

COGNITIVE AND PROCEDURAL ASPECTS OF FOREIGN LANGUAGE COURSEBOOK MODELLING IN TERMS OF CULTUROLOGICAL APPROACH

КОГНІТИВНІ ТА ПРОЦЕСУАЛЬНІ АСПЕКТИ КОНСТРУЮВАННЯ ПІДРУЧНИКА З ІНОЗЕМНОЇ МОВИ З ТОЧКИ ЗОРУ КУЛЬТУРОЛОГІЧНОГО ПІДХОДУ

The article deals with the problem of modelling the contents of the coursebook on the principles of culturological approach. In particular, the cognitive and procedural aspects of the contents of the professional foreign language coursebook have been highlighted. The textual and non-textual components of the coursebook contents have been analyzed. Possible ways of representation of cultural objects and phenomena in the coursebook contents have been offered. The necessity of covering all structural components of the contents of professional foreign language teaching and learning in higher educational institutions during the selection of coursebook materials has been grounded.

Key words: *textbook, culturological approach, textbook content, content and procedural aspect.*

Статтю присвячено проблемі конструювання змісту підручника на засадах культурологічного підходу, зокрема висвітлюється предметний і процесуальний аспекти змісту підручника для навчання професійного іноземного спілкування. Проаналізовано текстовий і позатекстовий компоненти змісту підручника. Запропоновано можливі шляхи репрезентації культурологічних предметів і явищ у змісті підручника. Обґрунтовано

необхідність охоплення всіх структурних компонентів змісту навчання професійного іноземного спілкування у вищих немовних навчальних закладах під час добору матеріалів підручника.

Ключові слова: *підручник, культурологічний підхід, зміст підручника, змістовий і процесуальний аспект.*

Стаття посвячена проблеме конструирования содержания учебника на основе культурологического подхода, в частности освещаются предметный и процессуальный аспекты содержания учебника для обучения профессиональному иноязычному общению. Проанализированы текстовый и внетекстовый компоненты содержания учебника. Предложены возможные способы репрезентации культурологических предметов и явлений в содержании учебника. Обоснована необходимость охвата всех структурных компонентов содержания обучения профессиональному иноязычному общению в высших неязыковых учебных заведениях во время отбора материалов учебника.

Ключевые слова: *учебник, культурологический подход, содержание учебника, содержательный и процессуальный аспект.*

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Research problem formulation. Noone will deny that language and culture are not only inseparable but also have a strong influence on each other. The process of foreign language learning and teaching cannot be limited only to its sign system. Every language bears the information about country's culture, history, traditions, mentality etc. Culturological approach can allow forming students' cultural awareness skills, acquiring culturological knowledge and developing culturological competence.

It is a matter of common fact that the textbook is a model of the learning and teaching system. If its contents is properly developed and selected, it helps to achieve the stated goals. We share the idea of I. Lerner that a coursebook is designed to serve as a generalized scenario of the communication process and to disclose all of its main contours [1, p. 10].

Analysis of the latest research and publications. The problem of coursebook contents modeling has been in the focus of attention of many foreign and domestic scientists and authors. We can't but mention the names of V. Bepalko, N. Basai, I. Bim, N. Burynska, D. Zuiev, Ya. Kodliuk, V. Krayevski, I. Lerner, F. Jerar, V. Plakhotnyk, V. Redko, O. Topuzov who

have contributed much to the development of coursebook theory. Their research is based on various conceptual approaches. Some of them (V. Bepalko, D. Zuiev, V. Krayevski etc.) have focused on the fundamental principles of the coursebook theory, while others (N. Basai, Ya. Kodliuk, V. Plakhotnyk, V. Redko etc.) have investigated the peculiarities of textbooks on specific subjects.

Identification of previously unsettled parts of the general problem. Practice and experience prove that culturological phenomena are mainly represented in course books with countrystudy information. As a rule, they lack information on the culture of verbal and non-verbal oral and written communication, cultural patterns and mentality, cultural background knowledge etc.

The implementation of the culturological approach to the creation of a professionally oriented coursebook on a foreign language involves two aspects: cognitive and procedural. The first one means the inclusion of culturological information in its substantive contents. The second one ensures the gradual formation of future specialists' readiness intercultural communication.

The aim of the study is to determine and analyse components of the cognitive and procedural aspects of foreign language contents modeling in terms of culturological approach.

Main body. As the coursebook is a bearer of culturological information, its contents must be permeated with carefully selected thematic material, which will enable students to plunge into the atmosphere of a foreign country and reproduce the scenes of another cultural reality. The culturological background of foreign language communication should be simulated in the coursebook. The cognitive aspect of the coursebook material should be broad enough and be based on the topics of language culture, behavior and business, which are necessary for a future specialist. This cognitive aspect should stimulate students' lingual activity. According to P. Kaikkonen, the involvement of those studying in the multifaceted cultural picture of the world should be through the expansion of the boundaries of social knowledge, the comparison of cultures, which will deepen their understanding of culture of their native language [2, p. 59].

The first and the most important component of the cognitive aspect is the text. Texts are considered to be the main source of culturological knowledge acquisition. Culturological knowledge is represented in a variety of ways. Consequently, the texts used in the contents of the coursebook, have their own peculiarity, which should be taken into account by the author. It is desirable to create a set of such texts based on communicative needs.

We stick to the opinion of such scientists as M. Arian, M. Borisenko, N. Selivanova, and G. Chernova that texts can be differentiated into authentic, adapted or specially selected texts, a dictionary of realities and comments among the materials that contain the culturological component and can be used as a basis for learning the culture of a foreign language.

According to the idea of Ye. Nosonovych and R. Milrud, materials taken from the original sources can be too complicated in the linguistic aspect and do not always correspond to the specific tasks and conditions of learning [3, p. 6–12]. We consider it necessary to prepare authentic texts without breaking their authenticity. Foreign didactic literature uses various terms to refer to such texts, e.g. semi-authentic texts, edited authentic texts, near authentic texts, authentic looking texts, learning authentic texts [3, p. 14]. Ye. Nosonovych and R. Milrud state that a learning authentic text is an authentic discourse (the text taken in the aspect of events), which is characterized by the naturalness of lexical content and grammatical forms, the situational adequacy of linguistic means, which illustrate the examples of authentic word-formation [4, p. 11–18].

Functional texts serve as an important attribute of the lingual environment and the form of involving students in a different culture. They are not purely educational, but are created exclusively for the use of native

speakers. They include authentic printed material such as posters, announcements, application forms, questionnaires, signs, labels, travel tickets, menus, bills, advertising brochures and leaflets, train and flight schedules, city plans, travel guides, banknotes and checks, business cards, invitations to exhibitions, fairs, presentations, catalogs with technical specifications, samples of business letters, etc. Such materials not only have important informational meaning, but also are reliable sources that stimulate genuine intercultural communication, in which students perform certain roles, experience events, and solve problems. Pragmatic materials increase the motivation of students, form, satisfy their cognitive interests, and thus introduce them into another lingual culture. The effectiveness of such materials is explained by their authenticity. According to K. Krichevskaya, the role of pragmatic materials is more important than the authentic texts of coursebooks, although they do not contain so much cultural material [5, p. 13].

In our opinion, audio and video materials (such as audio announcements at airports and stations, radio and television programs, etc.) can also be treated as pragmatic materials. The presence of environmental clues in audio and video materials (such as phone ringtones, external noise of transport, conversations of people) is of particular significance. They help to not only understand the situation better, but also develop the skills of comprehending a foreign language in the background of various obstacles, as it happens in real circumstances.

It is necessary to note that some foreign language coursebooks for higher educational institutions contain authentic cultural texts. However, the problem of their use in practice is that students can interpret their content differently from native speakers, because they perceive them at the angle of their own experience and their own culture. In this regard, procedural aspect plays an important role. Methodologically expedient organization of pre-reading and post-reading tasks can help students to overcome possible difficulties while reading and understand the content of cultural information correctly and adequately.

While working with texts that contain culturological information, relevant forms of reading comprehension control are of great importance. We believe that they can be both traditional (question and answer, retelling, "True or False" exercises) and non-traditional ones (first of all, we are talking about different types of tests).

Another valuable component of a cognitive aspect is nationally marked lingual images, which are understood as units of language with a cultural component. Here belong non-equivalent and background vocabulary, phraseologisms, onomastic realities such as anthroponyms and toponyms. Students must not only recognize them in speech but also adequately respond to the connotative, emotional meaning of the

words that have emerged in a particular culture. That is why the ways of presentation of culturologically-marked material in the professional foreign language coursebook is becoming actual. This is explained primarily by the fact that the perception of cultural information is associated with many difficulties. A representative of another culture meets the undertones of realities, which are often subjective and depend on the level of personal development and erudition. We can suppose that the perception of cultural information goes through two stages: direct perception and semantic. Student's imagination plays a decisive role at the first stage. It is the stage when student's national cultural life experience is far from the true images created by another culture. The second stage is one of the types of intercultural communication, when cultural information is perceived precisely as a phenomenon of culture, which belongs to a certain linguistic and cultural sphere. Therefore, special attention is drawn not only to the text material, but also to such sources of cultural information as concise references, comments, notes. Having analysed foreign language coursebooks we can point out that authors most often turn to comments. The main linguodidactic task of commenting is that it adds knowledge, understanding and inspires new thoughts.

In our study, we rely on the classification by S. Nikolaeva, who classifies comments into unitary, systemic and complex [6, p. 44–45]. A single comment is used to systematize individual lexical units in their main meaning (e.g., *a confirming house* is a UK firm that represents the interests of a foreign buyer and confirms the placement of orders in his country, makes payments for it, transports goods at his expense and pays for this kind of service reward). Systemic comment reveals the meaning of words, united by one generic notion. The decisive feature of this technique is the presence of a general and allocation of a special characteristic of a semantic word. So, the English abbreviation *c.i.f.* can be given together with *f.o.b.*, generic notions for them will be "delivery terms". In the process of learning, the teacher must complement the characteristics of each species concept, pointing to their features. Comprehensive comment is used to semantic thematic vocabulary. So, when discussing the topic "At the exhibition" it is desirable to specify the names of exhibitions and places where they are held. However, using a linguocultural comment in the educational process, the teacher should not underestimate his role, since the comment only helps students to perceive the given information but doesn't explain it to the full extent.

In our opinion one of the most interesting and efficient methods to explain such lexical units as non-equivalent and background vocabulary is a spider-gram. It motivates brainstorming and critical thinking. Students understand the key concept alongside with its semantic environment.

The presentation and semantization of culturological material in the process of professional foreign language learning and teaching can be carried out in different ways according to a specific lexical unit, namely:

1. Semantization of vocabulary, which reveals background information, should be carried out by explaining the features of forms functioning, objects and their purpose. The most effective techniques are the certification (thematic record of words with comments) and comparison, description of similar phenomena and realities of culture of foreign and native languages.

2. The selection and semantization of non-equivalent vocabulary involves descriptive comment by means of interpretation or certification.

3. Connotical vocabulary involves neither translation nor visual semantics. The main method can be cultural narrative comment, interpretation, and certification of keywords according to various topics.

4. Teaching non-verbal behavior or socio-communication and mastering communicative behavior patterns involves explanation, practising in communicative tasks and role-playing games.

5. Teaching phraseologisms involves the interpretation, choosing equivalents, which function in the native language.

Teaching culturological aspects of foreign language communication is also carried out through the exercises. First of all, it is necessary to analyze the types of exercises and tasks for teaching a foreign language as well as determine which of them can be used in foreign language coursebooks in terms of the culturological approach. Pedagogy divides tasks into such groups as exercises for the reproduction of the learned, the application of knowledge according to the pattern and the creative use of acquired knowledge. However, this is not the only classification. We believe that culturological material, which is subject to acquiring, can be presented in the coursebook with the traditional exercises of receptive and reproductive nature, as well as creative, problem tasks. Here are some examples of exercises:

1. *Read two dialogues and discuss with your partner who uses culturally correct patterns of business communication.*

2. *Finish the dialogue using formal patterns of business communication from the right column.*

3. *Respond to a telephone caller using formal and informal language.*

The number of noncommunicative exercises and tasks is minimized. They are used, for example, to recognize culturological categories.

In our opinion, role-playing games, case studies, problem-solving situations and tasks are effective in the process of mastering culturological information and forming culturological competence of students, since they require intensive thinking, allow commu-

nication, simulating reality, mobilizing attention, and encouraging independent conclusions. Intercultural communication has a dialogue character; therefore, we consider it expedient to use exercises and tasks, which are designed for pair and group work.

We cannot underestimate the importance of illustrations in the coursebooks. They help to realize the didactic principle of visualization. In terms of cultural approach, it serves as a valuable source of culturological information showing famous sights, prominent people, and samples of semiotic culture: various labels, signboards; patterns of non-verbal behavior using drawings, cartoons; the fine art of a particular cultural community.

Conclusions. Thus, it is necessary to take into account didactic, linguistic, methodological, social and psychological criteria in the selection of the content of a foreign language coursebook. It covers all the structural components of the content of teaching professional foreign language communication in higher educational institutions:

1. Spheres of communication, topics and situations that include culturological material.

2. Scientifically substantiated selection of a minimum of material containing culturological categories.

3. Culturological knowledge, speech skills and abilities.

In our opinion, the implementation of a culturological approach in the contents of the foreign language coursebook for the students of higher educational institutions primarily involves:

– equipping students with a positive attitude toward a foreign country and its culture;

– high level of informational value, first of all as far as lexical units are concerned;

– developing conditions for authentic communication at the intercultural level;

– selection of cultural contents of the coursebook illustrating the language phenomena functioning in the background of a broad social context;

– comparison of cultures based on the native language and culture;

– assessment and analysis of phenomena, which will allow the future specialist to participate in various situations of intercultural communication;

– taking into account the professional needs of the learner;

– taking into account the experience of students, which they possess at a certain stage of assimilating a new lingual culture.

These components can be further investigated in the plane of coursebook modelling.

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