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**ЛИНГВОКУЛЬТУРНЫЕ АСПЕКТЫ ЯЗЫКОВОЙ
ПОДГОТОВКИ В ШКОЛАХ И ВУЗАХ**

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Аннотация. *Статья обращается к проблеме определения направлений и форм реализации лингвокультурного содержания в образовательном процессе вуза, нацеленном на профессиональное и личностное развитие студента в процессе изучения иностранных языков. Целью выступает выявление путей и форм личностного и профессионального развития обучаемых в образовательном процессе, организованном для их подготовки к межкультурной коммуникации. В решении поставленных задач опорой послужили следующие принципы: системный, комплексный, социокультурный, диалога культур. Авторами представлены разделы лингвокультурного содержания языковой подготовки в школе и вузе, в котором родная и иноязычная культуры выступают значимыми компонентами. В качестве примера образовательной формы, в которой реализуются лингвокультурные аспекты, рассматриваются формы, комбинирующие аудиторную и внеаудиторную деятельность, а также онлайн курсы, нацеленные на решение задач социокультурного становления студента как субъекта в поликультурном обществе.*

Результаты исследования применимы в обучении иностранным языкам в единстве с ознакомлением с иноязычной культурой различных категорий обучающихся, школьников и студентов. Ключевым моментом в раскрытии темы статьи выступает то, что реализация лингвокультурного содержания рассмотрена применительно к условиям организации образовательного процесса в аудиторном формате и комбинированном, с использованием онлайн-обучения. Другой особенностью, характеризующей новизну данной работы, является ориентирование на личность обучаемого, его социальное развитие в процессе познания языка и культуры в их единстве. Авторами сделан вывод о том, что отмеченный комплексный подход к личности, в единстве её социальных и лингвокультурных

особенностей, направлен на решение задач подготовки к межкультурной коммуникации посредством усвоения лингвокультурного содержания, при доминирующей направленности образовательного процесса на сохранение национальной составляющей личности.

Ключевые слова: лингвокультурное содержание, обучение иностранному языку, национальная идентичность, комбинированные формы деятельности, онлайн курс, личность.

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LANGUAGE-AND-CULTURE ASPECTS OF TEACHING FOREIGN LANGUAGES AT SCHOOLS AND UNIVERSITIES

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Abstract. *The article deals with the ways to organize teaching foreign languages on the basis of the language-and-culture content, for professional and personal development. The purpose of the article is revealing the ways of preparing a trainee for intercultural communication by means of personal development in educational activities. The systemic, complex, socio-cultural principles and the principle of dialogue between cultures have formed the basis of the research. The authors have described the language-and culture content with its logical structure, in which the mother-culture and the foreign culture are significant components. Combined teacher-led and out-of-class students' activities, online courses, aimed at solving the tasks of socio-cultural development of a student as the component of the multicultural society, have been described to show them as examples of applying the language-and-culture content.*

The research with its results is applicable in teaching foreign languages, while working with different groups of trainees, schoolchildren and students. The key aspect implies organizing the educational process on the basis of language-and-culture content in teacher-led and out-of-class students' activities, practices with online resources. Focus on the trainee's personal features, the personal social development while learning foreign languages and cultures, is another aspect, which defines the novelty of the research. The authors have come to the conclusion that the

approach to the trainee's personality, considered in complex of social and cultural features, is aimed at preparing a person for intercultural communication in educational process, based on language-and-culture content; meanwhile keeping the personal national identity is the overarching goal.

Keywords: *language-and culture content, foreign-language teaching, national identity, combined students' activities, online course, personality.*

Introduction. Foreign language and culture learning in the multicultural educational space has its own specifics and educational purposes – development; up-bringing; studying. While learning the foreign language, a person deals with the educational content that includes the cultural and social components. These components of the educational content are shown in the directions of the educator's activities.

However in practice the foreign-language teachers pay more attention to development one or two aspects. If they are mastering the language, the trainees are focused on studying and developing linguistic abilities; while learning the culture, the trainees are brought up. So the lack between the complex educational influence on the personal development of the trainee, who learns the foreign culture and the foreign language but acts as a bearer of the mother culture, is obvious.

Foreign language learning of trainees in comprehensive schools is aimed at getting educational background. According to views by E.I. Passov and T.A. Dvurechenskaya [10], N.E. Kuzovleva [11], A.N. Shamov [16], such the consideration of the educational process proves necessity of mastering the language and the culture by a person, when developing students' competences (linguistic, socio-cultural, communicative ones) and involving a person in intercultural communication.

The present research deals with the scientific works by Russian and foreign researchers, scholars, scientists, and methodists; the language-and-culture content of their works has been under analysis and generalization.

On the basis of the theory (the concept of personal development in dialogue of cultures), developed by E.I. Passov [9], we have specified the areas, included in logical presenting a foreign culture to students, in their relation with the content of the native culture. We are to consider these areas.

1. *Cultural cognitive aspect of the language-and-cultural content.*

Learning the language-and-cultural content means that a person both studies facts about the cultures (native and foreign ones) in their dialogue and interrelations, and considers them as unique components of the universal world cultural space. Such the attitude to cultures influences national mentality of a person, who acts as a bearer of own (national) culture. The key point is that if the foreign culture learning is based on the gained personal experience of mastering the native language and culture, it can influence the development of a person as a citizen of the country, a bearer of the native culture. The foreign language is the means of such the influence.

2. *Psychological developing aspect of the language-and culture content.* This part of introducing the foreign culture to students is significant as it is targeted on development of the personal abilities, which influence learning cultures, self-education, and the personal life activity in the multicultural society.

3. *Up-bringing (educational) aspect of the language-and culture content.* While using communicative technologies, a teacher takes into consideration all the educational advantages of these technologies. This task can be solved when the educational process is based on the principles of speech and mental activity, actions and situations accordance, individualization in teaching and studying, functionality, novelty. The system of personal values is the result of such the educational activities and indicates personal moral development. Then in intercultural communications and social situations (events) the person shows the qualities, characterizing their personal nationality.

Simultaneously the person shows cognitive interest in other cultures and cultural awareness, as well as the intelligent understanding and realizing of features, typical for bearers of other cultures.

4. *Social aspect of the language-and culture content.* While introducing a foreign culture, it is necessary to set complex tasks: social development of a person, personal preparation for intercultural communication, self-realization in multicultural society. The mentioned tasks are solved in the multicultural space, created for the purpose of developing speech skills of a student. The teacher should develop the mentioned personal skills by introducing language-and culture content in all kinds of speech activity, that is, in listening, speaking, reading, and writing.

The denoted aspects of the language-and culture content correspond to the educational tasks, which a teacher solves in the complex way, while organizing and holding teacher-led and out-of-class activities in schools and higher schools.

Taking it into consideration, we have set *the purpose* of our research and *the appropriate tasks*. The research is aimed at revealing the ways of preparing a trainee for intercultural communication by means of personal development in educational activities.

The tasks, solved in the research, are following:

- analyzing of scientific works, devoted to personal development in foreign-language teaching and preparing a person for intercultural communication;
- revealing the features of teaching activities, based on language-and-culture content;
- describing the ways of preparing a person for intercultural communication in accordance with the social requirements of using complex and interactive techniques.

Methodology. The main principles, which have formed the basis of the research, are systemic, complex, socio-cultural ones. The principle of dialogue between cultures is fundamental in consideration of educational activities with social and cultural context.

The research includes application of the methods of analysis of scientific works, complex methods of foreign-language teaching and personal development of trainees, techniques of their preparation for intercultural communication in educational area.

Discussion. A.N. Shamov [16] has researched the problem of introducing the foreign culture to students and has noted that the culture contains some courses which can be considered as the cultural components:

- a) informational culture (in other terms, it is the culture of facts). It represents the particular features of a certain culture, its uniqueness, shown in the cultural traditions and customs, the life-living, the world view, and the national values of peoples;
- b) behavioral culture (culture of people's behavior);
- c) culture of achievements, that is, the achievements in Art and literature.

According to A.N. Shamov, these items create the basis which allows to reveal the points of the teacher's activities on introducing the social and cultural content to students: determining the amount of the studied materials; finding out the fields of culture in accordance with the purposes of foreign language learning in certain educational conditions; selecting the materials in accordance with the educational tasks; developing personal skills; focusing on cultural awareness; support of students' understanding that there is no culture which is static; involvement of students into social and cultural (language-and-culture) activities.

The field of foreign-language teaching contains a number of scientific researches, in which the components of the socio-cultural part of the educational content are pointed out. These components have common features as they describe: a) national mentality (holidays, values, etiquette norms, social actions, others); b) national heritage (history, geographical information, sights, art, science, education, literature); c) the particularities of verbal and non-verbal communication.

Another significant point of these components relates to intercultural communication, based on *the principle of dialogue between cultures*. This principle of dialogue plays its important role because the person chooses the strategy of their own behaviour, taking into consideration the

national mentality, the national heritage and the particularities of communication, which relate both the nation this person belongs to and the nation of the interlocutor. The foundations of such the communicative behavior are formed in educational activities, which should be based on the principle of dialogue between cultures.

The principle of dialogue between cultures. The educational process includes all aspects of foreign culture and is organized on the basis of the principle of dialogue between cultures – native and foreign ones. Taking the essence of this principle into consideration, a teacher should avoid the situations when students ignore any culture, moreover – when a student refuses the national culture in favor of the foreign culture. A teacher has to take into account the purposeful social development of a person, who represents the nation, and intellectual enrichment of a person, capable to live and make activities in the multicultural society, to interact with other people as various native speakers and representatives of their peoples / nations.

N.V. Baryshnikov has noted the statements, significant in solving educational problems on the basis of the principle of dialogue between cultures. According to these statements, dialogue between cultures means equal levels and positions of all cultures; suppression of some culture by another one contradicts to the very core of dialogue between cultures and cannot be allowed as if a person denies the own culture but accepts the value of a foreign culture. All these lead to conscious and mental deformation of the personal civic stand [1].

We have analyzed the works of the researches and come to the idea that a foreign culture introduction is aimed at preparation of trainees for equal-leveled intercultural communication, in which the participants act as the bearers of their own national cultures.

Issues of personal development and preparation of a person for intercultural communication. Scientists deal with problems of preparing a person for intercultural foreign-language communication on the basis of researching technologies, methods, forms and means, application of which encourages students to use a foreign language in communication with native speakers and bearers of the foreign-language culture.

The Russian scientists (T.V. Larina, O.A. Leontovich, R.P. Milrud, E.I. Passov, S.G. Ter-Minasova) and foreign researchers (L. Brown and M.Y. Park, T. Nguyen, R.L. Oxford and C. Gkonou, M. Pawlak, J.W. Schwieter and others) have proved effectiveness of teaching the language in unity with the culture and studying the culture by means of the language. The researchers have noted, that development of personal competences, providing intercultural communication, involves:

- making relations between the uniqueness of personality and the common features, typical for the people, belonged to the certain ethnos or the nation [5; 15];
- making logical connections between the cultural phenomena and their influence on the traditions and norms, development and showing personal features, which characterize the people as bearers of some culture, their behaviour and manners [3; 17];
- complex educational influence on all components of the personal communicative competence [6; 7; 11];
- choosing learning strategies and teaching activities, which draw together the language and the culture [8; 12].

Wide experience of methods and forms, used for the purpose of preparing a person for intercultural communication, has been saved up in the world science.

The researchers (N.P. Beltyukova, A.V. Grishaeva and N.V. Karataeva) consider preparing a person for intercultural communication in relation to organizing the project activity, based on use of the method of projects with social and cultural content. Organizing of such the activity includes: reconstruction of conditions of the social space, similar to the reality of the country, the language of which students learn; problem tasks, aimed at considering the conditions and professional situations within the context of the native and foreign-language social and cultural space [2].

Personal preparation for intercultural communication through influence on development of communicative competence of the person is considered in relation to the cultural component of the personality (according to K. Poolsawad, S.J. Savignon) [13; 14]:

- the researchers have pointed out the necessity of use of methods and forms in their complex, on the basis of foreign language resources, taken in accordance with the language and cultural level of the trainees, the specifics of the communicative situation and the participants of the communication;

- they have proved efficiency of the forms of speech interactions, which are aimed at analyzing mistakes, which participants have made and usually make in communication. It is noted that such the approach contributes to both personal awareness of features of intercultural communication and development of personal abilities to understand interlocutors, who represent foreign cultures.

A number of scholars (Q. Dong, M. Hinner and others) have made a connection between personal preparation for intercultural communication and development of the personal intercultural competence. This process involves creation of the situations, promoting development of the student's individual communicative skills, the abilities to communicate by means of a foreign language. The researchers have noted that development of the competence also requires comparison of cultures, as it leads a person to realizing cultural similarities and differences [4].

Researches of the ways of personal preparation for intercultural foreign-language communication prove that the scientific community is taking attempts to come to peace and reach solidarity in solving intercultural conflicts and arguments, as well as to optimize personal preparation for productive and effective interactions with bearers of different cultures in the world universal society.

Results. Organizing educational activities, aimed at preparing a person for intercultural communication, is focused on language-and-culture content and implemented in different ways.

Specific features of the teaching activity, based on language-and-culture content, in the teacher-led and out-of-class trainees' activities in schools and higher schools. The teaching activity, based on the language-and culture content, implies solving the following tasks in the out-of-class activities in schools and higher schools:

- 1) reinforcing of personal knowledge on the cultures (native, foreign ones) by means of a foreign language;

- 2) further foreign culture studying, realizing its features and the unique features on the basis of experience on mastering the native culture;

- 3) support of personal models of social behaviour, personal interactions with bearers of different cultures, on the basis of the foreign language.

According to the noted educational tasks, out-of-class activities, focused on introduction of foreign culture to a person, take place in the following directions: informative; research; social ones. Organizing of the out-of-class activities in these directions supposes apply of methods of introduction of foreign culture.

For example, the out-of-class activity in the informative direction is based on methods, which influence personal conscious abilities and intensify personally significant emotions. From this standpoint the following methods can be pointed out: staging and playing (theatrical, literary ones), concerts (e.g., folklore ones), exhibitions (e.g., talks about pictures or photos which show socio-cultural life-living situations in foreign countries).

The next educational direction, that is, the research one, aims the educational activities at involving students in making reports and presentations, doing project activities, in their participation in conferences, contests, socio-cultural discussions.

According to the social direction of the out-of-class activity, introducing the foreign culture takes place when using role plays, acting out the communicative situations, discussing the problems

of socio-cultural personal behavior and strategies of intercultural communication (with native speakers and bearers of different cultures).

A teacher organizes the out-of-class activity and acts as the moderator whose functions include: correction of the content of the students' reports and speeches; helping students and prompting them in their judgments, their thoughts and reasoning from the standpoint of a citizen of own country and a bearer of the culture of the native people; organizing educational space; using methods, based on the multicultural content, the teacher-led and out-of-class activities in their interrelations; teaching on the basis of the principle of dialogue between cultures.

The out-of-class personal activity, organized in the described way, supports students' attempts to try their hand at new activities and at different areas of socio-cultural personal development.

The following facts should be taken into consideration:

- the role of the native culture should not be belittled or surpassing (superior) in relation to the foreign culture. A teacher should introduce the foreign culture and compare the features of the cultures in the way to support the students in their awareness of the bright character of the native culture and those features, hidden from the person before. So the key point is personal awareness of the equal role of all cultures in the world cultural space;

- on the basis of comparison the content of the cultures a person is aware of the key features of the foreign culture and becomes interested in studying foreign cultures, but keeps to the changeless personal status of the bearer of the culture of own people (the bearer of the native culture).

Combined teacher-led and out-of-class students' activities, based on the language-and culture content in higher schools. Our research on the language-and culture content in the educational space of a higher school, puts forward the aim of integral complex educational influence on the students. Analysis of the research achievements has contributed to formulating the fundamental idea, according to which integrity acts as a feature of the educational activities, based on the language-and culture educational content; the complex integrity of educational influence on the person takes place if the educational process is aimed:

- at development of the components (knowledge and skills, experience) of the competences, in the unity with linguistic, socio-cultural, and communicative personal abilities;

- at development of personal qualities, which characterize ethnic or national identity of a person (as the bearer of the native culture) and personal interests in non-native/foreign cultures.

Practices of development of the personal communicative skills with online resources. The empirical proof of the research is the authorial educational courses, created on language-and-culture content. Effective introduction of the language-and-culture content is supplied with complex online activities.

The language-and-culture content of online courses possesses the following features:

- aiming at learning languages within communicative situations, which have language-and-culture content and are based on the students' experience of mastering the native and foreign cultures by means of the foreign language (English). The course materials provide detailed descriptions of the given communicative situations, the roles of the participants of communication, their purposes and intentions;

- engagement of students in their consistent learning of the language-and-culture content: at interactive lectures and by means of communicative tasks, which imply doing different types of exercises: creating a text-answer or a file-answer; talks and discussions, chats, forums, surveys (questioning); tests supplied with communicative tasks;

- doing grammar exercises, based on the language-and-culture content of the texts, which describe the components of the Russian culture – art, languages, national cuisine, traditions, official and popular holidays in English. The students do the communicative exercises, aimed at developing

the personal ethnic identity, interests in foreign cultures and skills to participate in intercultural foreign-language communication;

- integrity of the teacher-led and out-of-class students' activities, focused on the language-and-culture content. The course exercises are based on studying the lectures and showing the appropriate skills to lead interactive communication, discussions of the problems, issues of the language-and-culture content – both online and at the lessons.

The key point of such the courses, based on the language-and-culture content, is using the language units (e.g., grammar) according to the cultural communication norms. The materials devoted to the Russian and foreign cultures, form the basis of exercises and revision of the language materials at the next stages. Consideration of dialogue between cultures as the main principle of the mentioned online courses is determined with communication purposes of foreign language teaching as well as educational aims at developing and keeping the ethnic identity, which describes the person in intercultural communication in two terms: as a representative of the own people (the nation) and a bearer of the native culture.

Besides the quantitative data, the qualitative information has been relevant. Analysis of the students' speech activities has led to revealing the following facts:

- the students take into consideration norms and traditions of their own culture and the foreign culture when making up their dialogues; they speak in accordance with the context of the given communicative situation and the features of the interlocutors, who acted as bearers of a certain culture;

- when giving talks, the students show knowledge on the native culture and interest in learning foreign cultures; they perform the qualities of their ethnic personal identity.

Conclusions. In our research we have revealed that social and cultural personalities are shown in the personal activities and the behaviour. Different educational activities (online and offline – teacher-led and out-of-class ones) are organized at schools and universities, for the purposes of preparing trainees for intercultural communication. The principle of dialogue between cultures is the basis of educational activities, implemented by a teacher, who should take into account the national features of the trainees, as well as the language-and-culture particularities of the native and the foreign countries (in accordance with the foreign languages, taught at schools and higher schools). In terms of a person, who is learning foreign languages, the meaningful point concerns integration of a person into the foreign culture; however, keeping the national features by the person is more significant.

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