

THE DEVELOPMENT OF LINGUOCULTURAL SKILLS AMONG FUTURE RUSSIAN LANGUAGE TEACHERS OUTLINED IN UNIVERSITY EDUCATIONAL PROGRAMS

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Abstract: The issue of developing linguocultural competence among future Russian language teachers is relevant in the context of multicultural educational space, considering that this competence is the most important and professionally significant personal quality. The development of linguocultural competence ensures student's readiness to implement the ideas of the

culturological approach in the process of education, his/her readiness to teach the Russian language in the context of Russian culture and the dialogue of cultures. The purpose of the study is to illuminate the methodological experience in the application of modern methods and technologies in the system of higher education. The aim of such methods and technologies is to help the

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future Russian language teacher develop linguocultural competence during the course of studying the culture-oriented methodological subject *Intercultural Communication in the Russian Language Lessons*, which is included in the educational bachelor's degree program 44.03.05 *Pedagogical Education (with two specializations)* at the North-Eastern Federal University n.a. Ammosov. To achieve this goal, the following tasks are performed: study of the theoretical foundations of culture-oriented linguistic methodology; analysis of the concepts, methods, and technology of developing linguocultural competence in the course of studying languages; definition of the methods and technologies of developing linguocultural competence of future Russian language teachers applied in the course of *Intercultural Communication in the Russian Language Lessons*. These tasks are performed through a set of theoretical and empirical methods, including: analysis of scientific and methodical literature, study and analysis of educational standards and programs, lesson observation, analysis and evaluation of the products of students' learning activities; description of

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pedagogical experience. The study was conducted under the guidance of the Department of Russian Language and Literature Teaching Methodology at the Philology Faculty of the North-Eastern Federal University n.a. Ammosov. The introduction of the course of *Intercultural Communication in the Russian Language Lessons* shows that the development of linguocultural competence among students is facilitated by the application of the principle of science and the connection of theory and practice, the principle of intersubject communications and the integrative approach, the principle of competency and the activity approach, and correlations between learning and research activities. Effective methods of developing the linguocultural competence among future Russian language teachers are: problem lectures (binary and interactive); imitative learning technologies; project technologies (individual and group projects); and research methods.

Keywords: learning methods and technologies, cultural competence, sociocultural competence, linguocultural

competence, methods of learning the Russian language.

Introduction

Today, in the context of multicultural educational space, competences related to intercultural interaction and spiritual and moral education of students on the basis of essential national values are of paramount importance for a future teacher (Federal State Educational Standard for Higher Education, 2018). A university graduate should be ready to implement the culturological approach in the educational process, which assumes that education is based on the nature and values of a culture. For this, any future teacher needs to possess excellent knowledge of their subject area, the basics of psychodidactics and multicultural education. Future teacher must also know how to apply innovative teaching technologies and be willing to develop them (Order of the Ministry of Labor of the Russian Federation, 2014). In this regard, special requirements are imposed on the level of professional training of the social science teacher, the Russian language teacher in particular,

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since language learning provides ample opportunity for conscious effort in developing culturological, sociocultural, and linguocultural competencies. In the professional standard of the teacher, where his/her labor functions and actions are specified, as well as the knowledge and skills necessary for their fulfillment, it is stated that the Russian language teacher must be familiar with the methods and techniques of teaching the Russian language (as a foreign language as well), to work continuously with students' families and the local community on the development of speech culture and to give ethical and aesthetic assessment of linguistic manifestations in everyday life (online language, subculture language, media language, offensive language). The teacher should be well-versed in the promising directions of linguistic science development, which affect the theory and practice of teaching the Russian language (Order of the Ministry of Labor of the Russian Federation, 2014).

Development of modern linguistic methodology is greatly influenced by the achievements in linguistic science in the fields of

intercultural communication, linguoculturology, and cognitive linguistics, for which an integrative approach to language learning is common (language-thought-culture). Thus, linguistic methodology actively works out questions related to the cultural, sociocultural, and linguocultural competencies of students as well as the innovative methods and technologies to develop these competencies while teaching a native or non-native foreign language.

In this context, what is relevant is a further understanding of the practical aspects of training future Russian language teachers for professional activity in a multicultural educational environment, to develop cultural, sociocultural, and linguocultural competencies among students.

Goals

The purpose of the study is to illuminate the methodological experience in applying modern methods and technologies in the system of higher education. The aim of such methods and technologies is to help the future Russian language teacher develop linguocultural competence while studying the culture-

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oriented methodological subject, *Intercultural Communication in the Russian Language Lessons*, which is included in the educational bachelor's degree program 44.03.05 *Pedagogical Education (with two specializations)*.

To achieve this purpose, the following tasks are performed: studying the theoretical foundations of culture-oriented linguistic methodology; analyzing the concept, methods, and technology of developing linguocultural competence while studying languages; and defining methods and technologies of developing future Russian language teachers' linguocultural competence, all of which is applied in the course, *Intercultural Communication in the Russian Language Lessons*.

Literature review

In recent decades, linguistic methodology has been intensively developing the culturological approach, common in modern science as a whole. The review of literary sources shows that the culturological approach to the process of teaching the Russian language originated from a philosophical doctrine on the relationship between language and culture. This idea was widespread in

linguistics and caused the formation of new branches: ethnic linguistics (Sapir, 2002; Tolstoi, 2013; Whorf, 1960), the theory of intercultural communication (Hall, 1985; Ter-Minasova, 2000), cognitive linguistics (Lakoff & Johnson, 1980; Popova & Sternin, 2007; Stepanov, 1997; Wierzbicka, 1984), and cultural linguistics (Shaklein, 2012; Vorobyov, 2008).

The key theoretical provisions in the works of these researchers formed the basis of linguistic and methodological concepts of the interrelated study of language and culture. Currently, Russian linguistic methodology has developed the concepts of teaching foreign language using a culture-oriented linguistic approach (Vereschagin & Kostomarov, 2005), a sociocultural approach (Miloslavskaya, 2001; Safonova 2014), and a linguocultural approach (Furmanova, 1994; Vorobyov, 2008), culturological concepts of teaching the Russian language (Bystrova, 2001; Khodyakova, 2012), linguocultural concepts of teaching the Russian language (Levushkina, 2014; Mishatina 2010; Sayakhova, 2010), and linguocultural

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concepts of teaching native (non-Russian) language (Samsitova, 2010).

The constant interest in the issues in the culturological approach to education is evidenced by the numerous recent publications on various aspects of these problems: the social, sociolinguistic, and psycholinguistic aspects of multicultural education (Banks & Banks, 2013; Gabdulchakov, 2014; Nikolayeva & Barakhsanova, 2016; Shishova, 2014), the development of the value system among students in a multicultural educational environment (Fahrutdinova & Solovyova, 2014; Valeeva & Rybakova, 2014), and training future teachers to implement the culturological approach (Astashova, Bondyрева, & Zhuk, 2019; Nikiforova & Ignatiev, 2016). The works of Hymes (1985), as well as those of Lustig and Koester (2015), Zimnyaya (2010), and others are also of interest and play an important role. The ways of developing communicative, intercultural, and linguocultural competencies are described in the works of Celce-Murcia (2007), Strohmeier, Gradinger and Wagner (2017), Rommal and Byram (2017), Olesova and Borisova (2016), Dmitriyeva and Nikiforova (2016),

Olesova, Pribylykh and Lotova (2018), and others.

These studies indicate the complexity and multidimensionality of the problem of developing the linguocultural competence among future Russian language teachers and indicate the need to consider a number of factors in this process.

Materials and methods

In the course of the study, a set of theoretical and empirical methods was used: the analysis of scientific and methodological literature, the study and analysis of educational standards and programs, curriculum development, pedagogical observance, the analysis and evaluation of the students' class activities, and the description of pedagogical experience.

The study was conducted under the guidance of the Department of the Russian Language and Literature Teaching Methodology at the Philology Faculty of the North-Eastern Federal University n.a. Ammosov. This department is responsible for the bachelor's training program 44.03.05 *Pedagogical Education with Two Specializations* (Russian Language and

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Literature and Russian and Foreign (English) Languages). This educational program includes a culture-oriented course of study, developed by the authors, called *Intercultural Communication in the Russian Language Lessons*. This study is taught in sixth and seventh terms and aims to educate future Russian language teachers for professional activity in a multicultural educational environment to develop cultural, sociocultural, and linguocultural competencies among children while studying the Russian language.

Results and discussion

The concept of a "cultureological approach" is widely used in pedagogical literature and is interpreted ambiguously. In our opinion, a good definition of the cultureological approach was given by Krylova (2000): "... a set of pedagogical techniques that provides for an analysis of any sphere of social and mental life (including education) through the prism of the core cultural concepts, such as culture, cultural patterns, norms and values, state and style of life, cultural activities and interests, etc."

In the methodology of the Russian language, the culturological approach is associated with the formation of cultural competence. It involves background knowledge (knowledge of the real cultural facts), awareness of the national specifics of the linguistic picture of the world and language as a cultural phenomenon, possession of the national cultural components of the language, speech etiquette, non-verbal means of communication (Sayakhova, 2010). The structure of cultural competence identifies from two (Sayakhova, 2010) to ten components (Novikova, 2007), among which researchers name linguistic and cultural competence.

Linguocultural competence includes three components:

1. Knowledge component – linguocultural knowledge;
2. Activity component – linguocultural competences as an ability to creatively use knowledge and corresponding skills;
3. Worldview component – personal qualities, ability to perceive facts and cultural phenomena.

Linguocultural competence is identified as a complex of systematically

organized knowledge about the culture embodied in the national language and readiness for a value-based interpretation of the language knowledge in the dialogue of cultures as the foundation for the formation of a stable worldview value system of a person (Mishatina, 2010).

Linguocultural competence is the most important and professionally significant quality of the Russian language teacher, since the study of this subject in school should ensure awareness of the Russian language as the spiritual, moral and cultural value of the Russian people; awareness of the national identity of the Russian language, understanding of the culture of interethnic communication (Bystrova, 2001). Needless to say, only with linguistic and cultural competence can the teacher solve the problems of developing students' cultural competence, teach the Russian language in the context of Russian culture and in the dialogue of cultures.

The purpose of linguistic and methodological disciplines is to develop linguocultural competence among future teachers of the Russian language. The academicians of the Philology Faculty of

the North-Eastern Federal University n.a. Ammosov have developed a culture-oriented methodological subject *Intercultural Communication in the Russian Language Lessons*, which is included in the educational bachelor's degree program 44.03.05 *Pedagogical Education with Two Specializations* (Russian Language and Literature, Russian and Foreign (English) Languages). The subject with workload of 4 units (216 hours) is taught in sixth and seventh terms. The midterm assessment is held in the form of pass/fail exam in sixth term and in the form of examination in seventh term.

The course of *Intercultural Communication in the Russian Language Lessons* aims to educate future Russian language teachers for professional activity in a multicultural educational environment to develop cultural, sociocultural, and linguocultural competencies among children while studying the Russian language. After finishing the course, students should have a notion about the manifestations of intercultural and interlanguage interference, be able to choose ways to overcome it and develop

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cultural, sociocultural, and
linguocultural competencies.

The main principles of the course are the principle of science and the connection of theory and practice, the principle of intersubject communications and the integrative approach, the principle of competency and the activity approach, the principle of correlations between learning and research activities. At lectures and in practical lessons, interdisciplinary connections are established with disciplines such as *Modern Russian Language, Comparative Lexicology, Comparative Typology of Russian and Yakut Languages, Competency-Based Approach to Teaching the Russian language*, and others. During the course of the study binary and interactive types of lectures are being practiced. Imitation training technologies, project technologies (individual and group projects), and research method are mainly used in practical classes and during self-study.

During the execution of a project *Vocabulary Entry for a Curricular Concept Dictionary*, students have to work with:

1. Different types of traditional linguistic dictionaries; thesauruses, word-building dictionaries and others.

2. Different types of linguistic dictionaries: cultural dictionaries; definition dictionaries with cultural and historical data; functional and cognitive dictionaries; culture-oriented linguistic dictionaries (of thematic lexicon, phraseology and aphorisms, somatic language, speaking etiquette); linguocultural dictionaries (of thematic lexicon, concepts, idioms).

Students are supposed to analyze and compare structural and substantive features of vocabulary entries in concept dictionaries, and to choose a form of presentation of a concept word in their vocabulary entry.

Example 1, by Sayakhova (2010):

1. Header unit.
2. Etymological reference (may not be included).

3. Culturological description: function of the unit – mythological image, folklore character, stereotype image, means of characterization (of a human, item or situation), existence of

the unit in folklore and/or biblical discourse.

4. Linguistic (lexical) meaning, short definition.

5. Synonyms.

6. Antonyms.

7. Word-building.

8. Idioms.

9. Epithets.

10. Aphorisms, proverbs, sayings.

11. Examples of the word use in literature and publications.

12. Associations.

Example 2, by Kazhigalieva (2009):

1. Header unit.

2. Etymological reference

3. Linguocultural meaning:

- linguistic (lexical) meaning, short definition;

- culturological

description: function of the unit – mythological image, folklore character, stereotype image, means of characterization (of a human, item or situation), existence of the unit in folklore and/or biblical discourse.

4. Illustrative material:

- idioms;

- paroemias;
- proverbial expressions and aphorisms;

5. Associations.

6. Intercultural discrepancies.

The method for writing a vocabulary entry in a curricular linguocultural dictionary includes the following stages:

- association experiment with at least 50 participants (incentive: concept word);

- statistical analysis of the data received;

- making an association dictionary that captures the association area of the concept word;

- identification of the lexical meaning and etymological connections of the concept word (with the use of definition, word-building dictionaries, thesauruses, and others);

- selection of proverbs, sayings, and idioms that use the concept word;

- selection of examples of the concept word's use in literature (prosaic and poetic);

- secondary selection and analysis of material for the vocabulary entry.

In the curriculum of *Intercultural Communication in the Russian Language Lessons*, a special place is given to the study of culture-oriented methods and technologies of working with text in the Russian language lessons. Cultural texts are used as didactic material for this component of the curriculum. These texts are “filled with special content, which enables students in the Russian language lessons to familiarize themselves with certain aspects of the people’s culture and values that contribute to the formation of a positive attitude towards cultural values” (Novikova, 2005).

During the course of study, students will become familiar with the method of culturological text analysis (Sayakhova, 2010), the method of linguocultural text analysis (Khodyakova, 2012), the method of concept text analysis (Mishatina, 2010), and the method of linguocultural text characterization (Levushkina, 2014).

The method of culturological text analysis “allows a student to see text in the integrity of its linguistic, speech

and cultural characteristics,” and it is a “complex, integrative, and, to some extent, universal method, built into the system of methods: language analysis – text analysis – linguocultural text analysis” (Levushkina, 2014).

As a technological process, the method of linguocultural text analysis includes several stages and the techniques, which are defined by this method, a sequence of different types of textual activity of students:

- prediction stage: an attempt to guess the content of the text judging by the title;

- receptive stage: perception of the text during first reading, emotional response, comprehension of the surface-level content.

- analytical and synthetical stage: complex text analysis (structural and substantive, speech, linguostylistic, and content analysis of the text, elements of the culturological analysis and others) and synthesis of the information acquired during analysis;

- interpretation, sense-making stage: interpretation of the meaning of the text, formulation of one’s own perception of the meaning of the text and author’s viewpoint;

- reflective, assessment stage: expression of one’s own opinion on the meaning of the text and author’s viewpoint;

- productive and creative stage: essay in the genre of linguocultural text characterization (Levushkina, 2014).

When students master the methodology for conducting a lesson on linguistic and cultural text analysis, it implies that they have also acquired knowledge of the algorithm of the emotional text analysis, analysis at different levels of language (phonetic, lexical, morphemic, morphological, syntactic, text), the algorithms for cultural and value analysis of the text and author’s viewpoint expressed in the text. For example, the culturological text analysis includes the following steps:

- description of the associations evoked by the text;

- detection and interpretation of the ethno-connotative words, explanation of their function in the text;

- detection of the text aspects for culturological commenting; culturological commenting and definition of its significance for clarification of the meaning of the text;

- detection of the main images of the text and analysis of these words as concepts; generalization of the data received in the course of analysis and expression of one's own feelings about the text as a work of culture.

During the course of *Intercultural Communication in the Russian Language Lessons*, practical application of the linguocultural method of text analysis is implemented through project and imitation learning technologies. Students are asked to carry out a group project on planning a lesson of linguocultural text analysis. Groups of students (usually 4-5 people) choose a text for analysis (folklore text – proverb, riddles; literary text – prosaic, poetic; description text, narration text, reflection text) and present their methodical project in practical lessons. During the presentation one of students in the group acts as a teacher and the rest – as students.

After finishing the course of *Intercultural Communication in the Russian Language Lessons*, students often use the subjects that were covered in the curriculum as materials for term papers, graduation theses or in-depth studies as part of a research work. The

results of the presentation of students' research projects at international events indicate their success: *Complex and Thematic Russian Language Lessons as a Factor of Cultural Competence Development Among Students*, an article by Tarabukina (laureate of the competition organized as part of the 17th International Research-to-Practice Conference *Academic Community of the Students of 21st Century: Social Sciences* (Novosibirsk, 2014)); *Project Method as Means of Developing Cultural Competence among Bilingual Students During the Process of Learning the Russian Language*, a presentation by Baisheva (laureate of the competition organized as part of the International Research-to-Practice Conference *Philological Sciences in 21st Century* (Yakutsk, 2019)); *Feminine Beauty in Russian and Yakut Classics, A Concept*, a presentation by Gavrilieva (laureate of the International Student Festival of Russian and Turkic Literature (Kazan, 2018)); and others.

At the end of the course of *Intercultural Communication in the Russian Language Lessons* students participate in a survey that indicates the level at which they understand the

importance of the tasks that the Russian language teachers face: spiritual and moral education of children in the Russian language classes, development of cultural, sociocultural and linguocultural competence among children, understanding the need for professional self-development and improvement of methodological and linguocultural competencies in order to achieve the effectiveness of teaching the Russian language in the context of Russian culture and in the dialogue of cultures.

Conclusion

The culturological approach as one of the main areas of modern scientific knowledge determines the concept and paradigm of Russian education. Modern society poses a challenge for higher education to train teachers who are ready to effectively perform pedagogical tasks in educating, developing, and raising a spiritual and moral person, and in implementing the ideas of the culturological approach in the educational process.

Responding to these needs of society, the content of higher education is being improved: new culture-oriented educational disciplines are being

introduced into the educational process. The aim of these disciplines is to develop the competencies necessary for successful professional work of future teachers in a multicultural educational space.

A culture-oriented methodological subject *Intercultural Communication in the Russian Language Lessons* was incorporated in the educational program of Philology Faculty at the North-Eastern Federal University n.a. Ammosov. The aim of the subject is to train a future Russian language teacher for professional activity in a multicultural educational environment to develop cultural, sociocultural, and linguocultural competencies among children while studying the Russian language. The subject has proved its effectiveness.

During the study of the subject, development of the linguocultural competence among students is facilitated by the application of the principle of science and the connection of theory and practice, the principle of intersubject communications and the integrative approach, the principle of competency and the activity approach, and correlations between learning and

research activities; by conducting problem lectures (binary, interactive), using imitative learning and project technologies, and research methods.

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