

ICEST 2021**II International Conference on Economic and Social Trends for Sustainability of Modern Society****THE EFFECTIVENESS OF LINGUOCULTURAL DESIGN IN THE
EDUCATIONAL PROCESS OF SECONDARY SCHOOL**

N. V. Chernikova (a)*, A. A. Podolskaya (b), A. N. Fedotov (c), I. V. Sidorova (d)

*Corresponding author

(a) Department of Social and Humanitarian Disciplines, Michurinsk State Agrarian University,
st. Internatsionalnaya, 101, Michurinsk, Russia, chernikovanat@mail.ru(b) Vocational educational institution "Shchelkovsky College", Shchelkovo, Russia, podolskaya97.62@mail.ru(c) Department of Foreign Languages and Methods of Their Teaching, Michurinsk State Agrarian University,
Michurinsk, Russia, Lingvist-af@yandex.ru(d) Department of Social and Humanitarian Disciplines, Michurinsk State Agrarian University, Michurinsk, Russia,
sidorova.innavladimirovna@yandex.ru**Abstract**

One of the most important tasks of school philological education is noted, that is, fostering a respectful attitude towards the native language and understanding it as a national treasure, a component of national culture, concentration of culturally significant information. The definition of linguocultural competence is formulated, which provides for the presence of systemic knowledge about the culture of the people, embodied in the national language; the ability to identify and analyze the relationship between the language, history and culture of the people; possession of the skills of linguocultural analysis of linguistic material (words, text) with national and cultural specifics. Fragments of the work program developed by the authors of the elective course "Lessons of one word: linguocultural design" for pupils in grades 10–11 are presented. The introduction of this training course into the educational process of secondary school will contribute to the formation of students' skills to conduct research work, develop a linguocultural project. When developing an elective course, the technology of linguocultural analysis of linguistic material (lexical units, texts) was used, which includes the following stages: structural and semantic analysis of key words with national and cultural specifics; linguistic and cultural analysis of texts and their fragments; author's interpretation of information obtained as a result of various types of analysis; design – development of a linguocultural project. When developing the elective course, the technology of linguocultural analysis of linguistic material (lexical units, texts) was used, which includes several stages.

2357-1330 © 2021 Published by European Publisher.

Keywords: Language, culture, linguocultural competence, linguocultural project, elective course

This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

1. Introduction

Cultural linguistics, being one of the young and extremely promising areas in modern science, was formed as a result of the interaction of two areas of knowledge – cultural studies and linguistics. The subject of research in cultural linguistics is the national language as an accumulator and translator of cultural information, culture of the people, its spiritual and mental code. The study of language in its inseparable connection with culture is presented in the works of modern researchers (Alefirenko, 2020; Kaisarova, 2015; Vorkachev, 2014)

The analysis of language units and categories in the context of culture has led to the formulation of a number of new problems not only in linguistics, but also in the teaching methods of a number of humanitarian disciplines (Chernikova et al., 2020; Mishatina, 2019). In the educational process of secondary school, this applies primarily to philological disciplines – the Russian language and literature (Mishatina, 2018). One of the promising directions for improving the content of school philological education consists in solving the problem of fostering a respectful attitude to the native language and understanding it as a national treasure, as a component of national culture, concentration of culturally significant information (Dobrotina, 2017). The need to study linguistic material (words, grammatical categories, text) through the prism of cultural values is indicated by Chernikova (2017), Mishatina (2018, 2019), Mishatina and Tsybulko (2016), Tokareva (2017), etc.

2. Problem Statement

Among the complex of tasks that at the present stage should be solved by school philological education, one of the most important is the formation of linguocultural competence of students. This is emphasized by Dobrotina (2017), Smulakovskaya and Ivanova (2018), and others. Linguocultural competence should be understood as:

- availability of systemic knowledge about the culture of the people, embodied in the national language;
- ability to identify and analyze the relationship between the language, history and culture of the people;
- possession of the skills of linguocultural analysis of linguistic material (words, text) with national and cultural specifics;
- readiness for the value interpretation of linguistic knowledge and skills in the dialogue of cultures.

It is possible to form the linguocultural competence of schoolchildren by various means and methods, including in the process of organizing project activity, which is considered as “a means of forming, firstly, a positive and projective perception of life and one's creative capabilities, secondly, the spiritual and moral potential of an individual, thirdly, cognitive independence, and fourthly, systematic thinking” (Podrugina & Ilyicheva, 2017, p. 42).

In the educational and methodical literature, various types of projects are distinguished: informational, role-based, practice-oriented, creative, research, etc. (Bobrova, 2020; Podrugina & Ilyicheva, 2017; Smulakovskaya & Ivanova, 2018; Sokolova, 2008). A type of research project is a linguistic and cultural project. Its goals are to form students' understanding of how the history of the people, their worldview, character, material and spiritual values are reflected in the national language. The native word stores the knowledge and experience of the people, their culture, traditions and customs.

A linguocultural project can be dedicated to one word with national and cultural specifics. Novikova (2012) introduced the concept of “Lessons of one word” into methodical science, which is understood as one of the innovative forms of conducting Russian language lessons.

3. Research Questions

Based on the methodological concept of Novikova (2012), we have developed a work program for the elective course “Lessons of one word: linguocultural design” for pupils in grades 10–11. When developing the content of the course, we took into account the competence-based, personality-oriented and communicative-cognitive approaches to learning. The relevance of the elective course is determined by the need to develop the skills of conducting research work, skills in developing linguocultural projects in senior pupils, which will contribute to the formation of linguocultural competence of them, will help prepare 11th grade graduates for passing the Unified State Exam in the Russian language.

4. Purpose of the Study

The purpose of the work is to describe the content of the work program of the elective course “Lessons of one word: linguocultural design” as an effective technology for the formation of linguocultural competence of pupils.

5. Research Methods

When developing an elective course, we used the technology of linguoculturological analysis of language material (lexical units, texts), which includes the following stages:

- structural and semantic analysis of key words with national and cultural specifics;
- linguocultural analysis of texts or their fragments;
- author's interpretation of information obtained as a result of various types of analysis;
- design – development of a linguocultural project.

The elective course “Lessons of one word: linguocultural design” developed by us for pupils of grades 10–11 is designed for 35 hours, including 14 hours – lectures, 19 hours – practical classes, 2 hours – defense of projects (test).

The purpose of the course is to develop skills in working with the word as a unit not only of the national language, but also of the national culture, which accumulates culturally significant information.

The tasks of the elective course:

- to deepen the knowledge of students about the relationship between language and culture, about the native language as part of the national culture;
- to form an idea of the word as a spiritual and moral phenomenon, a carrier of culturally significant information;
- to systematize and summarize the available knowledge on lexicology, phraseology, word formation, morphology and syntax;
- to develop the skills and abilities of working with dictionaries and other sources of linguistic and cultural information;
- to foster interest, respect and love for the national language, native word, national culture.

Terminological apparatus of the course: cultural linguistics, national culture, language, word, lexicographic portrait of a word, linguocultural project, keywords, dictionary, semantic structure of the word, etymology of the word, word-formation nest, morphological paradigm of the word, Russian folklore, phraseological combinations, proverbs, sayings, thematic group, cultural background of a word.

The curriculum for the elective course is presented in Table 1.

Table 1. The curriculum of the elective course

№	Course Topics	Total hours	Lectures	Practical classes
1.	Cultural linguistics as a science	1	1	–
2.	Lexicographic portrait of the word and its components	1	1	–
3.	Lexical meaning (semantics) of the word	4	2	2
4.	Etymology of the word	4	2	2
5.	Derivational nest the word	3	1	2
6.	The grammatical meaning of the word	3	1	2
7.	The use of lexical units in the Russian folklore	5	2	3
8.	Key words of national culture in the works of Russian literature	5	2	3
9.	The role of the word in the history and culture of the people	3	1	2
10.	Technology for the development of a linguocultural project	4	1	3
11.	Defense of projects (test)			2
	In total	35	14	21

Lectures (lectures-conversations) involve the study of 10 topics. The lecture topics are presented in Table 2.

Table 2. The lecture topics

№	Topics of lectures	Number of hours
1.	Topic 1. Cultural linguistics as a science 1. The notion of cultural linguistics as a science. 2. Object, subject and tasks of cultural linguistics. 3. The relationship between language and culture. Broadcasting cultural information through the national language. 4. The notion of the key words of Russian culture.	1
2.	Topic 2. Lexicographic portrait of the word and its components 1. The notion of a lexicographic portrait of a word. 2. Stylistic, pragmatic and communicative properties of the word. 3. Features of the functioning of lexical units in speech.	1
3.	Topic 3. Lexical meaning (semantics) of the word 1. The notion of the lexical meaning (semantics) of a word. 2. Monosemy and polysemy. Homonymy of lexical units. 3. Synonymous word paradigm. 4. Lexicography. Description of lexical units in explanatory and aspect dictionaries.	2
4.	Topic 4. Etymology of the word 1. Vocabulary of the Russian language from the point of view of its origin. 2. Historical changes in the morphemic structure of the word. 3. Specificity of etymological dictionaries. 4. Features of the etymological analysis of the word.	2
5.	Topic 5. Derivational nest of the word 1. The concept of word-formation nest. The top of the word-formation nest. 2. Types of word-formation nests in Russian. 3. Specificity of the analysis of the dictionary entry of word-formation dictionaries.	1
6.	Topic 6. The grammatical meaning of the word 1. Morphological paradigm of lexical units. 2. Varieties of paradigms. 3. The nature of combinative possibilities of the word.	1
7.	Topic 7. The use of lexical units in the Russian folklore 1. Phraseologisms. Pictorial and expressive properties of phraseological units. 2. Semantic content of proverbs and sayings. 3. Linguistic features of works of the Russian folk art. 4. Comprehension of key words of national culture by the Russian people. Allocation of thematic groups of keywords.	3
8.	Topic 8. Keywords of national culture in the works of Russian literature 1. Key words of Russian culture in the literature of the 19th century (based on the works of A. S. Pushkin). 2. Key words of Russian culture in fiction of the 19–20 centuries (based on the works of A. T. Tvardovsky, V. S. Vysotsky, A. D. Dementyev). 3. Key words of Russian culture in journalism (on the material of “Letters about the Good and the Beautiful” by D. S. Likhachev).	2
9.	Topic 9. The role of the word in the history and culture of the people 1. The notion of the cultural background of the word. 2. Reflection of the spiritual values of the people in the national language and word. 3. The connection of lexical units with works of art.	1
10.	Topic 10. Technology for the development of a linguocultural project 1. Lexical page. 2. Etymological page. 3. Word formation page. 4. Phraseological page. 5. Literary page. 6. Art history page. 7. Cultural page. 8. Creative page.	1
	In total	14 hours

6. Findings

Here are examples of questions and assignments offered to prepare for practical classes and their conduct.

6.1. Topic 1. Semantic structure of the word

1. Give a definition to the notions of “word”, “semantic structure of the word”.
2. What are the main functions of the word?
3. Give definitions to the notions of “monosemy”, “polysemy”, “homonymy”, “synonymy”.
4. What does lexicography study? What are the explanatory and aspect dictionaries of the Russian language known to you?
5. (Work in groups.) With the help of S. I. Ozhegov and V. I. Dahl explanatory dictionaries, reveal the lexical meaning of the keywords – carriers of Russian culture (at the choice of students). Compare lexicographic information in these two dictionaries, find similarities and differences in the description of meanings of words.

Words for analysis: *Motherland, Russian, home, family, hospitality, conscience, honor, mercy, goodness.*

Indicate whether these words are monosemantic or polysemantic. If possible, choose synonyms for them.

6. Read the statement of the famous German linguist Wilhelm von Humboldt (1767–1835). Do you agree with the words of this scientist? Please comment on this statement.

The language of the people is always closely connected with the national spirit (W. Humboldt).

6.2. Topic 2. Etymology of the word

1. Give a definition to the term “etymology”.
2. What information about the word can be obtained in the etymological dictionary?
3. (Work in groups.) With the help of etymological dictionaries (for example, the dictionaries of M.

Vasmer, N. M. Shansky, A. K. Shaposhnikov) find out the origin of the keywords – carriers of Russian culture with which you began to work in the previous classes. Compare the materials of these etymological dictionaries. Find out if there has been a historical change in the morphemic structure of these words.

6.3. Topic 3. Derivational nest of the word

1. Give a definition of the terms “word-building nest”, “the top of the word-building nest”.
2. What types of word-formation nests exist in the Russian language?
3. Study the preface to the “Word-Formation Dictionary of the Russian Language” by A. N. Tikhonov.

4. (Work in groups.) From the explanatory dictionaries of S. I. Ozhegov and V. I. Dahl, write out the words that have the same root as the keywords – carriers of Russian culture, with which you began to work in previous classes.
5. (Work in groups.) Study the word-formation nests, which these words include in the “Word-formation dictionary of the Russian language” by A. N. Tikhonov. Compare their composition with the words that you wrote out from explanatory dictionaries.

Determine which word-formation nest is characteristic for each word – strongly expanded or weakly expanded.

6. On the basis of the conducted word-formation analysis, draw a conclusion about the significance of these words in the Russian language and Russian culture.

6.4. Topic 4. The grammatical meaning of the word

1. Give a definition to the term “morphological paradigm of the word”. Name and describe the varieties of morphological paradigms in Russian.
2. (Work in groups.) Indicate the grammatical meanings of those keywords with which you work in class. Build their morphological paradigms. Determine the variety of paradigms for each lexical unit.
3. Study the preface to the “Dictionary of the Collocation of Russian Words” edited by P. N. Denisova, V. V. Morkovkin. What are the tasks of the dictionary?

Using this dictionary, determine the combinability of keywords.

6.5. Topic 5. The use of lexical units in Russian folklore

1. Give a definition to the notions of “phraseological unit”, “proverb”, “saying”.
2. What is the function of phraseological units, proverbs, sayings in oral and written speech?
3. (Work in groups.) From the phraseological dictionaries of the Russian language, write out phraseological units that include the keywords with which you work in the classroom. Indicate the meaning of these phraseological units.
4. (Work in groups.) From dictionaries of Russian proverbs and sayings (for example, V. I. Dahl, V. P. Zhukov and others) write out stable sayings, which include the keywords you are working with. Indicate the meaning of the proverbs and sayings you wrote out.

Group the set expressions that you have written out according to thematic criteria, reflecting in them the understanding of the key words by the Russian people.

5. Draw a conclusion about the semantic significance of these words in Russian culture, reflected in the Russian folklore.

6.6. Topic 6. Keywords of national culture in the works of Russian literature

1. (Work in groups.) From works of fiction of the nineteenth century (“The Captain's Daughter”, “Eugene Onegin” by A. S. Pushkin, “War and Peace” by L. N. Tolstoy, “Dead Souls” by N. V. Gogol and others) write out the keywords with which you work in the classroom, and the lexical

units associated with them. Determine the frequency of the use of these words. Indicate in what meanings the words are used in a literary text. Compare the contextual meanings of them with their dictionary meaning.

2. (Work in groups.) From works of fiction of the 19–20 centuries (M. A. Sholokhov, A. T. Tvardovsky, V. P. Astafiev, V. S. Vysotsky, A. D. Dementyev, etc.) write out the keywords with which you work in the classroom, and the lexical units associated with them. Determine the frequency of the use of them. Indicate in what meanings words are used in a literary text. Compare the contextual meanings of them with their dictionary meaning.
3. (Work in groups.) From the journalistic work of D. S. Likhachev “Letters about the good and the beautiful” write out the keywords with which you work in the classroom, and the lexical units associated with them. Determine the frequency of the use of them. Indicate in what meanings the words are used in the text. Compare the contextual meanings of them with their dictionary meaning.
4. Draw a conclusion about the importance of these words in Russian culture, reflected in Russian fiction and journalistic literature.

6.7. Topic 7. The role of the word in the history and culture of the people

1. What is meant by the cultural background of the word?
2. (Work in groups.) What is the meaning of the keywords with which you work in the classroom in the history of the Russian people? Did the meaning and culturological significance of these words change in different historical periods of the life of the Russian people? Based on what sources can you answer these questions?
3. (Work in groups.) Find reproductions of paintings by Russian artists, which reflect the concepts named by these words.

6.8. Topic 8. The technology for the development of a linguocultural project

1. (Work in groups.) Systematizing the material you have collected about keywords, develop a linguistic and cultural project, which should include the following “pages”: lexical, etymological, word-formation, phraseological, literary, art history, cultural, creative.
2. (Work in groups.) Prepare a presentation, including the most memorable language and cultural facts about the key word – the carrier of the national culture. Make your presentation visual, choose a musical accompaniment that is adequate to the information presented.

7. Conclusion

In this work, we have shown the possibility of using the linguocultural approach in the process of teaching schoolchildren project activities, which is one of the innovative forms of organizing the educational process. Such work contributes to the improvement of the quality of education, the effective use of new approaches in pedagogical activity. One of the innovative forms of conducting Russian language lessons is “One Word Lessons”. The implementation of the elective course “Lessons of one word:

linguocultural design” into the educational process of secondary schools of general education will contribute to the formation of linguocultural competence of students, improve the ability to analyze the structure of a word, define its lexical meaning, carry out etymological and derivational analysis, identify the cultural and national information.

References

- Alefirenko, N. F. (2020). *Linguoculture value-semantic space of language*. Flinta.
- Bobrova, M. V. (2020). Project activities of students based on nicknames. *Russian language at school*, 81(6), 14–22. <https://doi.org/10.30515/0131-6141-2020-81-6-14-22>
- Chernikova, N. V. (2017). Linguocultural aspects of working with the word (Materials for literature lessons). *Russian language at school*, 4, 17-21.
- Chernikova, N. V., Sidorova, I. V., & Shvetsova, V. M. (2020). Linguo-conceptual analysis as an effective technology for organizing scientific and educational activities. First International Scientific Conference, ASEDU-2020: *Advances in Science, Engineering and Digital Education*. **Journal of Physics: Conference Series**, 1691, 12192. <https://doi.org/10.1088/1742-6596/1691/1/012192>
- Dobrotina, I. N. (2017). Formation of linguocultural competence of students in the system of modern school language education. *Russian language at school*, 8, 3-8.
- Kaisarova, S. N. (2015). *Dominant features of the national character in the grammar of the Russian language*. Lambert Academic Publishing.
- Mishatina, N. L. (2018). Methodical linguoconceptology: current state and vector of development. *Actual problems of philology and pedagogical linguistics*, 3(31), 16-25. [https://doi.org/10.29025/2079-6021-2018-3\(31\)-16-25](https://doi.org/10.29025/2079-6021-2018-3(31)-16-25)
- Mishatina, N. L. (2019). Transdisciplinary vector of methodical linguoconceptology. *Prospects for Science and Education*, 3(39), 240-254. <https://doi.org/10.32744/pse.2019.3.18>
- Mishatina, N. L., & Tsybulko, I. P. (2016). *Anthropological linguistic methods: in search of meaning, content and evaluation*. National Education.
- Novikova, T. F. (2012). One word lesson: the path from meaning to meanings. *Russian language at school*, 1, 10-15.
- Podrugina, I. A., & Ilyicheva, I. V. (2017). *Design and research activities: the development of giftedness*. Moscow State Pedagogical University.
- Smulakovskaya, R. L., & Ivanova, E. M. (2018). Design and research activities of students in the Russian language. *Russian language at school*, 79(7), 3-6. <https://doi.org/10.30515/0131-6141-2018-79-6-3-6>
- Sokolova, Yu. A. (2008). Educational project and the possibility of its implementation in the lessons of the Russian language. *Russian language at school*, 6, 3-7.
- Tokareva, I. Yu. (2017). Application of conceptual analysis of the keywords of culture in preparation for the final essay. *Russian language at school*, 11, 3-5.
- Vorkachev, S. G. (2014). Linguocultural conceptology and its terminology. *Political Linguistics*, 3(49), 12-20.