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Cultural texts and intercultural competence in Russian as a foreign language lessons for medical-biological students

КУЛЬТУРОЛОГИЧЕСКИЕ ТЕКСТЫ И МЕЖКУЛЬТУРНАЯ КОМПЕТЕНТНОСТЬ НА УРОКАХ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО ДЛЯ СТУДЕНТОВ МЕДИКО-БИОЛОГИЧЕСКОГО ПРОФИЛЯ

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Abstract

The aim of the research is to demonstrate the significance of using texts of cultural content in Russian as a foreign language (RFL) lessons. The subject of the article is the texts about the Russian scientists M.V. Lomonosov and I.P. Pavlov, extracted from basic RFL textbooks for students of a medical-biological profile in higher education. The authors of the article focus on the process of intercultural communication, which contributes to the formation of linguistic and cultural competence among foreign students in RFL lessons. The role of these texts in the formation of students' sociocultural competence is analyzed. The methodology of the work

Аннотация

Цель исследования — показать значимость использования текстов культуроведческого содержания на уроках русского языка как иностранного (РКИ). Объектом статьи являются тексты о русских ученых М. В. Ломоносове и И. П. Павлове из базовых учебников РКИ, с которыми работают студенты медико-биологического профиля в высшей школе. В центре внимания авторов статьи процесс межкультурного общения, который способствует формированию лингвокультурологической компетенции у иностранных студентов на уроках РКИ. Анализируется роль данных текстов,

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includes comprehensive hermeneutic analysis of texts of cultural content dedicated to the activities of Russian scientists Lomonosov and Pavlov, using biographical commentary and historical context. The results of the research show that the proposed teaching techniques in the context of intercultural learning contribute to the effectiveness of language learning.

Keywords: Russian as a foreign language, sociocultural competence, teaching techniques, language environment, activities of M. V. Lomonosov and I. P. Pavlov, Russian culture and history.

Introduction

The mastery of a foreign language should be carried out in the context of intercultural communication, with the student fully immersed in the national worldview of the country where they have come to receive higher education and learn a new profession. Modern linguists rightly note: "a culturological text allows combining the process of familiarizing foreign students with Russian culture with the process of mastering thematic vocabulary, significant cultural concepts, and linguistic units with a national cultural component of meaning" (Tarchimaeva, 2022, p. 107). For these reasons, in this article, we will address the issue of using culturological texts in Russian as a foreign language lessons. The object of the study will be texts of culturological content dedicated to the lives and personalities of famous Russian scientists.

The expansion of Russia's economic and cultural contacts with other countries continues to stimulate interest in learning the Russian language among applicants and students from abroad. In the conditions of globalization and the transitional nature of the culture of the 21st century, mass digitalization, which is increasingly being contemplated by philosophers, culturologists (Dudareva, 2022), and linguists, teachers of RFL (Dudareva & Nikitina, 2023; Bilyalova et al., 2020; Rozhdestvenskaya, 2022), there are other requirements for textbooks and teaching materials for RFL (Shcherbakova, 2013). On the one hand, we must enter the mainstream of modern science and philology and think about our potential recipient, a student interested in receiving education in Russia. However, we should not follow the path of least resistance and abandon traditional culturologically rich texts of

влияющих на образование социокультурной компетенции студентов. Методология работы: целостный герменевтический анализ текстов культуроведческого содержания, посвященных деятельности российских ученых Ломоносова и Павлова, с привлечением биографического комментария и исторического контекста. Результаты исследования: предложенные приемы работы в контексте межкультурного обучения способствуют повышению эффективности обучения языку.

Ключевые слова: русский язык как иностранный, социокультурная компетенция, приемы обучения, языковая среда, деятельность М. В. Ломоносова и И. П. Павлова, русская культура и история.

general content for discussion with students at the first certification level. Intercultural communication practice remains a priority for methodologists (Abazova, 2012).

The aim of the research is to demonstrate the significance of using texts of cultural content in Russian as a foreign language (RFL) lessons. The role of these texts in the formation of students' sociocultural competence is analyzed

The article is organized as follows:

In the first section, the theoretical framework that supports the study is presented. In the second section, the research methodology is described. In the third section, the results of the study are presented. In the fourth section, the results of the study are discussed and the conclusions are presented.

Literature review or theoretical framework

Modern methodologists, teachers of Russian as a foreign language, select new ways of teaching. For example, the experience of teachers at a linguistic school from Kursk is of great interest. V. M. Chirkova in her new article "Development of socio-cultural competence of foreign students in the Russian classes (on the example of the topic "Museum of Moscow")" addresses the problem of sociocultural competence, which she solves in the Russian language lesson. On the educational material on the sociocultural theme "Museums of Moscow", the author demonstrates the value of linguistic and regional material for the formation of ideas about foreign countries of the language being studied, its customs, traditions, and representatives (Chirkova, 2019).

Linguists from Volgograd are turning to the heritage of Russian cinema to develop sociocultural competence among students from different countries (Efremova, & Koroleva, 2020). Many researchers note that achievements in this area are not only language training, but also sociocultural.

In modern humanities we find the following definition of sociocultural competence: "the sum of knowledge about the country of the language being studied, the national and cultural characteristics of the social and speech behavior of speakers language and the ability to use such knowledge" (Azimov, 2010, p. 286). Modern linguist N. N. Samchik points to the following qualities of sociocultural competence: operating with culturally marked linguistic material; mastering the skills and abilities necessary for successful communication in the target language, taking into account the etiquette, speech and non-verbal norms that exist in the country of the language being studied (Samchik, 2019, p. 58).

Studying a foreign language at a high cultural level is equivalent to a journey into another *cultural cosmos*, characterized by a certain set of *cultural constants*, national a priori, codes, which were extensively written about by the Russian cultural scientist and philologist G. D. Gachev in his books about national images of the world (the theory of national constants, codes that exist in every culture and country) (Gachev, 2008) and which are guided by modern methodologists, teachers of RFL (Dudareva & Nikitina, 2023; Dudareva et al., 2023). Of course, medical and biological profile students, to whom this article is dedicated, namely their understanding of our culture and language, are unlikely to be interested in the subtleties of linguistics, grammar puzzles, and cultural-philosophical reflections, which are necessary for future philologists, historians, philosophers. But this does not cancel the necessity of students' general awareness in terms of studying Russian science in the face of outstanding scientists M. V. Lomonosov, D. I. Mendeleev, I. P. Pavlov (Shustikova, 2011). For these reasons, textbooks offer for study texts-"medallions", dedicated to outstanding domestic scientists who have influenced the world scientific community. Let's turn to such a text from the classic textbook "Russian language - my friend" (basic level) edited by well-known methodologists in the field of RFL T. V. Shustikova, V. A. Kulakova, aimed at studying the personality of M. V. Lomonosov.

Materials and methods

The methodology of the work includes comprehensive hermeneutic analysis of texts of cultural content dedicated to the activities of Russian scientists Lomonosov and Pavlov, using biographical commentary and historical context. The research methodology to a holistic ontohermeneutical analysis aimed at highlighting the cultural paradigm of these scientific texts, which allows us to approach the issues of language learning ontologically. Much attention is paid to the biography of Russian scientists, which makes it possible to study the Russian mentality.

Results and discussion

Having analyzed the work of leading Russian experts on the language and culture interaction, intercultural communication, methods of teaching foreign languages, the authors of the article determine the role of the development of sociocultural competence in teaching foreign languages, identify its main components.

We will conduct a lesson-experiment "M. V. Lomonosov - a famous Russian scientist". The teacher's goal is to interest medical students in the personality of the outstanding figure of world culture, the founder of national science and the University of M.V. Lomonosov. The lesson should start with the demonstration of the scientist's portrait, which we can also easily find in the stated textbook. Let's pay attention to the high forehead of a thinking person, to his purposeful clear gaze, to the pen in the hands of the scientist, who, perhaps, is thinking about the laws of chemistry, mathematics. Here we can talk about his appearance, choose adjectives to describe it, expanding ideas about synonymy in the Russian language, enriching the vocabulary of a foreign student. Then we should remind students of the well-known fact: one of the oldest universities in our country bears the name of a Russian scientist. We are talking about Moscow State University (MSU) named after M.V. Lomonosov. Here you can also show an illustration with an image of the main university building. Next, we approach the main part of the lesson and proceed directly to reading the text "Mikhail Vasilyevich Lomonosov (1711–1765)" (Shustikova, 2011, p. 663).

While reading the text, foreign students trace the fate of the great scientist: at the age of 14, the growing up Mikhail was eager to gain knowledge, wanted to learn to read, study

science, but there were no books in his home and village where he lived, so at the age of 19, the young man walked to Moscow. Here it is worth focusing on the spiritual and physical feat of the scientist, who very much wanted to study. The text also reports on how quickly our compatriot became a real scientist and a great teacher, studying various subjects in Russia and abroad.

After reading the text, the teacher asks the students: "What can you tell about the great scientist M.V. Lomonosov?" A student can answer the teacher: "About this great scientist one can say very briefly: Lomonosov created the first Russian university." The dialogue continues, and the teacher asks again: "What subjects did M.V. Lomonosov study?" The student must list from the text: chemistry, philosophy, foreign languages. Next, a few more questions should be asked to identify the degree of understanding of the text: "At what age did Lomonosov start studying, get acquainted with arithmetic and grammar?", "Where did he study?" The answers to these questions allow us to judge whether the students really understood the main information from the text. After the oral part, it is necessary to move on to the written task, which can be performed on the board. Let's suggest students, following the authors of the textbook, to write the following sentences using the verb "to be": 1) M.V. Lomonosov is a great Russian scientist; 2) M.V. Lomonosov is the founder of many modern natural sciences (Shustikova, 2011, p. 669).

However, we not only teach students grammatical skills, but also teach them to work with texts of general cultural content. In this regard, the concluding part of working with this text could be a Russian poet's reflection on the scientist. Foreign citizens may be interested in the opinion of the great Russian poet A.S. Pushkin about the scientist, who metaphorically called M.V. Lomonosov the first university: "Lomonosov was a great man. He created the first Russian university. He, one could say, was our first university himself" (Shustikova, 2011, p. 664). In this context, we can also refer to the personalities of the chemist Butlerov, the doctor Botkin, the writer and doctor Chekhov, who studied at Moscow State University. As a homework assignment, to continue independent familiarization with the figure of the outstanding scientist, we can suggest reading the text about Moscow State University named after M.V. Lomonosov from the same textbook. And this is far from all the cultural background that we can expand thanks to turning to these texts.

Special attention deserves the personality of the physiologist I. P. Pavlov, who is the greatest scientist of another period of history, namely the turn of the XIX-XX centuries. Medical students will be interested to get acquainted with the culture of the New Time, learn about the activities of a scientist who made a great contribution to the development of world physiology, studied the nervous system of the body. Socio-cultural competence is formed here through reading the text about a scientist who had a difficult fate, a difficult material situation, but who, despite this, became a great scientist and organized the physiology department at the Institute of Experimental Medicine in 1891. The text about this scientist is also proposed for joint reading with the teacher in the class. The text "Ivan Petrovich Pavlov" can be found in the modern textbook "Russian language for you" (Shustikova, 2009). After the text, it is proposed to answer questions related to understanding the main content: "What education did Pavlov receive?", "Why did Pavlov choose physiology as his specialty?", "What can you say about Pavlov's character?" (Shustikova, 2009, p. 122). Students should also complete a number of grammar tasks related to different voices of participles and repetition of the category of time. The authors are convinced of the high effectiveness of complex work on the text, which involves the use of a large number of vocabulary and grammar exercises aimed at achieving grammatical correctness of statements, as well as communication-oriented exercises aimed at understanding the text. As the main treating methodology for creating social cultural environment while teaching Russian as a foreign language the authors propose to use culture study content. A comprehensive analysis of texts devoted to the biography of famous Russian scientists is carried out, which allows medical students to get acquainted with Russian science and culture. The concept of "socio-cultural competence" is analyzed as a multidimensional social, cultural, psychologic and pedagogic phenomena, connected with different communicative arrangements and influencing the process of a foreign student's personal development and his successful interaction with university in Russia.

Conclusion

Every country has its own history and cultural values and for these reasons such educational texts of a cultural nature are used by all experienced Russian as a Foreign Language (RFL) methodologists with the aim of making RFL learning more interesting, culturally rich,

establish intercultural communication and develop sociocultural competence, diversify the general cultural background of students and potentially give the opportunity to immerse oneself in the language, as in existence, in the national image of the world. Medical and biological profile students, who are educated in leading Russian universities, despite their non-humanitarian profile, should not be deprived of attention in this aspect, as well as are obliged to study Russian culture and science through the activities of great scientists, chemists, physiologists, mathematicians, historians, like Mikhail Vasilyevich Lomonosov and Ivan Petrovich Pavlov were.

In conclusion, this study has shown that culturological texts are a valuable tool for teaching RFL.

Culturological texts can help students develop intercultural competence, diversify their general cultural environment, and immerse themselves in the language and culture of the country where it is spoken.

Students of a medical and biological profile should also have the opportunity to study Russian culture and science through the activities of great scientists. This study has some limitations, such as the small sample size and the qualitative nature of the study. Future research is recommended to confirm these findings with larger samples and using quantitative methods. It is also recommended to investigate how culturological texts can be used more effectively to develop intercultural competence in RFL students.

Reading cultural texts allows students from different countries to establish intercultural communication, become more tolerant of each other and raise the general sociocultural background of development, which today is axiologically necessary in the conditions of globalization and the transitional nature of our century's culture.

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