

ARTICLE

THE STUDY OF RUSSIAN REALITIES IN MULTI-ETHNIC ENVIRONMENT

Guzel M. Nurullina*, Liliya A. Usmanova

Dept. of Russian and Applied Linguistics, Kazan Federal University, Leo Tolstoy Institute of Philology and Intercultural Communication, Kazan, RUSSIA

ABSTRACT

One of the topical issues of Russian language teaching methodology is the development of linguocultural competence of students, the development of cultural and linguistic tolerance for the studied language and the Russian people in a multiethnic environment. The interrelation of language and culture, a broad view of the language as an asset of a nation spiritual wealth, the approach to a language as a cultural and historical environment that forms a linguistic personality is one of the fundamental methodological principles. In this paper, the authors analyze the realities of Russian language as one of vocabulary components with a national and a cultural content. According to the authors of the article, the study of Russian language realities in a multiethnic environment enriches the vocabulary of students; it expands the knowledge about the culture and the cultural artifacts of the studied language country; it fosters respect and tolerance to a studied language, to a foreign culture; it forms the language identity of students in the process of intercultural communication. The authors use the realities that denote Russian folk games as the materials of the study. The article presents the linguistic and the cultural analysis of realities, the scheme for the development of universal learning activities in the process of a new word-reality learning.

INTRODUCTION

The modern period of Russian language teaching methodology at school is characterized by an increased interest in the cultural function of the language, the introduction of students to national culture. This kind of familiarization is associated with an intensive growth of international contacts and the development of intercultural communication. Activating migration processes affect the change of student content at school. At present, Russian schools are characterized by polyethnicity. Nowadays the process of education at polyethnic schools is understood not just as the assimilation of knowledge and skill system that make up the instrumental basis of learner's competencies, but also as a process of a personal development, the gaining of spiritual and moral experience, social, linguistic and cultural competence, the cultural and the linguistic tolerance to the language under study and to Russian people.

Modern methodology of Russian language teaching addresses the problems of linguoculturology and the concept of "dialogue of cultures". Linguoculturology is characterized primarily by a holistic and systematic examination of culture and language in linguistic units. This judgment has been studied in many scientific works (see: Alyokhina [1], Andramonova [2], Erofeeva [3], Khabibullina [4], Murzina [5], Nurullina [6], Rakhimova [7], Safonova [8] Yusupova [9]). During Russian language teaching, a teacher needs to have an understanding of such concepts as a language picture of the world, a linguistic personality, the national and the cultural component of vocabulary, phraseology, aphoristics (nonequivalent, background, connotative vocabulary, national images, symbols, key words), a text as a phenomenon of culture (precedent texts).

Russian language lesson is focused on familiarizing students with an aesthetic sense of word understanding, and its careful treatment. It is the vocabulary with all the expressive possibilities, with its wealth and abundance is the key to aesthetic content understanding of a word and a text as a whole. The work with a word during Russian language lesson is aimed at schoolchildren speech enrichment, the introduction to the understanding of an aesthetic quality of a word and a respectful attitude to the values of Russian culture [10]. A famous scholar F.I. Buslaev believed that "the gift of the word is directly associated with perception and impression, so that words are the living correlation of things for consciousness" [11: 85].

In order to comprehend the content of Russian national culture values, a teacher refers to the words-realities of Russian culture, to stylistically marked vocabulary, to equivalent and non-equivalent vocabulary. The main goal at the lessons of the Russian language is the immersion in the world of Russian language and Russian culture, the awareness of the language as a phenomenon of culture, a cultural and historical environment embodying the history, the culture and the customs of Russian people. It is possible to educate students about an aesthetic sense of the word only through the realization of Russian culture value depth.

MATERIALS AND METHODS

In the 60-ies of the XX-th century the linguistics, along with other related sciences (for example, psycholinguistics, sociolinguistics, ethnolinguistics) develops a new independent trend: linguoculturology in connection with the works by A.D. Arutyunova, V.N. Telia, V.V. Vorobyev, Yu.S. Stepanov, V.A. Maslova, V. Shaklein and other researchers. Linguoculturology studies the relationship of language and culture, including various aspects and directions: the problems of intercultural communication (V.V. Krasnykh, E.F.

KEY WORDS

Russian language realities, polyethnic environment, linguodidactics, linguoculturology, vocabulary enrichment.

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*Corresponding Author
Email:
Guzel.Nurullina@kpfu.ru

Tarasov, D.B. Gudkov), the forms of cultural reflection in a language (R. Vodak, V.I. Karasik), the speech reflection of ethnic behavior (Yu.A. Sorokin), cultural concepts (Yu.S. Stepanov), language personality and linguistic consciousness (Yu.N. Karaulov, A.A. Leontiev) [12: 35].

The subject of linguoculturology study is the following one: the paremiological and phraseological language foundation; connotative, background, nonequivalent lexicon; speech behavior and speech etiquette, etc.

The national component of culture is reflected most vividly in Russian non-equivalent vocabulary, which is closely related to the objects and the phenomena of material and spiritual culture of Russian people, with the history of Russian people.

According to many linguists, the notion of "reality", which does not have the same interpretation, is close by content to the term "non-equivalent vocabulary". S. Vlahov and S. Florin believe that realities make the part of non-equivalent vocabulary as an independent circle of words that "names the objects that are characteristic of life (life, culture, social and historical development) of one people and are which are alien to another people; being the carriers of national and/or historical coloring, they, as a rule, do not have exact correspondences (equivalents) in other languages, and, therefore, cannot be translated "on general grounds", requiring a special approach" [13: 47].

The following groups of the equivalent vocabulary are distinguished in Russian: the realities of culture: historicisms (arshin, verst, pood, pound, caftan, armiak, volost, county); the objects of Russian people everyday life (rassolnik, okroshka, bagel, shirt, apron, felt boots, mittens, cart, horse cloth); the words from folklore (promised, Grandfather Frost, Snegurochka, Serpent-Gorynych, Kashchei the Immortal, Baba-Yaga, wood goblin, whangdoodle, the hut on chicken legs); mythological creatures (house spirit, mermaid, devil, kikimora); traditions, holidays, rituals (Pancake week, Trinity, Christmas); musical culture (balalaika, accordion, gusli); choreography (lady, round dance, Russian folk dance); Russian folk games (gorodki, blind Tom, catch, lapta).

Such Russian realities as mistress, Petrushka, Kamarinskaya, buffoons, chastushka, shchi, loaf, honey, kalach, kvas, ruble, kopeck, ten-copeck coin, fifty kopecks, etc. have a vivid national coloring.

At the lessons of Russian language, students learn the world of Russian language and Russian culture, regard the language as a phenomenon of culture, embodying the history, the way of life and the customs of Russian people. In our opinion, the study of Russian language realities in a multiethnic environment performs several functions: it expands the lexical vocabulary of learners and the knowledge about the culture and the cultural artifacts of the studied language country; it prevents the emergence and the development of so-called "cultural shock"; it fosters tolerance; it creates a positive emotional-sensual environment in relation to the facts of foreign culture; it develops communicative and cultural competence; it facilitates the process of acculturation; it allows students to become active participants in the process of intercultural communication.

Schoolchildren get acquainted with the linguistic and cultural description of a reality, consider this reality in the context of verbal artifacts and in the context of art works, sometimes compare it with the realities of other cultures, another language.

So, the material of the study are the examples of realities, denoting Russian folk games, in particular the game of catch.

During the analysis of Russian language realities, the following research methods were used:

- the method of comparative analysis: the studied linguistic and cultural phenomena are considered through the prism of these phenomena perception by the native speakers of Russian language;
- the method of associative experiment: the processing of verbal associations of subjects to understand language consciousness and the possibility of its structures description, the development of an associative field of reality;
- descriptive-analytical method: the analysis of scientific literature on the topic of research, scientific concepts in modern studies, language and text materials;
- the philological method based on the use of quotations from artistic works and oral folk art.

RESULTS

In our work, we offer the linguistic and the cultural analysis of the reality "catch", which denotes the Russian folk game. The analysis is based on the scheme proposed by the methodologist L.G. Sayakhova and L.K. Mullagaliyeva [14].

Linguistic and cultural analysis of the word "catch":

1. Associative field: a mobile game, a play, children's fun, Fire, Instrument, Tandem, Kerosene, Running, Fishing, Catch-up game.
2. From the history of the word origin. Catch is formed from the verb "to burn" in the meaning "to love, to suffer from love." In different areas, catch has different names: separation, scammers, swells, oprel,

ogorelysh, Gori-stump, Gori-oak. Catch was not considered as the play for children at first: only girls and single young men played in it. The guy who was chosen as the host, could choose a girl, get acquainted with her, communicate, i.e. the guy chose his bride. According to the "Tale of Bygone Years": "A wife was chosen at merrymaking, dancing, and at different devil plays."

The birth of catch is associated with pagan rituals and holidays: the meeting of spring, when the goddess Lada was famous. She was considered as the patroness of marriages; the holiday of Yarila or Ivan Kupala. Catch was played on holidays and festivities, when many people gathered. Catch is considered as the play for children now.

Earlier the children played it during the early spring in Russia, when the first snow began to go off. Otherwise, this is how the game was commemorated: "As spring comes, the whole earth is buzzing. // As the spring came, the whole earth blossomed. // Spring! Spring! It is so red! // You look back and forth! // And what kind of voices are these? Children play!"

3. The vocabulary portrait of the word. The dictionary of the Russian language by S.I. Ozhegov and N.Yu. Shvedova presented the following description of catch reality: "this is a Russian folk game in which one of the participants catches others running away from him in turns and in pairs" [15].

4. The word in people wisdom. Counting rhyme: "Burn, burn clear, // not to go out." // One, two, boldly, // Look at the sky - // The stars are burning, // Cranes are shouting: // "Gu-gu-gu, I'll run away! // Gu-gu-gu, I'll run away!"

5. The text portrait of the word.

"- We left the table and went into the garden to play catch, and a young gentleman appeared here. <...> He decided to play catch with us.

- It is impossible to play catch with you!

- It's very possible! He is such an inventor! He catches, and starts to kiss!

"Whatever, Nastya, you're lying."

"Whatever you say, I'm not lying. I got rid of him by force. He spent the whole day with us." (A.S. Pushkin "Mistress-peasant woman").

DISCUSSION

According to the scholars, "the goal of linguocultural analysis is to show the way linguocultural situation is reflected in the text, its general cultural content and values. It is known that the cultural meaning of the text is manifested in its subjects, in composition (plot, story, characters) and in a title. But all this becomes available through the linguistic fabric of a text, organically related to the cultural connotation. Therefore, linguocultural, or conceptual fields, culture concepts, or linguocultures (V.V. Vorobiev), logoepestems (V.G. Kostomarov) are considered at the lexical level - the integrated units of language and culture. The task of linguocultural analysis of a text at the lexico-phraseological level is to identify linguistic units with national and cultural semantics, to compare them with the facts of the native language and culture, to identify the general and nationally specific in linguistic units" [16: 176].

The main trends of linguistic cultural education:

1. The acquaintance with the statements of writers, scholars about Russian language, Russian culture, forming such a value orientation of students, as the attitude to the Russian language.
2. The study of extralinguistic (non-language) material.
3. The study of the texts with a national-cultural component.
4. The study of speech behavior stereotypes, including speech etiquette, the information about Russian culture, about everyday life, traditions, the customs of Russian people; about the spiritual and material values of Russian people as a national and cultural community.
5. The study of nationally-marked units of language (the words of various lexical-semantic groups, special vocabulary, the words relating to images-standards, phraseological units, etc.).
6. The study of people spiritual culture concepts.

At the lessons of Russian language, students immerse themselves in the world of Russian language and Russian culture, understand the language as the highest manifestation of culture, which combined the history, the way of life and the customs of Russian people. The study of Russian language realities certainly contributes to the expansion and the enrichment of student vocabulary. The word carries a different semantic function - conceptual, grammatical, emotive, functional-stylistic; the word provides the acts of verbal communication among people.

The goals of student vocabulary enrichment are the following ones: 1) the number of words increase and the improvement of speech; 2) the learning to use new words.

The increase of the number of words assumes a gradual addition of new words to the existing ones. The perfection of speech is the clarification of a known word lexical meaning and the scope of its use, in the use of a word in spoken and written speech [17].

CONCLUSION

The system of vocabulary work during the study of Russian language realities is aimed at the development of universal educational activities (hereinafter referred to as UEA). According to FSES, the main functions of UEA are self-development and self-improvement of students, the development of tolerance in a multicultural society, the development of the world picture in a subject area, etc [Table 1].

Each of the stages of a new word learning (in our case these are the realities of Russian language) is aimed at certain UEA development. At each stage of the linguistic and cultural analysis of a word-reality, the development of UEA takes place.

Table 1: of vocabulary work of students

Word study stages	UEA development
A word semantization: historical, linguistic and cultural aspects	<i>Cognitive UEA</i> (a student conducts a search job, finds information, develops a verbal statement in oral and written form)
Examination of a word in the context of verbal artifacts (in proverbs, sayings, riddles, the phraseologisms with personification, metaphorization)	<i>Regulatory UEA</i> (the creation of creative search and mental stress atmosphere at a lesson: the solution of problem situations, the monitoring of material by the use of special questions)
Associations with a word	<i>Communicative UEA</i> (the ability of a student to express his thoughts fully and accurately in accordance with communication tasks and conditions)
The work with a text	<i>Personal UEA</i> (the student understanding of the need to preserve and protect their native language as the part of the Russian national culture, and also to work on their own speech development)

Thus, the system of vocabulary work of students has a communicative orientation - it is focused primarily on the development of students' linguistic flair, the linguistic knowledge about a new subject of research. To master speech, to learn to think means to join the human race, its culture.

CONFLICT OF INTEREST

There is no conflict of interest.

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