

EXPERIMENTAL WORK ON FORMING A FOREIGN LANGUAGE CULTURE OF STUDENT'S PERSONALITY DURING ITS SOCIALIZATION: ASCERTAINING STAGE

Valitova Lilya R.

PhD, Associate Professor of English language department
Orenburg State Agrarian University,
Russia, the city of Orenburg

Abstract: this article describes the results of experimental work on approving the pedagogical conditions of socialization of a student's personality in the educational mediation of a foreign language culture, namely its ascertaining stage. The main purpose of the diagnosing was to determine the degree of formation of students' foreign language culture, as well as to identify students' attitudes to this problem.

Key words: culture, foreign language culture, student personality, socialization, pedagogical process.

By the formation of a foreign language culture as a factor in the socialization of a student's personality, we understand the purposeful, pedagogically controlled process of mastering linguoculturological material, knowledge of professional vocabulary and national traditions, the formation of a value attitude to the culture of the country of the language being studied and to its native culture, which significantly optimizes the integration of the future specialist into world cultural -economic and educational space.

The experimental work involved the following tasks: proof of the hypotheses put forward about foreign language culture as an important condition for the socialization of the student's personality; analysis of the results of experimental work on approving the pedagogical conditions of socialization of the student's personality in the educational mediation of a foreign language culture.

The pedagogical experiment included three stages: search-theoretical, organizational-practical, generalizing.

This article is devoted to the experimental verification of the first of the pedagogical conditions for socializing the student's personality in the forming space of a foreign language culture, the essence of which is the implementation of dialogue of cultures' principle in foreign language classes.

In accordance to the logic of our study, at a ascertaining stage, a survey of students was conducted on the basis of two leading universities in the city of Orenburg.

The main goal of the diagnosis was to determine the degree of students' foreign language culture formation, as well as to identify students' attitudes to this problem and understanding its significance for successful socialization and the educational process as a whole.

The data obtained as a result of processing the questionnaires made it possible to draw the following conclusions:

The main parameters that students associate with the concept of a foreign language culture and its importance for successful socialization and the educational process as a whole are: communication success - 31.6% of students; basis for mutual understanding - 29.2%; assimilation of cultural values of one's country and one's country learning language - 17%; an integral part of spiritual culture - 10%; culture of behavior - 12.2%.

Thus, most students showed interest in the task assigned to them and an understanding of the importance of its solution, but despite the positive answers, their unambiguity indicates a lack of knowledge related to the formation of a foreign language culture in the aspect of student socialization.

The experimental and control groups were identical in the following indicators: equal number of students in groups; the same teachers; the same number of boys and girls in group; about one academic achievement.

The overwhelming majority of respondents (72.1%) are aware of the importance of forming a foreign language culture and according to the fact that a foreign language culture is the key to successful socialization in any field of activity. 18.4% of respondents believe that "this personality characteristic is necessary only to people in the creative profession, art." 9.5% of students do not classify foreign language culture as professionally significant qualities.

68.8% of respondents say that the leading factor influencing the formation of a foreign language culture of a student's personality in the aspect of socialization is called the "individual qualities of the student himself". 15% of respondents give this place to "professionalism of teachers". 12.7% believe that the incentive for the development of foreign skills is the ability to obtain high marks for the results of their activities. An insignificant share of respondents 2.3% notes that the use of computer technology in the learning process, as well as the quality of teaching aids, play a decisive role in the formation of a foreign language culture of a student's personality.

It should be noted that the majority of respondents consciously approach the study of a foreign language, considering its knowledge necessary for themselves. At the same time, 27.3% of students prefer creative assignments, and 29.7% of respondents prefer assignments for reading and translating texts.

Among the basic conditions for the implementation of their foreign language knowledge and skills, 41.9% of respondents put in first place "creating situations of maximum proximity to the natural communicative conditions of foreign language interaction", 26.4% - "a favorable environment in foreign language classes", 19.8% - "awareness of the significance of what is happening for the students themselves", followed by "the competence of the teacher" (5.6%), "the prospect of passing the test / exam" (4.7%).

We found out how consciously, versatile and actively students can develop and improve their personality and what motivates them to do this, i.e. how developed is their need for the formation of a foreign language culture. In other words, we have identified:

- the orientation of the personality of each of the students, including their interests, needs, value orientations, motives and attitudes arising from them;
- the system of relations and the role of foreign language culture in the educational process and its impact on the socialization of the student's personality.

Based on a survey of first-second year students of the Orenburg State Agrarian University (OSAU), we identified the following level indicators of socialization of students' personalities under the developing influence of a foreign language culture:

- low level; middle level; high level.

These levels were determined by us depending on the presence or absence of one or another criterial attribute. As criteria for the socialization of the student's personality in the formative influence of a foreign language culture, we identified:

1. Motivational
2. Cognitive
3. Activity

Thus, summarizing the results of this part of our study, we can state the following:

- the majority of respondents understand the importance of foreign language culture as a requirement for highly qualified specialists, but their ideas about the essence of this phenomenon are not clear enough;

- the research methods carried out at a ascertaining stage revealed that the level of students' socialization in the conditions of the developing influence of a foreign language culture is different;

- if the teacher purposefully does not carry out the formation of a foreign language culture of students, then in the traditional pedagogical conditions of the educational process it is carried out spontaneously.

An analysis of the results of this part of the study confirmed our assumptions about the relevance of this problem, convincing us of the need for a formative stage of experimental activity and the need for further searches for optimal solutions.



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МЕТАФОРИЧЕСКИЕ МОДЕЛИ ЭМПОРОНИМОВ-СЛОВСОЧЕТАНИЙ В ЛИНГВОКРЕАТИВНОМ АСПЕКТЕ

Васильева Татьяна Владимировна

старший преподаватель кафедры русской филология
ФГБОУ ВО Тихоокеанский государственный университет
Россия, г. Хабаровск

Аннотация: В статье описываются наиболее частотные метафорические модели эмпоронимов. Представлена классификация метафорических моделей по сфере-источнику, дается анализ механизмов метафоризации в области эмпоронимии в лингвокогнитивном аспекте. В структурно-семантическом аспекте подробно описываются типы названий магазинов с пространственным, натуралистическим и абстрактно-понятийным образным компонентом, описывается механизм развертывания когнитивного метафорического сценария по основным концептуальным слотам. Эмпоронимы-словосочетания с образным компонентом, являющиеся результатом лингвокреативной деятельности, рассматриваются в качестве рекламных имен, выполняющих прагматическую функцию. Высказывается мысль о наличии частотных метафорических моделей в области рекламной эргонимии, семантическая репрезентация которых обусловлена особенностями прагматическими задачами. Исследование представляется актуальным в рамках антропоцентрической когнитивной парадигмы современного языкознания.

Ключевые слова: эмпороним, рекламная номинация, метафорическая модель, словосочетание, когнитивная лингвистика, лингвокреативная деятельность.

METAPHORIC MODELS PHRASE OF NAMES OF SHOPS IN LINGUISTIC AND CREATIVE ASPECT

Vasilieva Tatiana Vladimirovna

senior lecturer Department of Russian Philology
Pacific National University
Russia, the city of Khabarovsk

Abstract: The article describes the metaphorical models of names of the shops. The classification of metaphorical models by source sphere is presented, the analysis of