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RESEARCH ARTICLE

The communicative and aesthetic principle in teaching Russian as a foreign language to international students of technical specialties

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Abstract

Objectives. In the context of the internationalization of higher education and the growing role of the Russian language as a means of professional communication in educational environments, the search for effective methodological solutions for teaching foreign students in technical disciplines has become particularly relevant. The aims of this study are twofold: to provide a scientific rationale for the methodological relevance of the communicative-aesthetic principle in teaching Russian as a foreign language to students of technical specialties; and to identify the impact of the communicative-aesthetic principle on the development of student speech culture and the formation of professional communication skills.

Methods. The methodological framework includes a comparative analysis of existing pedagogical approaches which incorporate communicative and aesthetic elements, along with classroom observation in multilingual technical university settings. In order to ensure objectivity in the findings, elements of both quantitative and qualitative analysis of student responses and speech production were used.

Results. The findings indicate that the application of the communicative-aesthetic principle enhances precision and motivation amongst students learning the Russian language aligned with literary norms. A number of observations were made including: increased interest in language learning; improved integration into the academic and cultural environment; and the development of speech aesthetics. All these factors contribute to the formation of a professionally relevant linguistic worldview.

Conclusions. The communicative-aesthetic principle can be considered as an effective methodological tool in teaching Russian as a foreign language in technical universities. Its implementation enhances the educational potential of speech instruction and fosters the integration of aesthetic components into professionally oriented communication. The practical significance of the study lies in the potential application of the developed methodological recommendations in educational programs and teaching materials. A promising area for further research is the creation of didactic resources aimed at developing professionally oriented speech and fostering creative thinking among students.

Keywords: communicative and aesthetic principle, teaching Russian as a foreign language, international students, technical specialties, speech culture, professional communication, methodological approaches, aesthetic perception of speech, student adaptation

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НАУЧНАЯ СТАТЬЯ

Коммуникативно-эстетический принцип в обучении иностранных студентов технических специальностей русскому языку

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Резюме

Цели. В условиях интернационализации высшего образования и расширения присутствия русского языка как средства профессионального общения в образовательных пространствах особую актуальность приобретает поиск эффективных методических решений для обучения иностранных студентов технических специальностей. Целью настоящего исследования является научное обоснование методической значимости коммуникативно-эстетического принципа в обучении русскому языку иностранных студентов технического профиля и выявление влияния коммуникативно-эстетического принципа на развитие речевой культуры обучающихся и формирование навыков профессиональной коммуникации.

Методы. Методологическую основу исследования составили сравнительно-сопоставительный анализ существующих методических подходов, включающих элементы коммуникативной и эстетической направленности и наблюдение за учебным процессом в иноязычной аудитории в технических вузах. Для объективизации выводов применялись элементы количественно-качественного анализа ответов и речевых продуктов обучающихся.

Результаты. Полученные данные демонстрируют, что применение коммуникативно-эстетического принципа способствует более точному и мотивированному владению правильной и хорошей русской речью, ориентированной на литературные нормы. Отмечается повышение интереса студентов к языковому обучению, облегчение их интеграции в академическую и культурную среду, а также развитие речевого вкуса, что в совокупности способствует формированию профессионально релевантной языковой картины мира.

Выводы. Коммуникативно-эстетический принцип может рассматриваться как эффективное методическое средство при обучении русскому языку как иностранному в техническом вузе. Его применение усиливает воспитательный потенциал речевого обучения и создает условия для интеграции эстетического компонента в профессионально ориентированную коммуникацию. Практическая значимость исследования заключается в возможности использования разработанных методических рекомендаций при создании образовательных программ и учебных пособий. Перспективным направлением дальнейших исследований является разработка дидактических материалов, направленных на формирование профессионально ориентированной речи и стимулирование креативного мышления студентов.

Ключевые слова: коммуникативно-эстетический принцип, обучение русскому языку, иностранные студенты, технические специальности, речевая культура, профессиональная коммуникация, методические подходы, эстетическое восприятие речи, адаптация

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INTRODUCTION

In modern approaches to foreign language teaching, including Russian as a foreign language (RFL), the development of foreign language communication skills plays a central role. They define the practical guidelines for the learning process. In a broad sense, “competence” can be interpreted as an individual’s ability and willingness to perform certain types of activities [1]. In education, competence is most often understood as externally imposed requirements for the results of a student’s training¹ [2]. Competency is understood as an internal personal development which arises as a result of mastering a set of competencies, ensuring the subject’s ability to perform activities effectively².

Foreign language communication competence is understood as the ability to engage productively in verbal interaction in the given language of study in various meaningful communication situations, including the professional sphere [3]. Communicative competence includes a set of knowledge, practical skills, and speech experience necessary for the formation of a full-fledged ability to communicate in the language being studied³.

Following the principle of professional orientation of RFL⁴ training, the development of speech competence related to the educational and professional sphere begins at the pre-university stage. At this level, foreign students master not only the norms of standard literary language, but also elements of the scientific style of speech corresponding to their future professional specialization in the humanities, natural sciences, technical or technological⁵ [4] sphere. This ensures that by the time they enter university (an advanced stage of education), students possess basic academic and professional communication skills [5].

In the subsequent stages of training, discipline-specific language tools need to be integrated to reflect the specifics of various professional sub-languages. This task is particularly important for students of technical specialties. Their professional communication requires specialized terminology and stable syntactic structures characteristic of the fields of engineering, physics, mathematics, and information technology. These features increase the requirements for methodological approaches and reinforce the relevance of applying integrative teaching principles, in particular, communicative-aesthetic principles [4]. By focusing on the activation of speech activity through artistic speech practices and theatrical forms of interpretation, the latter contribute to a deeper understanding of complex abstract concepts and the formation of a professionally oriented speech culture in students.

A.G. Volkova [5] notes that “children have changed, but teaching tools evolve slowly.” The principle of consciousness plays a key role in organizing the learning process. This guides the way in which language units are taught on a comparative basis, helping to reduce the influence of interference from the native language. The construction of the teaching system involves a sequence of several stages: correction and articulation courses; an intensive conversation course; a text reproduction stage; transition to productive types of speech activity. Then speaking and writing [6]. It is here that new developments in the types and forms of testing student language levels can be appropriately introduced. Evaluating the cognitive, psychological, and motivational characteristics of foreign students in technical specialties is an important condition for the successful implementation of the communicative-aesthetic principle in teaching. The development of a special entrance test [7] enables potential difficulties

¹ *Pedagogical Terminology Dictionary*. <https://voennaya-pedagogika.slovaronline.com/44-компетенция>. Accessed March 18, 2025 (in Russ.).

² Zimnyaya I.A. Key competencies – a new paradigm for the outcomes of modern education. *Eidos*. 2006. No. 5. <https://elibrary.ru/smbbix>. Accessed March 20, 2025 (in Russ.).

³ Khutorskoy A.V. Key competencies and educational standards. *Eidos*. 2002. No. 2. <https://elibrary.ru/ztakqu>. Accessed March 19, 2025 (in Russ.).

⁴ Khutorskoy A.V. Key and subject-specific competency design technology. *Eidos*. 2005. No. 4. <https://elibrary.ru/qlhzwi>. Accessed April 01, 2025 (in Russ.).

⁵ Order of the Ministry of Education and Science of the Russian Federation No. 1304 of October 3, 2014, “On the Approval of Requirements for the Implementation of Additional General Education Programs that Prepare Foreign Citizens and Stateless Persons for Professional Education Programs in Russian.” https://brstu.ru/docs/podrazdeleniya-brgu/centr-dopolnitelnoi-podgotovki/inostr/Prikaz_1304.pdf. Accessed April 02, 2025 (in Russ.).

to be identified and the educational trajectory adapted, while taking into account the individual characteristics of students.

Of particular importance in this regard is the inclusion of theatrical elements in the educational process. This factor enables the simulation of professionally relevant situations through expressive speech, intonation, facial expressions, and contextual interaction. J. Gentsel emphasizes that the active involvement of students is a key factor in the success of teaching using this technology [8].

Consequently, the aestheticization of speech activity not only contributes to the development of linguistic competence. It also enables cognitive and emotional difficulties to be overcome when they arise in the teaching and learning of specialized terminology and communication formats characteristic of a technical professional environment.

OBJECTIVE SETTING

In the methodology of RFL teaching at the present stage, there is a transformation of the target orientations and the entire conceptual paradigm of language education. This vector of development is directed from a linguo-centric approach to a cognitive-discursive model which focuses on the assimilation of culture through language as a mediator of intercultural communication [9]. In this context, the aesthetic aspect of speech activity acquires the methodological status of a key parameter. Language performs not only informative and cognitive functions, but also serves as a representative of axiological dominants, national and cultural specifics, and the aesthetic norms of society [7].

The purpose of this article is to provide scientific justification for the methodological significance of the communicative-aesthetic principle in teaching Russian to foreign students of technical disciplines, and to identify its influence on the development of speech culture and professional communication skills. Another aim of the study is to identify effective teaching approaches which ensure not only the development of language skills, but also the aesthetic perception of language as a tool for intercultural and professional communication.

The methodological basis of the study consisted of a comparative analysis of methodological approaches, observation of the educational process, and a survey of foreign students.

Comparative analysis of methodological approaches has enabled key features of the application of the communicative-aesthetic principle in teaching RFL to be identified. The analysis also defines its place in the system of modern linguistic and pedagogical concepts, justifying the need to integrate linguistic and aesthetic components into the process of developing professionally oriented speech competence.

Observation of the learning process was aimed at studying the dynamics of the speech skills and abilities of students in the context of applying the communicative-aesthetic principle. Particular attention was paid to analyzing the level of development of expressive speech means, compliance with literary norms, and the ability of students to use the Russian language in academic and professional communication.

The integration of the results of comparative analysis, observation, and questioning provided a comprehensive study of the methodological significance of the communicative-aesthetic principle. It enabled its influence on the development of speech culture and professional communication skills among foreign students to be objectively identified.

This paper presents a comprehensive review of the concepts of speech aesthetics and the communicative approach in teaching RFL. The review is based on the deductive-inductive method of analysis. The aim is to identify the relationship between the aesthetic characteristics of speech acts and the basic principles of the communicative approach, enabling an independent communicative-aesthetic principle to be substantiated and formulated in a way relevant to the methodology of teaching RFL.

The application of the communicative-aesthetic principle, implemented through the inclusion of artistic-pedagogical texts, dialogue fragments, role-playing situations, and theatrical elements in the content of teaching aids, is particularly relevant. Theatricalization not only activates the perception and comprehension of the text, but also enables the implementation of the principles of personalization, emotional involvement, and creative processing of the material [9]. This form of work strengthens the internal motivation of students, contributes to the formation of a sustained interest in the professional vocabulary being studied, and develops their expressive speech and interpretive abilities.

Justification for research and application of the communicative-aesthetic principle

The scientific justification for the methodological significance of the communicative-aesthetic principle in teaching Russian to foreign students of technical disciplines is based on the need for a comprehensive approach to the development of language competence. This also presupposes the unity of cognitive, cultural, and emotional-aesthetic components. The principle enables the educational process to be organized in such a way that language is perceived not only as a means of professional communication, but also as a cultural code that reflects the values of society.

The relevance of research and active application of the communicative-aesthetic principle in teaching

Russian to foreign students of technical specialties is defined by several interrelated factors.

Firstly, modern requirements for professional communication in technical disciplines involve not only the learning of terminology, but also the ability to express thoughts clearly, logically, and expressively. This is particularly important in the context of globalization of scientific and engineering interaction, in which the Russian language serves as a means of professional and academic communication. This principles needs to be carefully considered and introduced into widespread use [10].

Secondly, traditional approaches to teaching Russian at technical universities are mainly focused on developing pragmatic competence, while the aesthetic aspect of speech, related to expressiveness, coherence, and stylistic appropriateness of utterances, remains largely underestimated. At the same time, it is precisely this communicative-aesthetic principle which can ensure more effective assimilation of language norms and the development of speech skills appropriate to the professional and academic context [6].

Thirdly, the integration of the communicative-aesthetic principle into the methodology of RFL teaching for technical specialties contributes to the development of the ability of students to adapt their speech to various communicative situations. It also increases motivation to learn the language, and contributes to the formation of the linguistic personality of a specialist capable not only of perceiving and conveying information, but also doing so in accordance with the norms of academic and professional discursive culture [10].

DEGREE OF RESEARCH ON THE PROBLEM

The communicative approach is a system of principles which determine teaching strategy, but also reproduces models of natural speech interaction. As such it has replaced the grammar-translation method. Its introduction has led to a transformation in the process of teaching foreign languages. Instead of focusing on text analysis, extensive grammar exercises, mechanical memorization of dialogues and phrases, as well as strict control and correction of errors by the teacher, the main emphasis has shifted to the development of communication skills and the direct use of language in real communication. In Russian pedagogical science, the authors of works [6–14] and other researchers have made a significant contribution to the development of the communicative approach.

The concept of communicative competence has been developed in the works of many domestic and foreign scholars, such as [6–9, 12, 13] and others. Most researchers view communicative competence as a complex system which includes various specific

competences (subcompetences). Among them are the authors of works [12, 14–17] and other researchers.

Linguistic (language) and pragmatic (speech, sociolinguistic, illocutionary) competences are considered to be two essential components of communicative competences^{6,7} [14, 18–20]. Subcompetences have also been identified including: subject-specific (specialized, linguistic-professional, subject-thematic^{8, 9}, sociocultural¹⁰ [13–15, 18–21]; intercultural [11–15, 19–22]; linguistic-country studies and linguistic-regional studies [13–15, 19]; strategic (compensatory); discursive [17–20]; and others).

The study of the aesthetics of language and speech has a long tradition, encompassing various academic disciplines: philosophy, linguistics, rhetoric, literary studies, and speech culture. Questions of expressiveness and aesthetic value in speech were considered as far back as antiquity [14, 15]. Aristotle, in his works on rhetoric and poetics, distinguished stylistic levels, while Cicero emphasized the role of harmony and elegance in speech. Socrates, in his Panegyric, offered recommendations on euphony and the appropriate use of metaphors. Ancient ideas continue to influence contemporary research on the aesthetics of language [23].

In the Russian tradition, M.V. Lomonosov paid special attention to the quality of speech, distinguishing between “pure” and “impure” speech. In Russian Grammar, he formulated the principles of euphony, logic, and accuracy, warning against excessive consonant clusters and vowel repetitions, which can complicate the perception of the text. Many of his ideas remain relevant in modern linguistics [16].

At the beginning of the 20th century in Russia, when there was active interest in linguistic purity and the improvement of speech aesthetics and speech culture in society, authors¹¹ [13, 17] contributed to the development of these issues. G.E. Sokolova is particularly noteworthy among contemporary researchers in the field of speech aesthetics education. She writes on the issue of teaching foreigners the basics of Russian speech aesthetics in the context of RFL teaching. In her works, she examines the

⁶ Shchukin A.N. *Methods of teaching Russian as a foreign language: academic textbook for higher education institutions*. Moscow: Vysshaya Shkola; 2003. 334 p. (In Russ.).

⁷ Balykhina T.M. *Methods of teaching Russian as a non-native (new) language: academic textbook for teachers and students*. Moscow: RUDN Publ.; 2007. 187 p. (In Russ.).

⁸ Shchukin A.N. *Op. cit.*

⁹ Riske I.E. *Developing sociocultural competence in senior students using English-language poetry: Cand. Sci. Thesis (Pedagog.)*: 13.00.02. St. Petersburg: A.I. Herzen State Pedagogical University; 2000. 16 p. (In Russ.).

¹⁰ *Ibid.*

¹¹ Vinokur G.O. *On the language of fiction literature: Textbook for philology majors at universities*. Moscow: Vysshaya Shkola; 1991. 448 p. (In Russ.).

historical aspects of language aesthetics, emphasizing their importance in forming the value-based attitude of students towards the Russian language. Particular attention is paid to literary texts as an effective means of assimilating the aesthetic norms of speech. The researcher emphasizes the need to integrate the aesthetic component into the learning process, which contributes not only to the development of language competence, but also to the understanding of the cultural codes of Russian speech [24].

The issue of the communicative-aesthetic principle in teaching Russian to foreign students has been studied in various aspects, but remains insufficiently developed in the context of teaching technical specialists.

E.A. Shesterina's research into the aesthetics of Russian speech (e.g., analysis of German speakers' perceptions) demonstrates the intercultural aspects of phonetic expressiveness perception. However, the results are only indirectly applicable to teaching methods for foreigners focused on technical specialties [25].

Analysis of scientific and academic sub-styles from the perspective of their aesthetic impact highlights the importance of speech aesthetics in scientific activity, while acknowledging that this area has not been sufficiently developed. The problem of scientific style aesthetics, which is important for technical specialties, remains unresolved¹².

The course "Ethics and Aesthetics of Speech"¹³ is aimed at students in philology departments and covers the formation of ethical and aesthetic culture in a broad sense. Its approaches can be adapted for the teaching of Russian speech to technical specialists, but they require special methodological development.

The works of O.Yu. Koroleva and O.G. Filippova on the communicative aesthetics of primary school pupils illustrate the development of speech aesthetics in the educational process. However, the age group and cognitive context differs significantly from the tasks facing foreign students of technical specialties [26].

Matters of spoken language aesthetics [27], the didactic requirements for speech aesthetics [28], and the aesthetics and culture of Russian speech [29] are studied primarily from a general linguistic and methodological perspective, without specific reference to teaching Russian to foreign technical specialists [30].

¹² Vadzibov M.D. *Russian language and speech culture. Theoretical material and practical assignments: academic textbook for bachelor's degree students in the humanities*. Saratov: IPR Media; 2019, 207 p. ISBN 978-5-4497-0260-9. <https://elibrary.ru/KAFNQS>. Accessed April 01, 2025 (in Russ.).

¹³ Magomedgadzieva P.N., Magomedova L. *Ethics and aesthetics of speech: educational and methodological guide*. Makhachkala: Dagestan State Pedagogical University; 2021, 54 p. (In Russ.).

Although studies of speech aesthetics in various aspects (phonetics, scientific speech, pedagogy) have been carried out, the communicative-aesthetic approach to teaching Russian to foreign students of technical specialties requires further development and systematization.

DISCUSSION

M.V. Lomonosov wrote: "Language formation occurs in a specific cultural environment, which determines its unique ways of expressing thought, national metaphors, and literary traditions. Without considering the aesthetic aspect, language learning is reduced to the mechanical mastery of vocabulary and grammar, which makes it difficult to understand the mentality of native speakers" [16]. In Russian, for example, emotionally expressive constructions, artistic means of expression, and idioms which reflect the characteristics of the national worldview play an important role. The works of M.V. Lomonosov state that communicative competence includes not only the transmission of information, but also the creation of aesthetically designed statements which correspond to the norms and traditions of native speakers.

Politeness, speech strategies, and text style vary significantly across cultures. The ignorance of these factors can lead to unnatural speech or even violations of communication norms. The aesthetic component helps in the assimilation of speech etiquette, while facilitating integration into the linguistic environment. In the Russian tradition, for example, imagery, aphorisms, and the use of proverbs and sayings are characteristics which enrich speech and make it more expressive [31].

Creative literature is an important tool for learning a language through culture. It reveals the characteristics of the national character, historical realities, and stylistics of speech, which contributes to the formation of the aesthetic perception of students and their ability to express themselves expressively. Thus, the inclusion of an aesthetic component in the process of teaching foreign languages enables a deeper understanding of the national worldview, the assimilation of cultural values and traditions of communication, making language learning more meaningful and effective [11].

The communicative approach to foreign language teaching aims to develop communicative competence: the ability to engage in speech activity in accordance with the goals and situation of communication [32]. It is characterized by flexibility and the absence of strictly prescribed methods which enables the modeling of real communicative situations [33].

The key principles of the approach include:

- functionality involving the selection and organization of material in accordance with speech functions;

- communication modeling, in which the teacher acts as an interlocutor and coordinator, encouraging students to interact;
- situationality which consists in creating communicative conditions for language practice;
- speech orientation, ensuring the use of language as a means of communication;
- the principle of novelty which involves constantly updating topics, tasks, and communication conditions, in order to increase motivation;
- individualization which takes into account the personal characteristics of learners [34–37].

The communicative approach makes language learning a process as close as possible to natural communication, ensuring the development of linguistic and sociocultural skills.

Based on the above information, we can derive the concept of the communicative-aesthetic principle in teaching RFL. It is based on a combination of the functional orientation of language and its aesthetic value and assumes that language acquisition occurs not only through the formation of communicative competence, but also through the development of the ability of learners to express themselves in a stylistically and culturally appropriate manner.

This principle stems from the idea that language is formed in a specific cultural environment and carries unique ways of expressing thoughts, metaphorical models, literary traditions, and means of artistic expression. Without taking the aesthetic aspect into account, language learning is reduced to the mechanical acquisition of vocabulary and grammar. This approach does little to contribute to a full understanding of the mentality of native speakers [16]. The communicative-aesthetic principle includes several key aspects:

1. Developing communication skills through speech aesthetics. The ability not only to convey information, but also to present it in accordance with the norms and traditions of native speakers. This includes politeness, speech strategies, stylistic variability, aphorisms, the use of proverbs, and other means of expression¹⁴.
2. Situationality and communication modeling. Creating learning situations which reflect natural communication conditions in which learners can use language expressively and stylistically appropriately.
3. The role of creative literature. The use of literary texts as a means of studying not only the language, but also national worldview, history, and culture. This contributes to the formation of aesthetic

perception of speech and skills for its expressive presentation [35].

4. Sociocultural adaptation through language. Learning the norms of speech etiquette acceptable in Russian-speaking society facilitates integration into the linguistic environment and makes speech natural and harmonious.
5. The aim of the communicative-aesthetic principle is to create conditions in which the Russian language is learned not only through mastering its functional aspects, but also through the aesthetic perception of speech, making the learning process meaningful, profound, and effective [38–42].

Teaching Russian to foreign students in technical fields requires an approach which includes not only the development of language skills, but also the formation of an aesthetic perception of language as a tool for intercultural and professional communication.

The aim of the communicative-aesthetic principle is to integrate the linguistic and aesthetic aspects of learning, contributing to the formation of professionally-oriented language competence. According to G.E. Sokolova, teaching foreign learners the aesthetics of the Russian language plays a key role in developing their ability to understand and master the language at a deeper level. This allows them not only to read and interpret works of Russian literature, but also to express their thoughts in Russian in accordance with the norms of speech etiquette [32].

The aesthetics of speech encompass many aspects, including expressiveness, clarity, accuracy, and harmony of linguistic expression. Developing these qualities in students contributes to the development of their communicative competence, and helps them avoid mechanical language acquisition. The inclusion of elements of literary texts and analysis of works by Russian classics allow students to develop creative thinking, emotional involvement, and interest in the Russian language [43, 44].

One effective method of implementing the communicative-aesthetic principle is the use of literary texts which reveal the beauty of the Russian language. Analysis of texts by K.G. Paustovsky, I.A. Bunin, and other authors, contributes to the formation of a Russian linguistic picture of the world among foreign students. It helps develop their speech ideal, and the ability to evaluate the aesthetic components of speech. The use of pre-text, intra-text, and post-text analysis allows students to consciously perceive speech patterns and use them in their own communication [45–47].

Incorporating aesthetic aspects into teaching helps students develop expressiveness, logical coherence, and persuasiveness in their statements. As G.E. Sokolova notes, studying the aesthetics of language helps students not only improve their oral and written

¹⁴ A.N. Shchukin. *Foreign language teaching: theory and practice*: academic textbook for teachers and students. 2nd ed., revised and expanded. Moscow: Filomaths; 2004, 480 p. (In Russ.).

communication but also fosters a positive motivation for learning Russian. Developing artistic thinking and an emotional understanding of language makes learning more meaningful, and interactions with Russian speech culture more productive [24, 48].

FROM THE EXPERIENCE OF THE DEPARTMENT OF RUSSIAN LANGUAGE (AS A FOREIGN LANGUAGE)

The study places particular emphasis on identifying the influence of the communicative-aesthetic principle on the development of student speech culture and the improvement of their professional communication skills. The development of sustainable skills in expressive, acceptable, and culturally appropriate use of the Russian language facilitates the successful integration of students into the academic and professional environment. It also enhances their communicative competence, and develops their ability to interact interculturally [49].

One of the unique, practice-oriented embodiments of the communicative-aesthetic principle in RFL teaching is the work of the Postscriptum international student theater at MIREA – Russian Technological University. This theater, which brings together students from various countries, represents a multicultural educational space in which theatrical activity is used as effective tool for learning the Russian language as a means of intercultural and professional communication.

The theater's repertoire includes Russian and world classics, as well as contemporary plays, ensuring a rich content, cultural authenticity, and stylistic diversity in the curriculum. The immersive format of the performances involves students in the language environment, activating both receptive and productive speech skills. It contributes to the enhancement of pronunciation and intonation skills, dialogic speech, and expressive reading. Moreover, the theater serves not only as a form of extracurricular practice but also as a platform for developing language culture, emotional intelligence, and teamwork skills.

From a methodological perspective, the activities of Postscriptum theater allow us to consider artistic and verbal practice as an integrative didactic model, combining elements of role-playing, dramatization, and project-based learning. Participation in rehearsals and productions stimulates cognitive and emotional-aesthetic motivation, creates conditions for mastering the norms of literary language, and promotes a deeper understanding of cultural and linguistic realities [34].

The practical significance of theatrical learning lies in the potential for replicating this experience in educational institutions implementing RFL programs for students in engineering and technical fields. In the future, theater may serve as a basis for the creation of

elective courses and original teaching aids aimed at integrating theatrical technologies into the development of professionally oriented language skills in international students.

CONCLUSIONS

The communicative-aesthetic principle is an important methodological element in teaching Russian to international students in technical fields. The aim is to integrate linguistic and cultural aspects which not only contributes to the development of professionally oriented language competence but also to a deeper understanding of the culture and traditions of native speakers. Incorporating aesthetic elements of the Russian language into the educational process not only improves language skills but also stimulates the interest of students in Russian literature and culture, making learning more profound and multifaceted.

The development and substantiation of the communicative-aesthetic principle meets modern educational practice requirements, providing a comprehensive approach to developing linguistic competence. It promotes a more complete understanding of language and its connection to culture and society, helping students not only successfully learn the Russian language but also adapt to the Russian-language academic and professional environment. This principle creates the conditions for developing expressive oral communication skills, emotional intelligence, and intercultural interaction skills, making the educational process more meaningful and harmonious.

The implementation of the communicative-aesthetic principle in RFL teaching, based on the practice of the Postscriptum international student theater at MIREA – Russian Technological University, has demonstrated its high level of effectiveness in teaching students majoring in technical fields. Theatrical activities as a multicultural educational platform, promote the active development of all components of verbal competence, foster a strong motivation for learning, and deepen integration into the oral environment.

The aestheticization of speech experience through artistic and speech practice ensures not only the improvement of language skills in accordance with literary norms, but also a deep understanding of cultural and linguistic realities, the emotional involvement of students in the process of learning a language, which in turn increases their motivation and contributes to successful academic adaptation.

Future research prospects include the development of areas related to the integration of dramatized learning into the development of professionally oriented speech in students in technical fields. Important objectives for

continued work will include increasing the amount of instructional time allocated to RFL mastering, as well as creating comprehensive teaching aids, including recommendations for teachers and practice-oriented

assignments based on the implementation of the communicative-aesthetic principle.

Authors' contribution

All authors contributed equally to the research work.

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