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## LINGVO-CULTURAL APPROACH TO TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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*This article looks into the problem of integration of lingvo-cultural approach into the process of teaching Russian as a foreign language. The article presents the results of a research work held by the teachers of the Russian language as part of the work on “Teaching Russian as a Foreign Language: Methods and Approaches” within the framework of a state project sponsored by the Ministry of Education of the Russian Federation aimed at teaching Russian in the Republic of Cameroon.*

*Keywords: Russian as a foreign language; research; project; lingvo-cultural approach; teaching languages*

## ЛИНГВОКУЛЬТУРОВЕДЧЕСКИЙ ПОДХОД К ОБУЧЕНИЮ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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*Данная статья посвящена вопросу использования лингвокультуроведческого подхода при обучении русскому языку как иностранному. В статье представлены результаты исследования, проведенного в рамках работы над проектом «Обучение русскому языку как*

*иностранному: методы и подходы». Статья подготовлена в рамках выполнения государственного задания на НИР Министерства просвещения РФ 2023 года на тему «Исследование возможностей продвижения русского языка в Республике Камерун как средства развития традиций культурного и образовательного сотрудничества», соглашение № 073-03-2023-043/3 от 9.11.2023 г.*

**Ключевые слова:** *русский язык как иностранный; исследование; проект; лингвокультурологический подход; преподавание языков*

The research carried out by the author of the article proved that teaching Russian as a foreign language to foreigners should be aimed not just at teaching them Russian words, phrases and grammar patterns but must be based on cultivating in them the knowledge of various cultural phenomena, features and peculiarities of the language studied. According to the state tasks formulated within the general policy of the development of partnership with foreign countries and the current tendency of further development of the methodology of teaching Russian as a foreign language in respect with its culture and traditions, the process of popularization the language is characterized by a special interest in the dialogue of languages and cultures, in which the dialogue of cultures seems to be the most essential element of the lingvo-cultural approach to teaching any language to foreign students.

The use of a lingvo-cultural approach to language learning provides unlimited opportunities for learning both phenomena – language and culture. With this approach, students not only master the lexical units and grammatical structures of the language under studies, but also learn new things about the native speakers of this language, the people, as the main «users» of the language, about its culture, traditions and customs, as «parts of the worldview fixed in this language».

Lingvo-cultural approach used in the process of teaching Russian to foreign students seems necessary, «since the coupling of the cultural content of linguistic units through cognitive structures with the national cultural and moral experience of the people can allow foreign students to navigate the implicit content of the Russian language» [1; 56].

Intercultural communication lays in the basis of teaching within lingvo-cultural approach, the pragmatic aspect of the purpose of which is aimed at reaching sustainable formation of students' knowledge, skills and abilities. If acquired in full, the knowledge received will make it possible for them not only to come up-close to the ethnical and intercultural notions highly valued in the country of the language being studies, but will undoubtedly help them use the foreign language in the situations of multicultural understanding and cognition making them as close as possible to the reality and natural environment. The combination of the knowledge, skills and abilities mentioned above lay in the basis of the communicative competence of students and constitutes their professional portfolio, which implies their ability to practice all types of speech activities listed in the methodological texts, i.e. reading, listening, speaking and writing.

To successfully form lingvo-cultural competence in non-native speakers, it is necessary to explain to them the similarities and differences between their own native culture, as well all the authentic peculiarities of the culture of the country the language of which they study. In the modern educational process this type of information becomes available thanks to authentic audio and video materials: recordings of telephone conversations, podcasts, radio broadcasts, documentaries and feature films, blogs, etc. However, it must be remembered that while trying to perceive foreign language speech, especially when students do not yet have a sufficient language basis and do not fully possess background knowledge, they may encounter problems resulting in complete misunderstanding or misinterpretation of cultural facts. That is why, only in case of a fully formed lingvo-cultural competence, students are certain to overcome not only linguistic, but cultural barrier as well.

The basic methods and techniques that are obligatory in the process of students' formation of cultural and linguistic competence include: the project method, commenting, visual-associative technique and others that require students not just to meaninglessly memorize a list of words and drilled grammatical structures, but to consciously study language and concepts, carefully analyze the facts of culture encountered, and

strive to interpret them correctly, to process, assimilate and reproduce them in the appropriate context.

In inspecting and speculating on the content and ways to implement the lingvo-cultural approach at the lessons of Russian as a foreign language, two directions are reflected: the first leads to teaching the Russian language in respect with Russian culture and the dialogue of cultures. In order to prevent the conflict of cultures, to create a true dialogue of mutual understanding of speakers of different cultures, the teacher should have an idea of their typology.

It is traditionally considered that language units revealing the culture most are the vocabulary (especially non-equivalent) and phraseology. The results of the linguistic research put before Russian language teachers the tasks that require competent lingvo-didactic solution. When introducing lexemes it is necessary to compare the cultural components of their meanings in the native and target languages, which will allow to differentiate between the concepts which are cultural signs and the words that are not culturally specific.

In conclusion, it's worth mentioning that in order to the form lingvo-cultural competence in foreign students one had to start with the study of various individual linguistic facts and end with the analysis of all linguistic and cultural phenomena they come across with, which might include characters, images, typical situations, stereotypes, common behavior patterns, sounds, vocabulary, language grammar patterns, etc. It's clear that the structure of lingvo-cultural competence is based on the set of knowledge the students gain about the country of the studied language, namely its culture, its history, and its geography. Moreover, a set of knowledge about the national culture of the language studied country, or the studied language namely, traditions, customs, cuisine, rituals, which are said to be rather expensive, brings in symbolic information revealing deeply hidden meanings and concealed ideas that wait for the right interpretation. Based on all the said, it can be assumed that lingvo-cultural competence is developed in students in the form of a system of different signs revealing cultural realities of the country as well as people studying the language under discussion.

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