REVISTA ESPACIOS

Regional aspect of linguoculturological competence formation in students in the course of research activity

Aspecto regional de formación de competencias linguístico-culturales para estudiantes en la actividad de investigación

Antonina OLESOVA 1; Svetlana PRIBYLYKH 2; Nadezhda LOTOVA 3

Contents

ABSTRACT:

The goal of this research is to cover a regional aspect of the content of extracurricular activities aimed at forming linguoculturological competence in students in the course of research activity within a linguistic toponymy circle. To achieve the goal, the following tasks have been accomplished: a study of culture-based language teaching concepts, an examination of student research activity characteristics, identification of specifics of extracurricular activity organization and content in the subject area of "Philology" within the linguistic circle work.
Keywords: language education, linguoculturological competence, language personality, research and project activities

RESUMEN:

680/5000 El objetivo de esta investigación es cubrir un aspecto regional del contenido de las actividades extracurriculares destinadas a formar la competencia linguístico-cultural para estudiantes en actividad de investigación dentro de un círculo de toponimia lingüística. Para lograr el objetivo, se han realizado las siguientes tareas: estudio de conceptos de enseñanza de idiomas basados en la cultura, un examen de las características de la actividad de investigación del alumno, identificación de aspectos específicos de la organización de actividades extracurriculares y contenido en el área temática de "Filología" dentro de la lingüística círculo de trabajo. Palabras clave: educación lingüística, competencia linguoculturológica, personalidad del lenguaje, investigación y actividades del proyecto

1. Introduction

Modern scientific education paradigm can be characterized as culturologically-oriented. Educational standards of new generation take into account the regional, national, and ethno-cultural needs of the Russian Federation peoples and provide environment for Russian civil

identity formation in students, preservation and development of cultural diversity and linguistic heritage of the multinational Russian people, mastery of its spiritual values and culture (FSES, 2012). One of the results of the principal educational program mastered by students is acquiring cultural competence, the key components of which are linguoculturological and sociocultural competences. An exceptional role in their formation is played by the "Philology" subject area, whereby language studies in the context of culture are considered to be an indispensable condition for a language personality formation. A language personality is developed in close coordination of curricular and extracurricular activities organized in various areas, including spiritual and moral, general cultural ones, and in various forms, such as conferences, Olympiads, student scientific societies and circles, etc. These forms scale up students' research and project activities, since the ability to carry them out is referred to as the most important personal characteristic of a school graduate by educational standards. In view of the foregoing, the issues of linguoculturological competence formation in students in the course of research activity considered in this article from the standpoint of the regional aspect in the content of extracurricular activities are of undoubted relevance.

2. Goals

The goal of the research is to cover the regional aspect of the content of extracurricular activities aimed at forming linguoculturological competence in students in the course of research activity within the linguistic toponymy circle.

To achieve the goal, the following tasks have been accomplished: to study culturally-based language learning concepts, to examine specific features of students' research activity, to identify specifics of organization and content of extracurricular activities in the "Philology" subject area within the framework of the linguistic circle work.

3. Literature review

In modern Russian methodology, language studies in the context of culture and a language personality formation with own culturological competence is developed by researchers within the framework of linguistic and cultural studies (Ye.M. Vereshchagin, V.G. Kostomarov), sociocultural (S.K. Miloslavskaya, V.V. Safonova) and linguoculturological (V.V. Vorobyov, V.P. Furmanova) approaches to foreign language teaching; culturological (Ye.A Bystrova, L.A. Khodyakova) and linguoculturological (N.L. Mishatina, L.G. Sayakhova, R.G. Davletbayeva) approaches to Russian language teaching; linguoculturological approach to native (non-Russian) language teaching (L.Kh. Samsitova).

Representatives of the research and methodological school of Professor L.G. Sayakhova (Ufa) have made a significant contribution to development of the theory and practice of linguoculturological approach to teaching. A unique methodological system for linguoculturological competence formation in Turkic-speaking students in the course of Russian language teaching has been created under their leadership (Sayakhova, 2012). L.Kh. Samsitova has substantiated the linguoculturological concept of teaching the Bashkir language and native languages in educational institutions of the Republic of Bashkortostan (Samsitova, 2010), R.G. Davletbayeva has substantiated a system of a bilingual personality formation in elementary school children (Davletbaeva, 2010).

The regional aspect of linguoculturological approach in the system of language education in the Republic of Sakha (Yakutia) is covered in papers of such Yakut methodology scholars as Ye.N. Dmitriyeva and Ye.P. Nikiforova (2016), A.P. Olesova and S.R. Pribylykh (2017) examining the issues of research and methodological training of Russian language and literature teachers, their preparedness for professional activity in the context of bi- and multicultural educational environment, and formation of linguoculturological competence in students.

The issues of interrelated language and culture studies are considered by researchers M. Byram, B. Gribkova & Starkey (2002), M. Byram and G. Zarate (1997), Kazakhstan methodology scholars G.A. Kazhigaliyeva (2009), A.N. Shmanova (2008), Belarus researcher

I.I. Kalachyova (2003), Estonian scientist Aja Urve (2016) and others.

According to the scientists, formation of linguoculturological competence, like any competence, presupposes activity nature of knowledge and skills acquisition, which, in turn, requires intensified independent cognitive activity of students, involving them in research and project activities.

A great role in the development of the theory of research and project activities in teaching was played by efforts of American scientists J. Dewey (1976), W.H. Kilpatrick, Polish researcher W. Okoń (1968), Russian psychologists and didacticians I.Ya. Lerner (1974), A.M. Matyushkin (2003), M.I. Makhmutov (1975), M.N. Skatkin (1984). Their theories were further evolved in works of N.G. Alekseyev, A.V. Leontovich, A.S. Obukhov and L.F. Fomina (2002), A.S. Savvichev (1999), A.I. Savenkov (2006), I.G. Chechel (1998) and others. They consider student research activity as an integral part of present-day education, the organization of which requires a scientifically grounded approach and solution of psychological, pedagogical, methodological, organizational challenges.

4. Materials and methods

This research has been conducted at the premises of Faculty of Philology at the North-Eastern Federal University and takes into account the experience of general education schools of the Republic of Sakha (Yakutia) in forming linguoculturological competence in students through their involvement in research activities. In the course of the research, a range of methods was used: theoretical (analysis of scientific literature, generalization of theoretical provisions) and empirical ones (lesson observation, survey, learning from pedagogical experience and best practices).

5. Results and discussion

The study of research and methodological papers on the culturological competence problem shows that the content and quantity of its components is treated differently. According to L.G. Sayakhova, the author of linguoculturological concept of the Russian language teaching, culturological competence displays itself in background knowledge (knowledge of cultural realia), in awareness of national specifics of the linguistic worldview, a language as a cultural phenomenon ensuring a certain level of expertise in the national and cultural language components, speaking etiquette and non-verbal means of communication (Sayakhova, 2012). Thus, L.G. Sayakhova distinguishes linguoculturological and sociocultural competence as a part of culturological competence. In turn, T.F. Novikova proposes to consider ten components of culturological competence: linguoculturological, sociocultural, ethnocultural, art-cultural, scientific (terminology studies), theological, media-linguistic, regional studies, area studies, linguistic regional studies (Okon, 1968). Nevertheless, most researchers indicate linguoculturological competence as one of the main components and note the three-component composition of its content: knowledge + skills + value-based attitude.

The authors of this study, following N.L. Mishatina, define linguoculturological competence as a body of systematic knowledge of culture embodied in the national language, and the readiness for value-based interpretation of linguistic knowledge in cultural dialogue as the groundwork for formation of a stable system of value worldview orientations in school students (Mishatina, 2000). This definition includes three components that are predictable outcomes of a language personality learning and education: knowledge component (linguoculturological knowledge), activity component (linguoculturological skills as the ability to creatively use knowledge and respective skills), worldview component (personal qualities, the ability to perceive cultural facts and phenomena). Linguoculturological competence acquisition presupposes activity nature of instruction, one of its ways being to include students in research and project activities.

According to Concept for Development of Student Research Activities, such activities are related to solution of creative, research tasks, whereby school students independently acquire subjectively new knowledge (in contrast to obtaining an objectively new result in science). In education, the goal of research activity is to develop a research intellect type, to

master functional research skill as a universal way to explore the reality, a more active personal standing in the educational process by acquiring new knowledge that is personally important to a particular student. Despite the specifics of student research activity, it includes certain stages that are traditional for research in academia: problem statement, study of the theory on the problems under study, selection of research methods and their subsequent practical application, collection, analysis, and generalization of the material, and drawing conclusions (Alekseev et.al., 2000).

Research activity is carried out as part of various extracurricular activity types: scientific conferences, subject Olympiads, linguistic expeditions, student scientific societies, circles for the Russian language studies. In this respect, the Republic of Sakha (Yakutia) has its own traditions. Olympiads at various levels are held on a regular basis: All-Russian North-Eastern School Student Olympiad, regional remote School Student Olympiad on Russian language and literature "Northern Lights", Olympiads on the Yakut language and culture as well as on the languages and cultures of the small peoples of the North. Olympiad assignments on philological subjects normally include questions that require a historical and linguistic or etymological commentary on language facts, drawing on the knowledge on history and culture of peoples. In educational institutions of the republic there are student scientific societies, thematic and multidisciplined circles.

Republican academic and research school student conferences "Step into the Future" (under the auspices of Bargaryy Foundation), "From School Studies to Scientific Discoveries" (at the premises of Sakha polytechnic lyceum), "Samson Readings" (at the premises of Khatasskaya school), "Ksenofont Readings" (at the premises of Pokrovskaya ulus gymnasium), "Window to Science" (at the premises of Myuryunsky school No. 2) are held annually. A new tradition was established in 2018: a school student workshop was opened in the framework of international academic and research interdisciplinary Internet conference "Humanities and Problems of Modern Communication" conducted by the Faculty of Philology of the North-Eastern Federal University.

The subject matter of student research papers presented at conferences, and a survey conducted in a number of schools in the republic have shown that topics in onomastics, particularly, in native land toponymy are high on the list of school students' linguistic interests. It should be noted that toponym studies are provided for by the principal educational program in the courses of Russian language and geography: in the former case, the spelling of toponyms is learnt, in the latter case – their geographic attachment. Meanwhile, toponyms and their etymology represent valuable material for linguoculturological research, since their etymology is related to the spiritual and material culture of the people, the history of a region and its nature. Therefore, it is advisable to include some toponymy issues in the circle activity content for in-depth study, thereby expanding linguoculturological knowledge of students and developing their interest in scientific research. For this purpose, the article proposes an approved program for a school linguistic circle named "Toponymy of the Native Land".

The linguistic circle program "Toponymy of the Native Land" is targeted at seven and eight graders.

Purpose: based on studying regional toponyms, to organize and conduct student research activities in this area, to promote formation of a language personality in a school student and their linguoculturological competence.

Subject results: the concept of toponymy as an area of onomastics, its research techniques, principles of toponym classification; knowledge of the origin of regional toponyms, their distinctness and connection with the history and culture, individual geographic, natural and climatic characteristics of the region; the ability to use toponymic, explanatory, etymological, dialectological, and linguoculturological linguistic dictionaries when studying toponyms; the ability to creatively use knowledge when performing linguistic (phonetic, etymological, derivational) analysis of a toponym; the ability to classify toponyms on different grounds.

Meta-subject results: the ability to set a cognitive task and to choose a method of solution; the ability to plan one's activities to solve a cognitive task, to routinely monitor the activities and evaluate their results; skills of independent work with various sources of information,

the ability to extract and organize information in accordance with the cognitive task; the ability to formalize the activity results in compliance with literary and speech standards, to assess oral and written statements in terms of language arrangement.

Personal results: motivation to broaden one's general cultural outlook, to study the languages and culture of the peoples of Yakutia; interest in research activity; value-based attitude to language as a cultural and historical phenomenon; awareness of one's ethnic and Russian sociocultural identity.

Modes of delivery: lectures, lectures in pairs, public presentations, seminar, workshops, quizzes.

Types of student activity: work with different types of linguistic dictionaries (toponymic, explanatory, etymological, dialectological, linguoculturological); work with culturological texts; collection of regional toponyms; study of their origin; reports, proceedings; mini-researches into the language material (phonetic, derivational, etymological analysis); compilation of toponymic mini-vocabularies; defense of research projects.

The course content

Toponymy as an area of onomastics. The subject matter. Research methods: geographical method, historical method, linguistic method (etymological, word-forming analysis), statistical method. Classification of toponyms: by type of designated geographical objects, by origin (source language), by structural word-formation model, by semantic meaning.

Results of student research activity: researchers distinguish the following language strata in the toponymy of Yakutia: Samoyed (Uralic language family: languages of the Nenets, Enets, Nganasan, and Selkup peoples); Yukaghir (Yukaghirs are the earliest population of north-eastern Siberia); Tungusic (a family of cognate languages in Siberia (including the Far East), Mongolia, and northern China); Turkic (the Turkic languages form a number of groups that include the Yakut language); Mongolian (a language family that includes several closely related languages of Mongolia, China, Russia, and Afghanistan); Russian (one of the East Slavic languages, the national language of the Russian people, the state language of the Russian Federation).

Sources of information on toponymy. Toponymic, explanatory, etymological, dialectological, linguoculturological dictionaries. Other sources of information.

Results of student research activity: 1) in the book of B.O. Dolgikh "Ancestral and tribal composition of the peoples of Siberia in the 17th century" provides a map of distribution of ethnic groups, settlement of tribes and clans of the peoples of Siberia in the 17th century, whereby one can observe no Yakuts on the Arctic Ocean coast and in the lower reaches of Yakutia rivers. Samoyed tribes lived along the lower reaches of the Anabar River to the mouth of the Olenyok River. Northwest Yakutia was inhabited by Evenk tribes back at the time, and the territory to the east of the Lena River was populated by the Yukaghir, therefore, there are toponyms rooted in the languages of those peoples in Yakutia to this day. 2) A large number of toponyms in Yakutia stemmed from Mongolian words. According to V.I. Rassadin, a well-known researcher of the small people's Turkic languages and their dialects of the Sayano-Altai region of Russia and Mongolia, there are about 2,500 words of Mongolian origin in the Yakut language. Elesin [Элесин] (sand, sandy) is the name of a brook and several villages, the island of Khara Syr [Хара Сыр] (black ravine), the village of Bulun [Хара Сыр] (a subscircular river or lake arm, a bend of a river), Bulunsky ulus are all Yakut words of Mongolian origin. 3) According to A.P. Dulson, a researcher of the languages and cultures of the indigenous peoples of Siberia, the Yakut toponymy is clearly differentiated from geographic names of the neighboring peoples and other Turks with its hydronyms ending in -yuryakh and -lakh. Hence, toponyms with the affix -lakh found outside of Yakutia are of Yakut origin. There is Tabalaakh [Табалаах] River on the Sea of Okhotsk's islands – tabakh means deer; there is Balyktah [Балыктах] River on the islands of the Laptev Sea – balyk means fish, etc. These hydronyms are of Yakut origin.

3. Toponymy of Yakutia. Initial findings of the origin of regional settlement, river, lake, alas, street names, etc. (Russian, originally Yakut, names coming from the languages of different ethnic groups). Word-formation models of toponyms. Phonetic assimilation of toponyms that

come from different languages.

The results of student research activity: 1) a right-bank tributary of the Vilyui [Вилюй] River is the Chona [Чона] River. This toponym is of Yukaghir origin: chuo means iron, -ne is an affix expressing possession. 2) The names of the Kuoika [Куойка] River and Kuoika village in the Olenyoksky ulus are of Samoyed origin. These toponyms are associated with the religion of the Nganasans who used the word kuoika to call objects related to home protectors. It could be various images, items odd in shape, as well as natural objects: hills, rocks, trees, etc. 3) in 1632, Yakutia was merged in the Russian Empire. Elimination of the Yakutia peoples' illiteracy, development of public education, and emergence of literature in national languages are associated with activities of the Orthodox clergy. Since the Russian Cossacks appeared in the territory of Yakutia, many settlements received Russian names. For example, the names of such villages as Krestaykh [Крестях], Krest-Khaldzhai [Крест-Хальджай] include the assimilated Russian word cross – "with a cross", "a hill with a cross".

4. Hydronyms of Yakutia. River and lake names: by origin (Russian, Yakut, Evenki, etc.); by semantic meaning (associated with the terrain relief, stemming from names of animals, plants, etc.).

The results of student research activity: 1) Buotama [Буотама] hydronym. Many tourist guides attribute the river name to the Yakut word for grass. However, according to researchers N.V. Chersky and Bagdaryyn Syulbe [Багдарыын Сюлбэ], the word voota in the Evenki language means "a fence, a hedge, an inclosure for deer, a barrier, a river obstacle"; and -ma in the Evenki language is an adjective affix. Hence, the river name is of Evenki origin. 2) One of the best known Yakut words that was naturalized in the Russian language without any changes and included in all geographical dictionaries and even in the Explanatory Dictionary of the Living Great Russian Language by V. Dahl is badaran – mud, swamp, slough. This word is found in many names of rivers, streams, and vast swamps of Yakutia: the Badarannakh [Бадараннах] River, Lake Badaran-Kuel' [Бадаран-Кюель] and others. 3) A certain part of Yakutia-specific hydronyms is associated with reflection of a traditional herdsman's outlook. For example: the name of the Ot Yuryakh [От Юрях] River – ot means grass, yuryakh means river; Lake Kuekh Ottookh [Кюех Оттоох] – kuekh means green, otookh means grassed.

5. Oronyms of Yakutia. The origin of mountain, hill, valley names. Toponymic lores and legends.

The results of student research activity: 1) there is Chuonne-m"yskyn [Чуоннэ-мъыскын] hill in Nizhnekolymsky ulus. In this oronim, chuo means iron, -ne is an affix to express possession, and m"yskyn means a hill (Chukchi word). Hence, Chuonne-m"yskyn is a hill with iron. A scientist, a writer, Yukaghir G.N. Kurilov-Uluro Ado cites the legend of the hill name origin: there was a time when a Yukaghir bogatyr named Yedilvey [Единвей] lived to the west of the Kolyma River and wore an "iron fur coat" (a chain mail). He was killed in a battle, and his wife hid his mail on the hill. That is how this name appeared. 2) Russian peasant settlers laid the foundation for northern agriculture, introducing the northern peoples thereto. All this found its way into toponymy. There is microtoponim Sudaaryskai Baasynata [Судаарыскай Баасыната] – "the arable of state [prisoner]" – in Namsky ulus. This toponym history is the following: exiled student I.Ya. Meyerovich lived and taught Yakut children in Betyunsky nasleg. However, the local riches had the exile murdered with the aid of some robbers. He was buried on a hillock. The arable land next to this hillock was named Sudaaryskai Baasynata, which serves as the evidence of reverence and respect for this exiled student on the part of ordinary people of the nasleg.

6. Placenames of Yakutia. City and rural settlement names: by origin (Russian, Yakut, Evenki, etc.), by semantic meaning (associated with the terrain relief, derived from names of animals, plants, etc.).

The results of student research activity: 1) there is a village named Tulagino, "Tulagy" [Тулагы] in Yakut, near the city of Yakutsk. Translated from Yukaghir, tulagi means left. This village is located on the left bank of the Lena River. There is an alas with the same name in Tattinsky ulus, Tulagy alas (an alas is a flat shallow incavation with meadow-steppe vegetation, often with a lake at the bottom). 2) One of the suburbs of Yakutsk is the village

of Markha [Мархα], which means "shrub" in translation from the Even language. This toponym is common to find in the republic. There are rivers named Markha: the left tributary of the Vilyui River (Nyurbinsky ulus) and the left tributary of the Lena River (Olekminsky ulus). In addition to Markha, the Markhachan [Мархачан] River name with a similarly-named village on its shore can be found in the map of Yakutia. Their name is formed with the affix -chan of the Tungusic languages; the affix has a diminutive or a contemptuous meaning. 3) Magan [Маган] is the name of a suburban settlement. The placename Magan is of Mongol origin and stands for white color. White is a personification of the pure, the sacred, and the sublime. Mongols and the Turkic peoples of Siberia sacrificed white animals to gods on especially solemn occasions. Their bogatyrs rode white horses.

7. Anthropotoponyms. Urbanonyms of the city of Yakutsk. Historical (before 1917) and modern street names of the city of Yakutsk. Groups of street and square names by semantic meaning (derived from the names of historical characters, community leaders, writers, artists, composers, scientists associated with historical events).

The results of student research activity: 1) there are many toponyms in Yakutia, especially microtoponyms, derived from the pattern "Russian name + geographical term": N'ukuola Appata [Ньукуола Аппата], Baappyï Aryyta [Бааппый Арыыта], Kippiriyeen Yotyogyo [Киппирийээн Ётёгё], Chuurun Bierege [Чуурун Биэрэгэ], etc. Some of them are related to lives and activities of political exiles. 2) Exiles that began back in the 1640s were a particular chapter in the history of Yakutia. The Decembrists, members of the January Uprising of 1863, the Narodniks, and Social Democrats served the exiles in Yakutia. Many of their names gave names to streets of towns and settlements in Yakutia. In Yakutsk, there are streets named after Decembrist A. Bestuzhev-Marlinsky, writers-democrats N.G. Chernyshevsky and V.G. Korolenko, standard-bearer at the first demonstration in Russia Ya.S. Potapov, revolutionary Ye. Yaroslavsky, revolutionary narodnik E.K. Pekarsky, who subsequently complied landmark book "Dictionary of the Yakut language". Anthropotoponyms appeared during the Soviet era as a tribute to those personalities.

8. The research project defense.

9. Summative lesson in the form of a quiz.

At the first stage, before the in-depth study of regional toponyms, the circle lessons were held in the form of a lecture on toponymy as an area of onomastics, on toponym groups, on the origin of certain geographical names and methods of their formation. A key element at this stage is implementation of cross-curriculum communications with history and geography, as well as work with the map of Yakutia. The content of student research activities is a collection of a list of toponyms. At an advanced stage, the content of research activities is complicated by more scrupulous work on each toponym in terms of lexis, history, etc. Students actively participate in the research effort to identify the toponym etymology, whereby important components of this work are: 1) affiliating a toponym and identifying its relationship with nature, name or surname, historical facts, etc.; 2) identification of a word-building element in the name; 3) ascertaining of the toponym formation period.

6. Conclusion

Modern language education aimed at formation of a language personality attached to the national culture requires linguoculturological approach that involves language studies in the context of the national culture and the dialogue of cultures. In this regard, the issues of interrelated language and culture studies have recently been of great interest for both researchers and practicing teachers. Linguoculturological approach is being mainstreamed into the educational process in school and university, in curricular and extracurricular activities.

In the educational process, linguoculturological competence is projected to be linguoculturological knowledge to acquire, developed linguoculturological skills and qualities of a language personality, reflecting their ability to perceive cultural facts.

Formation of linguoculturological competence requires consideration of regional and ethnocultural factors, use of modern educational technologies, and involvement of students

in research and project activities, which lays the groundwork for productive development of the intellectual, creative, and value potential of a language personality.

Linguoculturological approach implemented in the work of the linguistic circle "Toponymy of the Native Land", with extensive use of research and project-based teaching methods, suggests that research activity as a factor of learner activation, significantly expanding the scope of material under study, raises motivation to acquire knowledge and contributes to achieving subject, meta-subject, and personal results in training and education of a language personality.

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1. Faculty of Philology, Department of Teaching Methods of Russian Language and Literature, North-Eastern Federal University, Yakutsk, Russia. Contact email: a.olesova@rambler.ru

2. Faculty of Philology, Department of Teaching Methods of Russian Language and Literature, North-Eastern Federal University, Yakutsk, Russia

3. Department of Economic, Legal, and Humanitarian Education, Yakut State Agricultural Academy, Yakutsk, Russia

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