

PICTURE OF THE WORLD AT FOREIGN LANGUAGE LESSONS Davydova E.M., Argunova M.P., Neustroyeva N.N., Oklopkova Y.V. © North -Eastern Federal University named after M.K. Ammosov Yakutsk, Russia Abstract An attempt to define the importance of the picture of the world in development of the student's personality at the lessons of foreign language is made. Various approaches to identification of the picture of the world reflected in the works of the authors of Russia and other countries are considered. Keywords: the picture of the world, linguistic picture of the world, dialogue of cultures © Davydova E.M., Argunova M.P., Neustroyeva N.N., Oklopkova Y.V., 2013 Science, Technology and Higher Education October 16th, 2013. Vol. II 169 The expansion of borders of the communicative approach to teaching foreign languages by introducing cultural component is of particular importance in development of the students' personality at classroom and extracurricular activities. The result of learning is a formation of interest and knowledge to a foreign culture, the hierarchy of values and respect for people of other nations. Students' awareness of themselves as a carrier of certain socio-cultural attitudes requires the ability to compare the culture of native people, the culture of other countries and to communicate with their representatives. Broadening personal understanding of the world from different points of view helps learning tolerance to other people and their ways of life. This leads to widening students' abilities in various spheres of career and life. In the context of globalization in the world economics such features broaden personal freedom and success. Concerning learning a foreign language we should admit a great value of the world concept awareness in the coinciding foreign culture as it helps understanding most of linguistic units. We can even say that many of them can't be understood without knowing the cultural context as most words have an additional meaning due to the connotations with some cultural background. S.G. Ter-Minasova points out that "the main answer to the question about the decision of actual tasks of teaching foreign languages as a medium of communication between the representatives of different nations and cultures is that the languages should be studied in indissoluble unity with the world and culture of the peoples speaking these languages" [9: 28]. But in the process of learning a foreign language there is a following contradiction between the necessity of familiarizing students to the linguistic picture of the world through the language being studied socio-cultural texts and insufficient development of methods of working with them in the non-philological university. This article is devoted to this problem. In the context of students' self-development, the language becomes the most important method of creation and existence of human knowledge about the world. In the modern interpretation the knowledge of the world is represented by the term «the picture of the world». Eminent psychologist Leontiev A.N. defines functioning of «the picture of the world» as «concrete scientific knowledge about how in the course of business, individuals are building the picture of the world - a world in which they live, they remake themselves and create partly. It is knowledge as to how the picture of the world, mediating their activities in an objective real world» [5: 126]. Reflecting the process of the objective world, a man captures the results in the word of knowledge. According to Vygotsky L.S. the totality of this knowledge sealed in linguistic form and it is a «linguistic picture of the world» [2: 155]. Appeal to the linguistic picture of the world is based on the works of Wilhelm von Humboldt and on the hypothesis of linguistic relativity of American ethnolinguistics Sapir and Whorf. Its further development is reflected in the teachings of L.Vaysgerber, where it is used as a scientific term in the study of ideas about the world. If the world is interaction of a man and the environment, the picture of the world is a result of processing information about the environment and the man. In the field of modern the linguistic picture of world anchored in the language. It is treated as a foundation of knowledge in one form or another language system, or in other words, the linguistic picture of the world is a picture of language, category, and sometimes not systematic knowledge etc. There is a definition of Pimenova M.V. – «the world is embodied in the language of people on the world, which preceded the Christian view of the world» [8]. Many studies are based on the lexical stock of the linguistic culture medium. And it can be said that the linguistic picture of the world is considered from three points: system, values and codes [6]. This description has only just begun. Our interest is devoted to the theory of

intercultural communication, where units of language, contact languages and cultures are presented to understand the world. E.F. Tarasov defines intercultural communication as an environment of interaction between two communication partners who belong to different cultural societies and as a result the interaction of national consciousnesses, with a stranger reality being learned through images of the native culture which is acknowledged and redefined in the process of cognition. Along with this E.F. Tarasov notes that the process of communication is a prerequisite for the emergence of a real dialogue of cultures in the consciousness of the individual [12]. Ter-Minasova S.G. sees the relationship of language, thought and culture in relation to the real world. It is presented in three forms: real, cultural and linguistic pictures of the world. Relations between language and consciousness is a picture of the world - the real world where on the functionality of the thing exists out of a man. However, the picture reflects life, where culture is understood as a collective Science, Technology and Higher Education October 16th, 2013. Vol. II 170 and individual consciousness. Private view of the world becomes important, it relates to the individual experience. If the real world is the same for all, the picture of the world is diverse for everyone. According to Ter-Minasova S.G., the formation of a man through the language suggests a secondary picture of the world [9]. Today linguistic and culture relations represent bilaterality on the process of learning a foreign language. The linguistic and cultural pictures of the world are important for the formation. The belief that people see the world differently through the prism of their own language is at the core of the first idea. To its supporters the real world exists in so far as it is reflected in the language. But if each language reflects the reality unique to his way, therefore, languages differ in their «linguistic picture of the world». The works of Vereshchagin E.M. and Kostomarov V.G. made a great contribution to the study of characteristics of the linguistic picture of the world. The authors see the position of the dialogue of cultures as the most effective tool for the disclosure on the linguistic picture of the world. «... To clarify the relationship of personality and culture, it is impossible to understand the genesis of personality in isolation from the culture of the social community (small social groups and nation), the desire to understand the inner world of Russian or German, Polish or French, Russian or German cultures should be studied as well as Polish and French cultures» [1:129]. Dialogue of cultures is a form of communication of the subjects of the cultures (Bibler V., Averincev S.S.). There are ethnic and national cultures created by individual people and nations. All these cultures come together in the dialogue. The author Maslova V.A. writes - «The more national culture is developed, the more it tends to dialogue with other cultures, becoming richer from these contacts. For absorbs their achievements. But it is somewhat unified and standardized» [6:15]. The studies of Leontovich O.A., Furmanova V.P., Elizarova G.V. present some characteristic features of Western culture and their differences. Cultural and psychological characteristics of communicative contact are of paramount importance, it means the knowledge of certain communicative norms, scripts, speech etiquette, that enable ongoing direction «thread» talks back on track, following the national identity of the communicative politeness etc [3], [10], [4]. According to Yakovleva S.L., understanding the act and the statements of a person of another culture requires going beyond the purely verbal or behavioral text. It should be considered in the broader context and stereotypes of ordinary everyday consciousness inherent in the person of this culture [11:355]. Over all, the picture of the world is represented by spatial, temporal, quantitative, ethical and other parameters. Formation and development of the picture of the world influence languages, traditions, nature and lands, education and other social factors. The culture, communicative relationship, mental and behavioral aspects are significant for the process of teaching students a foreign language. They constitute a comprehensive system reflecting the norms and rules of behavior, values, ways of perception and attitude, and characterize individual sociocultural community [7: 199]. This culture performs more humanistic function. It resonates with the student-centered approach, aimed at the formation of self-experience, self-organization and self-identity of the student in the cross-cultural communication upcoming. According to Ter-Minasova S.G., it is necessary to show «traces» of the Indo-European family's languages in the study of languages. For example:

international words, the words that are understood by most people: theater, cinema, zoo... . Their number can be complemented by the words of Russian language: a samovar, pies ..., also Turkic: salmon, skullcap ... and Finno-Ugric: dumplings, porch and etc [9]. Students must be taught «to see» familiar words, roots, grammatical features in foreignlanguage text and come to conjecture on the basis of language. The study has to be based on foreignlanguage text by the principle «an acquaintance, known to the unknown, new way». Picture of the world at the lessons of a foreign language involves the use of small literary genres: fairy tales, legends, fables, riddles, proverbs and sayings. Let us consider the example of the text «Le gros matou». «Leon, le gros matou, part enfin en vacances avec ses maîtres. - Chouette! se disent les souris, nous pouvons faire la fête! Savez - vous pourquoi?». - The first stage is aimed at removing constraints: the presentation of new vocabulary, explain expressions and finding equivalents: le gros matou - a huge cat (famil.) wart, dark personality (colloquial speech) chatte, chaton, minet - mon chou, mon petit chat, they are used for gentle handling. At this Science, Technology and Higher Education October 16th, 2013. Vol. II 171 stage, work is done with an international, identical, non equivalent and background words. The interest is a material for auditory and visual analyzer, the application of clarity, sound etc. - The second stage. Text-mode allows you to specify and understand the content of the material to find the answer to the question. It dominates the search engine to study and reading. - Read the text and say what proverb can express its content? - Cat out of the house - the mouse to dance. Quand le chat n'est pas là, les souris dansent. - The next stage involves the expansion of lexical and grammatical knowledge, development of language guess and general outlook. Task 1. Compare the difference between these proverbs (in form or content). These proverbs are different in shape. The first proverb is nominal predicate, the second - the predicate verb in the present tense. When the cat is not there, the mice dance (trans.) Task 2. Give the interpretation of proverbs from the position of two cultures: the cat – it's a pet in the house; it is a hunter catching mice. Secondly, the cat - a member of the family, do not leave it at home alone during long vacations, holidays. Task 3. Give other proverbs and sayings with the word cat. There are many proverbs and sayings with the word cat with a negative tinge, for example: - Buy a pig in a poke - acheter chat en poche (who knows what in the bag, slip the smth. In a bad sense); - In the night all cats are grey - la nuit tous les chats sont gris («escape» from liability, are all the same or not caught - not a thief); - To live like cat and dog – s'accorder comme chien et chat (not live in harmony, not in unison); - Between them ran a black cat - il ya un froid entre eux (a difference of opinion, disagreement, misunderstanding). - A cat laugh - il n'y en a pas pour sa dent creuse; - Licking his paw instantly, immediately - à lèches-doigts (little, little or greed); - Play cat-mouse - jouer au chat-percé (flee from persecution); There are few proverbs with a word 'cat' in native language of the Yakut, because it is a sacred, mysterious, magical animal. For example: кюска хаанын ыһыктыбат - inherited blood of a cat is not effaced. So they say about people of mixed blood, which physical features remain visible until the fifth, sixth generations. In conclusion we can say that comparison of small literary genres can highlight features and characteristics of traditions, customs, mentality and character of nations, morals or remnants of ancient religious beliefs, as well as a detailed picture of modern social organization. The linguistic picture of the world contributes to the development of the student's ability to understand the world and himself that embodies the social and historical experience as a human, as well as specific national. References [1]. Vereshchagin E.M., Kostomarov V.G. Language and culture / E.M. Vereshchagin, V.G. Kostomarov. - M., 2002. - 269 p. [2]. Vygotsky L.S. Educational psychology/ L.S.Vygotsky. M., 1991. -155 p. [3]. Elizarova G.V. Culture and language teaching / G.V. Elizarova. St. Petersburg.: KARO, 2005. – 352 p. [4]. Leontovich O.A. Introduction to Intercultural Communication / O.A.Leontovich. Moscow: Gnosis, 2007. – 368 p. [5] Leontiev A.N. Problems of development of the mind /A.N. Leontiev. Moscow: Publishing House of Science, 1963. -126p. [6]. Maslova V.A. Linvgokulturologiya: textbook for university students. Textbook. institutions. -ed 3rd., App. / V.A. Maslova. - Moscow: Publishing Center «The Academy», 2007. p.15. [7]. Passov E. I. The concept of communicative foreign language education (theory and implementation) textbook for Russian Language / E.I.Passov, L.V.

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