

## 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 linguoculturolal 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 clerichews contain culturally-marked lexicon.

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

## 2. RESULTS AND DISCUSSION

### 1. INTRODUCCIÓN

Modern society is characterized by multidirectional, interacting processes of globalization and multiculturalism. These procedure results in main variations in the education policy 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 costumes in the content, approaches and organizational shapes of education, which leads to the recognition of learning cultural diversity event. 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 twentieth century, significantly influenced the change in the aims and contents of language education at secondary schools and universities.

The study of various aspects of multicultural education in modern Russia has resulted in the emergence of multifaceted acts of a generalizing nature: a linguistic-cultural approach (Vereshchagin & Kostomarov, 1980; 2005), a sociocultural approach (Safonova, 2001, p. 17-24; 2017, p. 76-84), multicultural education by the foreign language (Sysoev, 2009. p. 96-100), linguo-cultural approach, characterizing by a holistic systemic examination of "culture and language" as a set of units (linguoculturemas) (Vorobiev, 2006, p. 1-112), thesaurus method to the research of culturally-marked vocabulary (Achaeva, 2016, p. 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 aim of the current work is to study the contents of language education in terms of teaching methods of a foreign language and culture. The purpose of study is the linguistic and cultural features of units of a small poetic genre. The subject of the study is linguocultural features of nursery rhymes and clerihews.

Research methods: approach of semantization, cultural investigation, descriptive approach, retrospective investigation, statistic analysis.

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 educatinal standard"; 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); techniques 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" is the title and initial part of a conventional nursery rhyme, sometimes set

to music. The poem might express Mary, Queen of Scots.

Mary, Queen of Scots, in addition Mary Stuart (1542-1587) the James V daughter of Scotland and cousin of Elizabeth I of England. She was queen of Scotland as a child. In 1567 she must abdicate and went to England, that she lived the remained of her life as a prisoner. Many Catholics think she may have been queen of England in replaced to Elizabeth I. She think that to have been take part in a plan for killing the Elizabeth, and she ordered her to be murdered. She is usually think of as a brave and pretty girl and various stories and articles have been published regarding her story and lif.

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) came back to Scotland
  - b)...has effect and hand in religious disputes via 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

Told, I am going to dine via some man.

If nobody calls

Say I am designing St. Paul's.

Notes and Commentary.

Wren (1632-1723) was one of the most wellknown English artists, famous mainly because of designing the present St Paul's Cathedral\* and various churches. Between other structures he constructed are the Royal Naval College and Chelsea Hospital. His designs matched the baroque technique via the classical process. Further he was a scientist and astronomer and one of the team of persons who held the Royal Society. He lies under the roof of his own job. These sentences were hacked on grave: "Reader, if you want to see his monument, look around".

St. Paul's Cathedral was created in the XVII century to be replaced with an old version cathedral destroyed in the London Fire\*, and was finished in 1710. It has a large dome, inside that is the well-known Whispering Gallery. The Cathedral includes the graves of many well-known people, containing Lord Nelson \*, the Duke of Wellington.

Chelsea Hospital is a large structure in Chelsea, London built in the 1680s via Charles II as a house for 440 old or injured armies, who was known as Chelsea Prisoners.

The Royal Naval College was a military faculty in south-west England that people train to be officers in the Royal Navy.

Hampton Court is a grand palace over the Thames River, 20 km to the London west. It was created via the Cardinal Wolsey in 1515 and given by him to

King Henry VIII. Hampton Court is open nowadays to people for visit. It is a fine building, it is well known for its maze, gardens and design.

The London Fire (Great Fire) is a great fire that happened over the two days in 1666 and destroyed many parts of London.

Lord Nelson (born Horatio Nelson 1758-1805) English admiral whom was well-known for winning a number of sea wars against the French in the 1790s. These victories strengthened British military army at ocean, and stopped Napoleon's armies attacking 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, clerihevs – bright, original and authentic material, lingvokulturems, recreating the historical and cultural context. In the didactic plan, work with such material is effective. Nursery rhymes, clerihevs 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, clerihevs as an object of linguistic and cultural research"

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