Axiological linguistics and teaching of Russian as a foreign language in the context of distance learning against the backdrop of the pandemic

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Abstract
The study examines the adaptation of foreigners to cultural values when learning the Russian language. The study defines axiology and the axiological sphere, focuses on the axiological component in the linguistic picture of the world, considers the role of a foreign language as a tool for the axiological background development. The relevance of the axiological approach to teaching the Russian for Foreigners course to foreign students in the context of both distance and blended learning is considered with due regard to the relevance of this type of education in the context of the COVID-19 pandemic. The research took place at the Institute of Foreign Languages, Foreign languages department I-11, Moscow Aviation Institute (National Research University), and the Department of the Russian Language No. 1, Peoples Friendship University of Russia. A descriptive method and the method of interpretation analysis have been applied. The methods of linguistic integration of students into the Russian sociocultural environment have also been applied. The results were tracked based on monitoring and testing technologies, information and computer technologies, and the analysis of the educational activity. The capabilities of the Moodle platform were also used; the axiological phraseology tasks were created in the Hot Potatoes program. The experiment was carried out during 6 months of 2017/2018 and 2018/19 preparation courses. A total of 260 students were involved in the experiment; a control group of 150 students was formed. An approach to studying Russian as a foreign language focused on introducing the values to foreign students and teaching them the cultural characteristics of Russia has been developed. The analysis of the development of language and cultural skills of foreign students in the control and experimental groups showed that at the final stage of the experiment, 47% of students in the experimental group had a high level of competence; in the control group, the indicator was 21%. Teachers of foreign languages, administrations of higher educational institutions, and language schools should familiarize themselves with the research.
Key words: axiology, Russian as a foreign language, axiological linguistics, teaching the Russian language, distance learning in the context of the pandemic

Introduction

In the global world, the issue of universal values has become especially acute; therefore, it is important to consider the value system, which is the spiritual connections of civilization, in the context of the educational process. Globalization can be regarded as a confrontation between different cultures and their value systems. Cultural codes are formed based on the correlation of linguistic units with values within the axiological paradigm. In particular, in the process of teaching a foreign language as the development of humanistic values through the implementation of linguistic values with the help of axiological linguistics. The argument about the social component of the process of teaching a foreign language as the social adaptation of a person confirms the assertion that axiology has a close relationship with teaching a language as a way of adapting a foreign culture and traditions to the values of the nation whose language is being studied by a foreigner. In the modern world, which is characterized by the development of cognitive principles, a person needs to master both the language and the conceptual view of the world. In the modern educational environment, the focus on linguistic and cultural characteristics

can ensure not only the quality of education but also the quality of life (Kromydas, 2017). The development of a professional linguistic personality involves mastering a professional language, which, in turn, includes the expertise in the professional thesaurus and key competencies not only in the mother tongue, but also in other languages (Stolyarova and Fedotova, 2017). Modern education is faced with problems caused by the internationalization and integration of professional knowledge systems, and the concept of developing a student's professional linguistic personality with the help of axiological, competence-based and student-centered approaches is gaining importance. The social component of the language learning process is the adaptation of the person in society; therefore, this component is of particular importance in the modern multicultural world. This statement is confirmed by the fact that grammatical, lexical or phonetic errors do not cause problems associated with the adaptation to a new society, however, cultural and axiological errors can lead to serious problems. Experts in modern linguistics are studying the ways of the development of the concepts of values and anti-values by teaching a foreign language considering it not only as a means of communication but also as a tool to avoid cultural conflicts, a guide to foreign culture and values (Andreeva et al., 2017). Values, as the priorities of human activity, characterize the inner world of the person and the features of the worldview that are fixed and reflected in the language.

Both teaching and learning a foreign language require the use of relevant strategies and methodologies that teachers should apply according to the level and types of students. Teachers should be able to deal with the problems of misunderstanding that can arise due to different social contexts, cultures, philosophies, religions and ideologies. In the globalized world, the teacher needs to adapt the methodology to make language learning functional. The process of learning a foreign language should be a process of developing humanistic values, which will have a positive impact on the relationship with other people. Nowadays, methods, means and techniques that can most effectively instill humanistic values are being developed. The researchers believe that the most important factor is the consideration of the personal qualities of students and their life situation. The central objective of teaching a foreign language is the contribution to the natural development of the person rather than its suppression. At the same time, the closeness of the linguistic view of the teacher and the student ensures understanding that facilitates the process of transferring and assimilating knowledge. It is no wonder that professional development requires an analysis of the linguistic worldview from the perspective of national and international culture, specific and conceptual, didactic, and pragmatic aspects of discursive practices. The axiological approach, focused on the formation of a spiritually mature personality, the cultivation of moral foundations, is common in the Russian education system. It is not nationally specific as it is described in modern world pedagogy (Prabhu, 2011; Keshavarz, 2012; Cortez, 2019), and developed and improved in many countries of the world.

In parallel with the above, it should be noted that modern information technologies have firmly penetrated into our life, which fully influenced the process of teaching and learning a foreign language. Educational technologies are developing incredibly fast under the influence of informatization, electronic and distance learning, the speed of the transfer of constantly expanding knowledge. Rapid technological progress in the context of globalization has changed everyday life - smartphones, tablets and laptops have become an integral part of the lives of teachers and students in a number of countries around the world. It is entirely reasonable that the higher education system has also followed computerization and digitalization (Oyelere et al., 2016). Pedagogy is also being transformed due to information and communication technologies; there is a need to revise teaching strategies to adapt them to student needs (Machado, 2015), which occurred in the context of the pandemic.

An important objective of modern research in teaching a foreign language, which can be solved with the help of the axiological approach, is to reveal the problems of the correlation of linguistic and other worldviews in the aspect of the learning environment. Despite the great scientific interest, it should be noted that there is a small number of studies devoted to the problem of introducing the axiological approach to teaching a foreign language in a blended learning environment. Language teaching should be time sensitive and identify social changes that affect the pedagogical impact on specific groups of learners. For example, in Russia foreign students, who lack knowledge of the Russian culture and values to ensure full-fledged socialization, appeared a long time ago. They do not understand the multitude of cultural realities and national values and misinterpret social phenomena. In Russian language textbooks, the cultural aspect of education is most often described as a rather narrow concept; it is analyzed from the perspective of the traditions and rules of behavior prevailing in Russia and formed based on the combination of rhetoric, stylistics, speech culture, psychology, sociology, etc. Native Russian students can get enough benefit from it; however, this is poorly applicable to students from other cultures. The research is aimed at developing methods of the language integration of foreign students into the value-oriented socio-cultural environment of Russia. The purpose of the study is to identify the impact of the axiological approach on linguistic and cultural competences when learning Russian as a foreign language in the context of distance learning against the backdrop of the pandemic.

Basic principles of axiology and axiological linguistics
The interest in axiosphere (the sphere of values) and its relationship with the rapidly developing noosphere (sphere of knowledge) of the person is due to the conceptualization of the modern period in the evolution of society, in which globalization is accompanied by increased communication, intercultural dialogue, and intensified ethnocultural processes. On the other hand, it is crucial to determine the theoretical foundations, the personal identity of a person and society (Zheltukhina, 2014). The social consequences of the era of high technologies and globalization, which significantly increase the cognitive and material capabilities of a person, are an identity crisis, the problem of value change, etc. Axiology is a philosophical discipline. It studies values, their characteristics, structure and hierarchy, methods of cognition, status, nature and specifics of value judgments, the relationship between various values and their correlation with social and cultural factors and personality structure.

Values and the assessment belong to the key categories of reality; it is typical of a person to analyze the external environment, things, phenomena, properties and actions, other people, their thoughts, behavior or feelings, or one's own personality. Almost everything can be assessed; and, in turn, the assessment itself is based on a system of universal human values or, more simply, on the ratio of the good and bad, the right and wrong, etc. The modern world and its development are affected by integration and globalization processes; thus, axiology is becoming highly relevant and attracts the attention of not only scientists in the field of philosophy or sociology, but also researchers in the field of linguistics and language teaching. The axiological nature of human consciousness (ideas, assessments, tastes, ideals, norms) and the system of values make up the axiological sphere (Mariyanchik, 2011). In the light of axiology, new areas of research, in particular in the field of teaching languages are developing. In the 1990s, a branch of linguistic anthropology emerged; this is axiological linguistics, which is based on the postulates of classical and cognitive semantics. Axiological linguistics is a science that studies values based on linguistic data (Svetonosova, 2007). The anthropocentrism of modern linguistics has determined the application of the axiological approach to language, which is based on the study of a language as a reflection of the basic value system of society and as the most

important source of information about it. Axiological principles are considered part of the humanization of education.

Axiological component in the linguistic picture of the world
The ratio of discursive practices in various sciences, namely in engineering, humanities, arts and cultural studies, determines the diversity of the linguistic worldview aspects and, at the same time, their basic concepts that make up the system of keywords and ideas. The linguistic view of the world as one of the key ideas of modern linguistics is the process and result of cognition of reality, consciousness and man (Krasina, Perfilieva, 2015); the most important function of the linguistic worldview is the reflection of other views and the introduction of a didactic discourse for obtaining new knowledge. Despite the differences in scientific disciplines (terminology, paradigms, concepts, etc.), the linguistic picture of the world is associated with other views of the world, for example, the philosophical, physical, and chemical ones. In this case, the major concept is the concept of "assessment". It determines the interaction of the linguistic worldview with other worldviews, which is integrated and regulated by the relations between the general and the specific, as well as the qualitative and the quantitative. The properties of life are established by a scale of values, that is, a coordinate system that is acquired in the process of socialization. At the same time, each culture has its own coordinate system in which the place of various qualities (as well as phenomena, events, people) is determined by the culture. As exemplified by the Russian scale of values, laziness is bad, and hard work is good, but kindness is more important than hard work. Values are embodied in the language and consciousness as axiological concepts and, along with archetypal concepts, are included into the axiological conceptual sphere of the person or community. In turn, axiological and archetypal concepts are updated against the background of axiological strategies that form the discursive space and determine the implementation of certain communicative scenarios (Kozhakhmetova et al., 2020).
Language acts as a conveyor of knowledge that helps students express the results of cognitive work. The learning process is accompanied by the comparison of the linguistic picture of the world (in the present study, this refers to native speakers of Russian) with other views of the world. At the same time, they involve the change of lexical fragments, their systematization, terminology, and the search for a solution to the problem. A linguistic view of the world is a set of people's ideas about the reality at a given stage of development fixed in linguistic units. In order to systematize non-linguistic knowledge, the theory of frame representation of linguistic phenomena was developed; this made it possible to create a model of the external world in which the frame is a frequently repeated situation. In the context of the theory, idioms can be defined as a means of stereotypical assessment that reflects the value ideals of a person (Markelova et al., 2016). Language and its units ensure the transmission of knowledge inherent in the human mind and defined by any culture (Karasik, 2014). For example, in the Russian language, the concept of strength is conveyed by the idioms "heroic strength", "as strong as a bear", and the concept of weakness - "a bag of bones", "blow over with a feather". The inclusion of the educational process in the framework of the linguistic picture of the world in the context of cultural linguistics and cognitivism requires a greater emphasis on the linguistic personality.
In the concept of the structure of a linguistic personality, that is, any native speaker, characterized based on the analysis of the texts produced by them in terms of the use of the systematic means of the language to reflect the vision of reality and to achieve certain goals, particular attention is given to values, which are the most fundamental characteristics of culture and the highest reference points (Karasik, 2002). Cultural linguistics establishes the value orientation of society (in this case, the subject is the value view of the world) while cognitive linguistics defines the ways of storing

information in the mind of a person (the subject is a linguistic and conceptual view of the world). An in-depth analysis of the semantic structure of linguistic units that restores cultural images, concepts, and stereotypical situations the comparison is based on informs society about the value concepts of linguistic identity. In this case, this refers to the linguistic identity of the teacher and the student. The value representations of linguistic identity reflect the general principles of human thinking; therefore, the assessment can be considered as a universal linguistic category. Axiology combines the influence of linguistic, its interaction with thought and language, logic and pragmatics, feelings and actions, as well as its objectification into languages (Karasik, 2015); cultural and linguistic competence should be an essential characteristic of the teacher and the student who perceive the linguistic picture of the world from the axiological perspective (Markelova et al., 2016).

Any meaning consists of cognitive and pragmatic components. The cognitive component (intellectual and denotative component) refers to the information about the external world (the knowledge of the educational process participants in the framework of studying a certain scientific discipline). The pragmatic component is related to the information about a subjective relation and experience of a fact (a way of transferring knowledge from the teacher to the student). The study of the problems of the modern educational process shows that there is a need to strive for the interaction among the owners of subjective scientific knowledge in the axiological aspect of the linguistic picture of the world. Several types of worldviews that are gradually developed in the minds of students and are reflected in various aspects of linguistic semantics in the linguistic picture of the world should be noted (Table 1).

Table 1: The linguistic picture of the world

View of the world	Description
Simple-minded view of the world	The view is developed as a result of direct cognition of reality, through which a typed view of consciousness about a serial or unique object is obtained. It includes simple objects perceived by the sensory receptors and fixed in consciousness.
Cognitive view of the world	It includes ideas and stereotypes about the world determined by the culture; it deals with concepts; in semantics, the value component contributes to the emergence of new linguistic units, primarily idioms and connotative meanings.
Indirect view of the world	The view is the result of the establishment of the sphere of concepts by secondary sign systems, which make the externality in consciousness a cognitive view of the world. For each concept, means of verbalization in the language, including its idiomatic system can be found.

Note: compiled based on (Slyshkin, 2000; Andreyeva et al., 2018; Lisicyna, 2000).

The fact that each language interprets the same situation in different ways based on the fragments of the linguistic picture of the world is taken into account. A concept is a unit of human experience in its ideal representation; a basic unit of processing, storage, and transfer of knowledge; it is verbalized in linguistic structures and endowed with national and cultural specifics (Slyshkin, 2000). In modern linguistics, there are a number of works devoted to the study of linguo-cultural concepts that affect various spheres of human life. Phraseological units most fully reflect the cultural values of people. For example, the linguo-cultural concept of "home" as one of the basic concepts of the language contains conceptual, figurative and value components (Karasik, 2002). In the Chinese linguistic culture, the home concept is

interpreted as a place to arrange a calm and quiet life; this is an important item when creating a family (Zhang, 2016.). Among the common features of the concept of "home" in the Russian and Chinese linguistic pictures, the concepts of "dwelling" and "a group of relatives living together" should be noted. However, in the Chinese language this concept is much broader than in Russian; and in Russian it is also defined as "coffin" or "quitsies" (a childish concept denoting permission to leave the game) (Nifanova et al., 2019). The modern educational process and the level of the communicative and cognitive competences of students require the cultivation of a positive and creative attitude to the language. The axiological component of education is often interpreted in a broad sense and is considered both from the value and emotional aspects (primary cognition and cooperation are carried out by the student through the emotional channel). The importance of the emotional aspect also relates to the fact that it determines the motivation for learning a new language and culture and communicative intentions; it encourages the development of the aesthetic sphere, activates cognitive interests and determines personality development. The summary of the considerations about the content of the axiological component of teaching foreign languages in educational institutions is presented in the following scheme (Figure 1).
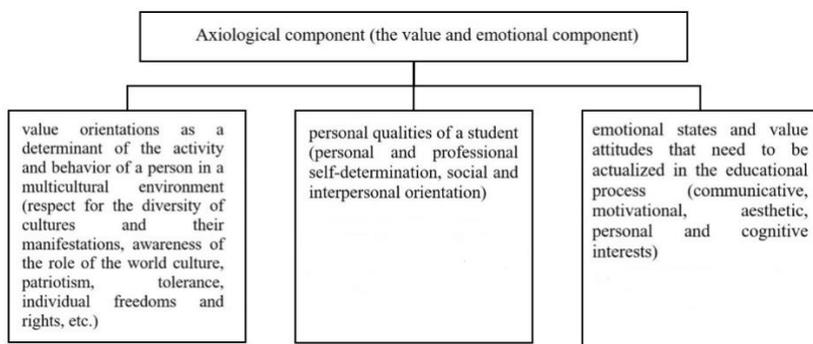

Figure 1: Axiological component (emotional-value) in the linguistic picture of the world
Note: own development

The axiological component makes it possible to develop in students a positive attitude towards another culture and its members; to be aware of the laws of society, to understand the norms and rules of communication in society; to build one's own position on the basis of conscious determinants chosen as personal guidelines; to form a positive attitude towards the process of foreign language learning.

The role of a foreign language as a tool for the axiological background development

Content and language integrated learning, widely used in the European educational science and practice, is applied at an advanced stage. The issues related to the choice of language and speech material and its didactic structure based on the participation and involvement of students, as well as on the development of critical thinking are of paramount importance. The tools for teaching and learning a foreign language should be based on the methodological conception of teaching a foreign language of profession, professional motivation, the level of foreign language proficiency of students, the current needs of students and society, the lingua didactic models of a linguistic personality (Levitan, Yugova, 2019). New approaches to teaching a foreign language can slow down the process of the dehumanization of society and education

and intensify the process of assimilating moral truths; therefore, it is important to follow the idea of the importance of teaching a language as a carrier of moral values. Language as a means of transmitting information increases intelligence, creates texts that have an informational value, contributes to the dissemination of meaningful information. Despite the universality of the concept of values and moral foundations, texts often express specific values as they are created by the representatives of different languages and cultures, and universal human ideas are saturated with a certain cultural content. The basic concepts of linguistic cultures were gradually supplemented by separate conceptual units accumulating the collective experience of the cultural and linguistic community. The processes of communication and information assessment are continuously connected - a person perceives and evaluates reality, connects their own knowledge with the knowledge of other people. When learning a language, mutual determinism is revealed within the relationship between the culture, mentality and language. Everything that is valuable for a person plays a significant role in their life, and therefore receives a multilateral designation in the language. It is noted that in the modern world there is a collapse of traditional views of values; thus, the concept of good is weakening and the ethical and moral values of the past are being reduced. Among other things, this can be explained by a decrease in the role of the religious basis of the life of society, which almost all traditional systems of values are based on.

The process of learning a foreign language can be reduced to a new way of expressing familiar content. However, due to the multimedia content and the development of the didactics of teaching a foreign language, the process of learning a foreign language is being transformed into a meeting with another culture and a different system of values. Modern course books, including the ones used for teaching, provide learners with illustrations of the cultures and values of other countries ranging from coats of arms and flags to famous buildings, dishes, ways of interaction and explanations. There is an opinion that the inclusion of value systems in foreign language lessons can have a positive effect - multiculturalism and mobility. Foreign language lessons can help a person embrace the values and cultures of other peoples. The student can transcend their nationality and overcome deeply-rooted stereotypes. Students should be helped to understand the deep and serious implications of the value system; it is also necessary to encourage them to be open and critical of them.

Communication with native speakers cannot be effective if their national characteristics and national mentality are not considered. In addition, national mentality understanding contributes to the development of a system of values of students, which is an indispensable component of the educational process at a university. The vivid reflection of the values, traditions and peculiarities of the worldview of individual peoples occurs through phraseological units in the language (Andreyeva et al., 2018). Axiological linguistics is closely related to phraseology that reflects the ancient spiritual experience and group assessments of the speakers of a certain language. Phraseology provides rich material for the study of axiological laws. Fixed phrases indirectly reflect the views of people and the ideology of the period, including national characteristics, mentality and value orientation of native speakers (Lisicyna, 2000). Fixed phrases describe the values regulating relations between people in everyday life; the assessment is presented in the form of evaluative phraseological units containing subjective assessments and qualitative characteristics of the subject being assessed (Zerkina et al., 2015). Vocational training based on the axiological approach contributes to the solution of the urgent problems of modern education related to the development of a system of universal, educational and professional values in students: awareness of social and personal significance, understanding of their own attitude to basic professional values, guiding motives for professional development, tolerance to cultural paradigms (Bicheva, Filatov, 2018).

Among the axiological benchmarks of true education, the value attitude to language is of particular importance (Zerkina et al., 2015). On the one hand, language as a means of national self-identification unites members of society regardless of their social status, education, age, and wealth status. On the other hand, language is an integral part of national history, culture, and spirituality. There is no doubt that when studying the Russian language the need to refer to its history is associated with the growing interest in the peculiarities and roots of the Russian mentality, and the language is its treasurer (Babulevich, Kuzennaya, 2018). Teaching the Russian language is proposed to be based on the basic principles of teaching meta-subjects. A focus should be placed on the development of a linguistic worldview, which is defined as a single worldview of a nation developed based on its language and a system of values that lay the foundation for the implementation of meta-subject principles in teaching the Russian language (Drozdova, 2019). The axiological potential of the Russian language in the development of a linguistic personality is presented as a system of linguistic values reflected in the vocabulary and texts. A clear indicator of the development and improvement of the intellectual culture of a Russian speaker is the assimilation of Old Slavic vocabulary and, as a result, the enrichment of their own vocabulary. The Old Church Slavonic language replenished the vocabulary of Russian since the 10th century; it played the historical role of a means and method of introducing a person to spiritual life, aesthetic and ethical language, the grand style of the Russian language, and stimulated the enrichment of vocabulary (Samoilova et al., 2020). In the current theoretical and practical aspects of the axiological approach to the modern methodology of teaching the Russian language, the concept of an axiological linguistic personality with a value view of the language is proposed (Scriabina, 2019). A writer expresses or opposes their personal and ancestral memory, responsibility for the land of ancestors, the beauty of native nature, the poetic aspects of the life of the people, its ancient history and culture, spiritual wealth and wisdom, as well as relationships based on kinship, closeness, and love. This expresses a system of values that correlate with the axiological characteristics of a certain historical period and the value foundations of life revealing their significance (Amineva, 2018).

Actualization of distance foreign language teaching in the context of the pandemic
The spread of the Internet has greatly contributed to the development of distance and e-learning as new technical devices are best suited for developing exercises that improve student knowledge and the educational process(Karabatzaki et al., 2018); this also applies to language courses. Distance learning was first implemented in the 19th century and has come a long way of technical improvement. The change manifests itself in the need to transform traditional teaching and learning methods (Kör et al., 2016) due to a number of the issues related to time as some students cannot follow the timetable to attend the university or face the problem of distance. During the global pandemic, distance learning has become indispensable (Doghonadze et al., 2020). Even before COVID-19, there was a steady growth and adoption of educational technologies: global investment in educational technologies reached $ 18.66 billion in 2019, and the total online education market is projected to reach $ 350 billion by 2025; this also applies to language applications, virtual learning, video conferencing tools and e-learning software. According to the UN report, the COVID-19 pandemic has caused the largest educational disruption affecting nearly 1.6 billion students in more than 190 countries on all continents.
In connection with the crisis caused by the COVID-19 pandemic, UNESCO IESALC published guidelines for higher education institutions; in particular, it recommends the use of institutional portals, social networks and online courses. Online Russian courses are now of great interest as they are characterized by the following positive features:

- Flexibility - distance learning allows students to choose the convenient time and place to study; they can learn at their own pace and study as much as they can effectively master.
- Communication - in distance learning of Russian as a foreign language, cooperation between the teacher and students, as well as cooperation between students contribute to the development of communication skills.
- Multimedia educational materials create more favorable conditions for improving the intercultural competence of students and the quality of various types of speech activities, especially reading and listening.
- Forum and chat provide students with the opportunity to develop the speech skills and experience necessary for written and oral communication.
- Specific control of the quality of education - remote assessment makes it possible to identify student progress to assess their efforts, as well as the difficulties they face in the process of mastering the language and speech skills, as well as to analyze mistakes and results.

To master axiological phraseology, including that of the Russian language, methods based on remote computer technologies are the best suited; they make it possible to diversify the educational content with films, text documents that can be edited, animated films, etc., which can be used at student's convenience and reviewed as many times as necessary to ensure the most effective assimilation of knowledge and skills.

Methods and design of the experiment: an axiological approach to teaching Russian to foreign students in a blended learning environment
The research took place at the Institute of Foreign Languages, Foreign languages department I-11, Moscow Aviation Institute (National Research University), and the Department of the Russian Language No. 1, Peoples Friendship University of Russia.

Methods
The research is based on theoretical studies (Sayakhova, 2015) and methodological reviews of the new methods of teaching the Russian language and speech culture. The pedagogical approach corresponds to the objectives of the axiological components used to teach Russian.
The methods applied in the study include descriptive and interpretive analysis, educational process monitoring.
The methods of linguistic integration of students into the Russian sociocultural environment were used; they involved the development of linguistic and cultural competences, enriching the worldview with lexemes related to values and culture, encouraging student motivation through games, situations of moral experience (cases from fiction), discussions, self-study methods.
The results were tracked based on monitoring and testing technologies, information and computer technologies, and the analysis of the educational activity. The development of linguistic and cultural competences and the integration of students into the cultural environment were tested on the basis of cultural texts, which revealed the degree of assimilation of lexical units and national and cultural semantics, as well as the level of cultural awareness. To determine the value attitude towards the culture of the native country and the country of the target language, diagnostic tests were used, including those determining tolerance to traditions and customs.

Research design
The study uses the capabilities of the "Moodle" platform, which meets the requirements of the modern educational process due to its flexibility. To master the axiological phraseology of the Russian language, interactive tasks created in the Hot Potatoes program are presented (gap-fill tasks, order tasks, matching tasks, multiple-

choice tasks). When developing course modules, a number of literature excerpts containing historical and cultural realities were selected. Visual perception channels are actively used; thus, images of famous artists, photographs of monuments, landscapes, sketches, and popular fairy tale illustrations are attached to educational materials.

The use of computer technologies at the initial stage of teaching the Russian language to foreign students enhances the educational process and allows creating preparation courses that meet the needs of students who belong to different language groups (including African and Asian countries). It should also be considered that in the context of the pandemic, not all students can attend classes at the same time; the group is characterized by heterogeneity and constantly changing membership Therefore, a blended learning model was chosen as a learning model, which combines the use of a distance course with traditional classroom learning. The use of the distance learning component enables students who have difficulties in mastering the Russian language to listen to the explanation of new grammar repeatedly in order to consolidate knowledge, spell new words, and do practical tasks. On the other hand, a distance learning course can help advanced students who easily assimilate the educational material. In this case, learners are offered extra practice resources aimed at creativity development and the discussion of various topics on the forum; this encourages student motivation to study and gives them an opportunity to receive new information.

The experiment was carried out during 6 months of 2017/2018 and 2018/19 preparation courses.

Research sampling

The study involved a total of 260 bachelor students of the Institute of Foreign Languages, Foreign languages department I-11, Moscow Aviation Institute (National Research University), and the Department of the Russian Language No. 1, Peoples Friendship University of Russia. The age of the participants ranges from 18 to 20.

A control group of students attending language preparation courses based on the traditional classroom methodology was formed. The control group consisted of 150 students from the educational institutions listed above.

Ethical issues

The personal data of students participating in the experiment are confidential and not subject to disclosure.

Description of the key characteristics and results of the developed approach

The process of learning a foreign language at the initial stage should meet the communication needs of foreign students who come to Russia to get higher education. This applies not only to educational and professional communication, but also to the cultural and social needs of foreigners.

An important stage of teaching Russian is the introduction to the phonetics of the language. The process of studying the phonetics of Russian as a foreign language is more effective when it is based on a combination of traditional teaching methods and modern information technologies.

The distance learning course is based on a training pack, a listening guide and an online notebook, as well as methodological information. Each topic includes a "listen and repeat" audio presentation to help students develop and improve sound and auditory memory; grammar tables to acquire and consolidate grammar knowledge; practice activities (grammar exercises, texts with complex tasks, exercises for understanding the text and control of vocabulary, summary tables of concepts); tests.

To develop grammar exercises, the Hot Potatoes software, which allows working with Cyrillic and other alphabets, was used.

At the initial stage of learning the Russian language, students are offered simple crosswords and cartoons, which help them study a variety of topics. Cartoons are accompanied by "before you watch" and "after you watch" tasks after each section. Educational cartoons are characterized by the advantage of spatial and temporal relations between objects; the scenes force students to think synthetically. It is important that students can hear Russian speech in authentic situations. This makes the content easier to understand and encourages independent speech activity. After viewing a short section, students have an opportunity to discuss it on the forum.

The axiological component and the development of linguistic and cultural competences in foreign students based on the approach described

It is considered important to introduce the ways of developing linguistic and cultural competences as components of the general cultural content of education. Such competences are responsible for the culture-focused teaching of Russian as a foreign language and are a method of forming a system of axiological relations based on ethical and cultural components described in the literature. The presentation of the material as a motivational situation seems to be relevant. Linguistic and cultural competences are successfully developed when students read an ethically and aesthetically harmonious text about some events adapted to the students' language skills. It should be accompanied by pictures, historical references and additional exercises to stimulate further ethical thinking. The reading task should be followed by a discussion to compare cultural values. The presentation of educational material can evoke students' emotional response and encourage further reflection.

The core component of the educational program - cultural and historical material - is the background of literature works, which is designed to emphasize the unity of national and global culture. The methods of teaching foreign students include the study of the national characteristics of the Russian people and culture-related realities. Literary and journalistic texts reveal the historical period and characterize socio-cultural concepts.

Communicative, objective and educational competences play a key role in the study of a foreign language and the development of linguistic and cultural competences (Elokhova, 2016). As a result, students are offered texts containing cultural and historical information that requires special socio-cultural, linguistic and cultural comments that play a key role in the development of linguistic and cultural competences. This information is important for the formation of cultural and historical knowledge. To solidify knowledge, there are "after you read" exercises aimed at reproducing the information received visually (drawings, sketches dating from a certain historical period). The exercises help students formulate value judgments; they present information in a historical, cultural and communicative continuity (Figure 2).
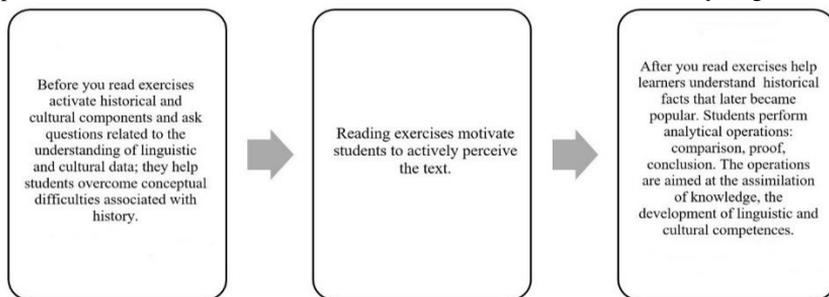

Figure 2: Continuity of exercises for foreign students studying Russian
Note: own development

The formation of linguo-cultural competences is also associated with the use of visual materials (illustrations along with the CD attached to the textbook). Information is better perceived and memorized when using visual materials; this allows students to consolidate the material. The exercises are related to new vocabulary.

Application of the vocabulary of the linguistic world related to cultural values
A new lifestyle combined with a new language creates psychological and linguistic obstacles. The psychological obstacle manifests itself in the fact that misunderstanding often causes rejection. An important task is to provide foreign students with more information about the Russian worldview through the linguistic images of the world containing information about reality. Students become motivated to study the culture, history, customs and lifestyle of the inhabitants. The events described in the works become meaningful and shape the understanding of life.
The lexical units presented in the texts have not only direct meaning but also the one created by the author. It becomes possible to consider the author's view of the world that reflects his or her opinion about life. The major concepts are also presented through the visual perception of historical and cultural realities: the video sequence shown at distance or traditional lessons demonstrates paintings and sketches of artists.

Mastering of various functional styles of the Russian language
Knowledge of various functional styles of the Russian language can also be considered as a marker of the acquisition of a new culture by students that are not Russian native speakers. It is noted that foreign students find it difficult to interpret the meaning of words that form Russian sayings and phraseological units (Elokhova, 2016). The most common phraseological units were selected and analyzed from the perspective of history, culture and society; the tasks aimed at explaining the etymology of the selected phraseological units were developed. Students fill in summary tables of phraseological units online and by hand looking for similar concepts and set expressions in their native language.
There is a separate educational module - Scientific prose style - that varies according to the specialty of students; however, in this case, the key objective is to teach students to read and understand texts related to their profession, master the skills of working with books and terminological vocabulary, take notes, speak out logically and consistently, understand, recognize and correctly use lexical units, etc.

Results of the diagnostics of students' language and cultural skills
The diagnostics of the formation of the language and cultural skills of foreign students in the control and experimental groups showed significant changes in the development of the language and cultural competence of the participants at the initial and final stages of training. By the end of studies, the percentage of foreign students with a high level of linguo-cultural competence has increased. The percentage of students in the experimental group with a high level of competence at the final stage of measurement is 47%. In the control group, this indicator was 21% (Table 2).

Table 2: The results of the diagnostics of the language and cultural competences of foreign students in the control and experimental groups, %

	Measurement 1	Measurement 2	Measurement 3	Measurement 4	Measurement 5
control group	5%	11%	15%	19%	21%
experimental group	12%	23%	32%	40%	47%

Note: own development

Thus, it can be noted that the experimental results demonstrate that the approach to teaching Russian as a foreign language described in the study contributes to the development of the emotional-motivational, value-oriented and communicative components of the linguistic and cultural competences. The foregoing is consistent with the conclusions that the implementation of the axiological approach to the development of intercultural competencies of university students can be successfully carried out when they form their attitude to the study of a foreign language (Valeev and Kondrat'eva, 2015). The structure of social and communicative development (with the inclusion of socio-cultural, practical, motivational-axiological, emotional components) benefits from the use of group and individual forms of social communication when introducing an innovative technological component (Vilkhovchenko and Shayner, 2018).

Conclusions

The result of the study and its testing in the educational process were the Russian language and culture course materials aimed at foreign students. The application of the educational model made it possible to develop exercises based on the analysis of concepts contained in the texts and having axiological meaning. The novelty of the research is the approach to the study of the Russian language by foreigners based on the integration of the linguistic and cultural components and aimed at the development of linguistic and cultural competences in students. The core of the proposed approach is the value-semantic and semantic-symbolic features of the language and culture encoded in various manifestations of art as a cultural activity. It can be concluded that the model of teaching Russian as a foreign language tested in the study promotes changes in cognitive functions, stimulates the ability to use the conceptual apparatus in terms of intercultural communication and the solution of professional problems; tolerance to foreign language environment. Positive changes are noted in the emotional, value, motivational and communicative components of the linguistic and cultural competences of students. It can be noted that students are willing to master the means of communication, to use the Russian language to solve practical communication problems, to demonstrate cooperation and the knowledge of culture-related vocabulary.

The implementation of distance and blended learning can significantly help foreign students at the initial stage of studying at Russian universities, as well as dramatically increase the intensity and effectiveness of training. The developed special forms and methods of instruction can take the educational process closer to real communication effectively developing speaking, writing, listening and reading skills, as well as ensure the cultural and social integration of foreign students. The Russian for foreign students online course is based on interactive strategies in the context of remote interaction between the teacher and the student, flexible solutions for testing and managing the automated process of acquiring knowledge and skills.

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