create a certain emotional state in the addressee – feelings of pleasure, delight, pride, joy or on the contrary, feelings of anger, contempt, indignation [5].

In the academic and professional sphere, communication can be divided into oral and written forms. Oral communication includes discussions between students and professors, as well as conducting classes, scientific meetings and conferences. Written communication includes writing assignments, keeping records and publishing research articles [6, 373-377].

The main rhetorical topics for immersion of international students in Russian should be: acquaintance, friendship, family, profession and environment. Such topics are most often used in everyday communication and will be useful for future medical specialists.

Thus, the use of rhetorical genres of speech and the exploration of these topics contribute to the development of linguistic consciousness and provide more effective training for foreigners.

The stages of our work are characterized, first, by conducting the experimental-pilot part of the of the project: audio recordings of the speech of the first and the second year foreign students of the Medicine School in Kokshetau Sh. Ualikhanov University were collected and then analyzed. Secondly, the analysis of the written responses of the students to test questions about the uses of speech genres by foreign medics was carried out. In addition, students' written responses to questions about speech genres and features of their uses were studied.

Regarding second year foreign students, through monologue statements and interviews, the specifics of the development of linguistic consciousness in the study of rhetorical speech genres at the initial stage of professional activity in the field of medicine were distinguished. Totally 50 monologue texts and 18 dialogues were analyzed (the dialogues were prepared in advance by teachers and given to students for reproduction). Questions during the experiment were presented to international students in Russian and English.

The following research methods were used: communicative method, scientific observation, the method of personal expressions, sociolinguistic description, interviewing, method of statistical analysis of language material and component comparative analysis.

RESULTS

Training rhetorical genres of speech is mainly built through dialogue situations and stories. We found out that in the linguistic consciousness of foreign students “dialogue situations” with using speech genres is differ and depends on the year of study. In the second year the students have sufficient vocabulary for level A2 and they can be introduced to the new vocabulary in the professional field, so the reproduction and understanding the texts with using rhetorical speech genres becomes more conscious than in the first year.

Let us give an example of dialogues composed by international students in the first and second years of studies using “greetings” and “addresses”.

First year:

Second year:

- *Zdravstvuj, Mark.*
- *Privet, Masha.*
- *Что ты delaesh, Mark?*
- *Ya chitayu.*
- *Ivan, ty tozhe chitaesh?*
- *Net, ya ne chitayu. Ya slushayu*

radio.

- *Dobryj den!*
- *Zdravstvujte!*
- *Kak Vy sebya chuvstvuete?*
- *U menya vysokaya temperatura.*
- *Что u Вас болит?*
- *Zhivot.*
- *Vam nuzhno lech v bolnicu.*

We conducted a survey among first and second year international medical students on their understanding of the described rhetorical genres of speech and their use not only in dialogue situations, but also in stories prepared according to the model, which gave the following results.

We surveyed first- and second-year international medical students about their understanding of the described rhetorical genres of speech and their use not only in dialogic situations but also in stories prepared according to the model, which yielded the results we demonstrated in Table 1.

Table 1 – Students' understanding of rhetorical genres of speech

The first year of study					
Verbal presentation	Short text	Misinterpretation	Inability to formulate an idea	No idea of the storytelling	Note: (examples of incorrectly chosen word forms)
24%	11%	37%	50%	20%	<i>Dobryj vecher, moyu mamu!</i>
The second year of study					
29%	18%	25%	25%	17%	<i>Gospodin Arnolda, pozhalujsta, vyzovite v palatu chetvertuyu.</i>

Among the total number of first and second year students surveyed, understanding of rhetorical genres is present in varying levels and forms as evidenced by the percentage content.

Rhetorical speech genres represent the presence of a person's conscious skills in the field of linguistic design of statements according to the communicative situation, similar to the principles of constructing literary texts. A person who claims to master the language must know rhetorical genres and be able to conduct laic talk, master table genres, compliment genres and etc. [7; 3-8]. The authors describe the rhetorical model of genre "compliment".

Our research conducted using the scientific observation method and recording students' statements, confirms that the first and second year foreign medical students treat compliments positively, they know what a compliment is, and were happy to comment test's questions.

Here are samples from the questionnaire.

First-year student: *Kompliment – eto priyatnye, horoshie slova.*

First year student: *Kompliment – eto chto-to tebe nravitsya.*

Second year student: *Radzha, ty luchshij!*

Second year student: *Ajshvarya, ty ochen krasivaya i umnaya!*

Second year student: *Telisha, ty luchshe vseh gotovish «ris»!*

Consider the statistical data from the "Compliment" model test questionnaire.

Foreign medics give compliments when they like someone or are even in love with someone or when they like something, and especially when they are overwhelmed with emotions and are in a good mood. Often among Indian medical students compliments are given as a sign of gratitude. More often with a request.

In the speech of the second-year foreign students at the initial stage of their professional activity (constant practice), prevail personal, individual, sincere compliments. Personal compliments are compliments of admiration (*Ser, Vy samyj umnyj!*; *Mem, Vy krasivo vyglyadite segodnya!*; *Vy krasivaya!*), comparative compliments are rare (*Vy lyubite russkij yazyk, kak ya Pakistan*), with

interjections and addresses (*Oh, mem, Vy vyglyadite segodnya ustavshej!*), with diminutive elements (*Kakaya u Vas sumochka modnaya!*).

The obtained results are reflected in Table 2.

Table 2 – Understanding the rhetorical speech genre model "Gratitude"

The first year of study						
Like someone, in love with someone	Like something	Overwhelmed with emotion or in a good mood	Gratitude to someone	Requesting	Personalized, individualized, sincere compliments (professional sphere)	Compliments of delight (professional sphere)
30%	25%	40%	55%	64%	-	-
The second year of study						
33%	50%	50%	75%	80%	90 %	20%

It can be concluded that the skill of word forms of "gratitude" has increased in the second year students compared to the first year. Improvement in other areas of communication is also seen.

The authors of the study prepared questionnaires in which foreign medics answered the question: What is the model of the rhetorical speech genre "gratitude" for them? The analysis shows that in the linguistic consciousness of most foreigners, ideas about it are fixed, and the expression itself is full of approval, emotions, and kindness. It is important to note that the first-year foreign students answered the question with the help of teachers.

Conversations which full of grateful pleasant words; conversation with the expression "Thank you!"

Successful conversation: they talk using pleasant words; they say words of gratitude (*Spasibo ot vsego serdca, moj drug!; Spasibo za vsyo, chto delaesh!; Blagodaryu!; Ty ochen lyubezen!; Spasibo, chto ty so mnoj!; Moyo serdce tepleet ryadom s toboj!*). Misinterpretation. Lack of perceptions about "Gratitude".

The present experience is reported in Table 3.

Table 3 – Expression of compliments by foreign medics

The first year of study				
Grateful, pleasant words	The phrase "Thank you!"	Successful conversation	Misinterpretation	Lack of perceptions about "Gratitude"
30%	25%	40%	55%	64%
The second year of study				
33%	50%	50%	75%	80%

The above percentage content of the table is used to analyze the characteristic of the practical application of the rhetorical genre "compliment" in the foreign medical environment. In the second year of training with the expansion of vocabulary the answers become extended, multisyllabic.

An important condition of teaching rhetorical speech genres is a ready-made set of speech samples, which should be given to foreign students from the first classes in Russian as a foreign language. For example, continuing the topic "Talk about myself" in the first year of education, RFL teachers prepare international students for a monologue or interview about choosing a profession. Such a monologue (dialogue or polylogue) can be composed using speech cliches:

Kto takoj vrach, doktor? Est li otlichiya?

Pochemu Vy hotite stat medikom?

*Pochemu Vam nravitsya medicina?
Vashe otnoshenie k poliklinike i bolnice?
Vy lyubite svoyu budushuyu professiyu
Kakie vashi lyubimye zanyatiya?*

Speaking about the “farewell” speech model, we played a movie “What else can you say when parting?”, after watching this video the first- and second-years foreign students wrote their farewell formulas. The second-year foreign medical students added their own speech forms that were not mentioned in the video. We have presented some of them.

*Do vstrechi!; Do zavtra!; Do vechera!; Vsego dobrogo!; Horoshego dnya!; Dobroj nochi!
Spokojnoj nochi!; Dobro pozhalovat!; Do svidaniya!; Poka!; Do skorogo!; Do vstrechi!; Baj!
Uvidimsya!; Skoro vstretimsya!; Zhdu novej vstrechi!; Bystree priezzhaj!; Ne zabudu tebya!*

Based on the formulas of farewell which were received, we can make a conclusion that foreign medics respond well to audio messages with pictures, which are presented in words and phrases with Russian subtitles, they like it, they understand Russian speech, typical for levels A1, A2. Students can choose speech models of farewell and understand in which situation and under what conditions they can mentioned phrases.

Speech genre cliches models help foreign students to manage the communication barrier, the fear of speaking incorrectly in a foreign language, cliches are a language tip in communication situations and they are important for working with the text in accordance with the communicative method of training Russian as a foreign language.

DISCUSSION

An essential part of the rhetorical form of speech genres is discourse, which is characterized as a component phenomenon consisting of certain elements, especially speech genres. Rhetorical speech genres in different types of discourse were characterized by V. K. Bhatia in the books “Worlds of Written Discourse. A Genre-Based View” [8] and “Critical Genre Analysis. Investigating Interdiscursive Performance in Professional Practice” [9].

V.I. Karasik in the field of sociolinguistics considers two types of discourse: personal (person-oriented) and institutional (position in society). Organizational discourse is for “verbal interaction of representatives of social groups or institutions with each other, people realizing their status and role opportunities within the framework of established public institutions, the number of which is determined by the needs of society at a specific stage of its development” [10]. Studying the variety of rhetorical genres of speech interaction among international medical students, we study medical institutional discourse, which, in its turn, is associated with educational and professional discourses. In Russian classes as a foreign language, the teacher remains the organizing principle of learning, but more attention is paid to the individuality of the foreign students – their language skills, psychological understanding, desires, and interests. In the conversation method (talking), which dominates the training of Russian to international medical students, the main task is to educate students to be a participant in speech activity.

The teacher begins the lesson with the speech genre of greeting “*Zdravstvujte!*”, “*Dobryj den!*”, “*Dobroe utro!*”, and finishes the lesson with farewell “*Do svidaniya!*”, “*Do vstrechi!*”, “*Do zavtra, vo vtornik, na sleduyushej nedele!*”, etc.” During the lesson, the teacher uses the student’s name and also uses praise, which is a part of the compliment, “*Umnica!*”, “*Molodec!*”, “*Luchshe vseh!*” and in these conditions foreign students master the language by memorizing and repeating prepared genre models that they can hear from teachers. It is noteworthy that rhetorical speech genre models are studied with translation into English.

The authors support the opinion of methodological researchers that “the effectiveness of teaching Russian as a foreign language is important because inophones' command of the local language has an essential role in adaptation” [11, 477]. Therefore, methodologists and foreign language teachers face the task of choosing the most effective methods and techniques of language training. In order for international students to be successful in academic and professional

communication, they need to understand and practically apply the genre-rhetorical patterns through which learners create correct speeches, even if they are not fully proficient in speech genres.

CONCLUSION

Consequently, the study of rhetorical and speech genres has its own communicative peculiarities, which should be appropriately sampled, taking into account the content of foreign Russian language training to junior students (the first and the second years of studies) of the Medical school of Kokshetau Shokan Ualikhanov University. That will contribute to successful communication in academic and professional spheres.

Such methods as: communicative method, scientific observation, method of subjective statements, sociolinguistic description, interviewing, method of statistical analysis of language material, component comparative analysis were taken in the research.

In the first-year medical students, when using rhetorical speech genres, mostly lexical, grammatical, and syntactic errors are found, as this signals unpreparedness and foreignness of speech, although it follows from the material that students try to reproduce exactly the presented speech model.

By the second year the number of errors decreases: vocabulary increases, basic grammatical and syntactic categories are studied. That is why topics aimed at the professional level are also aimed at the level A2 and are more voluminous in reproduction. Stories become holistic and coherent texts; new ones are added to the vocabulary, based on the studied speech genres. Second-year students understand a certain sequential structure in their linguistic consciousness, although they cannot always express and complete their thoughts correctly enough, which may be evidenced by repetitions, stops, and the topic does not quite match the intention.

In training oral and written speech, it is necessary to use pre-prepared models of speech genres, which helps foreign medics to master writing assignments and then reproduce them verbally.

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Орыс тілі сабақтарында шетелдік медицина студенттердің тілдік санасында сөйлеу жанрларын дамыту мәселесі туралы

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Мақалада медициналық білім беру бағдарламаларының шетелдік студенттеріне орыс тілін оқыту әдістемесі туралы айтылады. Бұл жұмыс саласындағы маңызды аспект мәтіннің тиімді оқыту құралы ретіндегі рөлі болып табылады. Мәтін коммуникативтік әдіс аясында түсініледі, ол сөйлеу әрекетінің және сөйлеу жанрлары қатысатын сөйлеу жағдаяттарын ауызша жаңғыртудың нәтижесі болып табылады.

Мақала авторлары оқу және болашақта табысты қарым-қатынас жасау үшін Шоқан Уәлиханов атындағы Көкшетау университетінің Медицина мектебінің кіші курс студенттеріне (бірінші және екінші курс) орыс тілін шет тілін оқыту мазмұнына енгізілуі тиіс сөйлеу жанрларын қарастырды. кәсіби салалар.

Шетелдік студенттерге қатысты сөйлеу жанрлары көрсетілген. Жанрлардың тақырыптары шетелдік студенттер әлемінің тілдік суретінің ерекшеліктерімен анықталады. Бірінші курстан екінші курсқа көшу динамикасындағы студенттердің тілдік санасындағы сөйлеу жанрларының негізгі құрамдас бөліктері анықталды.

Сондай-ақ медицина мектебінің шетелдік студенттерінің сөйлеу жанрларын қызметтің бастапқы кезеңінде оқу және кәсіптік салаларда қолдану ерекшеліктерін салыстыру нәтижелері берілген.

Кілт сөздер: жанр, сөйлеу жанры, мәтін, дискурс, үлгі, оқыту мазмұны.

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К вопросу развития риторических речевых жанров в языковом сознании иностранных студентов-медиков на занятиях по русскому языку

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В статье рассматриваются вопросы методики обучения иностранных студентов медицинских образовательных программ русскому языку. Важным аспектом в данном направлении работы отмечается роль текста как эффективного средства обучения. Текст понимается в рамках коммуникативного метода, представляет собой результат речевой деятельности и устное воспроизведение речевых ситуаций, в которых присутствуют жанры речи.

Авторы статьи анализируют риторические речевые жанры, которые необходимо включить в содержание иноязычной подготовки по русскому языку для студентов младших курсов (первого и второго года обучения) Медицинского факультета Кокшетауского университета имени Шокана Уалиханова, что послужит к успешной коммуникации иностранцев-медиков в учебной и будущей профессиональной сферах.

Показаны актуальные речевые жанры для иностранных студентов. Тематика жанров определяется спецификой языковой картины мира иностранных студентов. Выявлены основные компоненты речевых жанров в языковом сознании обучающихся в динамике перехода с первого на второй курс.

Также представлены результаты сопоставления особенностей использования риторических речевых жанров иностранными студентами Медицинской школы в учебной и профессиональной сферах на начальном этапе деятельности.

Ключевые слова: речевой жанр, риторический жанр, текст, дискурс, модель, учебный контент.

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УБЕЖДЕНИЕ И МОТИВАЦИЯ СТУДЕНТОВ ЧЕРЕЗ ИЗУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА

В статье раскрываются убеждение и мотивация студентов в отношении изучения английского языка. Показаны основные методы исследования мотивации у студентов языковых и неязыковых образовательных программ. В работе использовались различные методы, такие как: анализ, изучение специализированной литературы, статистические методы, анкетирование. А также в этом исследовании использовался количественный метод исследования. Полученные данные были рассчитаны с использованием определенных статистических тестов для получения обобщений о выборке целевых групп. В связи с этим настоящее экспериментальное исследование представляет собой количественный опрос, проводимый среди казахстанских студентов с целью анализа их убеждений и мотиваций по поводу изучения языка. На основе проведенного опроса среди студентов выявлены характерные мотивационные факторы в зависимости от уровня владения языковыми навыками и основные мотивы деятельности студентов.

Ключевые слова: мотивация, убеждения, английский язык, обучение, студенты изучающие английский язык (ELT), метод Хорвица, языковые и неязыковые образовательные программы.

ОСНОВНЫЕ ПОЛОЖЕНИЯ

При изучении иностранного языка мотивация играет огромную роль. Английский язык является официальным языком международных конференций, заседаний и встреч на высшем уровне. Это язык науки, искусства, литературы и образования. Как предмет, английский язык обладает рядом специфических черт, например, овладение английским языком путем обучения умению общения на иностранном языке. Поэтому необходимо создавать такие условия в образовательной деятельности, которые будут способствовать развитию у студентов высокого уровня познавательного интереса к изучению английского языка.

С увеличением роста исследований в области педагогического образования основные понятия как мотивация и убеждение вызывают огромный интерес среди исследователей. Изучение мотивации и убеждения студентов важно в сфере языкового образования, потому