

Artículo de investigación

Main selection criteria of the learning content at formation of linguoculturological competence

Principales criterios de selección del contenido de aprendizaje a la formación de la capacidad
linguoculturoológica

Principais critérios de seleção do conteúdo de aprendizagem em formação de competência
linguoculturoológica

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Abstract

The formation of the linguoculturological competence is the topical issue in the modern linguomethodical science. In the course of learning, development and education of the school student the role of Russian language as the worldview subject providing the unity and interaction of language, culture and the personality is indisputable. Russian language learning is built with account of the establishing in the linguodidactics of culture-studying approach which allows solving problems of the formation of skills of communication, of the actualization of the meaning-formative, reflexive and other functions of students. In the article the authors study main selection criteria of the learning content at formation of linguoculturological competence of pupils. According to the research authors' opinion studied in the article selection criteria of the learning material allow defining the character of the didactic material – special texts reflecting history of language and culture. The author's come to the conclusion that the formation of the linguoculturological competence of the students considers as well the formation of the world picture which is usually regarded as the education belonging to human consciousness and the way of the perception of the surrounding world. Besides, the author's of the article think that for the formation of linguoculturological competence of pupils it is necessary to use the means of cross-cultural communication: development of speech etiquette, national stereotypes of speech behavior, language units with a national and cultural component of

Resumen

La formación de la competencia linguoculturoológica es el tema tópico en la ciencia lingüística moderna. En el curso de aprendizaje, desarrollo y educación del estudiante de la escuela, el papel del idioma ruso como el sujeto de la cosmovisión que proporciona la unidad e interacción del lenguaje, la cultura y la personalidad es indiscutible. El aprendizaje de la lengua rusa se construye teniendo en cuenta el establecimiento en la lingüística del enfoque de estudio de la cultura que permite resolver problemas de la formación de habilidades de comunicación, de la actualización del significado-formativo, reflexivo y otras funciones de los estudiantes. En el artículo, los autores estudian los principales criterios de selección del contenido de aprendizaje en la formación de la competencia linguoculturoológica de los alumnos. Según la investigación, la opinión de los autores estudiados en los criterios de selección de artículos del material didáctico permite definir el carácter del material didáctico, textos especiales que reflejan la historia del lenguaje y la cultura. El autor llegó a la conclusión de que la formación de la competencia linguoculturoológica de los estudiantes considera también la formación de la imagen del mundo que generalmente se considera la educación que pertenece a la conciencia humana y el modo de percepción del mundo circundante. Además, los autores del artículo piensan que para la formación de la competencia linguoculturoológica de los alumnos es necesario utilizar los medios de comunicación intercultural: desarrollo de la etiqueta del habla,

semantics as the sources of extralinguistic information in course of the dialogue of the native and studied languages and cultures.

Keywords: linguodidactics, linguoculturological competence, language picture of the world, culture-studying approach, cross-cultural communication.

estereotipos nacionales del comportamiento del habla, unidades de lenguaje con un componente nacional y cultural de los alumnos. la semántica como fuente de información extralingüística en el curso del diálogo de las lenguas y culturas nativas y estudiadas.

Palabras clave: lingüística, competencia linguoculturológica, imagen lingüística del mundo, enfoque de estudio de la cultura, comunicación intercultural.

Resumo

A formação da competência linguoculturológica é a questão tópica na moderna ciência lingüística. No decorrer da aprendizagem, desenvolvimento e educação do estudante da escola, o papel da língua russa como sujeito da cosmovisão, proporcionando a unidade e a interação da língua, da cultura e da personalidade é indiscutível. A aprendizagem da língua russa é construída tendo em conta o estabelecimento na abordagem linguodidática da cultura de estudo que permite resolver problemas de formação de habilidades de comunicação, da atualização das funções de significado-formativas, reflexivas e outras dos alunos. No artigo os autores estudam os principais critérios de seleção do conteúdo de aprendizagem na formação da competência linguoculturológica dos alunos. De acordo com a opinião dos autores da pesquisa, estudada nos critérios de seleção de artigos do material didático, é possível definir o caráter do material didático - textos especiais que refletem a história da língua e da cultura. O autor chegou à conclusão de que a formação da competência linguoculturológica dos estudantes considera também a formação do quadro de mundo que é usualmente considerado como a educação pertencente à consciência humana e o modo de percepção do mundo circundante. Além disso, o autor do artigo pensa que para a formação da competência linguoculturológica dos alunos é necessário utilizar os meios de comunicação transcultural: desenvolvimento da etiqueta de fala, estereótipos nacionais de comportamento de fala, unidades de linguagem com um componente nacional e cultural de semântica como fontes de informação extralingüística no decorrer do diálogo das línguas e culturas nativas e estudadas.

Palavras-chave: linguodidática, competência linguoculturológica, quadro de linguagem do mundo, abordagem de estudo cultural, comunicação intercultural.

Introduction

The modern system of learning Russian language is characterized by a particular interest in culturological function of a language. That is connected with the intensive growth of the international contacts and with the development of cross-cultural communication. The linguistics and teaching methods of Russian language turn the attention to the range of problems of cultural linguistics, to the concept of "dialogue of cultures" for the purpose of studying national and cultural semantics of language units in all completeness of their contents and form, in the maximum close degree of perception of these units by the native speakers and this culture beams.

According to the Federal State Educational Standard the subject "Language and Culture" is included into the compulsory minimum of educational programs of Russian language. The

given subject assumes the idea of the interconnected studying of language and culture for the purpose of training of linguoculturological competence of students. Language is considered as a factor of cultural heritage. In the focus of the attention there is its cumulative, accumulative function – to be the treasury of culture. The national and cultural component is especially revealed at the level of lexicon, phraseology and Russian aphoristics.

Russian language learning is built with account of the establishing in the linguodidactics of anthropocentric and culturological orientation of learning languages the mission of which is to solve problems of interaction of language and culture, of the formation of language personality, of language picture of the world, of studying precedent names and texts. This judgment is investigated in many scientific works

(Andramonova N.A., Usmanova L.A., 2014; Usmanova L., Nurullina G, 2017; Erofeeva I.V., Sadrieva K.E, 2016; Khabibullina A.Z. et. al, 2016; Murzina N.Y. et. al, 2016; Guzel M. et. al, 2016; Rakhimova D.I., Yusupova Z.F, 2016; Svetlana S. et. al, 2016; Yusupova Zulfiya F, 2016).

Culture-studying approach allows solving problems of the formation of skills of communication, of the actualization of the meaning-formative, reflexive and other functions of students. The idea of "inner speech" of L.S. Vygotsky, the provision of "philosophical logic of culture" V.S. Biblera, M.M. Bakhtin's idea of "culture as dialogue" are the cornerstones of this approach (Vygotsky, L.S, 2005; Bibler V.S, 1991; Bakhtin M.M, 1986). Two directions find reflection in the determination of the content and ways of realization of culture-studying approach: teaching Russian in the context of the Russian culture and dialogue of cultures.

Materials and Methods

Culture-studying approach in modern language education means that in the course of teaching Russian "realities of society and culture (both spiritual and material) have to be comprehended by the personality by means of language as a value of being" (Arkhipova EV, 2004). The new structure of values is based on the *competence* which represents a combination of the characteristics (relating to the knowledge and its application, to the positions, skills and responsibility) which describe the level or degree to which a personality is capable to realize this competence.

At the lessons of Russian language students' linguistic, language, communicative and culture-studying competences are formed. In our work we focus attention on the culture-studying competence which assumes formation of necessary knowledge of learning culture-studying material, possession of a minimum of common literary lexicon, knowledge of the language means (phonetic, lexical, grammatical) allowing to join communication process, creation of the vital activity according to the spiritual, moral and ethical, aesthetic and creative potential of the concepts' sphere of national culture developed in the language consciousness.

Necessary condition of formation of culture-studying competence of pupils is the selection of learning content according to the following criteria established in cultural linguistics:

descriptive, evaluative, pragmatic, normative, menta, dialogical, informative, symbolical, and typological.

These selection criteria of the learning material allow defining the character of the didactic material – special texts reflecting history of language and culture. According to *hermeneutical approach* culture is treated as a number of texts, i.e. culture appears as the mechanism creating complex of texts (Yu. M. Lotman). Texts are the blood and flesh of culture. They can be considered as a receptacle of information which has to be taken and also as the unique, generated by the originality of the author's identity work which is valuable in itself. Therefore the analysis of texts within a hermeneutical paradigm is important.

-The descriptive criterion. allows considering separate elements and manifestations of culture – customs, kinds of activity, values, ideals, etc. from the point of view of formation of the pupils' outlook. This criterion acts as an important element when considering the category of gender as cultural phenomenon in the course of learning Russian language as it can promote interest stimulation and consequently the best assimilation of a grammatical subject by the bilingual pupils by introduction of linguoculturological material into the educational process at the lessons of Russian language or at the open classes of Russian, in particular of the texts which have to be informatively saturated, aimed at the general intellectual development, to present the category of a gender as really cultural phenomenon in which the history of the category of gender is reflected and the lexicon of Russian is considered in linguoculturological aspect.

-The evaluative criterion. in the selection of learning content for the purpose of formation of linguoculturological competence allows creating socio-cultural competence of pupils. And this aspect of the educational text becomes one of the most important today.

-The pragmatic criterion. allows forming pupils' *techniques of action* with the language and speech phenomena. As a rule, they are reported in the textbook in the form of samples of arguments which represent the algorithms of pupils' actions.

According to the pragmatic criterion the text has to form a social speech action in unity with a

speech situation, with the participants of communication. Therefore, this criterion is implemented by the use of texts-arguments. The importance of the text-argument when training the category of gender defines a possibility of formation of language and linguoculturological competence, a possibility of acquisition of experience of speech activity and experience of the emotional and evaluable attitude towards what is told about in the text.

According to **the normative criterion** the language norm is an important element of language culture of the Russian people. The normative criterion is especially valuable owing to its polyfunctionality. So, without knowing language norms of Russian, the society would face a problem of communication and understanding each other.

Language norms change in the course of time. For example, fluctuations are observed concerning the category of gender. So, in the modern Russian there are parallel form like *volier-voliera* (aviary), *zhiraf-zhirafa* (giraffe), *skird-skirda* (haystack), *staven-stavnya* (shutter), *manzhet-manzheta* (gland), *glit-glista* (bott), *tufel-tuflya* (shoe), *plamen-plamya* (fire), *kips-klipsa* (clip), *katarakt-katarakta* (cataract), *idiom-idioma* (idiom), *anevrism-anevrizma* (aneurism), etc. However in these couples there are words which are the most or the least common. Fluctuations in a gender are connected with two reasons: firstly, "grammatical norms can change with the course of time", secondly, influence of different styles of the literary language affects it. Alternative gender forms can oppose each other as standard and substandard, modern and outdated, neutral and colloquial.

-The mental criterion. is implemented by the use of verbal artifacts as the didactic material, as culture includes mental life of society, a stream of the ideas and other products of mental creativity.

By L.I. Novikova's definition, "artifacts are values of culture, its unique phenomena which in the course of teaching of school students are capable to carry out a role of training aid" (Novikova L.I., 2005). Teaching the category of gender in the Tatar audience can be constructed with the use of verbal artifacts which include phraseological units, proverbs, sayings, riddles, tongue twisters, fairy tales, bylinas (Russian epics), and national songs. All types of national literature, being the reflection

of language as culture phenomenon, promote the formation of the language identity of the person.

According to the **dialogical criterion** of learning content selection it is necessary to consider that culture is a dialogue of cultures. There are ethnic and national cultures created by the separate peoples, the nations. The more is the national culture developed, the more it gravitates to the dialogue with other cultures, becoming richer owing to these contacts, as it absorbs their.

-The typological criterion. of contents selection is based on the following: meeting the representatives of other nation, people are inclined to perceive their behavior from the positions of their own culture. For example, what is considered a sign of intelligence and thrift in one nation is a sign of cunning and greed in another. In each language as an element of culture it is possible to reveal language universals and language uniques by comparison to another according to the typological approach to the assessment of the cultural phenomena.

According to this criterion the didactic material has to contain information about an internal form of a word, speech behavior, speech etiquette.

-Informative criterion. allows to select such contents which represent culture as the system of creation, storage, use and transfer of information, it is the system of the signs used by the society in which social information, i.e. contents, meaning, sense enclosed by people (Lotman Yu.M, 1999), is ciphered. According to this approach texts have to be aimed at the general intellectual development of pupils. Therefore, the text has to contain additional information on the category of noun gender.

Results

The considered selection criteria of learning content are directed to the formation of linguoculturological competence of pupils which includes studying the language picture of the world. At the same time phraseological units, concepts, graphic and expressive means of language, folklore, linguoculturemes are investigated. Studying language, we conceive a cultural picture of the nation

world. Language develops lexical wealth in the areas, most significant for this culture, kind of "drawing in detail" a language picture of the world, i.e. an internal image which reflects the real world in consciousness. The language code is the most important component of culture and it greatly forms a world vision— "a world picture", mentality of the people — the emotionally charged system of outlook inherent in it. The language picture of the world created by means of language represents the verbal thesaurus — semantic links of words, concepts, which reflect cultural distinctions.

Discussion

The world picture is usually considered as the education belonging to human consciousness, in which the way of the perception of the surrounding world by this or another civilization, social system or group is embodied. The picture of the world is anthropologically caused and determined as the embodiment of the results of mental activity of the person in this world.

Conclusions

For the formation of linguoculturological competence of pupils it is necessary to use the means of cross-cultural communication: development of speech etiquette, national stereotypes of speech behavior, language units with a national and cultural component of semantics as the sources of extralinguistic information in course of the dialogue of the native and studied languages and cultures; to include the texts reflecting history of language and culture, national traditions, folklore, ethnic and mental culture of the co-studied nations into the content of education.

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