Formation of concepts in language teaching: from traditional to digital methods

Vylegzhanina I.A.

The english language and translation dept.
The Institute of international relations, IMS
Yekaterinburg, Russia
vylegzhanina.ia@gmail.com

Abstract — **The article presents the direction of linguodidactics, which is devoted to concepts formation. The purposeful work on the formation of the concept among students is substantiated. The stages of the methodology formation and development of concepts of students are described. The characteristic of the digital education system is given. The author's original method of forming concepts in the lessons of Russian (native) language is presented, the aforementioned system is based on the theory of language personality. The principles of concept formation are formulated. The stages of concept formation are described: verbal-semantic, thesaurus, and motivational-pragmatic. Three types of exercises are proposed: linguistic, information-interpretive, communicative-pragmatic. In the conditions of education digitalization, the methodology is supplemented with digital teaching methods at each stage of concept formation. The conclusion is made about the necessity to integrate traditional and digital methods of concept formation.**

Keywords — linguodidactics, concept, a methodology of concept formation, digital education, digital teaching methods.

I. INTRODUCTION

The actual problem of modern education is the problem of personal development, improvement of its cognitive and creative abilities, familiarization with the system of social values, the formation of patriotism feelings, national self-identity during the process of teaching the native (Russian) language.

This problem has recently been the object of close attention in psychology, cognitive science, and pedagogy. A number of studies have documented contradictions between the requirements of the Federal State Educational Standard of General Education, which aims at developing and improving the ability for verbal interaction and social adaptation, and the possibilities of organizing such training, which would guarantee active socialization of the individual by means of the native (Russian) language.

The principle of anthropocentrism is one of the fundamental principles operating in the cognitive learning of the world by a human. It involves the recognition of the leading role of a human in language use and organization. The language itself is anthropocentric: it presents a picture of the world as it seems to a human, in what form it exists for human [5: p. 39]

Anthropocentricity has not fully realized in the course of the Russian language. The content of modern programs and modern textbooks in the Russian language is concentrated on the development of the child's personality, while the presentation of the material appears more frequently as determined only by the systemic nature of the language. At the same time, as noted by Stephen J.Cowley and Rasmus Gahrn-Andersen, the language permeates all spheres of life: the language "permeates talk, textural qua activity, which wordings play a part" [10, p. four]. Mastering the language should be considered in the context of mastering the culture of the nation, which should be organized in such a way that this process becomes personally significant. During teaching Russian, it is necessary to take into account the development of the student's personality within the framework of the reality conceptualization. However, in school practice, theoretical information about the Russian language is studied in isolation and is not used to form practical speech activity in the native language. This means that the problem of the knowledge correlation about language and practical knowledge of the language is still not solved. In addition, the course of the native language is cut off from the humanitarian cycle: there is no connection between the native language and a parallel foreign language, there is almost no connection with non-linguistic school subjects such as history, social studies, etc., and the teacher is forced to artificially establish inter-subject communication, while its correlation is obvious.

The problem of language learning and the development of thinking during the process of training and education is, above all, the problem of forming in the minds of students of the standard accepted in a given society as a model of concepts. In this case, language is used in its main function - communicative, to clarify the meanings of words and to form corresponding concepts in the minds of students through sentences. J. Deleuze notes that "a human thinks in concepts" [4]. The concept is a system of integrated meanings. It integrates knowledge in different subject areas into a system. This knowledge is refracted through the student's personal experience. In the opinion of I.Yu. Aleksashina and I.A. Sherstobitova, as a result of such union, "integrity is achieved, new properties of objects, phenomena and laws emerge, which was not one of the combined phenomena within a particular object" [2, p. 9]. Due to these properties, a synergistic effect appears. Thus, the concept acquires "the function of a content integrator, and a system of concepts becomes the basis for the formation of a student's general scientific picture of the world" [2, p. 9].

II. MATERIAL AND METHODS

Formation of concepts in the minds of students in the process of learning the native (Russian) language is a relatively new direction in linguodidactics. The basis of this direction is the theoretical position about the linguistic consciousness, the linguistic picture of the world, the linguistic personality, the concept.

According to N.L. Mishatin, the "pre-cognitive (pre-conceptual) stage of development of linguistic methods of the 1990s, prepared the ground for introducing the concept into the conceptual and terminological apparatus of the methods of the 21st century" [8].

The beginning of the 2000s is the period of the description of a new field of scientific and methodological knowledge, a description of cultural studies (L.I. Novikova, L.P. Sychugova), linguoconceptortocentric (NL Mishatina) and other approaches to modeling and concept formation. During this period, learning the native (Russian language) is considered on the basis of the trinity of "language - culture - personality" (L. A. Khodyakova), linguocultural competence acquires special significance.

In recent years, methodological linguistic conceptology has been actively developed, focused not only on the method of teaching Russian as a mother tongue (Levushkina ON), but also Russian as a foreign language (Aleksashina I.Yu., Sherstobitova IA,). There are studies on the integration of humanitarian and natural sciences for the formation of concepts in the minds of students (Sherstobitova IA, Shutan MI).

A key component of the infrastructure of the modern educational process and an important component of public policy is digitalization. In 2016, the federal project "Modern Digital Educational Environment in the Russian Federation" was launched as part of the implementation of the state program "Development of Education for 2013–2020". Within the framework of this project, it is supposed to "modernize the education and training system, bring educational programs into line with the needs of the digital economy, widely introduce digital tools of educational activities and integrate them integrally into the information environment, ensure that people can learn about individual curricula throughout their lives - at any time and in any place "[9, p. 121]. Children of different ages are adapting to the digital environment. Therefore, the digitalization of education depends on the level of possession of digital technologies of both the student and the teacher. How to learn the language and form linguocultural concepts in children of the "digital era" - this is an urgent task for the methodology of teaching Russian.

Digitalization of education leads to changes in the labor market, in educational standards, identification of needs in the formation of new competencies of the population and is focused on the reorganization of the educational process, rethinking the role of the teacher. On the one hand, digitalization undermines the methodological basis of the school inherited from the past, on the other hand, it generates the availability of information in its various forms, not only in textual, but also in sound, visual.

The digital education system, according to TV Nikulina, E.B. Starichenko, includes:

- information resources (educational portals, social networks, informational data files, hyper-collections),
- telecommunications (media, network environments, mobile environments);
- management systems (user authorization, testing, content, personal and collective space) [9].

Digital methods of education can not be ignored, including in teaching their native language.

Investigating the relationship of the native language and national culture, Yu. N. Karaulov defined the linguistic personality as "a multi-layered and multi-component set of linguistic abilities, skills, readiness to implement speech acts of varying degrees of complexity, acts that are classified, on the one hand, by types of speech activity (meaning speaking, listening, writing and reading), and on the other - by language levels, i.e. phonetics, grammar and vocabulary "[7: p. 29]. According to Yu. N. Karaulov, structurally, the linguistic personality consists of three levels:

1. Verbal-semantic, suggesting for a carrier a normal knowledge of natural language, and for a researcher - the traditional description of formal means of expressing certain meanings;

2. The cognitive, the units of which are concepts, ideas, concepts, developing for each language individuality in a more or less systematic picture of the world, reflecting its hierarchy of values; the cognitive level of the device of a language personality and its analysis involves the expansion of meaning and the transition to knowledge, and therefore covers the intellectual sphere of the person, giving the researcher a way out through language, through the processes of speaking and understanding - to knowledge, consciousness, human cognition processes;

3. Pragmatic, including goals, motives, interests, attitudes and intentionality; in the analysis of the linguistic personality, this level provides a logical and conditioned transition from assessments of its speech activity to understanding real activity in the world [7].

Thus, the linguistic personality combines psychological, social, ethical and many other components.

The formation of the most significant concepts for the linguistic personality is impossible without taking into account the levels of this linguistic personality. We believe that the three-level model of linguistic personality, proposed by Yu.N. Karaulov, is the most optimal and universal both for linguodidactics in general and for the formation of concepts in the linguistic consciousness of students - in particular.

In the structure of the concept, three components are distinguished: conceptual, figurative, and significant (Vorkachev S. G.) [4]:

- the significant component determines the place that the concept name occupies in the lexical and grammatical system of the language, which also includes the etymological and associative characteristics of this name, which implies clarification of the seminal structure of the word in the students' linguistic consciousness

- the conceptual component of the concept, reflecting its characteristic and definitional structure, which implies the improvement of the grammatical system based on semantic and asemantic grammatical categories;

- a figurative component that fixes cognitive metaphors that support the concept in linguistic consciousness, which implies an increase in the pool of metaphors and paremias in the linguistic consciousness of students.

On the basis of the theory of linguistic identity and the theory of the concept, we have developed and tested a method of forming concepts in the lessons of the native (Russian) language.

III. RESULT AND DISCUSSIONS

At the heart of the methodology for the formation of concepts in the process of language education are the principles of learning.

We believe that in order to form the "Language" concept in the minds of students in the process of linguistic education, the content of the work should be focused on the implementation of the following particular methodological principles:

- The principle of accounting for the content of the concept. The principle is based on the structuring of students' knowledge and perceptions within a particular concept.

In drawing up a model of concepts, we relied on the position of SG Vorkachev on the three-part structure of the concept. [4: c. 45-46].

- The principle of accounting components of the development of language personality.

This principle implies the unity of the formation of verbal-semantic, thesaurus and motivational-pragmatic components in the structure of the linguistic personality of students.

The work on the formation of the concept "Language" in the minds of students will be effective if:

- based on the understanding of the content of the concept, which includes significant, conceptual and figurative components; based on the method of forming the concept "Language",

- assumes a cyclic model of concept formation, each cycle of which includes three stages: verbal-semantic, thesaurus and motivational-pragmatic. These stages correlate with the levels of linguistic personality identified by Yu. N. Karaulov.

The resolution of specific tasks of a language teacher's work can be realized in accordance with three levels in the structure of a language personality that Yu. N. Karaulov distinguishes: verbal-semantic, cognitive and pragmatic, represented respectively by her lexicon, thesaurus and pragmatist.

- The principle of cultural conformity, which implies a constant appeal in the process of training and education to the culture and traditions of the people.

Culture simultaneously performs two main opposition functions. On the one hand, culture unites people according to certain characteristics, which traditionally act as a system of values, values and norms, transmitted from one generation to another. However, on the other hand, association with one at the same time means separation or distancing from others. Teaching Russian with the use of a linguocultural approach contributes to the expansion of the linguistic and socio-cultural space of students. The cultural material and the method of its presentation can both expand this student space and make it confined to their own country.

The principle of cultural conformity involves the selection of linguistic and cultural studies and, more broadly, cultural material that represents the concept of "Language" for educational purposes.

According to this principle, the following provisions should be the basis for the selection of educational material [11: p. 204]:

Determination of value sense and value significance of selected materials. Materials should contribute to the formation of students' real, undistorted ideas about cultural reality, the history of the people.

- determining the extent to which this linguistic and cultural material can serve as an incentive for students to learn about such concepts as "cultural heritage", "national culture", "national-cultural specifics of the language", "interethnic communication", "culture of interethnic communication", " cultural diversity "," dialogue of cultures ".

- the feasibility of using specific selected material in a particular group / class of students, taking into account their age and intellectual abilities.

- The principle of actualization of reliance on interdisciplinary knowledge and skills of students.

Currently, the need for interdisciplinary mastery of culture and language is not in doubt. Through various school subjects, elective courses, students receive a unique opportunity to enrich the knowledge of the culture and language of their people and peoples of the world..

So, with reference to linguistic education, the principle of actualization of reliance on interdisciplinary knowledge and skills means complexity in the teaching of subjects of the humanitarian cycle (Russian language, literature, history etc.). In the process of obtaining various information about the language of the students, various types of knowledge about the language are formed in the language picture of the world, which, in turn, are built into a certain conceptual model.

- The principle of accounting for value orientations.

This principle provides an emphasis on the content of the methodology on the desires, needs of students, acting for them as the most important personal values and goals of life. Value attitude to language involves the formation of students' value ideas and concepts about it, which, according to the provisions of cognitive linguistics, are in their totality forms of expressing the linguistic picture of the world.

- The principle of cultural reflection.

In order to carry out the process of cultural self-determination, awareness of oneself as a carrier, native culture and language, it is necessary to create didactic and methodological conditions so that each student can reflect on his own culture, language and himself as he studies linguocultural material. By this, he will determine his place in the national culture, comprehend common human values, as well as realize his role and function in gathering his native language and native culture.

The methodology for the formation of concepts in the Russian language lessons of the main school is represented by three interrelated stages, correlated with the levels of language personality [1].

At each stage, the formation of the corresponding components of the concept is carried out through a system of exercises consisting of three groups:

1) language exercises (goal: mastering the language system);

2) informational and interpretive exercises (goal: the development of students' cognitive strategies (highlighting certain signs, identifying linguoculturological facts, phenomena, interpreting identified linguoculturological facts, phenomena, commenting, etc.);

3) communicative and pragmatic exercises (goal: composing targeted speech statements of a different type, type, genre in accordance with the theme and purpose of the statement, as well as in accordance with the situation of communication).

Training texts for the exercises are texts of linguocultural content (in accordance with the principle of cultural conformity).

Based on the characteristics of digital education, we offer the following traditional and digital methods at each stage of concept formation.

Stage 1 - verbal-semantic. Type of exercise - language.

At the first stage, mainly traditional teaching methods are used:

1) Definition of the lexical meaning of a word:

- appeal to the dictionary, familiarity with the principles of the organization of the dictionary entry

- verbal description of the student denotata

- morphemic analysis

- construction of the lexical paradigm of the word;

- definition of the meaning of a word by context.

"The lexical meaning is the first abstraction that is accessible to the naive consciousness," notes E. S. Antonova [3: p. 271]. Therefore, it is expedient to form the abstraction skills, to associate abstract images of words with their denotations, using the method of determining lexical meaning.

2) Lexical analysis

- the definition of a thematic seme (writing out the words of one semantic series, the selection of synonyms / antonyms);

Performing lexical analysis by the algorithm.

3) Designing a method, the basis of which is the independent work of students in compiling phrases, sentences of given types, forms of words; drawing up proposals on a given topic, according to a certain scheme, etc.

This method can be implemented in the following techniques:

- location of lexemes by semantic digits;

- finding the third excess / continuation of the series;

- compilation of text with the chosen lexeme (morpheme, part of speech, etc.) to convey an understanding of its meaning;

- reading an excerpt from the text, with the replacement of the chosen lexeme / parremiya / metaphor for

understanding the adequacy of the selection of the desired word / pararemia / metaphor..

Digital methods that can be used at this stage:

1) Electronic Testing

2) Definition of the lexical meaning of a word by electronic dictionary

Electronic learning dictionaries is a lexicographic work intended to assist in the development of a language. The electronic educational dictionary, unlike the traditional one, has a hypertext structure, therefore it allows the student to create his own compositional solution.

3) Visual dictionary.

In the dictionary, for each word, its conceptual environment is built up, which allows both to understand the meaning of the word at a glance through the defining terms, and quickly switch to the defining word, the meaning of which is to be learned. By navigating through the semantic environment of the word using the visual interface, you can quickly become familiar with the desired subject area.

Stage 2 - thesaurus. The type of exercise is informational and interpretive.

Traditional teaching methods: text analysis. Text analysis is one of the means of improving students' coherent speech. Using this method not only helps to summarize and repeat the theoretical information obtained in the process of linguistic education, but also contributes to the understanding of the artistic features of the text, forms the language taste of schoolchildren. In the process of analyzing the text, students' knowledge of certain linguistic phenomena and speech-speaking concepts is revealed. Partial and full (complex) text analysis is different.

Partial (fragmentary) text analysis, or linguistic commenting, reveals any particular feature of the text in connection with its ideological, artistic, and aesthetic originality. This can be traced at all language levels. Full text analysis is recommended to be used at the stage of repetition and generalization of linguistic material and vocabulary concepts.

- cluster;

- reading text with marking;

- filling in the table "zhh" (I know — I want to know — I learned);

- linguistic analysis.

Digital teaching methods:

1) drawing up a mental map of the concept text. The mental map is a tool to efficiently structure information. The mental map will allow you to isolate the key word of the text, to identify the main ideas, to identify relationships.

2) composing a tag cloud of electronic text. Tag cloud compilation is a visual representation of the concept keyword list. Work with the tag cloud also includes the selection of colors, fonts and images.

Stage 3 - motivational and pragmatic. Types of exercises - communicative and pragmatic.

Traditional teaching methods:

1) Sinkwein - a poem that requires the synthesis of information and material in short terms. Thus, a blue wine is a five-line poem. Synquain is a tool for the synthesis and synthesis of complex information. This is a means of creative expression. Synquain enriches vocabulary: prepares

for a brief retelling, teaches to formulate an idea (key phrase);

2) Presentation - a method of developing speech, a written retelling of the text heard or read;

3) Writing is a method of developing speech, stating your own thoughts, experiences, judgments, intentions on a given topic.

Digital teaching methods:

1) Multimedia presentation of the concept;

2) Scribe video;

3) Video.

When using these digital methods, the student collects material about the concept, creates a concept presentation script, creates slides, protects and discusses the presentation.

IV.   CONCLUSION

The integration of traditional and digital methods, of course, increases the efficiency of the formation of concepts in the lessons of the native (Russian) language. In addition, students have increased interest in learning, developing their digital literacy.

Promising are the development of electronic teaching materials in the native (Russian) language, based on the methodology for the formation of key cultural concepts.

References

[1] Abramova I.A. Formation of the concept of "Language" among pupils of 5-6 classes of a general education school in the Russian language lessons: Diss. .Cand. Ped. Science. Ekaterinburg, 2011.

[2] Aleksashina I.Yu., Sherstobitova I.A. Concept as a didactic unit of the integrated course "Natural History" // Physics at school. - 2016. - p. 153-155.

[3] Antonova, E.S. Methods of teaching Russian: a communicative approach [Text]: studies. manual / E. S. Antonova. - M.: KNORUS, 2007. - 464 p.

[4] Vorkachev, S. G. The concept of happiness in the Russian language consciousness: the experience of linguoculturological analysis / p. G. Vorkachev. - Krasnodar, 2002. -142 p.

[5] Gallo J. Cognitive aspects of the anthropocentric modeling of the linguistic picture of the world // Philological class. - 2018. - № 1 (51). - C 39-42.

[6] Deleuze G. The Logic of Meaning. M .: Academy, 1995.

[7] Karaulov, Yu.N. Russian language and personality / Yu.N. Karaulov. - Departure 6th -M.: Publishing House LCI, 2007. -264 p.

[8] Mishatina N.L. Methodical linguoconceptology: current state and vector of development // Actual problems of philology and pedagogical linguistics. - 2018. - № 3 (31). - p. 16-25.

[9] Nikulina T.V., Starichenko E.B. Informatization and digitalization of education: concepts, technologies, management // Pedagogical education in Russia. - 2018. - № 8. - p. 107-113.

[10] Stephen J. Cowley, RasmusGahrn-Andersen. Simplexity, languages and human languaging // Language Sciences. Volume 71, January 2019,   Pages   4-7.   // https://www.sciencedirect.com/science/article/pii/S0388000118301360?via%3Dihub

[11] Sysoev, P.V. Language Multicultural Education: Theory and Practice [Text] / P.V. Sysoev. - M., 2008.