



**Interaction of different language cultures in teaching educational
disciplines in foreign and native languages**

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**Interaction of different language cultures in teaching educational disciplines in
foreign and native languages**

Aleksandr G. Ilyin¹, Oksana V. Zakirova¹, Aygul Z. Ibatova², Natalia L. Ivanova²

**1 Kazan Federal University Yelabuga Institute, Kazanskaya Street 89, Yelabuga, Republic
of Tatarstan, aigoul@rambler.ru**

2 Tyumen Industrial University, Volodarsky Str, 38, Tyumen, Russia, info@ores.su

Abstract. As a result of the growing intercultural and inter-language interaction of different peoples in the educational sphere, there is a problem of determining the level and ability of teaching specialists in a non-native language. This study shows that the native language of the learner does not always help to raise the required level of mastering this discipline. A language is necessary for the effective mastering of educational subjects, on which the educational disciplines were developed and compiled. The role of the teacher and his speech is great in the understanding of the content of the discipline and for formal and informal professional communication.

Keywords: the learning process, bilingual, linguistics, native language, morphology.



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INTRODUCTION

The activity of educational mobility in the XXI century contributes to increasing the number of people wishing to obtain a professional education in another country. And one of the problems faced by educational migrants is ignorance of the language. Trainees should master not only the language as a means of communication, providing adaptation in another cultural environment, but also the scientific language in which teaching of training course is conducted. The purpose of the article is to consider the peculiarities of the language of professional training necessary for educational and informal professional interaction.

Как считают исследователи, межязыковое взаимодействие не может быть сведено к проблеме источников и влияний; оно является общим полем анонимных формул, происхождение которых редко можно проследить, без сознательных или автоматических цитат, которые подаются правильному пониманию (Zelenin, 2001).

Training specialists from other countries sets the task for teachers not only to teach the language in which teaching will be conducted, but also the language of the specialty, which differs from the spoken language significantly. Mastering the "professional" language, that is, the language of the specialty, is necessary for a successful study in the university, which cannot be solved without taking into account linguistic factors.

To optimize the learning process and to spend the minimum amount of time with the most effective results, it is necessary to have a precise linguistic description of the language of the specialty at all its levels: lexical, morphological, syntactic, semantic. The student-inophone needs not only to master a new language for practical, everyday purposes, but also to learn how to use it as a means of obtaining scientific information and sharing it. Sources of scientific information for foreign students are not only the textbooks, but also the oral presentation of subject specialists whose language the trainees should understand and reproduce.

METHODS

The problem of taking into account a specialty in the teaching of foreign students has not been debatable for long. The question of the content of instruction, taking into account the communicative, the educational, educational and production needs of non-philological students, on the initial development of a non-native language, remains unclear.

The methodology of the study raises doubts when approving a number of methodologists that the basis for teaching oral speech on the topic of the specialty should be only a scientific text, since it is a sufficient source of scientific speech style and accustoms to the logical



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development of thought. Researchers consider the text as a means, both written and oral, rather than living scientific speech.

In our opinion, it will be more correct to imagine that training (in order for it to be truly communicative and harmonious) must be built on a real program of speech behavior, taking into account the specific situation of communication into which the learner should be included.

In addition to specific philological research methods, the general scientific methods of analysis and synthesis, as well as the method of pedagogical experiment, are used in the article, which is important for correcting the general teaching methodology in non-native language.

RESULTS AND DISCUSSION

Real conditions of professional communication of students with foreign languages testify that the teaching of foreign students to the specialty language only on the texts of book-written scientific communication violates the understanding of oral scientific speech, makes it difficult to form the speech images of the instructor-teacher (Sedakova, 2011; Platonova, 2012). Students who receive education in a non-native language, should master professional speech communication in the process of educational and production activities of students. This type of educational and production situation is considered particularly important:

- Firstly, because this situation is actual for all students of the preparatory faculty;
- Secondly, in examinations and examinations in special disciplines the level of students' proficiency in the professional language is most clearly defined in the course of spontaneous speaking, when and what they need to say, that is, the content dominates the formally holistic. In other words, understanding the image for students in a non-native foreign language requires them to strain their thoughts in order to understand and accept this image correctly.

However, when constructing the teaching methodology with regard to real professional communication, the teacher is faced with the problem that it is the oral form of scientific speech that has been least studied both in terms of compositional syntactic and lexical-semantic, the body of language means has not been identified and not systematized, which formulate a living professional speech, it requires the inventory of semantic-syntactic structures and many other features of this type of speech.

One of the important factors of effective learning is understanding the teacher's speech in lectures, practical and laboratory classes. The collected theoretical and practical material allows you to analyze the types of tactics of the teacher, which should not only reveal knowledge, but also help the foreign student to make statements (Horosheva et al, 2014). To achieve feedback,



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the teacher often adjusts his linguistic behavior not only in terms of content, but also in terms of expressing the perceived image. For example, he repeats the information request in different variants several times: “Give the definition of the term “mathematics”. What does arithmetic study?”.

Examples of self-leveling of the teacher's speech are not single, they testify to the teacher's creative approach to the information request, about the search for an accurate expression of the thought taking into account the reaction of the listener who does not speak the language well enough, the flexibility of the teacher's speech tactics, which adapts to the student, uses elements of a simplified speech, and sometimes even macaronic.

The language of the instructor-teacher, in contrast to the codified language of book-written sources, refers to productive speech conditioned by the situation (Ibatova et al, 2016, 2017). Such speech can not be programmed in advance and by its structure it is close to oral colloquial speech. It is characterized by the frequency of individual parts of speech or some elements of the sentence, a large number of hypothetical questions: And what do you think? And how is this part of the mechanism called? Tell me, what parts does the car consist of? And now name the parts of the tractor. Incentive proposals, repetitions, plug-in constructions, truncated sentences, introductory and modal words, various colloquial formulas, inversion, re-asking, clarification, personification, ellipsis - all these phenomena are not peculiar to written scientific speech.

Features of the functioning of oral professional speech are also manifested in the selection of linguistic means at the morphological level, in the use and distribution of grammatical classes - parts of speech, case and verbal paradigms (Shastina, 2017).

According to modern linguists, scientific texts are dominated by nouns and adjectives, they pushed back the verb to the third place. The marked distribution is not specific to any particular science, but constitutes a characteristic feature of the scientific and technical language in general, and perhaps of the language of science as a whole.

In communicative scientific speech, the situation is somewhat different. We analyzed the distribution of parts of speech in the educational literature (anatomy, physics and chemistry), a teaching lecture (physics), and an educational and production situation (a survey in anatomy class). The analysis showed that there are differences in the use of parts of speech in written sources and in oral speech (Maximovich, 2004). In literary sources the greatest specific weight belongs to a noun, then adjectives and verbs, but in the lecturer's language, along with a wide



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presentation of nouns and verbs, the use of adjectives decreases. There are less adverbs and gerunds significantly, and sharply increases the layer of pronouns associated with the characteristic personification of the lecture language.

Morphological characteristics of interrogative speech communication are close to the lecture speech, but they differ with a large number of service words, greater use of adverbs, modal words and pronouns, the presence of introductory words. The participles and gerunds are hardly used, because the syntactic level of the utterance is realized with the help of subordinate clauses, a large number of particles characteristic of oral speech, where they play a connecting role and they are carriers of various emotional-evaluative shades (Matukhin, 2011).

Comparison of the distribution of parts of speech in interrogation of teachers and students-inophones helps to identify some speech characteristics of students for whom the language of instruction is non-native. In the language of students, sufficient for communication, there are significantly fewer verbs, adverbs and pronouns than in the language of teachers, but the applicability of nouns is the same as in written scientific speech.

First, this is due to the poverty of the lexical stock of foreign students, and secondly, the student's substantivity can be explained by the need to express more information, since nouns are universal verbal signs for the transmission of information about virtually any fragment of the world picture, including scientific pictures of the world. And in the teacher's language and in the language of the student-inophone, the largest group of nouns are terms that provide the conceptual (content) component of professional communication, such as: machine, mechanism, unit, lubrication system, etc.

The distribution of the use of case forms of nouns in written and oral forms of language is not the same. The analysis of the material confirms the dominant genitive case already described in the literature in the scientific style of speech. Nominative case is second in applicability. In most cases, the use of the nominative case in the interview process is related to the simplicity of constructing sentences in oral speech, with less rigor and greater emotionality of communication in this situation, with the teacher's desire to simplify the form of requesting information in order to achieve an adequate understanding (Mockienko, 2009).

There are differences in the use of other cases. A significant decrease in the accusative forms in interrogation compared to educational literature and spoken language is dictated by a smaller use of verbal forms, which in turn is associated with the reduction and deformation of the language of participants in spontaneous pedagogical communication.



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CONCLUSION

Not native speakers use case in the language of the professional and the native language. Essential for us it is the fact that in professional communication, as well as in scientific speech in general, nominal relations dominate, one observes the submission of certain nouns to others.

Specificity of the described situation affects the distribution of grammatical forms of the verb. So, in the teacher's speech, stimulating imperatives are the most frequent: solve, tell, repeat, think, formulate, answer, take your time, etc., which is completely uncharacteristic of scientific texts. In addition to the functioning of imperatives, the category of imperative mood is broadly represented by a combination of the first-person forms of the plural future tense with the modal-imperative share. Let's express the motivation, invitation, and advice to do something: let's do, let's write, let's analyze, etc.

Probably, many forms of the first person of the plural type will be considered, "we think", "we will discuss" and without the modal-imperative component, "let's" should be attributed to the imperative mood (Ozhegov, 2010).

The imperative nature of the teacher's speech is often conveyed in an infinitive form in the modern pedagogical process. These forms are used widespread in class interviewing, it is related to the teacher's desire to simplify the language, to present a verb with minimal grammatical characteristics. Unlike the imperative teacher's speech, the forms of the third person of the singular number of the present time prevail in the student's language. The address to the interlocutor explains the presence of the second person's plural forms in the teacher's language, which require specific addressing, which is not the case in written speech.

SUMMARY

The listed features of "live" scientific speech require systematization and comprehension with the aim of using the Russian language in the process of teaching foreign students.

In our opinion, the development of professional communication in Russian by foreign students is facilitated by:

- the predominance of practical classes over lectures, as informal communication is present on practical as well as laboratory classes;
- accompaniment with educational information of various kinds of comments and explanations that contribute understanding and memorizing both the scientific content and educational formulations;



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- in the process of teaching Russian as a foreign language it is necessary to pay special attention to the peculiarities of the scientific style with the obligatory explanation of the existence of its written and oral varieties.

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