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IMPORTANCE OF USING PRECEDENTIAL TEXTS TO FORM THE LINGUOCULTURAL COMPETENCE OF ESL STUDENTS

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ABSTRACT

The article dedicates to the using precedential texts to form linguocultural competence of ESL students. Also this article describes the authors' work experience with the use of precedent text in English language in teaching practice for future foreign languages teachers. The article actuality is stipulated by the need to form the linguocultural competence in students studying foreign language, which conforms to modern linguodidactics. Incorporating the precedent literary texts into the educational process is one of the most efficient ways to form the linguoculturological competence and promotes the development of oral and written language skills in foreign language. The conducted research resulted in evidence that the efficiency of work with the precedent text depends on organizing the teaching lesson on all phases of work. It is important to select the text, develop the system of tasks and exercises forming the communication skills in oral and written forms to solve the objectives of interpersonal and intercultural interaction on foreign languages. The developed and presented in the given article types of exercises are multipurpose ones and may be used in work with any other precedent text. Moreover, some features of linguoculturology and explanation of linguocultural competence are given in this article.

Keywords: precedential text, linguoculturology, linguocultural competence, teaching, ESL students.

INTRODUCTION

Language is closely connected with culture: it grows into it, develops in it and expresses it. On the basis of this idea, a new science emerged - linguistic cultural studies, which in the 90s of the 20th century took shape as an independent area of linguistics. Linguoculturology is a branch of linguistics that emerged at the junction of linguistics and cultural studies, exploring the manifestations of the culture of a people, which are reflected and entrenched in the language. The focus of linguoculturology is a

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person considered as a carrier of language and culture, his background knowledge, national-specific, behavioral norms, making him a representative of the culture. Problems related to the functioning and study of the language in a multilingual society are considered against the background of the overall picture of the language situation. the components of which are the status of the language, language policy, language competences, value orientations of native speakers that make up the language portrait of society. Linguoculturology explores the linguistic picture of the world, gives a systematic description of the facts of language and culture in their interaction and interrelation. The main task of linguiculturology is to study and to describe language and culture in their interaction. According to V. Telia goal of this field of linguistics is to study and to describe interrelation of language and culture, language and ethnos, language and national mentality [1].

MATERIALS AND METHODS

The following general scientific methods were used: analysis, observation, comparison and etc.

RESULTS AND DISCUSSION

The term “precedent” before was used only in law to refer to recurring events. In linguistics this term was introduced by Karaulov in 1986. According to Karaulov precedent texts are those which are meaningful for this or that person in cognitive and emotional attitudes having extrapersonal character that is well-known to the surrounding of that person, including its’ ancestors and contemporaries and at last those appeal to which is repeated more than once in that language person discourse. He defined it as a special text 1) which is meaningful for an individual because of its informative and emotive values; 2) which is well-known to a wide milieu surrounding the individual, including his predecessors and contemporaries; and 3) allusion to which is constant in the spoken discourse of the individual [2]. Another scientist Zemskaya defines precedent texts particularly in advertising discourse is following: “precedent texts are those included in the text both in an invariable form, for example – citation, and in the transformed, changed –quasi-citation as they are well-known to a wide range of persons and frequent in different texts”. Sometimes speakers do not know where exactly the expression comes from, but they have a feeling that it has a source. These expressions may be represented by proper nouns or set phrases. They may refer to different historical

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events or political figures or well-known books and films. In Russian linguistics these specific language units are called (PP) precedent phenomena. PP comprise a significant part of the cognitive database of the nation. This database reflects knowledge which is valuable and relevant to all language speakers, as it determines their linguistic worldview. Krasnykh et al. give the first classification of PP. They differentiate verbal and non-verbal PP. Among the verbal varieties, they distinguish precedent texts, precedent situations, precedent names and precedent sayings. They also emphasize that behind each precedent phenomenon there is a certain invariant of understanding – a simplified signifier known to all native speakers. This fact, in their view, helps distinguish PP from proper nouns. The following dialogue illustrates this assumption.

A: Он часто ездил в Москву.

B: Ах, да! Москва… как много в этом звуке…

A: He often went to Moscow.

B: Oh! Moscow… how much within that sound there lies…

In the first line of this dialogue the word “Moscow” is a proper noun which stands for a place name: the capital of Russia, while in the second line this very word is a part of the PP which is traced to Pushkin’s Eugene Onegin. In this sentence ‘Moscow’ is not just a place name but, more or less, a sacred word, state’s heart, dear to every Russian. In this sentence one therefore does not talk only about a city on the Moskva River, but about a place with a special aura. It is a place where Russian history has been made and for which Russians have long fought. Precedential phrases are “to be or not to be” taken from Shakespeare’s Hamlet. Poland’s Choice (The Financial Times; Jun 22, 2010; Editorial).

The source precedent phrase and at the same time the title of the source precedent text is Sophie’s Choice, the 1982 American romantic drama film directed by A.J. Pakula and the 1979 a novel by W. Styron. The plot tells a tragic story of a Polish immigrant, S. Zawistowski. When she became a prisoner in the Auschwitz concentration camp, Sophie was forced to choose which one of her two children would be gassed and which would proceed to the labor camp. To avoid having both children killed, she chose Jan, her son, to be sent to the children’s camp, and her daughter Eva to be sent to her death in crematorium. The author draws a parallel between the novel’s/movie’s circumstances and the ones that Poland found itself in.

Interpolation of allusions related to a source into a paratext.

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• *E.g.: Arnold Schwarzenegger:* I'll be Back on the Big Screen (The Guardian; Jan 17, 2011; B. Guild). I'll be back is a catchphrase associated with A. Schwarzenegger, who first used it in 1984 science fiction thriller film The Terminator. The media text tells about the plans of the ex-governor of California to continue his acting career [3].

• Something is rotten in the state of Hesse.

This is the reference to the German state where the headquarters of the bank are located. The transform is based on the famous phrase Something is Vol. 3, No. 3 Mironova: Transformed Precedent Phrases in the Headlines... 198 rotten in the state of Denmark (Hamlet; Act 1, Scene 4), spoken by Marcellus about the fact that the country was festering with moral and political corruption. The text also ends with the transformed quote from Hamlet, thus creating a circular structure of the intertextual elements. The author finishes the articles with the following words:

• Alas, poor Josef, they knew his ratio.

The author refers to the bank's chief executive J. Ackermann and wistfully points out the faultiness of the decisions he took. The source precedent phrase – Alas, poor Yorick! I knew him, Horatio (Hamlet; Act 5, Scene 1) – was said by the grieving Prince as he looked at the skull of Yorick, a court jester he had known as a child. The examples above show that the parallel between the bank's financial turmoil and the classic tragedy is evident throughout the whole text [4].

SUMMARY

The precedent term or proper names which are famous in particular language or culture helps teachrs to form linguo-cultural competence of ESl students. Let's to talk about linguo-culturalogical competence [5]. The concept of linguo-culturological competence can be defined as the ability and willingness to adequate understanding and interaction with the representatives of other linguocultural societies based on the acquisition of knowledge about the world, reflected in terms of language and it forms the foundation of cognitive communication. Linguoculturological competence is one of the basic components of communicative competence, the formation of which is the main goal of teaching foreign languages at the present stage. The content of the linguo-culturological competence includes cognitive and communicative components. A set of these components ensures major activities of this model which is aimed at achieving a final goal resulting in information of the level of competence which will enable students

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to interact in the multicultural society [6]. The precedential texts, term, phrases have several functions.

CONCLUSION

In conclusion it is obvious that proper using precedential phrases or texts are very useful for forming linguo-cultural competence of ESL students. Because precedential part of particular language, nation, culture , tradions and etc. But we should know origin, meaning and usage of these precedential texts in order to be able to explain them to your students.

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