

## **LINGUOCONCEPTOLOGICAL APPROACH IN RUSSIAN LANGUAGE TEACHING**

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### **Abstract**

The article considers the concept as an educational object for learning Russian. The linguistic conceptual approach gives us an opportunity to see the national-specific picture of the world of the studied language. The authors analyze the place and role of concepts in the process of teaching the Russian language; present the methods and forms of working with cultural concepts at the lessons of the Russian language in secondary schools of Kazakhstan. The authors introduce the technique of the implementation of the lingua conceptological approach on the example of the study of natural concepts in the Kazakh, Russian and English language pictures of the world.

**Keywords:** lingua conceptological approach, concept, Russian language lesson, methods and forms.

### **1. INTRODUCTION**

The concept-centric method considers the cultural concept as a verbally expressed content unit of national consciousness, which includes the concept, but it is not limited to it, and it is enriched with cultural meanings and individual associations and changes with the development of the national language and culture; the method helps to form a students' conceptual system and to teach them to express the existing meaning in a variety of ways.

The concept in the article is considered as an educational object of learning Russian as a native one. The article presents the methods and forms of working with concepts in the Russian language lessons in secondary schools of Kazakhstan.

### **2. EXPERIENCE OF USING CULTURAL CONCEPTS IN RUSSIAN AS A NATIVE LANGUAGE CLASS**

The language disciplines occupy a special place in the education system, which is due to their special significance. In Kazakhstan, the Russian language, along with the state Kazakh language, is a compulsory school subject at all secondary schools. As an academic subject in Russian schools, the Russian language is a means of developing logical thinking, moral, communicative, and aesthetic culture of students, influencing the quality of mastering other school subjects. In addition, the role of the Russian language in the development of memory, attention, observation and other personality traits is great. People master the cultural heritage and culture of modern society through the language.

The new model of teaching the Russian language, emerging in the context of the modernization of

Kazakhstan's education, is designed to address issues of the spiritual and moral development of the individual based on the student's familiarization with the system of basic human values, the formation of patriotism, national identity and multicultural thinking. The change of educational tasks, the awareness of the need to learn the native language as a means of expressing the people's world view — all this necessitated the need to update the content of Russian language teaching in secondary schools (State Program, 2016).

Modern educational strategy involves teaching the language through culture and comprehending culture through language. In the light of the sociocultural processes taking place in Kazakhstan, this orientation is caused by a number of factors: the development of national self-awareness based on the language and culture, the combination of content and forms of intercultural communication for the purposes of successful intercourse, the availability of educational resources in the Russian language, which can be strengthened by “spiritual braces” in friendship and cooperation of nations. Researchers note the relevance of the problem of language learning in the aspect of intercultural communication. Currently, not enough attention is paid to the study of language and culture in school teaching. Studying the Russian language in the context of culture is especially important in a multinational environment, as it helps non-Russian students, along with Russian ones, to master the cultural realities of the Russian people through the concept as a “bunch of culture; that is, in the form of which culture enters the mental world of the man” (Stepanov, 2011, p.40). Being a mediator between the word and reality, the concept reflects the experience and knowledge of a person, forms a value linguistic picture of the world; contributes to the spiritual and moral education of schoolchildren. Concepts are of great importance in the process of training and education, being a kind of symbol they can reproduce in the minds of students not only basic information about the surrounding reality, but also they render associations, imagery, connotation, and appraisal.

The study of cultural concepts is designed to take one of the leading positions in the formation of metasubject and integrative knowledge in connection with the setting on the personal nature of teaching within the framework of the updated content of school education.

The cultural concept is not connected with the individual's thinking and speech structures, but with the culture. Researchers studying cultural concepts write about the concept as the main component of the culture. “The culture is a set of concepts and relations between them,” indicates Yu.S. Stepanov (Stepanov, 2011, p.40). According to V.I. Karasik and G.G. Slyshkin, it is the culture that determines concept. The concept, according to these authors, is a mental projection of cultural elements (Karasik, Slyshkin, 2001, p. 75-79). The well-known linguist A. Wezhbitskaya does not use the term “concept”, but she introduces the concept of “keywords” of culture, which are the same cultural concepts. “Keywords” are words that are especially important and indicative of a particular culture” (Stepanov, 2011, p. 35). These words “can be analyzed as central points around which entire areas of culture are organized” (Stepanov, 2011, p. 37).

What words are key ones to the culture? According to A. Wezhbitskaya, such words (cultural concepts) are those while studying which we can say something essential and non-trivial about this culture. The researcher points out that there are different customs, social institutions, and even certain types of food that have designations in one language but not in another. “Ukha”, “Borsch”, “vulgarity”, “truth”, “scoundrel”, etc. - these are the specific Russian concepts that, from her point of view, can serve as an excellent introduction to the whole system of attitudes and impressions of the Russian people (Wezhbitskaya, 2001, 40).

If individual concepts are stored in the consciousness of the individual, then cultural ones are stored in the collective linguistic consciousness. This is a national wealth, stored through the language in the memory of the people. The cultural concepts form the concept sphere of the nation.

The “Dictionary of the Russian Mentality”, published in Poland, gives 150 cultural concepts. The “Dictionary of Russian Culture” by Yu. S. Stepanov presents a list of fundamental cultural concepts-constants. Its list contains 20 basic concepts and the same non-basic ones and non-basic derivatives. The base includes such cultural concepts as eternal, eternity, peace, fire, water, bread, craft, word, faith, love, joy, will, truth, ultimate truth, knowledge, science, number, count, letter, alphabet, law , Russia, Russians, Russian nationals, person, personality, soul, intellectual class, conscience, money, business, fear, longing, grief, sorrow, scrap, comfort, language.

According to V.I. Karasik, “identifying the concepts that make up the constants of a particular culture is essentially a study of infinity. One can argue about whether a particular concept is a constant of culture because culture is developing, concepts are mobile and accept different shells, the separateness of the concept can be illusory.” Cultural or value dominants are understood as the most significant meanings for a particular culture, the totality of which forms the type of culture maintained and kept in the language (Karasik, 2002, 169). Language is a repository of the collective experience of the people.

The notion of “concept” is the basic unit of education at all stages and levels of the implementation of the linguistic and culture study concept of teaching Russian, it is one of the basic units associated with the initial notions of the concept. In school textbooks on the Russian language, the concept is one of the units, along with the word and text that forms the linguistic and culture study area of textbooks.

We have analyzed the current the Russian language textbooks of 5-8 classes of different publishing houses recommended by the Ministry of Education and Science of the Republic of Kazakhstan for the content of cultural concepts in them while studying the following lexical topics (Table 1).

Table 1. - Cultural concepts in the study of lexical topics in the aspect of continuity

Concepts	5 <sup>th</sup> grade	6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
language	+	+	+	+
culture	+	+	+	+
person	+	+	+	+
world	+		+	+
life	+	+	+	+
family	+	+	+	+
food		+	+	+
sun	+	+	+	+
homeland	+	+	+	+
tradition		+	+	+
nature	+	+	+	+
home		+	+	+

The table shows how the principle of spirality and continuity is implemented in the curriculum and school textbooks on the Russian language. The principle of spirality allows students to increase their knowledge and skills gradually – according the topics and grades, moving from simple to complex. Cross-cutting themes contribute to the establishment of intra-subject and interdisciplinary connections, the formation of knowledge, skills, value orientations and norms of behavior in areas that have points of contact with many academic subjects.

Cultural concepts, according to V. I. Karasik, “can be meaningfully opposed as parametric and non-parametric mental formations. The parametric mental formations are those concepts that act as classifying categories for comparing the real characteristics of objects: space, time, quantity, quality, etc. The non-parametric mental formations are concepts that have a substantive content”(Karasik, 2002, p. 477).

On the basis of the classification proposed by V.I. Karasik, we have ranked the cultural concepts selected from textbooks according to their inner content.

Table 2. - Typology of concepts by the internal content

Parametric concepts	Nonparametric concepts	
	regulatory	non-regulatory
land, homeland, life, art, childhood, sun, road, peace, people	happiness, memory, compassion, heroism, love, book, wealth, beauty, music	travel, gift, health, food, culture, family, custom, war

Let's consider the basic methodological techniques for working with concepts. Operations with concepts (or conceptual analysis) can be started from existing schemes, algorithms, but it is important to take into account the age characteristics of schoolchildren, their personal life and reading experience.

A new concept in the lesson can be introduced through the characteristic of students' associative ideas about a given word-concept. For example, through guessing riddles, rebuses, writing acrostics.

The method of culture-oriented word analysis or portrait of the word is also one of the effective approaches. At this stage, the idea of the object, action, attribute, and phenomenon is actualized. This method is used mainly in the analysis of the native Russian words. The teacher's task is to show students how the peculiarities of the national culture and the people's world view are reflected in the word, i.e. to extract all the cultural information that this word accumulates in.

The next approach is the method of constructing semantic fields. The teacher writes the word in the center of the blackboard and announces what scheme and what "semantic fields" should be filled in, for example: at the top are - "satellite-words" (associations), at the bottom are "relative-words" (single-root words), on the right are "friend-words" (synonyms), on the left are "enemy-words" (antonyms). The number of semantic fields can be changed depending on the level of students' knowledge, the time allotted for this work, the degree of difficulty of the word. Semantic fields can contain riddles, proverbs, phrases, aphorisms, poetic lines, phraseological units, including the word.

The goal of the method is that students not only show the level of awareness of a particular word, but systematize their knowledge in accordance with the semantic fields outlined by the teacher.

While working with associations about the studied concept, you can use the concept-associative method. It uses the connection with different types of art. At the stage of operating with associations, the children select synonyms, images, examples linking the studied concept with other already known concepts.

Help to supplement the concept with emotional experiences: visual arts, music, movies, social videos.

They, through the sensual sphere of each student, fill the concept with emotional experiences that are important for the student. It is these experiences that will remain with the child for a lifetime and allow him to build in his mind a system of thoughts, images, possible associative steps related to this concept.

Linguistic and culture study essay is a small volume writing, created on the basis of specific linguistic and cultural concepts and providing thematic and stylistic completeness.

There are the following types of linguistic and culture study essays:

1. Etymological;
2. Emotional situational.

The writing of etymological essays are preceded by linguistic and culture study problems (LCT) to establish the internal form of the word. To discover the initial imagery of a word (стыд – стужа, тоска – туга, гнев – гниль, радость – радуга) and use it creatively is always interesting and exciting for a student. The etymological essays solve these problems.

The teacher can refer to the etymological essays to stimulate and develop students' own thoughts, and therefore, to form a historical and cultural approach to the native word. The direct sensation of the word and its national specificity are combined with scientific etymology in these essays, which indicates the development of historical reflection on word production.

In the work on the creation of emotional situational studies, we can distinguish three areas related to different attitudes to the "residence" of the linguistic and cultural concept:

1. establishing the variety of situations-causes of a particular emotion (both positive and negative), and ways to overcome depression (represented in the language by the concepts of "grief", "sadness", "longing", "boredom") and anxiety – "fear", "horror", "fright");
2. A description of the external manifestations of emotions, expressed with the words "fear", "fury", "boredom", "anger", "disgust", etc.;
3. The modern adolescents' experiencing of culture specified scenarios of feelings.

Linguistic and cultural problem. The classification of linguistic and cultural problems aimed at modeling linguo concept includes:

1. Lexis-semantic, the purpose of which is to create a vocabulary portrait of a concept (a word at the level of a dictionary - linguistic and encyclopedic);
2. Structural and semantic, aimed at creating a context-metaphorical portrait of the concept (a word at the level of a word combination and micro text);
3. Textual (most of which are addressed to the feature text), the purpose of which is to create a verbal portrait of the concept (word at the level of the text and in the dialogue of cultures). In a complex linguistic and cultural activity, in which students expand their knowledge not only about the word, but also about the world ("What is the world where I live?"), And also the attitude to this world is determined ("Who am I in this world and how do I live?"), these exercises (considered as LCT) are often complex (linguistic and intellectual-verbal) and dictated by the logic of the learning process," based on... the logic of the movement of the content of the subject and the logic of the student's

development" (Zagvyazinsky, 2001, p. 28).

The methodology of a single word creative workshop can be considered as effective work with concepts. The prevailing methods in such lessons are: problem-finding and dialogical.

Types of activities:

1. Operating with dictionaries of different types.
2. Sociological survey. The learners interview people of different ages in order to find out how this concept is understood in society. This activity is done by a group of students in advance, and they bring the results to the lesson.
3. Disclosure of the concept in folklore.

The conceptual map method is a graphical representation that reflects the main ideas that arise in the process of perception and analysis of the text, as well as showing the links of some provisions with others. A conceptual map visually reflects a set of semantic units (concepts). Ready conceptual maps are collected in a folder and supplemented while studying other works. Thus, each graduate of the 9th or 11th grades has a ready-made manual for writing any types of essays.

The technology of conceptual study of the text is mainly aimed at the development of the students' conceptual thinking and the formation of their personal conceptual sphere. The definition of the essence of this technology is given by its developers I.P. Mikhailova and L.A. Semenova: "This method is aimed at embedding new knowledge obtained by analyzing a poetic text into the existing concept sphere of the reader" (Mikhailova, Semenova, 2013, p.13). Any text of feature fiction includes various feature images, ideas, associations, emotions, concepts, assessments, in other words, it represents a certain set of concepts, the most significant elements. The main essence of the concept is not always the same. It is revealed only in a specific cultural context. The main purpose of the conceptual analysis is to create a conceptual map, i.e. selection of basic and auxiliary concepts and identification of links between them. As a result of the work, the reader has to determine the author's system of ideas about the world. It often has a complete discrepancy with the reader's one.

Thus, operating with cultural concepts in Russian lessons aims to enrich students' knowledge of the most important cultural artifacts reflecting the peculiarities of folk traditions, beliefs, and way of life and foster love and respect for their people and language.

### **3. METHODOLOGY**

The paper analyzes the legal and regulatory documents on education, as well as the current program methodological material on the research problem.

The objectives of the study led to the use of the following methods and techniques:

1. Linguistic: descriptive method, method of linguistic and culture study interpretation, method of component analysis of vocabulary, data processing of dictionaries of various types (explanatory, ideographic, phraseological, bilingual);
2. Empirical: questioning, pedagogical experiment, experimental research work, linguistic experiment;
3. Statistical: mathematical methods of data processing.

In our article we used the results of experimental and pedagogical work on the study of cultural concepts in the Russian language lessons in schools of Kazakhstan.

### **4. RESULTS AND DISCUSSION**

We used special diagnostics to determine the content of the work on the formation of cultural concepts in the linguistic consciousness of students in grades 8-11. The purpose of the diagnostics is to search the level of formation of cultural concepts among students in grades 8-11 of secondary school.

For diagnosing we developed the criteria and indicators of the formation of concepts in students' linguistic consciousness.

Adhering to the point of view that the concept consists of three components — conceptual, value, and figurative — we believe that their assimilation occurs cyclically. Each cycle of the concept component includes three stages: semantic, thesaurus and motivational-pragmatic. These stages correlate with the levels of linguistic personality identified by Yu. N. Karaulov. Based on this provision, the level of formation of

cultural concepts among students in grades 8-11 is proposed to be monitored by the following general criteria: possession of lexical units/ paroemias /metaphors representing the conceptual sphere; possession of definitions, aphorisms, proverbs, the implementation of their choice of a given language personality; mastering the skill of integrative use in the speech of units/ paroemias /metaphors representing the conceptual sphere "Family".

On the basis of these criteria, we identify three levels of conceptualization of students in grades 8-11: reproductive, analytical, productive (table 3).

Table 3. - Levels of concept formation in the minds of students  
(for example, the concept of "family")

Criteria	Levels	Description of levels
1. Mastering lexical units/paroemias/ metaphors that represent the conceptual sphere "family"	Reproductive	Students can identify the most well-known lexical units, paroemias about concepts; they cannot name units / paroemias / metaphors representing this or that conceptual sphere, they have difficulties in choosing the necessary units / paroemias / metaphors.
	Analytical	Students will partially recognize the units / prerequisites / metaphors that represent the conceptual sphere "family" in the texts, name the units / paroemias/ metaphors, make their choice with minor errors.
	Productive	Students can easily recognize lexical units/paroemias/metaphors representing the conceptual sphere "family", freely called lexical units/parremias/metaphors, freely choose the necessary lexical unit, paroemias, metaphors, comment on their choice.
2. Mastering of definitions, aphorisms, proverbs about language, implementation of their choice by linguistic personality	Reproductive	Students cannot define the used concepts, cannot illustrate the definition with an example. Schoolchildren may find the necessary information in the texts about the Russian language, but not process it. The students cannot create and use universal statements about the family.
	Analytical	Students explain, give definitions of the used concepts with some inaccuracies in the wording; give examples with some inaccuracies; schoolchildren are free to look for, extract, understand the material about the family. However, while processing they make mistakes.
	Productive	Students freely define the used concepts, give examples using lexical units, tropes about the concept of "family"; unmistakably retrieve, search, understand and process the necessary information in family texts; create and use in speech universal statements about the family.
3. Mastering the skill of integrative use in the speech of units / metaphors representing	Reproductive	Students do not use tropes, paroemias, popular expressions, idioms, when creating their own statements; they do not know how to build statements

the conceptual sphere "Family"		about the family purposefully.
	Analytical	Students sporadically use the trope, the familiar words about the family. They are able to build statements about the family purposefully.
	Productive	The students make productive use of the tropes, the popular expressions, idioms about the family; are able to build statements about the family, taking into account the addressee's factor (level of culture, education, degree of awareness).

In accordance with the indicators, levels and criteria, we have developed a diagnostic research methodology, which includes two blocks. The first block is the definition of a circle of units (words, paroemias, metaphors) belonging to the group "Family" in conformity with the idea of this in students of the 8-11th grades. In the first block, the students are offered tasks in which they have to write words / paroemias / metaphors, denoting a particular fragment of reality, included in the "Family" sphere, or perform a task that will result in the use of certain words / paroemias / metaphors (write words, with the help of which it would be possible to characterize the family). The tasks of the first block determine the forcing level of the concept components (the conceptual, figurative, value components).

During the second part of the diagnostic study, the students of these grades are offered a questionnaire. We solve the following tasks: analyze the implementation of the nominative function of the language, taking into account the seminal structure of the word; determine the level of formation of the student's ability to choose a word consciously, taking into account the communicative situation; determine the level of mastery of the paradigmatic connections of the word; determine the motives associated with the use of the word "family" and the mastery of speech. Thus, if the tasks of the first block are focused on identifying the level of formation of the concept components, then the tasks of the second block allow determining the level of concept formation from the point of view of the structural components of the language personality (verbal-semantic, thesaurus, motivational components). This diagnostics makes it possible to identify the levels of concept formation in the minds of students in grades 8-11 and to continue purposeful systematic work on teaching the Russian language using the linguistic conceptual approach.

After the studying of the lexical topic we organized monitoring. As a form of monitoring we selected writing an essay. The theme reflected the content of the studied lexical material "Family Values". In the course of the pedagogical experiment, the students showed great interest and willingly composed written works, which also indicates the prospect of a lingua conceptological approach.

We see prospects for further research in the continuation of the pedagogical experiment.

## 6. CONCLUSION

In conclusion, it must be said that the importance of studying concepts, the relevance of the implementation of the lingua conceptological approach in teaching language disciplines is based on the modern requirements in the context of the modernization of school education. Only an insistent appeal to cultural, universal values will help to bring our culture and education to a qualitatively new level. The concept as a heuristic unit plays a dominant role in this process. In addition, the results of the research in this area will replenish the methodical arsenal of the teacher who teaches students humanitarian subjects with new methods and techniques that allow to broaden ideas about known words, to enrich lexical resources, and provides help in building a holistic picture of the world.

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