



The Actual Problems of Teaching Russian Language and Literature in the Multicultural Space

Flyuza G. Fatkullina¹

Galiya G. Khisamova²

Lea R. Shamsutdinova³

Alla S. Ахметшина⁴

Lidiya N. Ishmuratova⁵

Alfiya S. Makhmutova⁶

Irena G. Kulsarina⁷

Dinara K. Saiakhova⁸

Larisa A. Permyakova⁹

1,2,3,4,5,6,7,8,9 Bashkir State University Russia

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ABSTRACT

The multicultural environment is an intercultural and interlingual space in which representatives of different languages and cultures interact. The modern system of teaching Russian language and literature involves updating the methodological equipment of philological education.

The main linguistic principles in teaching Russian to bilingual students are functional, communicative, comparative-typological and linguo-cultural principles.

The functional approach provides for the identification of features of the functioning of linguistic units in different spheres of social activity. The communicative principle implies that mastering the Russian language as a means of communication occurs in the process of speech practice, as close as possible to the process of communication in Russian. Identification of similarities and differences between languages, interlanguage comparison contributes to the establishment of possible areas of grammatical and lexical interference. The linguo-culturological principle provides for the awareness of language as a cultural phenomenon and is associated with the ability to determine the national-cultural component of language units - words, phraseological combinations, grammatical categories, text. The comparative typological principle, by means of which the universal types of convergence and divergence of languages are identified, gives tangible results in the practice of teaching languages.

In teaching Russian literature in a polyethnic region, a special place is given to the cultural approach to the study of works of art. The concept of the dialogue of cultures makes it possible to take a fresh look at the problem of literary education of students, to make it more productive and holistic. The importance of historical-typological and comparative study of Russian and native literature of students, the use of local history material in the course of the history of Russian literature.

1. Introduction

Recently, a new trend has emerged in Russian pedagogy and in the methodology of teaching linguistic and literary disciplines - “multicultural education”, the purpose of which is “to form a person capable of active and effective life activity in a multinational environment” (Sufianova, 2014). A special role in this is given to the Russian language, which is a means of interethnic communication in interethnic society.

The problem of language interaction is relevant for the Republic of Bashkortostan, which is caused by the following factors: 1. Bashkortostan is a multi-ethnic space in which a large number of languages are represented. The native language, the language of the titular nation, is recognized as the second state language. 2. Educational, cultural, business, and tourist contacts with many countries have increased, which contributes to the study of foreign languages by residents of the republic, primarily by young people. 3. There are new approaches to the study of languages, which predetermines new objects and research methods.

2. Literature Review

Currently, in theoretical linguistics and linguodidactics, the leading role belongs to the functional area. The orientation to the functional theory is connected with the study of various spheres of language manifestation, with the definition of the functions of language as a means of communication. (A.V. Bondarko, M.V. Vsevolodova, G.A. Zolotov, and others). «The functional approach is supplemented by a cognitive analysis of language categories» (Fatkulina 2014).

In recent decades, school and university programs for the most part take into account a cultural approach to the study of Russian language and literature and recommend that teachers study it as part of art and human culture. Created and implemented in the practice of teaching textbooks in line with the linguo-culturological concept of teaching Russian (L. G. Sayakhova, K. Z. Zakiryanov, R. Kh. Khairullina, etc.). The concept of cultural space has become widely used not only in the humanities, but also in journalism (DS Likhachev, SN Ikonnikova, MM Bakhtin, YM Lotman, etc.). The concept of a dialogue of cultures makes it possible to take a fresh look at the problem of students' literary and linguistic education, to make it more productive and holistic. The principle of the dialogue of cultures in modern science was introduced by MM Bakhtin. “A foreign culture,” wrote Bakhtin, “only in the eyes of another culture is revealed more fully and deeper ... one meaning reveals its depths, meeting and coming into contact with another, foreign meaning: between them begins a dialogue that overcomes the closeness of these senses, these cultures” (Bakhtin 1986). Questions of comparative study of Russian and native literature in this aspect were developed in the methodical science in the works of K.V. Maltseva, I. Kh. Mayorova, M.V. Cherkezova, L.A. Sheiman, M.Sh. Muslimova, R.F. Mukhametshina and others. In the works of these methodologists on specific material revealed forms of implementation of the interrelated study of two literatures, summarized and developed experience of work of methodologists of different national republics.

3. Research Methods

The methodology used in the study is complex and integrative, including general, general scientific and particular methods: descriptive, comparative, linguocultural, and also cognitive and interdisciplinary approaches to the analysis of contemporary problems of the Russian language and literature in a multicultural space (using the example of the Republic of Bashkortostan).

A promising direction of modern comparative linguistics is a comparative analysis of lexical units in multi-structural languages, aimed primarily at achieving practical and methodological goals (Fatkulina 2011, Fatkulina 2014).

Multiple-structured languages are involved in the orbit of comparative surveys in the Republic of Bashkortostan: Russian - Bashkir, Russian - German, Russian - French, Russian - Bashkir - German - French - English. The source can be any of the listed languages. Consequently, the use of the comparative-typological method based on the cognitive approach allows us to reveal the degree of functional-cognitive proximity and remoteness of different languages.

4. Results And Discussion

The tasks of teaching Russian language and literature at the national department of a university should include the formation of such competencies as linguistic (possession of phonetic, lexical and grammatical, stylistic resources of the Russian language and the ability to use them in speech practice), linguistic competence of students language as a linguistic discipline), communicative competence (improving communicative skills), linguocultural competence (awareness language as a phenomenon of culture, understanding of the national specifics of the linguistic picture of the world, the ability to identify the ethnocultural component of the meaning of a language unit), literary (possessing skills of analyzing a literary work).

Such linguistic and methodological principles as functional, communicative, comparative-typological, linguistic-culturological, are fundamental in the practice of teaching Russian to bilingual students (Fatkulina 2011, Kazantseva at all, 2018).

“Identification of the features of the functioning of linguistic units in various areas of communicative activity occurs during the implementation of the functional approach” (Khisamova, Ishmuratova 2018). Learning a new language as a means of communication is associated with speech practice, as close as possible to the active process of communication in a non-native language. This is facilitated by the use of the communicative principle in teaching. When interlanguage comparison, identifying similarities and differences between languages, it becomes possible to establish the spheres of grammatical and lexical interference. Awareness of language as a cultural phenomenon associated with the ability to determine the national-cultural component of grammatical categories, words, phraseological units, text, provides for the use of the linguocultural principle. The new linguistic paradigm makes it possible “to present the traditional sections of academic disciplines more correctly and consistently» (Shamsutdinova, Fatkulina 2018). Thus, cognitive analysis in lexicology makes it possible to global systematize the entire vocabulary, describe the functional nomination, and take linguistic functions into account in the typology of lexical meanings of a word. From the standpoint of the theory of cognitiveness in the field of morphology, the question of the hierarchy of parts of speech, grammatical categories, the relationship of their content and formal functions has received a new interpretation. The cognitive approach is productively used in comparative learning of languages and makes it possible to identify both universal and national-specific language categories. The need to identify the essential characteristics of the proposal with regard to their communicative capabilities, areas of operation, varying degrees of variation, the analysis of their textual implementations is clearly manifested in the syntax (Fatkulina, Kazantseva, Valiakhmetova 2018). The experience of functional analysis of linguistic units accumulated in linguistics of the last decades allows us to raise the question of the features of functional grammar for non-Russians. A necessary link in the creation of such a grammar is a functional-semantic study of the lexical system of the Russian language. The basis of linguistic knowledge of the world is constituted by functional-semantic layers of vocabulary, which are refracted in a certain way in a functioning language system. The new approach makes it possible to create ideographic dictionaries developed on a cognitive basis (Sakaeva at all, 2017; Ishmuratova 2016). Significant adjustments to the process of preparing philology students are introduced by the linguistic-cultural concept of teaching non-native language.

The formation of the communicative-cultural competence of the individual occurs not only through the traditional courses of general linguistics, the history of the Russian language and the modern Russian language, but also through the disciplines “Russian language and culture of speech”, “Introduction to communication theory”, included in educational standards of higher educational institutions “Linguistics of intercultural communications”, which is quite justified (Fatkulina 2015). These linguistic disciplines consider the laws of language use as the main means of communication, while teaching speech communication takes place in a close relationship between culture and language and implies awareness of the language as a cultural and historical environment, including the history, customs and traditions of the people.

A special role in the formation of a bilingual personality belongs to the artistic text. The implementation of the linguoculturological concept of teaching Russian is implemented through textual material. “The study of the Russian language and literature in a multicultural environment is characterized by attention to the problem of reflection in the language of ethno-cultural semantics” (Makhmutova, Khisamova, 2014). Understanding the text of a work of art is impossible without the semantization of the national-cultural component of language units (non-equivalent, background, connotative vocabulary, phraseological units, aphorisms, proverbs and sayings, precedent names). The assimilation of the Russian language implies a comparison of pictures of the world of the native and studied languages (features of cultural realities, imaginative system, symbols, connotations) (Makhmutova 2016).

When meeting with Russian classical literature, non-Russian students face certain difficulties: not only the features of the described era and its signs, but also outdated words and meanings are difficult to understand. Eugene Onegin hurries to his dying uncle, “flying in the dust on the postage.” What does the line “... headlong in the mail jumped ...”? What do the words mean: “... With Yarem, he replaced the corvee with an old dam for an easy replacement ...”? The words highlighted are very important for understanding the meaning of the narrative, the psychology of the characters, the time of action. Such vocabulary needs commenting and interpretation.

In the analysis of a literary text, works of Russian literature of the nineteenth and twentieth centuries should be used as materials, in which the most vivid embodiment of the peculiarity of the Russian national character was found (A. Pushkin, L. Tolstoy, I. Turgenev, N. S. Leskov, I.A. Bunin, V.P. Astafev, V.M. Shukshin, etc.). A description of the realities of culture, analysis of vocabulary and phraseology with the ethnocultural component will help to assimilate the national and cultural specifics of language units, will create a cognitive basis for communication, contributing to the improvement of learning Russian (Fatkulina 2015; 2017).

Particular attention in analyzing the works of Russian writers should be given to identifying the mythopoetic context in which the national self-consciousness of the people is reflected. The intertextual context of the work is formed by the system of allusions, reminiscences, “hidden” myths and symbols. So, B.K. Zaitsev in the story “The Blue Star”, the plot of which is based on the Gospel myth, uses reminiscences from the novels “Idiot” by F.M. Dostoevsky and Don Quixote by Cervantes (Permyakova 2014). In addition, “The Blue Star” is full of color symbolism of V.I. Solovyov (often used are “sophian” colors — blue, white, gold, as can be seen from the title of the story). B.Zaitsev's story echoes the lyrical cycle of A.A. Blok “Poems about the Beautiful Lady” (Christ's worship of the Virgo-Maiden, his “dates” remind her of the poem “Behind the Fog, Beyond the Forests ...”, “I waited a long time — you left late ...”) (Permyakova, 2012).

Therefore, philological analysis of the text is extremely important not only for teaching Russian language and literature, but also for immersing bilingual students in the rich and diverse world of Russian culture.

In studies devoted to the phenomenon of bilingualism, it is noted that this phenomenon is inextricably linked with the problem of the formation of a bilingual personality, which is equally fluent and uses two languages (Zakiryanov, Zainullin 2015). Bilingualism is a natural need of a person living in a multicultural space, a necessary condition for the dialogue of national languages and cultures.

When teaching Russian as a non-native language, the problem arises of comparing the systems of Russian and native languages. “Successful study of the Russian language is possible only with the support of the student's native language” (Kazantseva, Valiakhmetova et al., 2018). As a result of interlanguage comparison, areas of lexical and grammatical interferences are identified (Shamsutdinova 2017). In the Russian language of bilingual Bashkir, interference errors appear at different levels of the language system: lexical-semantic, phonetic, pronunciation, and grammatical.

As is known, the students' native ethnoculture, representatives of which they are, influences the peculiarity of the emotional and aesthetic perception of the text being studied, therefore the bilingual student needs to look at the phenomena of a work of art through the prism of popular ideas, the specifics of the national worldview, in order to understand more deeply the native and non-national world of fiction .

The system of literary education based on the dialogue of cultures can be realized in two directions: the dialogue of Russian and native (Bashkir) cultures in the classes of Russian literature and the dialogue of native (Bashkir) and Russian cultures in the lessons of Bashkir literature (Kulsarin et al. 2018). At the initial stage of literary education, based on the principle of dialogue between Russian and national literatures, works of oral folk art are studied, acting as an organic part of culture, reflecting historical experience, views, ideals of the people. Russian and Bashkir folk tales, proverbs, epic and Kubairi belong to different cultural spaces (Slavic and Turkic). Due to the comparative analysis of folklore works, through the identification of their typological community, it is necessary to lead students to overcome the idea of the “absolute” border separating cultures. Students should understand that this boundary is conditional, works are united by a single “moral field”, universal values of love for the motherland, for man, for nature, etc.

The basis of the typological convergencies characterizing different national literatures is a certain combination - the closeness of social and historical conditions, the similarity of social forms of development and the unity of the very principle of literary and artistic exploration of the world. They can be carried out at different levels: ideological and thematic content, plot and compositional basis, poetic images, elements of style, etc. Thus, many Bashkir writers note the influence of the work of Russian writers on their artistic mastery.

The main tasks of connecting Russian and national (Bashkir) literature on the basis of a dialogue of cultures are strengthening the educational orientation in the spirit of tolerance, mutual respect for both cultures, forming ideas about the spiritual unity of the world, the tasks of harmonious coexistence and the development of different ethnic groups, ways of their interaction; extension of cultural horizons, etc.

The dialogue of cultures also implies the use of local history material in the learning process. The experience of the university literary study of local lore is reflected in the book “Problems of Studying and Teaching Literature” by A. I. Revyakin, in books and articles by M. D. Yanko, M. G. Rakhimkulova, P. E. Emelyanova, N. A. Milonova and etc. As an initial form, the local history material can be entered into lecture courses in the history of Russian literature, then - to develop and organize special courses and special seminars on this subject. The discipline “Literary Local Studies” (Kulsarin 2017) is especially productive in the development of literary competence of students of national departments.

The main goals and objectives of the inclusion of literary local history in the educational process are as follows: to study the writer's work in the context of the culture of a certain region that created it; analyzing the literary process of Russian literature, consider the literary life of the region as part of this process, as a concrete example; in studying the creative history of the work, to dwell on the question of the transformation of life material into artistic creation; to trace cross-cutting themes and images of the main and regional component; conducting interdisciplinary communication, include material on the cultural life of the region.

You can use various forms of the inclusion of literary local lore in the educational process. The great interest of students to the works of Russian writers may be caused by the use of local history materials in the study of his biography and works. The local history aspect of the work is necessary not only to supplement the well-known information from the artist's life of the word, but also to show the extent to which the region's history, culture and ethnography are reflected in the writer's works. At the final lessons on the works of famous masters of the word, the question of the influence of his heritage on domestic and world literature is traditionally considered.

5. Conclusion

A multicultural space is a social environment that reflects the specific characteristics of cultural diversity and contributes to the process of the natural socio-cultural interaction of its participants. A manifestation of the multicultural educational space is a multicultural educational environment in which representatives of different cultures actively interact as subjects of education.

Training specialists in bilingual conditions requires a high level of mastering a second language. Taking into account innovative approaches to the study of the Russian language, a comparative typological approach to the presentation of language material, reliance on the regional component in the practice of teaching Russian language or literature will enhance the efficiency of the entire process of teaching bilingual students.

In the practice of teaching Russian language and literature in a non-Russian audience, constant improvement is required not only of the content, but also of the methods and techniques of teaching in line with the achievements of modern philological science. The theoretical basis of the new concept of teaching Russian language and literature of non-Russian students consists of the ideas of a systemic, anthropocentric, functional-cognitive, communicative, culturological direction.

Thus, integrative and innovative approaches in teaching the Russian language and literature will contribute to increasing the efficiency of the process of teaching bilingual students, ensuring that they have the bulk of their vision of the world, immersing their cultural space of a multi-ethnic region.

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