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TEACHING EXPRESSIVE SYNTAX IN B2-LEVEL RUSSIAN LANGUAGE CLASSES

This article explores the methodological aspects of teaching expressive syntax in a B2-level Russian language classroom. It describes the function of these syntactic constructions in both spoken and written speech of learners and their significance in communication. The study highlights the extent to which expressive syntax constructions have been examined by researchers at the current stage of linguistic development. Special attention is given to the role of expressive syntax in developing students' expressive speech, fostering communicative competence, and enriching their vocabulary. The article also discusses the use of expressive syntactic techniques such as inversion, ellipsis, and segmentation in teaching and analyzes their didactic value. Various methodological approaches are proposed to facilitate the effective acquisition of expressive syntax, including contextual learning, communicative exercises, and comparative linguistic analysis. The findings indicate that incorporating expressive syntax into language instruction significantly enhances learners' fluency, comprehension, and stylistic awareness.

Keywords: expressive syntax, method, teaching russian, expressive constructions, communicative competence, methodological aspects.

INTRODUCTION

The study of expressive syntax is an important component of teaching Russian as a foreign language, particularly at the B2 level, where learners are expected to develop fluency and a deeper understanding of stylistic nuances. Expressive syntactic constructions enhance the emotional and communicative impact of speech, contributing to its clarity, persuasiveness, and vividness.

This article examines the methodological foundations of teaching expressive syntax in Russian language classes at the B2 level. It discusses the role of these constructions in both spoken and written discourse and their significance for communicative competence. The research also highlights the extent to which expressive syntax has been studied in modern linguistics and proposes effective teaching strategies for its integration into the curriculum. Furthermore, the study explores the challenges learners face when acquiring expressive syntax and suggests solutions to facilitate their mastery of these structures.

Research Questions

To ensure clarity and focus, the study is guided by the following research questions:

1. Which expressive syntactic constructions present the greatest difficulty for B2-level students learning Russian as a foreign language?

2. What methodological strategies are most effective in teaching these constructions?

3. How does the targeted teaching of expressive syntax influence learners' communicative competence, fluency, and stylistic awareness?

In modern linguistics, the study of expressiveness from a syntactic perspective is gaining increasing interest. Research on expressive syntax is becoming more popular and emerging as a relevant scientific topic. This is due to both the intensive study of text structure and the growing attention to the subject of speech activity.

Literature review

Ш. Уәлиханов ат. КУ Хабаршысы – Вестник КУ им.Ш.Уалиханова – Bulletin Sh.Ualikhanov KU
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The concept of "expressive syntax" was first introduced by the renowned Russian linguist and literary scholar V.V. Vinogradov. While studying the syntax and stylistics of the Russian language, Vinogradov described the notion of "chopped syntax" in his fundamental works on Russian grammar, particularly in "Grammar of the Russian Language. Volume 2. Syntax" (1960), where he thoroughly analyzed the syntactic structures of the Russian language, including expressive syntax, which encompasses chopped syntax [1,174]. In his work "On the Language of Fiction" (1959), Vinogradov examined literary works in which expressive syntax plays a significant role in conveying emotionality, expressiveness, and heightened tension through speech interruptions, ellipses, and unexpected pauses. He identified the expressive (both expressive and illustrative) significance of word order, intonation, and rhythm, as well as nuances of parallel syntactic constructions, syntactic synonymy, and variations of direct, indirect, and "quasi-direct" speech [2, 989-996]. Following Vinogradov, research on expressive syntax in the Russian language was carried out by scholars such as E.A. Ivanchikova and A.P. Skovorodnikov. Most studies in this field focused on analyzing the individual styles of literary authors, which facilitated the exploration of authorial style within syntactic stylistics. Among the researchers who have studied expressive syntax in the 21st century are M.M. Davydova, Z.Sh. Arslanbekova, I.S. Zlobina, A.E. Belkova, O.V. Almakaeva, M.P. Bolotskaya, E.A. Alieva, E.A. Korableva, and others [3].

Research on the methodology of teaching expressive syntax is presented in the doctoral dissertation of Maslov V.V., where he states: "The text-forming potential of expressive syntax does not occupy a proper place in the works of methodological scholars" [4].

Expressiveness is a stylistic category that represents a set of semantic and stylistic units of language, enabling them to function in speech as a means of subjectively expressing the speaker's attitude toward the content or the addressee, creating a profound impression on the audience, and maintaining the interlocutors' attention and interest [5, 583].

The Russian language offers various means and techniques for achieving expressiveness in speech. Among them is expressive syntax, which includes emotionally charged manifestations of syntactic units such as phrases and sentences.

Some of the most common techniques of expressive syntax include:
– repetition,
– parcellation,
– parenthetical constructions,
– rhetorical addresses,
– rhetorical exclamations,
– rhetorical questions, among others.

These elements serve, on the one hand, as compositional and semantic components of a text or context and, on the other hand, contribute to the complexity of both the semantic and expressive content of an utterance [6, 579].

Expressive syntax refers to syntactic structures that amplify the emotional, logical, or stylistic impact of speech. These constructions are widely used in both everyday communication and literary discourse, playing a crucial role in meaning-making and stylistic variation. Among the most common techniques are:

● Inversion – changing the usual word order for emphasis [7,159] (e.g., "Невероятное это было зрелище!" instead of "Это было невероятное зрелище!"). This structure is often found in literature and public speeches, where emphasis on a particular word enhances expressiveness.

● Ellipsis – the omission of elements that are understood from context, increasing speech [7, 229] (e.g., "Ты куда?" instead of "Ты куда идёшь?"). This technique is widely used in conversational speech, allowing for brevity and a more natural flow of dialogue.

● Segmentation – breaking a sentence into separate parts to highlight key elements [7, 156] (e.g., "Я? Никогда не соглашусь!"). This construction adds emotional intensity and is often used in dramatic storytelling or public speaking.

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Other expressive syntactic structures include parallelism, rhetorical questions, and syntactic repetitions, all of which contribute to the expressiveness of speech and enrich linguistic competence.

The acquisition of these structures is crucial for non-native speakers, as it allows them to understand native speakers better and convey their thoughts with greater emotional and stylistic accuracy. However, due to differences in syntactic norms between Russian and other languages, learners may struggle with correctly implementing these constructions in their speech.

METHODOLOGY & METHODS

Teaching expressive syntax at the B2 level requires a multifaceted approach that balances theoretical explanation with practical application. Effective teaching methods include:

1. Contextual Learning:

○ Introducing expressive syntax through authentic texts (literary works, dialogues, media materials).

○ Encouraging students to analyze the function and emotional impact of expressive constructions in different communicative contexts.

○ Assigning reading tasks where students identify expressive syntax and discuss its effect on meaning and tone.

2. Communicative Approach:

○ Using expressive syntax in role-playing activities, debates, and discussions to encourage spontaneous use of expressive structures.

○ Assigning storytelling exercises where students must integrate expressive syntax into their narratives to create vivid descriptions.

○ Practicing expressive reading exercises where students modulate intonation and stress to match syntactic structures.

3. Comparative Analysis:

○ Comparing expressive syntax in Russian with similar or different structures in students' native languages to facilitate better understanding.

○ Highlighting common learner errors and providing corrective feedback to improve accuracy.

4. Practical Exercises:

○ Gap-filling tasks: Students complete sentences using appropriate expressive constructions.

○ Transformational exercises: Students rewrite neutral sentences by incorporating expressive syntax to enhance emotional impact.

○ Creative writing assignments: Students write short essays or dialogues incorporating expressive syntax to improve fluency and style.

○ Listening comprehension exercises: Students analyze spoken texts (interviews, speeches, literary readings) to identify expressive syntactic elements and discuss their communicative effect.

These methodological strategies ensure that students not only understand the theoretical aspects of expressive syntax but also actively apply them in speech and writing.

SAMPLE ASSIGNMENT AND TRAINING EXERCISES

1. Read the following texts. Find sentences with expressive syntax.

A) Mysterious spots

The observatory into which he introduced Lund and old Tom Snipe (there follows a very long and tedious description of the observatory, which the translator, in order to save space and time, found it necessary not to translate) … there stood a telescope, perfected by Bolvanius . Mr. Lund went up to the telescope and began to look at the moon.

- What do you see there, sir?
- The moon, sir.

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- And what do you see near the moon, Mr. Lund?

– I have the honor of seeing only the moon.

– Don't you see any pale spots moving near the moon?

- Damn it, sir! Call me an ass if I don't see these spots! What are these spots?

- These are spots that are visible only through my telescope. Enough! Leave the telescope! Mr. Lund and Tom Bekas! I must, I want to know what these spots are! I will be there soon! I am going to these spots! You follow me!

(A.P. Chekhov)

B) Give me your heart! (excerpt)

-- Hello, comrade Kozulin!

Kozulin looked at the policeman in surprise.

-- Hello.

-- We'll have to... that is... go to the village council. Draw up a report.

Kozulin guiltily looked for something on the floor.

-- What protocol? For what?

-- What?

-- Why the protocol? I don't understand.

-- Did they shoot yesterday? Or rather, at night.

-- Shot.

-- We need to draw up a report. The village council chairman wants to... talk to you. Why did you open fire? Were you scared of someone or something?

-- No... It's a great victory for science, I saluted.

The local police officer looked at the paramedic with genuine interest and amusement.

-- What victory?

-- In science.

-- Well?

-- I saluted. What's wrong with that? I did it out of joy.

"They produce fireworks in Moscow," the local police officer explained instructively. "But here it's a violation of public order . We're fighting it."

(Vasily Shukshin. Collection of stories)

2. Try to remove expressive constructions in the text and replace them with neutral words. Share your opinion on how the text is perceived.

3. Read expressively in roles. Write down the text, underlining constructions with expressive syntax.

4. Work in pairs. Make up a dialogue of 10-15 sentences on the topic: "At the doctor's", using expressive syntax constructions.

5. Write a 150-200 word essay on the topic "At leisure". Use the following expressive syntax techniques: rhetorical question, repetition, parcellation, ellipsis.

RESULTS AND DISCUSSION

Speech style in everyday life	conversational 45%	youth (slang, jargon) 5%	official business 5%	mixed 45%
Do you use short, fragmentary phrases?	often 40%	sometimes 30%	rarely 30%	never 0%
How often do you use repetitions?	often 10%	sometimes 40%	rarely 25%	never 25%

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Do you use inversion in speech?	often 20%	sometimes 40%	rarely 30%	never 10%
Do you use pauses and understatement?	often 20%	sometimes 35%	rare 35%	never 10%
In what texts do you use expressive syntax?	messages in messengers 40%	personal diaries/notes 20%	academic work 20%	social media posts 20%
How important is it to convey emotion in writing?	very important 25%	rather important 35%	not really important 35%	it doesn't matter at all 5%
Does expressive syntax influence speech perception?	yes 50%	sometimes 0%	no 0%	it does influence, but in an informal setting 50%
Does expressive syntax influence academic speech?	yes, in moderation 40%	yes, but only in creative professions 40%	no 5%	it interferes with official business speech 5%

Empirical Basis of the Study

The empirical part of the study was conducted in three groups of first-year university students studying Russian as a foreign language. A total of 28 participants took part in the survey and classroom experiments. The lessons were 50 minutes in duration and focused on the use of expressive syntactic constructions through various targeted exercises. Students who engaged with expressive syntax tasks demonstrated a 20% improvement in mastering the material compared to those who worked with traditional teaching methods. These findings were obtained through both questionnaire analysis and systematic classroom observation.

The survey on the use of expressive syntax constructions in oral and written speech showed that 88.75% of students responded positively ("yes," "sometimes," "rarely"), while 11.25% answered negatively ("never").

This result indicates that expressive syntax is actively used in both spoken and written speech by students. Therefore, a detailed study and development of methodological aspects for teaching expressive syntax in the educational process are necessary.

It is worth noting that students who completed certain proposed exercises and assignments on speech development mastered the material 20% better than those who worked with traditional methodological materials. This result was obtained during practical lessons lasting fifty minutes in three different groups of first-year students

Observations from language classrooms indicate that students who engage actively with expressive syntax improve their overall fluency and stylistic diversity in Russian. The ability to use inversion, ellipsis, segmentation, and other expressive techniques allows learners to sound more natural and persuasive. Furthermore, comprehension skills also improve, as students become more attuned to stylistic variations and implicit meanings in native speech.

However, challenges remain in teaching expressive syntax. Many learners struggle with the correct application of these constructions due to structural differences between Russian and their native languages. For example, word order flexibility in Russian allows for inversion, whereas in English or Chinese, strict syntactic rules often limit such variations. Additionally, some students overuse expressive constructions, making their speech overly stylized or unnatural.

To address these challenges, a step-by-step instructional approach is recommended, beginning with recognition tasks (identifying expressive syntax in texts), followed by controlled practice (structured exercises), and culminating in free production (creative writing and speaking activities).

Furthermore, incorporating multimedia resources such as podcasts, film dialogues, and interactive online exercises can enhance engagement and comprehension.

CONCLUSION

The methodological approach to teaching expressive syntax in Russian language classes for B2-level university students should aim to foster interest in the language, expand vocabulary, and develop expressive techniques for successful communication. Both explaining the material and engaging students are crucial, demonstrating how expressive syntax techniques transform a text, making it more vivid and expressive. A systematic study of expressive syntax at the university level for B2 groups will contribute to a deeper understanding of texts and the author's intent, the development of analytical and critical thinking skills, and the creative comprehension of literary texts. Moreover, it will enhance students' ability to produce well-structured written texts. Ultimately, this will lead to vocabulary enrichment, improved communicative competence, and, most importantly, conciseness and effectiveness in both oral and written communication, which is essential in today's fast-paced world.

The study of expressive syntax is essential for the development of communicative competence in B2-level learners of Russian. Expressive constructions not only enrich students' linguistic repertoire but also enable them to convey emotions, emphasis, and stylistic nuances effectively. Teaching methods that integrate theoretical knowledge with practical application ensure that students internalize expressive syntax and use it confidently in speech and writing.

Future research could explore the impact of digital tools and AI-based language learning platforms on the acquisition of expressive syntax. Additionally, further studies could examine the differences in how learners from various linguistic backgrounds acquire and use expressive syntax in Russian. A deeper understanding of these aspects would contribute to the development of more effective teaching methodologies and materials for Russian as a foreign.

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B2 деңгейіндегі орыс тілі сабақтарында экспрессівті синтаксисті оқыту

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Абай атындағы қазақ ұлттық педагогикалық университеті, 20ОС2К1, Қазақстан республикасы, Алматы қаласы.

Бұл мақалада В2 деңгейлі орыс тілі пәнінде экспрессивті синтаксисті оқытудың әдістемелік аспектілері қарастырылған. Бұл синтаксистік құрылымдардың оқушылардың ауызша және жазбаша сөйлеуіндегі қызметін және олардың қарым-қатынастағы маңызын сипаттайды. Зерттеу лингвистикалық дамудың қазіргі кезеңінде экспрессивті синтаксистік құрылымдардың зерттеушілер тарапынан қаншалықты зерттелгендігін көрсетеді. Оқушылардың мәнерлі сөйлеуін дамыту, коммуникативтік құзыреттілікке тәрбиелеу, сөздік қорын байытудағы экспрессивті синтаксистің рөліне ерекше назар аударылады. Мақалада оқытуда инверсия, эллипсис, сегменттеу сияқты экспрессивті синтаксистік тәсілдерді қолдану мәселелері де қарастырылып, олардың дидактикалық мәні талданады. Экспрессивті синтаксисті тиімді меңгеруді жеңілдету үшін контекстік оқытуды, коммуникативті жаттығуларды және салыстырмалы лингвистикалық талдауды қамтитын әртүрлі әдістемелік тәсілдер ұсынылады. Нәтижелер тіл үйретуге экспрессивті синтаксисті енгізу оқушылардың еркін сөйлеуін, түсінуін және стилистикалық хабардарлығын айтарлықтай жақсартатынын көрсетеді.

Түйін сөздер: экспрессивті синтаксис, әдістеме, орыс тілін оқыту, экспрессивті конструциялар, коммуникативтік құзыреттілік, әдістемелік аспектілер.

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Обучение экспрессивному синтаксису на занятиях русского языка уровня B2

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В данной статье рассматриваются методические аспекты обучения экспрессивному синтаксису на занятиях русского языка уровня B2. Описывается функция этих синтаксических конструкций как в устной, так и в письменной речи учащихся и их значение в коммуникации. В исследовании подчеркивается степень изученности экспрессивных синтаксических конструкций исследователями на современном этапе развития языка. Особое внимание уделяется роли экспрессивного синтаксиса в развитии экспрессивной речи учащихся, развитии коммуникативной компетенции и обогащении их словарного запаса. В статье также обсуждается использование экспрессивных синтаксических приемов, таких как инверсия, эллипсис и сегментация, в обучении и анализируется их дидактическая ценность. Предлагаются различные методические подходы для содействия эффективному

усвоению экспрессивного синтаксиса, включая контекстное обучение, коммуникативные упражнения и сравнительный лингвистический анализ. Результаты показывают, что включение экспрессивного синтаксиса в обучение языку значительно улучшает беглость речи, понимание и стилистическую осведомлённость учащихся.

Ключевые слова: экспрессивный синтаксис, метод, обучение русскому языку, экспрессивные конструкции, коммуникативная компетентность, методические аспекты.

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