



Language Education: New Moves

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ABSTRACT

The article considers the conditions for the development of modern language education. The authors refer to the linguocultural methodology, which is one of the new components in the process of studying the contents of language education. The subject of the study are units of a small poetic genre: nursery rhymes and clerihews. These two forms are types of a short funny poem, they have many similar functions and principles of organization. The writers of the article give methodological recommendations for working with limericks and clerihews. They show the developed algorithm of exercises, in accordance with the pretext, text and post-textual stages of work with poetic material. The developed tasks allow to form the sociocultural competence of students. To create a relatively holistic picture of the reality in which English speakers live, it seems expedient to introduce authentic materials of the country of the studied language into the educational process. Limericks and clerihews contain culturally-marked lexicon.

Key words: language education, multicultural environment, multicultural language education, pluricultural education, culture without borders, linguistic and cultural analysis, authentic material, nursery rhymes, clerihews.



1. INTRODUCTION

Modern society is characterized by multidirectional, interacting processes of globalization and multiculturalism. These processes cause significant changes in the education system in general, and in language education in particular. One of these changes is a multicultural education, the essence of which is the conjugation of several cultural traditions in the content, methods and organizational forms of education, which leads to the recognition of learning phenomena of cultural diversity. A foreign language is not only a means of communication, but also a powerful tool for learning about world culture, national cultures and social subcultures of the peoples of the studied language countries.

The changes in the sociocultural context of teaching foreign languages, which began in Russia in the 90-s of the twentyth century, significantly influenced the change in the aims and contents of language education at secondary schools and universities.

The relevance of the study of various aspects of multicultural education in modern Russia has led to the emergence of multifaceted works of a generalizing nature: a linguistic-cultural approach (Vereshchagin, Kostomarov, 1980,2005), a sociocultural approach (Safonova, 2001: 17-24; 2017: 76- 84), multicultural education by means of a foreign language (Sysoev, 2009: 96-100), linguo-cultural approach, characterizing by a holistic systemic examination of "culture and language" as a set of units (linguoculturemas) (Vorobiev, 2006: 1-112), thesaurus approach to the study of culturally-marked vocabulary (Achaeva, Pospelov, Pospelova, Subbotina, 2016: 121-127).

At the same time, the problem is that teachers still have difficulties in choosing texts for a holistic systemic examination of "culture and language" that do not occur or are encountered in another version among members of the Russian linguocultural community.

The purpose of this work is to study the contents of language education in terms of teaching methods of a foreign language and culture. The object of research is the linguistic and cultural characteristics of units of a small poetic genre. The subject of the study is linguocultural features of nursery rhymes and clerihews.

Research methods: method of semantization, cultural analysis, descriptive method, retrospective analysis, stastic analysis.



2. RESULTS AND DISCUSSION

So, the nursery rhymes and clerihews are offered to the reader's attention. The texts are deployed and supplied with pretext and post-textual assignments. Confirmation of the correct choice of linguistic material as linguistic and cultural studies is indicated by the presence of children's rhymes, clerihews in the body of such solid lexicographic reference books as Erik Donald Hirsh's book "Cultural literacy. What Every American Needs to Know" (Hirsh, 1988), Dictionary of Language and Culture (Longman, 1994), Oxford guide to American and British culture (Oxford guide, 2000).

The source of linguistic and cultural information for selected rhymes and clerichews, as well as verification of this information were linguocultural dictionaries (Room, Kolesnikov, Pasechnik, 1984)., dictionaries of names (Lawrence, 2003), dictionaries of personalities (Ermolovich, 1999).

In addition, a survey of teachers was conducted during the 6th, 7th International Festival of School Teachers in 2015, 2016, as well as teachers at retraining courses in 2017 at Elabuga Institute of Kazan federal university. The program of courses - "Modern approaches to the teaching of the subject" English at school ", taking into account the Federal educational standard"; As a result of the study (200 respondents), the questionnaire data were analyzed and it was revealed: teachers are not familiar with such a unit of the small poetic genre as clerihew (85% of respondents); a relatively weak understanding of the use of nursery rhymes and clerichew at the lesson (45% of respondents); a vague idea of the use of nursery rhymes and clerichew during extracurricular activities (55% of respondents); methods of teaching a foreign language in a multilevel multicultural class of a general education school (70% of the respondents), knowledge gaps in children's foreign literature (60% of respondents). The scheme of work with such texts is as follows: artistic text → socio-historical portrait → real communication needs.

The first text under consideration is "Mary, Mary, Quite Contrary".

1. Look at the title and say in three sentences about any outstanding Mary in the history of Britain, then read the text.

Mary, Mary, quite contrary,

How does your garden grow?

With silver-bells and cockle-shells,



And pretty maids all in a row.

“Mary, Mary, Quite Contrary” is the title and first line of a traditional nursery rhyme, sometimes set to music. The poem may describe Mary, Queen of Scots.

Mary, Queen of Scots, also Mary Stuart (1542-1587) the daughter of James V of Scotland and cousin of Elizabeth I of England. She became queen of Scotland as a baby. In 1567 she had to abdicate and ran away to England, where she spent the rest of her life as a prisoner. Many Catholics thought she should have been queen of England instead of Elizabeth I. She was thought to have been involved in a plan to kill Elizabeth, and Elizabeth ordered her to be killed. She was killed by having her head cut off. When Elizabeth died Mary’s son, James VI of Scotland, also became king (James) of England. In her life Mary had three husbands and many adventures. She is often thought of as a brave and beautiful woman and many stories and books have been written about her.

2. Give the English equivalents for the following proper names: Мария, шотландская королева; Мария Стюарт; Яков (король)

3. Match each word in column one with a word or expression, with the same, or similar meaning in column two.

1) prisoner	a) to give up being Queen or King
2) abdicate (v)	b) (a member) of the Christian Church which has the Pope at his head
3) maid	c) the female ruler of a country
4) catholic	d) a woman servant in a hotel or a large house
5) queen	e) a person who is being kept in a building where criminals are kept as a punishment.

4. Arrange the questions in the logical order of the text. Answer these questions: When did Mary Stuart become Queen of Scotland? What is the poem about? Why did Mary come to England? Why was Mary, Queen of Scots the heir to the English throne? What facts didn’t you know before reading the text? Why did Elizabeth agree to Mary’s execution? Why did Elizabeth keep her a prisoner?

5. Make the following ideas complete.

a)....., and after her (Mary Stuart’s) return to Scotland b)... became involved in religious disputes with Scottish Protestants.



- c).....she was held as a prisoner.
d) Elizabeth finally ordered

6. Now read the poem aloud as fast as you can, with expression to suit the mood of each verse.

The second text under consideration is “Sir Christopher Wren”.

1.before reading say what kind of information you expect to find in the text below; 2. pronounce distinctly the following: sir, Christopher, Wren, design, St, Paul, then read the text:

Sir Christopher Wren

Said, I am going to dine with some men.

If anybody calls

Say I am designing St. Paul’s.

Notes and Commentary.

Christopher Wren (1632-1723) one of the most famous English architects, known especially for designing the present St Paul’s Cathedral* and other churches in London. Among other buildings he designed are Chelsea Hospital *, the Royal Naval College* and parts of Hampton Court *. His buildings combined the baroque style with the classical style. He was also a scientist and astronomer and one of the group of people who established the Royal Society. He was made a knight in 1673. He lies under the roof of his own great work. These words are written on his grave: “Reader, if you want to see his monument, look around”.

St. Paul’s Cathedral was designed in the late XVII th century to replace a previous cathedral destroyed in the Fire of London *, and was completed in 1710. It has a large dome, inside which is the famous Whispering Gallery. The Cathedral contains the graves of many famous people, including Lord Nelson *, the Duke of Wellington. Chelsea Hospital is a large building in Chelsea, London built in the 1680s by Charles II as a home for 440 old or injured soldiers, who became known as Chelsea Prisoners. The Royal Naval College is a military college in south-west England, where people train to be officers in the Royal Navy.

Hampton Court is a grand palace beside the River Thames, 15 miles to the west of London. It was built by the Cardinal Wolsey in 1515 and given by him to King Henry



VIII. Hampton Court is now open to public. As well as its fine buildings, it is famous for its gardens and maze.

The Fire of London (also the Great Fire) is a very large fire which lasted for two days in 1666 and destroyed many parts of London.

Lord Nelson (born Horatio Nelson 1758-1805) English admiral who became famous for winning a number of sea battles against the French in the 1790s. These victories strengthened British military power at sea, and prevented Napoleon's forces attacking Britain.

The Duke of Wellington (1769-1852) English soldier and politician, sometimes called the Iron Duke. He was made a duke in 1814 as a reward for his victories against the French general Napoleon in the Peninsular War. The next year Wellington's army completely defeated Napoleon at the Battle of Waterloo. The Duke then began an active political career and in 1828 became leader of the Tories and Prime Minister of Britain.

3. Read the following and write it down: Chelsea, Wellington, Peninsular War, Cardinal Wolsey, Iron Duke, Whispering Gallery, St. Paul's Cathedral.

4. Match each word in column one with a word or expression, with the same, or similar meaning in column two.

1) a man who has been given a rank of honour and who can use Sir in front of him	a) architect
2) to plan and make a drawing of how smth be made	b) knight
3) a person whose job is to design buildings	c) to design
4) a person who studies or is an expert in the sun, moon, stars, etc.	d) astronomer
5) a large church that is the most important one in a district	e) cathedral
6) an area of paths between hedges designed as a puzzle through which people try to find their way	f) maze

5. Supply answers to the following questions: How would you describe the rhythm of the poem? When was the architect of London born? When was St. Paul's built? How many years did it take Christopher Wren to build the Cathedral? What other buildings did he design? Who established the Royal Society? When was Christopher Wren made a knight? What famous people are buried in St. Paul's Cathedral?

6. Using the material of the text and some additional sources of information, tell your friend everything you know about the English architecture.



7. Act as a guide of a bus tour around London with a stop at St. Paul's Cathedral.

3. CONCLUSIONS

Nursery rhymes, clerihews – bright, original and authentic material, lingvokulturems, recreating the historical and cultural context. In the didactic plan, work with such material is effective. Nursery rhymes, clerihews contain in their memory (the cumulative function of the language) customs, traditions associated with the culture of the country.

The presence of a multicultural environment allows us to stimulate the interest of learners in new knowledge and at the same time offer different points of view on the world around us.

As recommendations for more effective language education, language multicultural education for future bachelors, young specialists in English, I would like to offer on-line special course "Nursery rhymes, clerihews as an object of linguistic and cultural research "

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