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Literary-Based Stylistic Devices In Linguocultural Competence Development

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Abstract

The aim of the article is to prove that comparative analysis of metaphors as a literary-based stylistic device in different languages helps to develop linguacultural competence at all levels of language education of the Republic of Kazakhstan via comparative qualitative research methods. The analysis of the received results presented in the work allows revealing the pedagogical potential of metaphors in developing linguocultural competence at all levels of linguistic education. In conclusion, the main global spheres of metaphors are life, time, wealth, love and happiness.

Keywords: Linguacultural Competence, Effective Methods, Analysis.

Dispositivos De Estilo Literario En El Desarrollo De Competencias Lingüísticas

Resumen

El objetivo del artículo es demostrar que el análisis comparativo de las metáforas como un dispositivo estilístico de base literaria en diferentes idiomas ayuda a desarrollar la competencia lingüística en todos los niveles de educación lingüística de la República de Kazajstán a través de métodos de investigación cualitativa comparativa. El análisis de los resultados recibidos presentados en el trabajo permite revelar el potencial pedagógico de las metáforas en el desarrollo de la competencia lingüística en todos los niveles de la educación lingüística. En conclusión, las principales esferas globales de metáforas son la vida, el tiempo, la riqueza, el amor y la felicidad.

Palabras clave: Competencia Lingüística, Métodos Efectivos, Análisis.

1. INTRODUCTION

Linguocultural competence is a complex phenomenon, which includes a set of lexical units of cultural semantics with the ability to apply them in situations of cross-cultural communication. All programs of educational institutions of the Republic of Kazakhstan support the idea of cross-cultural communication, which implies Kazakh, Russian and English language proficiency at the level of human culture. In other words, a high level of language education should meet the requirements of the modern social order of intercultural socio-communicative skills. Several approaches will help

us to see how far they influence the final stage of linguacultural competence development. The communicative approach starts from a theory of language as communication and originated as a result of a change in the British language teaching tradition dating from the late 1960s. The desirable goal here is a cross-cultural communication that presupposes correct and adequate use of the linguistic system. Thus, learning occurs through interaction between students and teacher. The range of exercises and activities compatible with a communicative approach is unlimited. Exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. A variety of games, role-plays, simulations, and task-based activities have been prepared to support classes. Many proponents of communicative language teaching have advocated the use of authentic materials in the classroom, including literary texts with metaphors. It should be mentioned that principles of communicative approach include the following statements: learners learn a language through using it to communicate; authentic and meaningful communication should be the goal of classroom activities; fluency is an important dimension of communication; communication involves the integration of different language skills; learning is a process of creative construction and involves trial and error (Carolyn, 2006).

The main reason, supporting the importance of cultural approach is that language is not an autonomous construct but social practice both creating and created by the structures and forces of the social institutions within which we live and function. Culture and

communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted. Culture is the foundation of communication. This approach will help students to understand the fact that all people exhibit culturally conditioned behaviors and social variables such as life, time, happiness and place of residence influence the ways in which people speak and behave. It will help to increase their awareness of the cultural metaphors in the target language, to develop the necessary skills to locate and organize information about the target culture. Finally, it stimulates students' intellectual curiosity about the target culture and encourages empathy towards its people. At any rate, the foreign language classroom should become a cultural island, where the accent will be on cultural experience and cultural awareness.

The person-centered approach was developed from the concepts of humanistic psychology. The humanistic approach views people as capable and autonomous, with the ability to resolve their difficulties, realize their potential, and change their lives in positive ways. The psychologist Rogers (2013), who proposed new humanistic ideas for counseling, developed the person-centered approach. Person-centered education, with a counseling-originated model, embraces a constructivist learner-centered model. The learner-centered model aims to make teachers more sensible to their learners' need as the students undertake a more participatory and a more active role in language learning. The attention switches from teaching language form

to teaching function in accordance with the learners' needs. Hence, the individuality of every learner, their learning styles, and multiple intelligences begin to be acknowledged by the educators. Likewise, the traditional teaching manner, in the learner-centered approach, the teacher has the role of knower and active organizer. Although in the learner-centered approach responsibility of the learning is on the shoulders of the learners. Learning in learner-centered model is a non-linear, recursive, continuous, complex, relational, and natural, which is enhanced in contexts where learners have supportive relationships, have a sense of ownership and control over the learning process, and can learn with and from each other in safe and trusting learning environments (Galperin, 1958).

2. FINDINGS AND DISCUSSION

Taking into consideration all approaches mentioned before, it should be emphasized that the formation of linguacultural competence could be carried out in three stages; each stage has its own challenges due to its objectives. The first stage is motivational, i.e. providing psychological readiness to communicate. Dyachenko and Kandybovich (1976) and other scientists highlighted the problem of readiness at different times and from different positions in their research. Thus, readiness is a particular mental state that allows to perceive a certain situation or to act. The objective of this stage is to interest students in gaining knowledge about different peoples and

their cultures, to show how diverse both the world is and the people living in this world, to achieve a positive attitude towards learning about other cultures and to awaken in them the desire to interact with other cultures. Stepanov (2001) states that the main goal of a teacher is not only to give information on different cultures but also to change trainees' treatment of other cultures. At this stage, the native languages are used along with English because the information given in the native languages quickly comes to mind. Reading feature literature with a number of stylistic devices, including metaphors, helping to understand the way of life, traditions and customs of different nationalities and discussing them appears to be effective. The discussion takes a specific place in the sphere of dialogic communication. The main objective of the discussion is the development of communicative culture in the search for the truth. Awareness and understanding the problems and contradictions, identification of available information, revision of knowledge, development of skills to argue and justify the point of view, the inclusion of knowledge in a new context are the main substantial objectives of discussion. Astashova asserts that skilfully organized discussion is the most important form of the methodical development of tolerance. In the spotlight is the fact that sensible people all around the world, regardless of their nationality or religion, show tolerance, respect each other, and appreciate the cultural heritage of the community. The core values of all peoples are the same. Discussing the literature helps students to penetrate the essence of the question, and gives them a chance to ask questions and express their opinion.

This work makes it possible to achieve the goal – to form a new quality of a person – a willingness to cooperate (Yartseva, 1960).

The second stage of the formation of linguacultural competence is an informative one. The main objectives of this phase are the collecting and processing of learning material, which is the content of training. We consider the content of training as a constantly changing and evolving category connected with the process of learning. Interrelation of the activities of teaching (the activity of the teacher) and learning (student activities) is addressed in the material, or in other words, in the content of the subject. The content of education is not only the subject of what you can hear or see in the lesson that is explicitly expressed or clearly represented by a teacher or a student, but also what they think, feel and experience, as well as the mental processes that occur in their heads when one opens up and the other develops the world of a different culture. We are not talking about the formation by a trainee of a new consciousness, totally identical to the host consciousness of the target language. The task is to enrich the student's consciousness through initiation into the image of linguistic consciousness of his peers abroad – carriers of other conceptual systems of the world. The perception of any material has a bright personality color. A preliminary analysis of the materials is worked up by using one's own experience and available knowledge. Students prepare a monologue speech on the issue and makeup questions. Thus, it is not only familiarizing the student with living but also enriching the vocabulary, broadening the outlook, immersing in a foreign cultural environment and increasing the motivation for learning a foreign language. Training material, in our opinion, must meet the

following criteria: cross-cultural content, modernity, actuality and credibility. The next step is to organize cooperation on the basis of subject-oriented, motivated communication activities between students themselves and with the teacher (Inchamnan, 2019).

All the complexity of studying a foreign language from the point of view of psychology is that the attention of the trainee is distributed simultaneously to multiple objects: the definition of the content of statements, selection and fixation of linguistic resources, establishing and keeping in mind a logical sequence of statements, its implementation in the external plan (speaking). During training, the teacher should help the student to organize his/her thoughts, clarify the solution to the problem of communication, find ways for its implementation and create the conditions of natural communication in the target language if that language is not an end in itself but a means of communication. Material for communication should not require specialized knowledge, but must arouse interest, inducing the expression of one's own opinion and assessment. It is possible to realize on the basement of metaphor content. All stages mentioned before suggesting an independent cognitive activity of students on the given topic or issue. The trainee focuses his/her attention not on the English language but the problem researched. Language is used for its essential purpose of exchanging information; it becomes more of a means than an objective. Students learn not only new words but also learn new things and new ways of doing things. The original idea is to involve students in learning by doing activities, which allows them to choose what they want to study and create an end product based on their activities.

We would like to mention here that the methods used by us in the process of learning activities are based on the conscious-comparative approach. This is based on the principle of awareness of linguistic phenomena in the period of learning and using, and on the principle of a comparative study of languages. The stage of comprehension, comparing, analyzing and correcting is the most important in the work, as this is exactly where the intellectual growth and development of personality, the disclosure of students' personal potentials and awakening of their interest in knowledge and familiarity with the foreign culture happens, i.e. the formation of linguacultural competence (Raimo, 1989). The final stage of the work is the formation of the concept of linguacultural competence together with the students, defining the means of its manifestations in contemporary conditions and its practical consequences. The students make up some possible strategies to oppose prejudice and preconception (Adem & Beng, 2018).

3. METHODOLOGY

The process of linguacultural development is quite a complex process and requires the desire and perseverance. All stages of its formation can include reading activities. To broaden the horizons of students it is recommended to read literary texts containing metaphors. To prove aforesaid we have conducted the questionnaire among 30 students of the university. We prepared literary texts containing

metaphors in Kazakh, Russian and English languages. The task was to find the metaphor and explain the meaning of it. The results of the questionnaire are given in Picture 1.
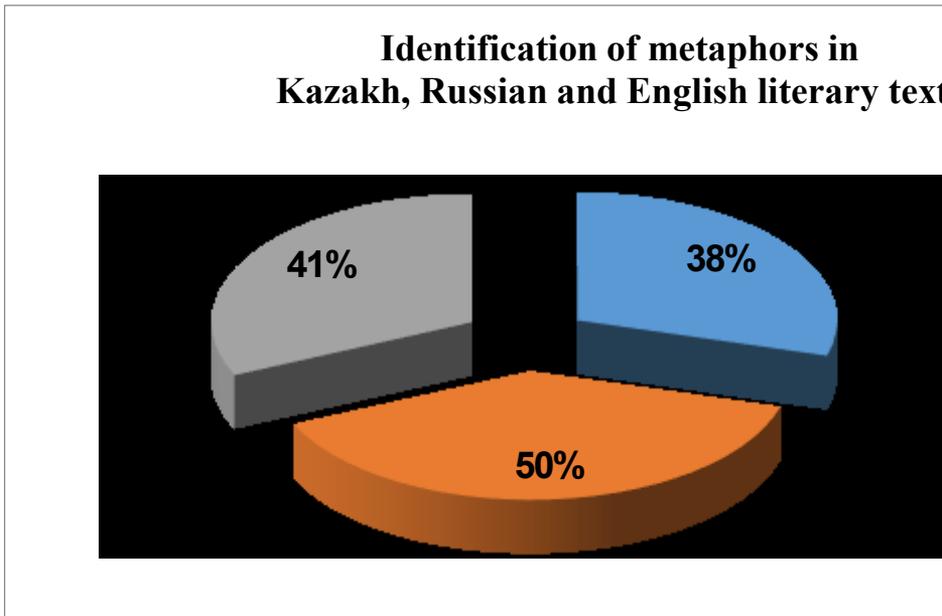
Picture 1. The results of questionnaire

From the above results, we can speak about the lack of first-year students' knowledge about metaphors what prevents them from understanding. In order to fulfill this gap, we propose the comparative analysis of metaphors in Kazakh, Russian and English languages, which can further help to study this figure of speech at the language lessons. The comparative study of languages received in recent decades a widespread circulation. Various phenomena of various language levels are compared. Thus, according to the researchers, one

of the most difficult and least developed in terms of comparative analysis is a stylistic level. The famous Swiss linguist Balli advanced the idea of a comparative study of stylistic features of native and foreign languages at the beginning of the 20th century.

The study of stylistic means of other languages will allow to realize more deeply expressional opportunities of the native language which we pretty often use unconsciously. Big differences can be found in the nature of images, in the figurative speech generally; at last, the language facts causing idea of a certain social environment a symbolical and social painting of the expressional facts of different languages would prompt many interesting outputs (Kunanbayeva, 2013).

In 50-60 years, the French linguists Malblan, the Viney and Darbilne made a significant contribution to the development of comparative stylistics. Malblan emphasized that the comparative research of languages allows not only to resolve methodical issues of teaching foreign languages, but becomes important for the development of the theory of language. Malblan developed the method of comparative synchronous research of expressive means in genetically unrelated languages. The comparative lexicology has gained a certain development in works of domestic linguists of Gak (1989) and others. Now the comparative stylistics develops three directions: theoretical - translational, literary and linguistic. In our understanding, in connection with objectives of the research, we have to proceed from the general principles of comparative research, including the principles of system city; comparability; terminological adequacy and typological proximity of the compared languages. We

proceeded from the aspects of comparative research at the lexical level planned by (Lado, 1989). The application of the semantic analysis has allowed allocating Kazakh, Russian and English metaphors into several groups of the words connected by a community of representations: life, time, wealth, love and happiness. The first semantic class presented in Table 2, called the sphere of life joins the following sections: the human being, life processes, feelings, clothes.

Table 2. Semantic class the sphere of life

Metaphors	Explanation
Kazakh language	
Omir teniz, ol tenizde men shabak	Life is a sea
Russian language	
Zhizn rassudila tak, a ne inache	Life is a person
English language	
I have had a full life	Life is a container

Table 3. Semantic class the sphere of time

Metaphors	Explanation
Kazakh language	
Uakyt zymyrap otip zhatyr	Time is a moving object
Russian language	
Vremya letit kak ptiza	Time is an animal
English language	
I run out of time	Time is a resource

Table 4. Semantic class the sphere of wealth

Metaphors	Explanation
Kazakh language	
Akshada koz zhok	Wealth is a person
Russian language	
Kupatsya v roskoshi	Wealth is a place
English language	
He is a fortune-hunter	Wealth is a hidden object

Table 5. Semantic class the sphere of love

| Metaphors	Explanation
Kazakh language	
Moldir makhabbat	Love is water
Russian language	
Vy rozhdeny menya terzat'	Love is pain
English language	
I could feel the electricity between us	Love is a physical force

Table 6. Semantic class the sphere of happiness

Metaphors	Explanation
Kazakh language	
Bakyt kushagyna	Happiness is a person
Russian language	
Ya prosto svetilas' ot schast'ya	Happiness is a light
English language	
We were full of joy.	Happiness is a container

The comparative semantic analysis of metaphors showed that in Kazakh, Russian and English languages this stylistically marked vocabulary is almost equal. The results of the analysis are shown in the Pictures 3, 4.
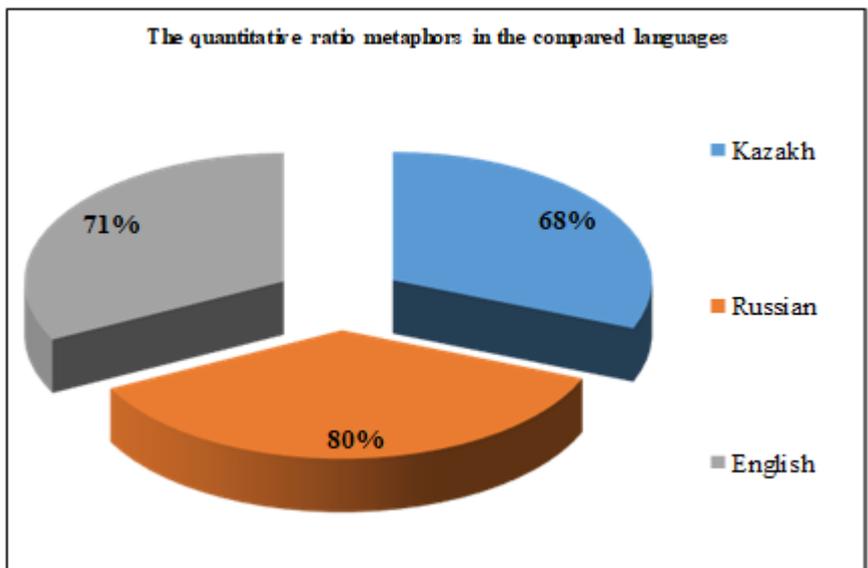
Picture 2. The quantitative ratio of metaphors in the compared languages
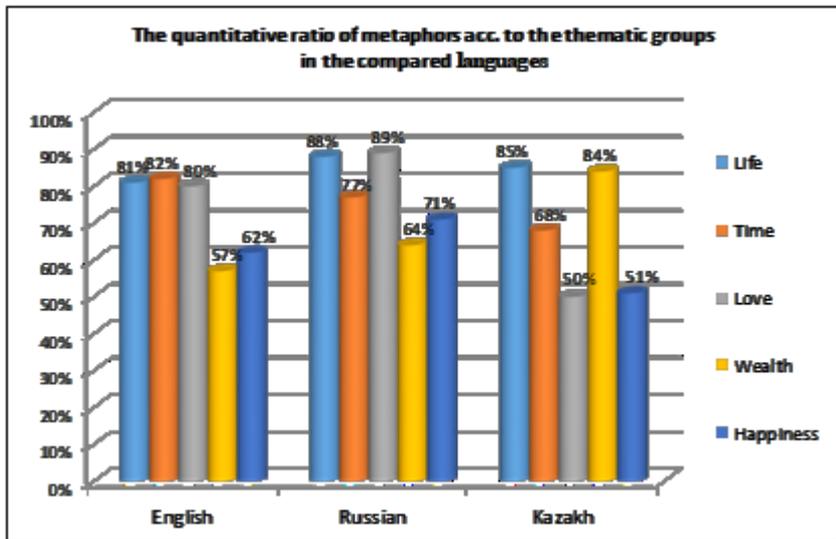
Picture 3. The quantitative ratio of metaphors acc. to the thematic groups in the compared languages

The comparative analysis of metaphors of Kazakh, Russian and English languages made a possibility to draw the following conclusions. Words of different parts of speech have not the same nominative meaning in the metaphorical expressions. Metaphor is observed in nouns (face, stream, tail, etc.), adjectives (bitter, liquid, weak, etc.), verbs (pull, dip, fly, etc.), which is obviously determined by the specificity of metaphorical features: the similarity of objects and phenomena, features and qualities, actions and states. The similarity of the semantic structure of metaphors of three languages consisting of the general nominative orientation of this type of stylistically marked vocabulary is revealed. This is due to the relationship of the metaphors to a field of nominations with the extra-linguistic reality, which implies a clear subject relevance, thematic specificity and high information richness of the metaphors. Moreover,

Russian language, unlike Kazakh and English, is stylistically more differentiated. As a result, the metaphor can be found almost in all literary styles and sub-styles. The study of metaphor's semantics of English language by comparison to metaphors of Russian and Kazakh languages has allowed revealing the similar lines and distinctions connected with geographical, mental and historical features.

4. CONCLUSION

Scientific-theoretical study and research work conducted in the scientific work revealed features of the structural and semantic organization of English metaphors via the comparative analysis with the similar vocabulary of Russian and Kazakh languages. The study was carried out in accordance with the assumption that the most complete and objective picture of the typology and national-cultural peculiarities of this type of vocabulary can be obtained by comparing its level with the relevant vocabulary of languages of different structure and cultural-historical traditions. During our research, we managed to solve important issues, we summarized the existing experience of studying the problems of metaphor existence, created the corpus of metaphors for the research by the method of continuous sampling from Kazakh, Russian and English languages and compared the structural-semantic organization of metaphors in Kazakh, Russian and English languages. The analysis of metaphors of Kazakh, Russian and English languages, revealed a convergence of trends in the formation of this category of vocabulary. The main sources of

metaphor formation are an extra-linguistic reality, which implies a clear subject relevance, thematic specificity and high information richness of the metaphors. The comparative analysis of the semantic structure of metaphors of the Kazakh, Russian and English languages revealed the similarities and distinctions connected with geographical, mental, historical features of three nations. The analysis of the thematic structure of metaphors of the compared languages has shown the considerable similarity of their semantics. The main global spheres of metaphors are life; time; wealth; love; happiness. The sphere of life, including human emotions, a trait of character prevails in the quantitative and qualitative relation over the other spheres in what the community of metaphoric interests of three languages is shown. Distinctions consist, generally, in the content of the theme groups (so, the lexical structure of landscape, geographical and astronomical group of the English metaphors is much more varied than in Russian and Kazakh languages. The analysis of the received results presented in the work allows revealing the pedagogical potential of metaphors in developing linguocultural competence at all levels of linguistic education.

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