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LINGO-CULTURAL APPROACH TO THE PROCESS OF STUDYING A FOREIGN LANGUAGE BY STUDENTS-FOREIGNERS

Professional development of specialists, in particular foreign students in the age of globalization, requires attention from the point of view of cultural adaptation in the context of the language studied. In the process of learning a foreign language, the acquaintance with the culture of that language country plays an important role (S. G. Ter-Minasova, V. A. Maslova, L. P. Ivanova, etc.). Linguocultural studies investigate the embodiment of cultural constants in linguistic units (symbols, phraseological units etc.).

Let us dwell on the symbol, which is one of the ways of storing, transforming and transmitting cultural information, a unit of memory of the people [1, p. 25]. In the texts (prose and poetry) of Russian culture offered to foreign students studying the Russian language, the frequency of symbols of the elements such as “Fire”, “Earth”, “Water”, “Air” is quite high. The traditional and authors’ values of the universal symbol “Fire” are analysed because its symbolic meaning is represented in different cultures.

Traditional symbolic value of the element Fire can be found in mythological dictionaries, dictionaries and encyclopedias of symbols (Kerlot H.Je., Tresidder J., V. Baujer etc.) they are as follows: alive, mobile element, the symbol of God’s energy, the divine entity, the substitute of God on Earth, is characterized by the properties of ambivalence, a symbol of creation and destruction, life and death, a symbol of fertility, a symbol of passion, strong feelings and desires, a symbol of transformation, revival, interaction of elements, a symbol of purification and healing, light, a symbol of creativity and inspiration.

So students are offered to compare the symbolism of the element Fire in their native culture, in the culture of the mediator language (in our case English), in the foreign language studied.

From linguistic point of view, neologisms are the most interesting phenomenon that are created by the authors which promote to create and express new symbolic meaning.

Thus, the discovery of the symbolism of elements in the texts, analysis and comparison with the constants of native culture in the process of learning a foreign language promotes an integrative acquaintance with the language as a carrier of the mentality of the people, of its cultural heritage.

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