

Doganay Y.¹, Manackbayeva K.²

¹*PhD, Suleyman Demirel University, Almaty, e-mail: yakup.doganay@sdu.edu.kz*

²*Suleyman Demirel University, Almaty, e-mail: kuralay91@mail.ru*

EFFICIENT WAYS OF TEACHING CULTURALLY MARKED WORDS

Abstract. Modern approaches to humanistic sciences (psychology, cultural studies, cultural anthropology, philosophy, sociology, philology), following the needs arose, are to explore different aspects of intercultural communication. The reasons for this fact lay in the interest of the problems that humanity facing as a result of scientific and technical progress. The issue of dialogue and mutual understanding of people from diverse lingua-cultural backgrounds cultures is of crucial. Each participant of international contacts quickly realizes that one possession foreign language is not enough for a full-fledged intercultural understanding, which requires only knowledge complex forms of behavior, psychology, culture, history its partners in dialogue. It is important to be able to correctly interpret the texts (written or oral) in a foreign language. It recognizes the discrepancy in perceptions of situations to due to cultural differences between the text and its author recipient.

Introduction

The study of the relationship of language and culture is one of the important directions of modern linguistics and foreign language teaching. This is due to continuously increasing practical needs of intensive intercultural communication and interaction. Since words, containing information about the culture of native speakers, are the subjects of various sciences, there are various approaches to addressing the problem: from the point of view of linguistics (the realities of culturally marked vocabulary / vocabulary with cultural component / culturally significant vocabulary), translation (non-equivalent vocabulary), and culture (concepts, frames, and scripts), and psycholinguistics (prototypes). However, the differences between the existing terms are not always obvious, and often raise the question of the role and place of words with the cultural component in the language system, as well as on the composition of this group of vocabulary. Despite considerable interest to the reporting culture in the vocabulary of the language, not the technique of cultural studies marked tokens. Moreover, neither in domestic nor in English linguistics, so far there was no work on the study of the systemic nature of the cultural-marked lexicon of the English language. [1]

Topicality of the problem

All this led to the topicality of the present study, in which the algorithm research of speech in terms of its cultural significance. This work was in line with modern integrated approaches to language, in the field of lexical semantics and devoted to the analysis of cultural-marked lexicon of the English language. Under the cultural-marked lexicon refers to the realities (the token, naming objects or phenomena of one culture do not exist in other cultures, and background of vocabulary (words, denotations which exist in different cultures, but that is not the same cultural background entirely). The word is considered as a source of information about the culture of native speakers. The focus is on a group of lexical units with a cultural component values as part of the lexical system as a whole as well as individual tokens as a socio-cultural media. [2]

First part

"Lexical units as sources of cultural information" examines the relationship between language and culture, a reflection of the culture of the people in the vocabulary of the language,

as well as the way the emergence of the term "culturally marked words" in science. Based on a review of literature on the subject is determined by the direction and specificity of this study - namely, that it belongs to the field of lexical semantics. However, the origins of the issue go back to antiquity, namely, in the time of ancient philosophy. The essence of language and its relation to cognitive processes, the limits of language feature, its ability to express the truth - these are some of the aspects of the problem, which occupied philosophers. For centuries, scholars considered the issue of adequate understanding and interpretation of the texts, which was called hermeneutics. Many of the ideas of philosophers-hermeneutic relevant in the modern world. [3, 4]

The process of understanding a foreign culture is like deciphering codes. Under the code refers to the amount of cultural information, which is for single words, and which will adequately interpret and understand different cultures, an act of communication went smoothly. Fundamental in the study of the relationship of language, culture and thinking are considered the idea of Wilhelm von Humboldt, who said that every language has its own internal form, due to the spirit of national identity. In the 20th century, American scientists E. Sapir and BL Wharf hypothesize linguistic relativity formed a branch of linguistics such as psycholinguistics, cultural. Thus the words, which contain information about the culture of native speakers, are studied from different points of view and are named, respectively, prototypes, concepts, frames, scripts, reality, non-equivalent vocabulary. The scope of our study is the lexical units with a cultural component, so the work is in the field of lexical semantics, which studies the meaning of words.

The classifications of cultural-marked words:

The **Realities** represent objects and phenomena that are typical of any one culture and absent in others (pizza / pizzas, popular in Russia, but the number and types of fillings is considerably inferior to that diversity, which is the homeland of pizza in Italy).

Background units are identified by comparing the cultural backgrounds of words any language pair. At the same time the concept of lexical equivalent words always coincide, but never fully lexical backgrounds. And this is the main potential difficulty in communicating in a foreign language as a common mistake - it is the combination of lexical backgrounds equivalent words in the native and foreign language, that is, cultural interference. A striking example of the background vocabulary is the word *cappuccino* / *cappuccino*. A method for preparing a beverage is the same in Russia and in Italy. But in Italy cappuccino is drunk mostly for breakfast only, and not after lunch or dinner. In Russia, such an unwritten rule exists. [5, 6]

Second part

"Culturally marked vocabulary in the context of modern linguistics" is devoted to the words of the cultural component in the light of several theories; methods which are used to create an algorithm eventually study of this group of words. Consideration of cultural marked vocabulary can be divided into **two planes: the macro level** (excluding the group of words difficult element lexical system) and **micro level** (analyzing the structure of the word as a source of socio-cultural information). By studying cultural marked lexical units on the macro level, we propose to apply the theory of prototypes, lacunarity theory, field theory, theory of culture. At the micro level, we have identified the impact of analysis. The above methods can detect national-cultural component in the composition of words and determine the place of words or concepts in the system representations of native speakers. [7, 8]

Association experiment

Associative experiment, of which results analyzed in our work, carried out with native Russian language, studying English in classroom conditions. Initially, incentives were given to subjects in English and the assignment to write the first word came to mind at the same language.

A similar experiment was carried out after a while Russian words. The words given, as *stimuli*, a *notebook*, *director*, *argument*, *bonus*, *literature*, *office*, *contact*, *business*, *brand*, *result* and *cash*, have equivalents in the Russian language. At most considered the English words the first value is not in coincidence with the first meaning of the word in the Russian language, which it allows us to trace how strong lexical interference that occurs in the assimilation of such words will.

Result

The experiment showed that in all cases the predominant value, which is characteristic for the Russian language. For example, the number of reactions to the word **notebook** in English, related to the value of "daily" is only 36% (pen, book, paper). Much more (64%) reactions are due to the value of 'computer'. This updated value of this component words related to internet (internet, network), by email (blackmail), types of laptops (laptop, desktop), programs that can stand on this computer (Microsoft, Skype). By the way **director** issued a rather heterogeneous reaction. Reactions implying a value of 'director', up to 24% (film, cinema, art, movie). Other reactions associated with both the general meaning of this words (boss, leader, chief, head (37%)), and with different areas in which it may be used (school, firm, office, agency, headmaster (39%)). The reactions to the stimulus **argument** met and tokens pointing to the realization of Russian values 'argument', and tokens, pointing to the realization of the value of the English 'quarrel' 'Opposition'. These reactions such as fight, conflict, to argue. They amounted to 19%. However, the main realizable value - this position, discussion, provident, but do not quarrel. [9, 10]

The theory of prototypes

A concept proposed by the American researcher E. Roche and developed in cognitive psychology, in which the recognition of the stimulus described as correlating it with a certain prototype, which is stored in the memory, is an abstract representation of a set of incentives, formed by a plurality of similar forms of the same model. Different cultures and consequently in different languages do not match the quality of the object selection criteria or events affecting prototype definition. This is explained by the fact that representatives of different cultures (ie, carriers of different languages) are based on a different social experience, habits, and traditions and, as a consequence, evaluation. For example, *olio* in Italian language and in Russian oil is identical in meaning. However, in Italy this word almost always involve olive oil, it is often used in cooking, as has traditionally been considered more useful is a mandatory component of the so-called Mediterranean diet, as long olives are grown throughout the country. In Russia, usually cook in sunflower oil, and that it is a prototype. [11, 12]

On the basis of the considered theories we have developed a system of research methods, which can be used to investigate the structure of the cultural-marked lexicon, as well as to make a decision about a particular word cultural and marked:

1. Consideration of the core meaning of the word and its equivalent, ie comparison of dictionary definitions. If there is no equivalent of the foreign words in the Russian language, and this is due to the cultural peculiarities of the country of native speakers, the word refers to the class realities. In some dictionaries also represented on the connotations of the word information, based on which we can conclude supplies tokens to the background vocabulary group.

2. Identification and comparison of the backgrounds of words based on their use in context. For this purpose, the linguistic enclosures, based on the information contained therein is compared the frequency of use of words-equivalents. The comparison is made in terms of the words belonging to one of the following categories:

- Case-vocabulary

- Words with a prototypical
- Cultural theme

or the presence in the word due to the potential of cultural and theme.

3. Comparison of the associative and semantic fields of words, compatibility analysis, identification of gaps. The basis for attributing the words to a group of cultural-marked lexicon can serve several reactions (at least 3-4), reflecting domestic or cultural characteristics of native speakers. Analysis of the semantic field complements the information about the word, defining its place in the system of concepts. [13, 16]

Third part

The third chapter examines semantization cultural-marked lexicon in the process of teaching a foreign language, and provides a system semantization receptions. The theoretical basis and is based on an integrated approach to the study of cultural-marked lexicon, finds its practical implementation in the following system. It is in the process of working on the vocabulary of language, but rather in the words semantization provides the best opportunity to emphasize the cultural specificity of lexical units in the contacting languages. The greatest interest in this regard is semantization vocabulary with cultural component. Leading technique semantization deemed authentic context that is drawn to the disclosure of the values at all levels. Testing of words in three designated levels in real contexts and situations leads to a full understanding of the word. Semantization process, respectively, is not limited to the message semantic information, but also includes its practical use. The system is based on the proposed NE Märkisch principle serial input semantic information of the word with a cultural component. [14, 15]

Levels semantization	Techniques of semantization	Stages of semantization
Contextual Level	<ul style="list-style-type: none"> • authenticcontext • pictorialclarity 	<ul style="list-style-type: none"> • Presentation of topics
The conceptual level	<ul style="list-style-type: none"> • authentic context • conditional graphical visualization • Definition • Interpretation • a comment • synonyms, antonyms 	<ul style="list-style-type: none"> • Development of generic communication topics (main stage semantization)
Backgroundlevel	<ul style="list-style-type: none"> • authenticcontext • theexpositionof • comparisonofassociations • indicationoftheprototype • scale • appeal to the inner shape • disclosureofcompatibility 	<ul style="list-style-type: none"> • compilation of material consolidation formed bonds of foreign words

Thus, the first step, assuming familiarity with the contextual meaning of the word, is also a presentation of the themes and involves remembering, repetition and generalization of material on the subject, which is already known from previous experience to students. In the second phase, which assumes information about the concept of lexical word message, new extra-linguistic information is entered and performed most of the work on the process semantization. And finally, the third phase, involving the message background information words, is the final and how to adjust the established image, the background knowledge of the concepts studied foreign language culture.

Conclusion

The list of tasks is not exhaustive, but includes the main types of exercises, the most commonly used and proven. An important result of this work is the versatility of the developed complex methods. The integrative approach to the study of cultural-marked lexicon can be applied not only to the English language, as well as semantization system can be used in the teaching of any foreign language.

References:

- 1 Research Methodology marked cultural and language // Bulletin of Moscow University. Series 19.Linguistics and Intercultural Communication.Number 3. 2009;
- 2 Cultural and marked vocabulary as an interdisciplinary field of research // Abstracts of the participants of the conference "Lomonosov 2009» - http://lomonosov-msu.ru/archive/Lomonosov_2009/11_2.pdf;
- 3 The use of associative method in the study and semantization cultural-marked lexicon // Abstracts of the participants of the conference "Languages in the modern world." - Kolomna, 2009. P. 15;
- 4 Techniques and methods of cultural and language marked // RivistaTelematicadelDipartimento di Linguisticadell'Università di Pisa. - <Http://www.humnet.unipi.it/slifo/>.
- 5 On materials of thesis published a practical guide Bell'Italia (Yashin MG Bell'Italia Textbook for students of Italian language -.M., 2007. ISBN 5-17-042572-4)
- 6 EM Vereshchagin, VG Kostomarov Language and Culture: lingvostranovedenie in teaching Russian as a foreign language. M., 1990.
- 7 Grandmother AP Types of concepts in lexical-phraseological semantics of the language.Voronezh, 1996.
- 8 Averyanov IE Russian cultural-marked lexicon in the English-speaking and Russian works of the Great October Socialist Revolution: the dissertation ... The candidate of philological sciences. Dnipropetrovsk, 1984.
- 9 Tomahin GD Theoretical Foundations lingvoregional geography (based on lexical Americanisms in English): Abstract of the thesis ... Doctors of Philology. Moscow, 1984.
- 10 Belyanin, Valery P. 2004. Psycholinguistics.M.: Flint, Moscow psycho-social institution. 232.
- 11 Dotsenko, Tamara And .; Leshchenko, Julia E. 2009. The emerging foreign language adult sub-lexical: the initial stage. In: Questions of psycho-linguistics, Number 9. S.138-149.
- 12 Zalevskaya, Alexander A. 1990. The word in the lexicon of the person: psycholinguistic research. Voronezh: Publishing house of the VSU. 206.
- 13 Zalevskaya, Alexander A. 1996. Questions of the theory of second language acquisition in psycholinguistic aspect.Tver: Tver. state. Univ ., 195.
- 14 Zalevskaya, Alexander. A. 2007. The mental lexicon with different positions approaches. In: Introduction to cognitive linguistics: a reader, training tasks and questions. Astrakhan Astrakhan University. S. 23-27.
- 15 Leshchenko, Julia E. 2006. Becoming bilingual lexicon: according to association experiment: diss. ...Cand.Philology.Sciences.Permian. 207.
- 16 Aitchison, Jean. Words in the Mind: An Introduction to the Mental Lexicon. Malden, MA: Blackwell, 2003. 314 p.