

**SEMANTIZATION OF REALIA AS A METHOD OF IMPROVING THE PROFESSIONAL
COMPETENCE OF TEACHERS**

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Abstract. The authors of the article consider the problems connected with improving the professional competence of a teacher of foreign languages. Linguocultural competences are components of teacher's competence. It is connected with the formation of future teacher's knowledge of the mechanism of the process of communication, including communication in an intercultural sphere. Semantization of words-realia is one of the ways of forming lingvocultural competences. Semantization is identifying the meaning, meaning of the language unit; process and the result of communicating the necessary information about the content side of the language unit. In the process of semantization of vocabulary the student gets information about the word (phrase) that allow him / her to use the word as a communication tool. As a result a project of linguistic study of the country English-Russian dictionary (on the material on the works of W. Scott "Ivanhoe", "Quentin Durward", "Rob Roy") has been worked out.

Key words: competence, professional competence, lingvocultural competence, words-realia, semantization, linguocultural approach, a communication tool, linguistic study of the country dictionary.

1. INTRODUCTION

In connection with the development of globalization, there are economic and socio-cultural changes that contribute to the growth of intercultural communication. Influence is carried out through cultural exchanges and direct contacts between public institutions, social groups, social movements, through scientific cooperation, trade, tourism, etc. Communication with foreigners is a reality, but cultural bumps between representatives of different cultures are a part of our everyday life. Increasingly, educational institutions exchanged students and schoolchildren, teachers organize joint projects and internships abroad, participating thus in the intercultural communication and dialogue of cultures.

Global changes in politics, economics and culture are accompanied at the same time by the disconnection of cultures and peoples, causing some nations to strive for cultural self-affirmation, self-identification and the desire to preserve their own cultural values. Resistance is expressed both in passive rejection of the values of other cultures, and in actively opposing their dissemination and approval.

In such circumstances, there is a need to more careful and thorough consideration the facts of intercultural communication in the context of interaction and mutual influence of cultures. It is intercultural communication that is an important factor in the regulation of both internal life and relations between countries. The need to improve the professional training of a foreign language teacher in this regard is beyond doubt. The priority task is the reorientation of pedagogical consciousness to new values of education, to new approaches to the study of foreign languages.

The aim of this article is to examine ways of improving professional competence of teachers. The object of research is the linguistic and cultural characteristics of words-realia. The subject of the study is linguocultural features of.

2. RESEARCH METHODS

Method of semantization, cultural analysis, descriptive method, retrospective analysis.

Linguocultural approach in modern language education means in the process of learning a foreign language, "realia of society and culture (both

spiritual and material) through the language as the value of being" should be absorbed by students as personalities (Arkhipova, 2004 p. 34).

Linguistic and cultural (cultural) competence – awareness of language as an expression of national culture, relationship of language and the history of the nation, national-cultural peculiarities of a foreign language, usage of foreign standards of speech etiquette, culture of interethnic communication. It is included in the compulsory minimum contents of educational programs in foreign language project of the Federal component of State educational standard of general education. "Linguistic and cultural competence" is considered by V. V. Vorobiev as "knowledge of the ideal speaker – hearer of the whole system of cultural values expressed in language" (Vorobiev, 2008, p. 4-75).

Linguocultural competence involves the development of students' necessary knowledge of cultural educational material; possession of a minimum common vocabulary, knowledge of language means (lexical, grammatical) that allows you to engage in the process of communication; build your life in accordance with moral, ethical and aesthetic potential of national culture. This approach provides for the connection of language and culture in the process of forming communicative and cultural competence of the students, enriching their vocabulary, background vocabulary, words with a cultural component, art terms, the development of coherent speech, the creation of the prerequisites of communication in the socio - cultural sphere (Alefirenko, 2010, p. 46).

Thus, to master the specified competencies the student must acquire knowledge about the target language country: its history, geography, culture, political system, economy, science, education, its people, its culture, traditions, customs, attitudes and beliefs, about his mentality and the system of moral values. In the process of acquiring these properties the trainees overcome their own national cultural centrism, which can be considered as a global learning outcome. It is important to understand the similarities and differences of cultures without creating stereotypes, i.e. not mindlessly criticizing, but not creating an image of the perfect country living without problems (Khaleeva, 1995, p. 7-286).

Professional competence of the teacher in the framework of the GEF is seen as a purposeful activity on creation and implementation into the

teaching practice of innovative elements of different levels and content. FSES requirements to the content, conditions and results of education requires from the teacher constant creativity, pedagogical findings, the development of skills to experiment and implement in the process of training and education of modern technology.

3. RESULTS AND DISCUSSION

One of the innovative elements is to work with the realia, its semantization, a descriptive analysis. Semantization of vocabulary is the process of identifying lexical items. In the process of semantization of vocabulary the student needs to be reported the following information about the word (phrase) that allow you to use the word as a communication tool (Azimov & Shchukin, 2009). Semantization is the process of revealing the meaning of a word. The choice of the method of semantization in each individual case is determined by the nature of the word, the stage of instruction, and the level of training. In the methodology there is a certain arsenal of means and methods of semantization, by means of which the disclosure of the meaning of the studied lexical structures and their comprehension must be ensured through the use of real and conditionally real situations, which ensures correct understanding and awareness of the perceived.

The relevance of the usage of semantization in modern Russia has led to the emergence of multifaceted works of a generalizing nature, for example, thesaurus approach to the study of culturally-marked vocabulary (Achaeva, Pospelov, Pospelova, Subbotina, 2016. pp. 121-127), linguistic study of the country dictionaries (Oschepkova, 2006).

As a result of the process of semantisation, the authors of the article developed a project of a linguistic and cultural dictionary on W. Scott's works, founder of historical novel genre, "Ivanhoe" (the formation of the English nation), "Quentin Durward" (the centralization of the French state), "Rob Roy" (Jacobite movement). The data of this dictionary were verified by a number of authoritative lexicographic reference books (Longman, 1994), (Oxford, 2000), (Room, 1978), (Laurence & Urdang, 2003), (Collins, 2010).

Andra-Ferraras – 18th century Scottish basket jewel-hilted broadsword (Scottish sword with a round handle).

Bailie – balia, the rank of a city judge in Scotland (elected from among the members of the Council).

Bawbee – scotl. 1) Conversational a halfpenny of copper coin (same as halfpenny) 2) Bobby (originally = 3, then = 6 pence Scotch, that is 0.5 of an English penny).

Birkie – a boy assistant, an assistant of Scottish hunter or shooter.

Braeman – Highlander, resident of hilly areas of Scotland.

Brogue (Brogi) – street shoes (male or female; often decorated with plates of leather with decorative holes and notches).

Brose – porridge with milk or water of oats and peas, with butter and salt.

Chappin – a measure of liquid bodies (about half a pint = 0.224 l).

Charles of Burgundy – Duke of Burgundy (1433-1477), in his father's life bore the title of count of Charolais and Duke of Heldry, a relative and a permanent enemy of Louis.

Chequers – checkered fabric, plaid, tartan pattern. The word is derived from Anglo-French eschequer, eschec 'cross'.

Collops – casserole of minced meat.

Dirk – a dagger of Scottish Highlander.

Dourlach – a leather bag of Highlander.

Duing wassels – the so-called Highlander gentlemen, usually younger sons in a noble family. They received possession of the land, however, conformed to the will of their leader.

Galloglass (es) – a Scottish soldier or vassal.

Gillie – a Scottish henchman of the hunter (usually a boy, carrying equipment, etc. from Gaelic 'boy', 'servant').

Guinea – a monetary unit (gold coin), which was used in the calculation of fees, evaluation of paintings, of racehorses.

Haggis – a Scottish dish of sheep's or veal liver, heart and lungs; dressed with oatmeal, perirenal fat,

onions and peppers and cooked in a veal or mutton tripe.

Highlander is an inhabitant of the Northern highlands [Highlands] 2) soldier of a Scottish regiment Highland [Highland Regiment].

Highland costume – a Scottish costume (of a male; consists of a skirt, plaid and my sporran).

Hunter - a purebred horse for fox hunting.

Kilt – A kilt is a skirt with a lot of vertical folds, traditionally worn by Scottish men. Kilts can also be worn by women and girls.

Lord Provost – the title of mayor of a major Scottish cities such as Edinburgh, Glasgow, Perth, Aberdeen, Dundee.

Martimas – (church) Martin's day, St. Martin's day (November 11; in Scotland the day of payment of rent).

Plaid – 1) a long piece of wool twill weave, usually with a tartan plaid of the clan; a part of the costume of the Scottish Highlander; spreads over your left shoulder); 2) tartan (fabric).

Provost – the title of mayor male or female.

Ptagminag – white (Scottish) partridge. The English word “ptagminag” was formed from Gatlí (the language of Scottish Celts) – tarmachan.

Quart – a measure of the capacity of bulk solids and liquids = 2 pints = 1.136 L.

Sassenach – Englishman, English-speaking. Originally this word was used only among mountaineers, but is now widely used among the Scots in a joking manner.

Sawney – Sony (an old nickname of Scot) a diminutive of Alexander, one of the most common names in Scotland.

Scotland – part of Great Britain; located in the North of the island of Britain and adjacent Islands; in administrative-territorial terms is divided into twelve counties).

Scots – a Celtic tribe that settled in the 6th century from the territory of Ireland the territory of present Scotland; 2) Scotland; 3) the dialect of the English

language (the inhabitants of the southern part of Scotland)

Scottish Archer – archers once served the French king.

Scottish bonnet is a Scottish hat (male, round, flat, blue, wool, with tassel).

Scottish cross – Scottish crossbills Live in the Caledonian forests of Scotland.

Scottish Guard – Scots guards regiment (the third oldest regiment in the Guards division).

Scottish mist – thick fog with drizzling rain, characteristic of the hilly areas of Scotland.

Scottish peers – the Scottish lords were chosen from among themselves, 16 people, who represented them in the House of Lords; they were called the peers of the representatives, since 1963, all Scottish peers are members of the House of Lords.

Scottish woodcock – "Scotch woodcock", egg and sardines on fried.

A sporran is a flat bag made out of leather or fur, which a Scotsman wears on a belt around his waist when he is wearing a skirt called a kilt.

Tartan – a traditional Scottish checkered pattern that consists of horizontal and vertical stripes. Each clan has its own tartan.

4. SUMMARY

The project of this dictionary presents the semantization of realia in the works of W. Scott, the interpretation of culturally-marked words is given taking into account the contextual analysis, all words are verified by authoritative lexicographic reference books. The method of semantization, and the results of using such a method, contribute to a more successful assimilation of realia. Works by W. Scott "Ivanhoe", "Rob Roy" and "Quentin Dourward" are unique and unprecedented, because the number of realia amaze with their diversity.

A lingvocultural English-Russian dictionary, including about 40 lexical units has been worked out.

The country-specific importance of information, the level of the material's fullness with culturally-

marked words are the main criteria of material selection, which ensures successful interaction of the two cultures. Realia convey the cultural specificity of the people, creating a vivid image of the nation, its history.

5. CONCLUSIONS

Recently, changes in the field of education have been taking place in the world and in Russia. Taking into account the changed status of a foreign language as a means of communication and mutual understanding in the world community, the modern method of teaching foreign languages emphasizes the need to strengthen the search for new ways of learning the language. According to the new state standards for a foreign language in our country, linguistic and cultural knowledge is included in the mandatory minimum of the content of basic educational programs, in addition to verbal skills and language knowledge and skills, compensatory skills and educational and cognitive skills.

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