

## Culturological Aspects of Language Study

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Culturological aspects during the teaching are very important nowadays. Such aspects help students not only get the ability to start communicating in society, but also give an unforgettable chance to enter the foreign community and mentality. Unfortunately such aspects are presented differently in different studying books and not always presented well during the lessons. When we pay attention to the communication skills as an important part of studying a foreign language, we need to remember to help our students to adapt to the new language system and new culture. In this article we will talk about students who are learning a foreign language (regardless of which one is learned) in their own country, where they have no chance to check immediately the information described in books.

Well known words with direct equivalents in other languages help students in the beginning of their language process. However they do not provide details about their meaning and students start missing something which belongs to the culture whose language they are learning. Such words have to be described in special dialogs or in texts, which have to be originally presented in the books and must be described by the teacher. That is the first step to help students enter another culture and the mentality of the foreign society. The second one (which is always parallel) is gradually acquire knowledge of grammar and vocabulary.

At the same time words with direct equivalents in other languages help students feel more confident during lessons. But do all of these words mean exactly the same in both languages? In the semantic of such words in every language there are other nuances and it is absolutely necessary to show that to the students. First of all, when we are talking about semantics of words we mention conceptual meaning of the word and we can use the term: conceptual meaning components (the basics of the meaning). At the same time there are other semantic components in the meaning of the word, which are called *non conceptual meaning components* which are acquired in the mentality of the native speakers and realised in different word combinations and phraseological units. In accordance with the theory of Russian scientists E. Vereshchagin and V. Kostomarov such non conceptual meaning components create lexical field [2]. For example, the phraseological unit is a very important part of the culture, which helps to understand the linguistic and national way of the thinking. It can be used at the beginning of the process of learning a language, but in a limited way, depending on who is learning the language and for what purpose. Among the methods, well described in the works of the above mentioned authors, in accordance to which we can find out these non conceptual meaning components the following are mentioned: 1) native speakers; 2) dictionaries; 3) analysis; 4) the detailed information hidden in the text. Theachers use mostly the second and fourth methods, but do they pay enough attention to them during the lessons? The lack of time does not allow teachers to do it often. At the same time we do not have to forget the main task of a teacher (among others) – to explain as much as possible the hidden meaning of any word, sentence, idioms which is absolutely not clear to foreigners.

The well known English word **breakfast** has the equivalents in almost all languages, for example, **Frühstück** (German), **colazione** (Italian). In Ukrainian it is **сніданок** (snidanok). Let's see the explanations of the meaning at different dictionaries of different languages. The Oxford English Dictionary gives such explanation of the word **breakfast**: 1. *That with which a person breaks his fast in the morning; the first meal of the day.* 2. *Occas. in wider sense: That which puts an end to a fast meal.* 3. *Comb. And attrib., as breakfast-bell, -board, -china. – cloth. – cup. – food, - hour, - nook, - parlour, - party, - room, - service, - stall, - table, - things, - time, - tray; breakfast-set, the crockery in use at breakfast; breakfast television, TV or., U.S. television broadcasting in the morning, esp. at or around breakfast time; breakfast-time television, TV orig. U.S. breakfast television above [7,515].* Here we see a lot of examples of word's combination apart from the conceptual meaning of the word. The Duden Das Bedeutungswörterbuch uses the following about definition of the word **Frühstück**: a) *am (frühen) Vormittag eingenommene erste Mahlzeit am Tag: ein reichliches Frühstück. Syn.: Kaffee.* b) *kleinere Mahlzeit, die jem.zum Essen am (frühen) Vormittag vorsieht. mitnimmt:sein Frühstück auspacken, vergessen haben [5, 386].* The Grande dizionario della lingua Italiana says the following: *Collazione. Leggero pasto che si fa al mattino appena alzati, per lo piu a base di latte, caffee e pane. – Anche: i cibi stessi che vengono consumati durante la colazione [6, 274].* Ukrainian academically

dictionary gives the explanation so: 1. Їжа, прич. для споживання вранці. - Хазяїн збудив Шевченка о шостій годині. На столі вже чекав ситий і смачний сніданок (Зінаїда Тулуб..., 1964, 90) (*The meal to eat in the morning. – The owner woke up Shevchenko at 6 o'clock. The full and delicious breakfast was waiting for him on the table*). We notice that in all dictionaries the conceptual meaning of the word which is quite common for all these languages presented. At the same time we find additional information of semantic field knowledge, and that gives readers the chance to get a bit more information about the meaning. Also it gives us a chance to see specific and national features of the concept. At the article we will not make a detailed analysis of the differences between breakfasts in the mentioned above languages mentioned above, but the important point from our point of view is to add more information to conceptual meaning of the word during the lessons. It is necessary to provide details right at the start (using the method of graduality) to help a student take the first step into another culture, to another mentality and at the same time feel more confident. For example, the following sentence, presented in one of the Ukrainian book sounds absolutely natural: «Це затишна їдальня. Уранці ми поснідали тут. Ахмед їв рибу, пив чай. Я взяв курку й сир. Наша подруга Марія їла салат, пила каву» (This is a very comfortable refectory. In the morning we had a breakfast. Akhmed ate fish, had tea. I had chicken and cheese. Our friend Maria ate salad, had coffee) [3, 82], but there can be confusions for foreigners or misunderstanding, especially for those who have never eaten chicken during the breakfast, for example. The different exercises (for instance, a menu from different local restaurants can be used as well) can help students express the idea of what people from the country whose language they are learning usually eat at breakfast and what they eat at their home country. The additionally used materials show people the "reality" of the linguistic world image and a national way of thinking. The teacher's aim in such situation is to follow carefully the speech of students and help them avoid misunderstanding. The personal tastes and choices of a meal do not play a big role in this situation, as the aim is to show how it works in the national society.

As "language - and in particular, vocabulary - is the best evidence of the reality of 'culture', in the sense of a historically transmitted system of 'conceptions' and 'attitudes'" [4, 61], during the lessons could be used the method of scenery of words explanation could be used during the lessons, analysed and described by Polish scientist Anna Wierzbicka [1]. Key-words and culture-specific words are described in the works of Polish scientist which "reflect a society's past experience of doing, and thinking about things in certain ways; and they help to perpetuate these ways [4,58]. But teachers can easily use the method to describe words which have equivalents in their own language in order to look into the semantic of the words a bit deeper. Such method is seldom presented in the books for language learning, but they are worth looking into. For example, the word *snidanok* (Ukrainian) can be described in the following formula (in additional to the conceptual meaning):

*Ukrainians eat breakfast after waking up (or later).*

*It is because historically people have eaten in the morning, then they had to work hard on the fields and they did not know when they will have a chance to eat the next time.*

*Today many people think that to have breakfast is healthy.*

*The breakfast can to be cooked by people at home in the morning before they go to school, work ect.*

*People can have a breakfast at home or at a café, restaurant before they go to work or to school.*

*Different products can be used in a breakfast: cheese, yogurt, porridge (buckwheat porridge, semolina porridge, cereal, muesli), rice, potatoes, eggs (boiled eggs, omelettes, scrambled egg, fried egg), sandwiches, bread and butter and dishes which are cooked with these products. Different traditions can be involved: national (national dishes) and depending on the taste and knowledge and acceptance of another country tradition.*

*During the breakfast people usually drink tea, coffee, kefir, milk, juices etc.*

*Sweet dishes are also solved..*

*At the same time there are people who do not have breakfast (individual attitude).*

*Note. The list of products provided is only approximate and may be longer.*

This formula can be used in the mother language of students and then different texts, dialogs, folk material, phraseology show how it is put into practice in the language.

Another model of explanation can also be used, which helps students see the linguistic world image of the people whose language they are learning right from the start. The Ukrainian scientist Svitlana Yermolenko in her book "Мовно-естетичні знаки української культури" (Linguistic and esthetic signs of Ukrainian culture) says, that "Unit of measure of the linguistic world image could be lexical paradigms, which are build in principle of organized thematic groups of lexis; lexical-synonymic rows; semantic fields, which unite lexical, phraseological linguistic unite all around the basic element-conceptual word; lexical-associated fields, which are build in the concrete texts depending on the

author's world perception of the key words (basic elements) words-concepts meaning and their associates" [..... , 340]. In accordance with that it is worth presenting the basic lexical-semantic field to the students so they can create right at the start the image of the particular culture. Coming back to the Ukrainian word *snidanok*, this can be presented in two ways. The first one shows grammar information with examples (Image 1).

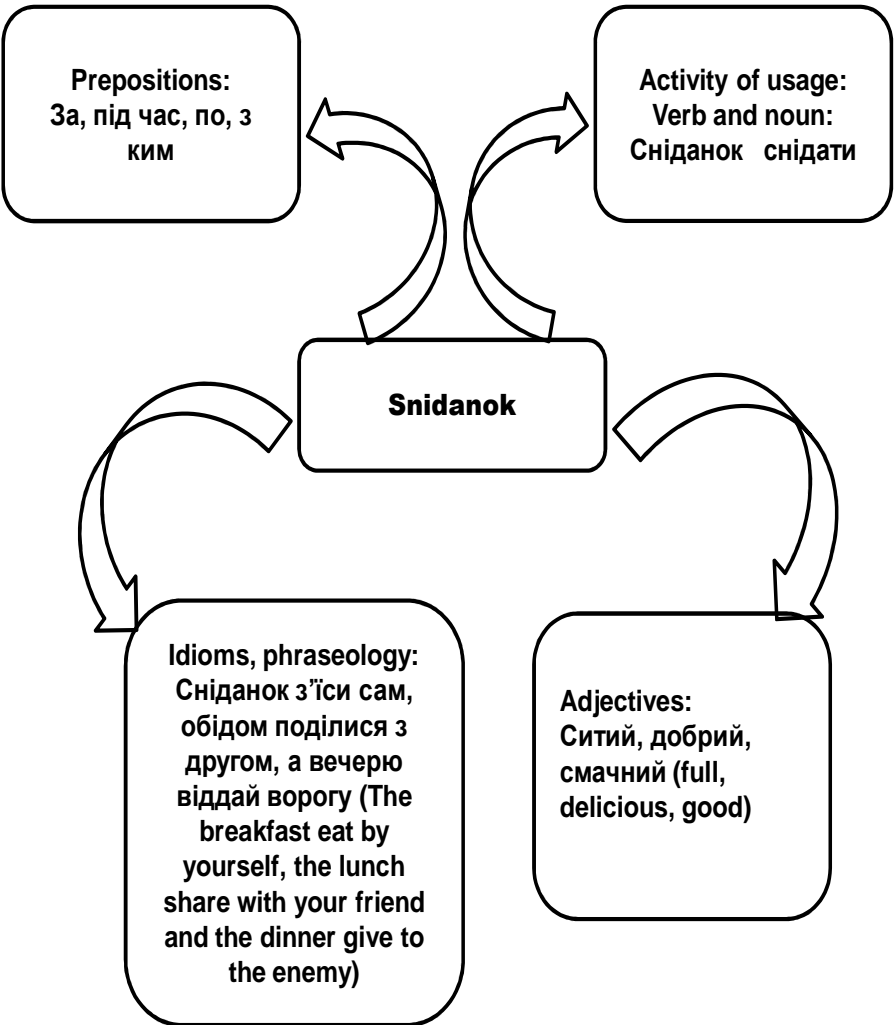
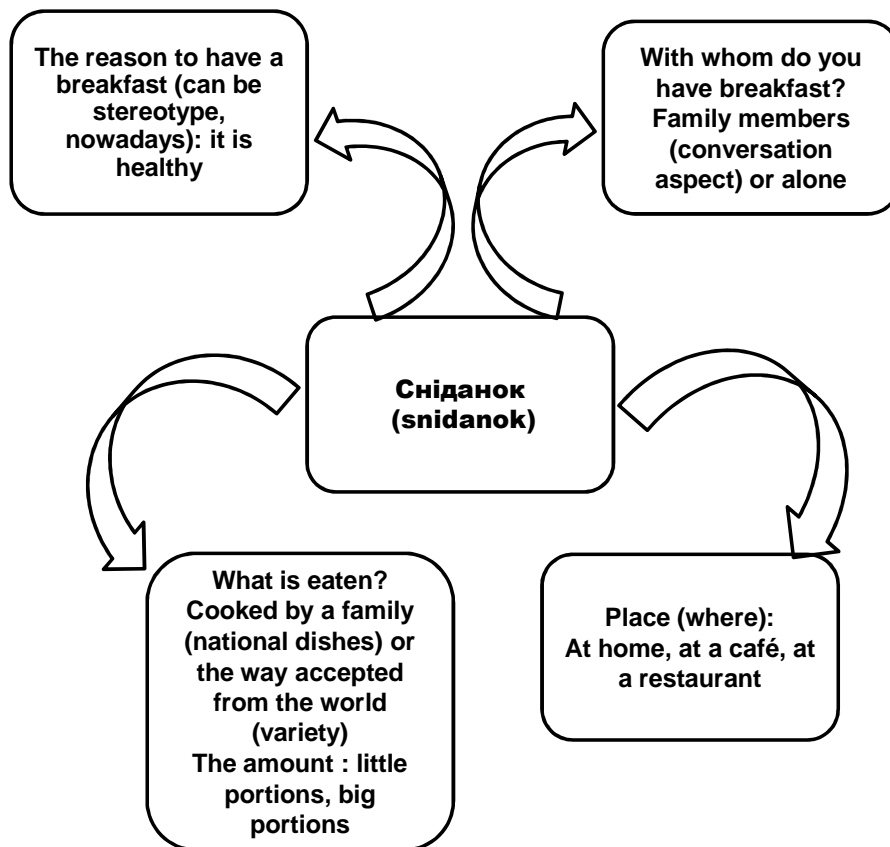


Fig.1

The second presents realization of the cultural aspect



Such aspects are important nowadays, because more and more people learn different languages, and, as we know, such process can last for years. How good someone can speak a language depends on lexis and its deep understanding of it. It is important to help students right at the start avoid misunderstandings, to enter the society of the culture, to passively become acquainted with the language of the society, which is studied. Through this they will get more and more information about national features of concept perception. Step by step, Schritt für Schritt, passo per passo, поступово, but qualitative.

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