

Regional and ethnocultural specifics for developing intercultural and lingua-cultural competences: the pedagogical strategy

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Abstract. The strategic task of the modern education system is the integration of traditional (folk, national, ethnic) cultures within the modern educational systems, ideas, technologies that create the educational environment, as well as taking into account the linguistic and psychological characteristics. Intercultural competence is the necessary ability that allows students to go beyond their own culture, without losing their own cultural identity. Therefore, understanding language values help to improve the effectiveness of the pedagogical process. The linguistic and pedagogical study of cultural concepts should be supplemented by data from other disciplines-cultural studies, history, psychology, ethnography. The article is devoted to the following issues – the realization of the ethnocultural component in the educational process of educational organizations in the Republic of Bashkortostan.

1 Introduction

Modernization of the Russian education determines the strategic goals of its development until 2020, where the issues of ensuring the modern quality of education are updated on the basis of maintaining its fundamental nature and meeting the current and future needs of the individual, society, taking into account the cultural and historical layers and socio-economic features of the multinational state [12].

In the Russian Federation, eight federal districts are represented, each of which has a specific multinational and multicultural entity, one of which is the Volga Federal District of the Russian Federation, is part of the Urals Economic Region.

The Republic of Bashkortostan is one of the republics of this entity, basic characteristics, which are:

- geographical position, natural conditions, which allows us to consider Bashkortostan as a rich ethnocultural region;
- a common habitat for multinationals and various ethnic groups and other nationalities united in a single social community by the proximity of cultures, the historical past, mutual influence in the course of joint ethnocultural development;
- the peoples' aspiration to preserve and develop their national identity, the revival of national values and the transfer of the ethnocultural experience of life to the younger generation.

The University educational period is favourable for immersion into the origins of regional culture, for the awakening the need to cognize the surrounding conditions, to assimilate local historical, cultural and

climatic features, national traditions, the characteristics of its social environment.

The problem of ethnocultural education in legislative and regulatory documents confirms the need to develop the pedagogical strategy in this aspect, taking into account regional specifics. In particular, in the National Doctrine of Education of the Russian Federation, the Concept of the State Educational Policy of the Russian Federation, it is emphasized that modern principles and priorities take into account the national interests of all its peoples, contribute to the development of their identity and equal cooperation on the basis of using the historical potential of each people in the interests and in benefit the whole lot of national Russia [12].

The task of modern higher education is to lay down the moral foundations that will make them more resistant to undesirable influence, to sow and grow the seeds of love for the home, for the history of the native land created by the labour of relatives and close people, those who are called compatriots.

In the Federal State Educational Standard of Higher Education, the registration of the ethnocultural situation of development is approved as one of the principles of education (introduction to socio-cultural norms, the traditions of the family, society and the state) [8].

Thus, FGS activates the rethinking of cultural content through the regional education, taking into account that the regional culture's specificity is built not only on the general processes that take place in education and culture, but also on the development of the regional representatives on the one hand, and how to carry the local culture - on the other hand.

The ethnocultural component (native nature, cultural heritage, traditions, language, rituals, folklore, folk

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games, etc.) in education helps to feel and realize your belonging to your “Little Homeland”, to your home, perceiving the fullness of the immediate environment, while absorbing universal and national values in a spiritual, material and moral-aesthetic sense [7].

Accordingly, the analysis of the State of Higher Education Organizations on the implementation of ethnocultural education, taking into account the requirements of FGS, showed that educators accustom students to the traditions and customs of the peoples of Bashkortostan, introduce elements of arts and crafts through the foreign language. At the same time, it is noted that the majority of educators are unprepared for the realization of the ethnocultural component, taking into account modern requirements. Experimental work (questionnaires, interviews, documentation analysis, observation of the educational process) showed the insufficient level of ethnocultural competence of teachers and ethnocultural upbringing of students. The ethnocultural component ensures the implementation of all five educational areas of FGS in the process of the students’ acquaintance with the history, culture, natural environment of the region [9].

2 Results and discussion

Culture as the complex phenomenon determines the system of value orientations of the society and the individual person. In this case, each culture finds the unique reflection in the language - its “transporter”. The assimilation of language without taking into account the significance of cultural component leads to behaviour that reflecting the student’s own cultural norms and entering into the certain conflict.

For the implementation of productive intercultural communication, taking into account its linguistic and psychological characteristics, students should have intercultural competence. *This competence has no analogy with the communicative components of the native speaker and can be inherent only in the cultures intermediary i.e. the language personality, aware of both the different characteristics in cultures and the features of cultures interaction [2].* Intercultural competence is the ability that allows the linguistic personality to go beyond its own culture and carry out meditative activities without losing their own cultural identity. Its formation is also associated with various disciplines and depends on the possession of specific knowledge in linguistic culture concepts.

Consequently, it is necessary to include linguacultural concepts of teaching foreign-language communication at university courses, since their consideration and mastery at earlier stages can cause some difficulties in teaching. *The method of studying cultural dominants in a language is the system of research procedures aimed at highlighting various aspects, namely the semantic potential of the corresponding concepts in a given culture [13].* Linguistic research of cultural dominants is carried out in the form of observation and experiment.

These studies include the continuous sample of lexical and phraseological units, the selection of precedent texts from dictionaries, collections of proverbs and aphorisms, texts of fiction, newspapers, etc. Interviewing the native speakers, questionnaires development including various value judgments related to certain subject areas are also conducted.

The linguistic study of cultural concepts must inevitably be supplemented by data from other disciplines like culturology, history, psychology, ethnography. Thus, *the tasks of foreign language teaching as the means of communication inextricably merge with the researching tasks of the social and cultural life of the countries and peoples of the studied language [1].* At the language basis, language structures are the socio-cultural aspects. Just knowing the meanings of words and grammar rules is not enough to use actively the language as the means of communication. For this, it is necessary to know as deeply as possible the culture (or the world) of the studied language.

2.1. English vs Russian connotations: ethnocultural specifics

For example, the English word “communication” (i.e. information transfer) entered the Russian language dictionary but did not replace the Russian concept of the word “communication” (i.e. finding common themes.) A concept is a unit of collective knowledge/consciousness (i.e. sending to higher spiritual values), having a linguistic expression and marked by ethnocultural specifics [6]. We will also give the example of the concept interpretation of the word “loser”, which differs in Russian and English linguacultural. “Failure” in Russian is associated with *doom, bad luck*, most often examples are “a loser in life, in love,” and such people can be pitied. In English, “loser” is interpreted *as a player, a loser in a match*, it is very important for Englishmen to be able to adequately lose: *A good loser is a person who behaves well and does not show their disappointment when they are defeated; a bad loser is a person who complains when they are defeated [10].* Typical examples: *a born loser, a romantic loser*: the person who fails, should not show his disappointment and, moreover, should not complain.

You can establish the following specific understanding of the concept of “*success*” in English and Russian linguo-cultures:

- Russian linguistic culture is characterized by the emphasis on luck and consideration of the means used to achieve the goal (the moral aspect). For English linguistic culture, this emphasis on success as such, the success symbolization, emphasis on the individual efforts;
- In English linguistic culture, success is associated with career, wealth and fame, in Russian - with victory in battle, advances in knowledge and gaining sympathy;
- For people who have not achieved success, Russian people treat with pity and Englishmen with an element of contempt.

It follows that in English culture success is directly associated with the efforts of the individual, in Russian culture - with luck and human capabilities [3].

Ethnocultural differences are in the representation toward “*work*” on the material of the English and Russian languages which are not reduced to the presence and absence of certain features, but to a peculiar feature combination and the frequency of features. So, “*the idea of diligence*” in the Russian language is associated with mental labour, primarily with teaching (the English adjective “diligent” is not associated only with study and involves constant rather than one-time efforts). In English, “*the idea of mismanagement*” comes to the fore (an amateur and a negligent worker is condemned). Consequently, low efficiency of work is underlined.

The effectiveness of verbal communication in addition to language knowledge depends on many factors:

- the conditions and communication culture;
- the etiquette rules;
- knowledge in nonverbal forms of expression and etc.

In the new conditions of teaching English, it became obvious that an increase in the level of communication education can be achieved only on condition of the clear understanding and consideration of the socio-cultural factor.

2.2. The ethnocultural component for the five educational areas

The ethnocultural component ensures the implementation of all five educational areas in the process of acquaintance with the history, language, culture, natural environment of the region.

1. “*Socio-communicative development*” comprises familiarization with the peoples inhabiting Bashkortostan, their national holidays, traditions and customs as the basis; ideas about ethnicity; education for tolerant attitude towards people of different nationalities; development the sense of belonging to the achievements of the natives of Bashkortostan, who contributed to the development of culture, education, art, sport, the context is the main condition for the young generation’s appropriation of traditions, the formation of the beginnings of citizenship, love for his family, his native land, his homeland as the basis for his self-awareness: acquaintance with languages, spoken by the people of Bashkortostan, with the names of elements of national clothes and objects of ancient use; reading and telling the works of Bashkortostan folklore (folk tale, legends, myths, proverbs, sayings, tongue twisters, riddles), as well as works of Bashkortostan writers and poets (poems, stories, novels, tales).

A purposeful joint activity of the adult and children on the development of gender role representations and norms of behaviour peculiar to boys and girls is organized (gender education). At the same time, one must proceed from the idea that has developed in the folk pedagogy of Bashkortostan: the boy is the future man, father, head of the family; the girl is the future mother, the keeper of the hearth; the boy grows up

courageous, courageous; in the girl - from childhood to nurture the ability to caress, caring, tenderness.

2. “*Cognitive Development*” provides for the formation of primary ideas about oneself, other people, as representatives of the multinational republic of Bashkortostan; acquaintance with the history, culture, architecture, nature peculiarities of the native land (phenomena of inanimate nature, flora and fauna of the region); formation of ideas about the settlement where the kindergarten is located and the child lives, about the streets of his native city (village); about Bashkortostan and about some cities of the republic; about the climate and geographic situation, nature and protected places about state symbols of Bashkortostan); development of cognitive skills: the ability to notice contradictions, use different methods of comparison, relying on a system of sensory standards; the ability to apply the results of cognition in different types of child activities; the education of a humane-value attitude to the world on the basis of a child's awareness of certain connections and dependencies in the world of a person's place in it.
3. “*Speech development*” assumes the formation of skills and practical knowledge of Russian and Foreign languages in oral form, a steady interest and positive attitude to Russian, foreign and native languages; development of cognitive and linguistic abilities. It is necessary to “built” [4] the desire to communicate in native and foreign languages, the basis for correct sound reproduction, the intonation expressiveness of speech, a certain stock of lexical units with the help of information and communication technologies, educational and methodological kit, children's fiction.
4. “*Artistic and aesthetic development*” is considered in the unity of the formation of an aesthetic attitude to the world and the artistic development through the means of national culture. The inclusion of national culture in the system of higher education is carried out through the pedagogical potential of elements of national culture - music, visual arts, theatre, folklore, folk songs, folk dances, games. Pictorial activity: acquaintance with the decorative and applied art of the peoples of Bashkortostan, with features of the Bashkir folk toy, ceramic products and sculptures of small forms; acquaintance with the elements of the painting, carpet patterns, with samples of jewellery art and wood notch; acquaintance with the works of Bashkortostan artists (portrait, landscape, still life). Musical activity: the acquaintance with folk and professional music of Bashkortostan in the process of listening, singing and performing dance movements. It is necessary to promote the participation in different types of musical activity, play on children's national instruments and the embodiment of musical creativity. The contents of the educational areas in the Program are set out in thematic sections, which enables teachers to plan educational activities taking into account the integration of development

directions, based on the complex thematic principle of building the educational process.

5. "Physical Development" the beginnings of the formation of a healthy lifestyle is laid, the most valuable that has been worked out for centuries by the wisdom and culture of the peoples of Bashkortostan in the field of physical culture. This is the ability to organize Bashkir folk games for the purpose of developing motor activity, physical qualities (endurance, skill, speed, spatial orientation); acquaintance with the Bashkir proverbs and health messages, the formation of ideas about the kinds of sports that are prevalent in Bashkortostan; use of fiction about heroes and heroes with strong health, about modern sportsmen who have made Bashkortostan famous, with the purpose of developing interest in physical culture and sports [11].

3 Conclusion

It should be noted that the development of scientific and methodological support is one of the main conditions for the effective implementation, which helps educational organizations to develop the variable part of the basic educational program in accordance with the requirements as providing the rights for physical, intellectual, social and artistic development, taking into account regional specifics. For the organization and implementation of educational activities, in particular on the mechanisms for recording regional, national and ethnocultural characteristics.

Therefore, the implementing of the regional, national and ethnocultural characteristics to the educational process students open up new possibilities for optimizing the learning process, modernizing technologies of acquiring new knowledge and the development of pedagogical creativity, achieving peaks in their future professional activities. Study the problems of the educational process alongside the ethnocultural characteristics indicate that the psychological management should be a permanent component of student's professional training. Thus, to achieve the goal of forming professional competence it is necessary to create conditions and ensure the full intellectual, social and moral development. The study of the nature and characteristics of competence, development and implementation on this basis of an appropriate system of vocational training are important for solving practical problems of education in Bashkortostan.

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