

մը անգլերենում, հայերենում և ռուսերենում, III.«գլուխ» բառով դարձվածաբանական միավորների համեմատական ուսումնասիրությունը անգլերենում, հայերենում և ռուսերենում:

ИССЛЕДОВАНИЕ И СРАВНИТЕЛЬНЫЙ АНАЛИЗ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ С КОМПОНЕНТОМ “ГОЛОВА” В АНГЛИЙСКОМ, РУССКОМ И АРМЯНСКОМ ЯЗЫКАХ

С. М. Авагян

Работа посвящена исследованию фразеологических единиц со словом “голова” в английском и их эквивалентов в русском и армянском языках.

В работе дается общее представление о переводе фразеологических единиц.

Исследованы фразеологические единицы со словом “голова” в английском, армянском и русском языках. Исследования были проведены по трем направлениям: 1. Перевод фразеологических единиц со словом “голова” с английского на армянский и русский. 2. Семантическая классификация фразеологических единиц со словом “голова” в английском, армянском и русском. 3. Сравнительное исследование фразеологических единиц со словом “голова” в английском, армянском и русском языках.

HOW TO SELECT CULTURAL DATA FOR THE ENGLISH LESSON

N. BURDULI

Rapid globalization has increased the need for cross-cultural communication so that people have access to information all over the world. This growing and extending need leads to growth in the foreign language teaching profession. Many acknowledge that learning a foreign language is a requirement to survive in today’s world. The English language plays an important role, because it has become the lingua franca of the world. According to Jonson (2001) there are a billion people in the world today learning English as a foreign language. If you add to this the number of individuals whose native language is English, then you realize how many people on the planet are engaged in the process of English language learning.

While understanding the necessity of English language learning, it becomes obvious, that second language acquisition is not a process that occurs in a vacuum. Students get to be involved and actually act in various sociolinguistic situations. Second language acquisition can’t be isolated from the sociolinguistic and socio-cultural norms. As Seelye says (1984) “Second or foreign language learning is a socially constructed process just as are all the other socially mediated activities. Since culture is embedded within every aspect of society, language learning should not be isolated from the society that uses it.” Despite knowing this it would not be an exaggeration to say that English classes have a tendency to focus on linguistic aspects of the language and hardly ever present to the learners the lifestyle and standards of the target language community to enrich their cultural understanding and to help them build an international awareness and socio-cultural competence.

These happens due to some problems which occur while English language teaching. There appear questions: First, what exactly we are going to teach? (As cultural materials are enormous) and second, how are we going to teach? (What kind of techniques should be used for teaching culture?) And also, we shouldn't forget about the target learners, given materials ought to be appropriate for their age and level.

When the question comes, what to teach, it's advisable to cope with the fact that it absurd trying to cover everything. We simply can't. A culture is enormous. It consists of all the institutions, all the behavior, values, assumptions, traditions and lots of aspects. All that we can do is to provide some pathways to enter into learning more about the culture. We should try to get them motivated and enthusiastic to find out more about other culture themselves. After all, we don't know everything about our own culture. As for teaching techniques there are plenty of practical techniques that can be successful, and some tips that can help to make the teaching of culture a better experience for both teachers and students. There are different information sources and activities which would be very helpful.

As for information sources it's a combination of visual, audio and tactile materials, like: video, DVD, TV, readings, internet, stories, students own information, songs, newspapers, realia, anecdotes, photographs and different kinds of illustrations; and activities games such as: quizzes, role play, reading, listening and writing activities, discussions and singing. According my own experience I have tried most of them and saw that such kind of sources and activities are really helpful and useful. Students love doing cultural activities, especially quizzes. They enjoy doing them immensely. I would like to speak about one lesson which was held with the first course students from the faculty of humanities (18 students, level: pre-intermediate). The lesson was focused on speaking skill and the topic was: Conversation Topics. At the beginning of the lesson I asked students to go through the following topics/ideas (which were written on the board) and decide if they were acceptable for introduction into a conversation with person whom they met for the first time at an informal social event like a party.

- Age: could you ask someone's age?
 - Family relationships: could you talk about problems and conflicts in your family?
- Could you ask if someone is married?
- Relationships: could you talk about your private life?
 - Health: could you talk about any health problems?
 - Politics: could you criticize government or opposition parties or politicians?
 - Jokes: could you tell a joke? What topics would be taboo?
 - Money: could you ask how much somebody earns?

Students were given time (about 5-6 minutes) to think about the topics. Then they began talking about their opinions. They showed great enthusiasm to demonstrate their own experiences and views on each topic. They discussed and even argued on some topics. It was interesting to find out that, in spite of their cultural and religion similarities still there were disagreement and different views on some topics. I told them that there were cultures where close friends and relatives can sit together in silence, simply enjoying each others company; this was especially common in the Eastern countries.

The most interesting topic for them was- taboo topic. Students couldn't decide which of the given topics could have been taboo, perhaps money, or maybe relationship, they were

judging. Then I gave them the hand outs of some American taboos. They were written one sheet of paper involving the most important taboos of the USA such as: religion, polygamy, abortion, pedophilia, incest and race. They became more interested in these topics and trying to find explanation to the given taboos. They were wholly involved in the work and seemed to be quite delighted with new material.

The homework appeared to be even more interesting for them. I asked them to search information about European and Mid-East taboos. The lesson ended with positive attitudes from both sides, from my students and me. We were all enjoyed and satisfied as we got new and interesting materials and at the same time we used the target language very affectively. So, the integration of language and culture is quite possible if we find appropriate material and get student involved and interested in it. We have to be focused on the main goal: to provide students with the skills that they need in order to increase their ability to communicate across cultures. As Seelye (1993) writes "get their feet wet in the waters of another culture." Here are some goals, devised by Seelye in 1974 that will help teachers select cultural data that will increase student skill in intercultural communication.

To teach culture teachers should achieve the following Goals:

Goal 1 = Interest- The student demonstrates curiosity about the target culture and empathy toward its people.

Goal 2 = Who- The student recognizes that role expectations and other social variables such as age, sex, social class, ethnicity, and place of residence affect the way people speak and behave.

Goal 3 = What- The student realizes that effective communication requires discovering the culturally conditioned images that are evoked in the minds of people when they think, act, and react to the world around them.

Goal 4 = Where and When- The student recognizes that situational variables and convention shape behavior in important ways. (S/he needs to know how people in the target culture act in common mundane and crisis situations)

Goal 5 = Why- The student understands that people generally act the way they do because they are using options society allows for satisfying basic physical and psychological needs, and that cultural patterns are interrelated and tend mutually to support need satisfaction.

Goal 6 = Exploration- The student can evaluate a generalization about the target culture in terms of the amount of evidence substantiating it, and has the skills needed to locate and organize information about the target culture from the library, the mass media, people, and personal observation.

I think, these materials will be very helpful for every teacher to set the adequate goal for their students and plan their teaching courses successfully. Undoubtedly, it is crucial to carry out culturally sensitive teaching practices. We, teachers, have to teach from an intercultural perspective, respecting culture diversity. We have the opportunity to help our students consolidate their identity and at the same time give them the tools so that they can inhabit the globalised world.

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ԻՆՉՊԵՍ ԸՆՏՐԵԼ ՄՇԱԿՈՒԹԱՅԻՆ ՆՅՈՒԹԸ ԱՆԳԼԵՐԵՆ ԼԵՁՎԻ ԴԱՍԻՆ

Ն. Բուրդուլի

Հոդվածը նվիրված է անգլերեն լեզվի ուսումնասիրմանը՝ մշակութային տեղեկատվության պարտադիր յուրացման գործընթացում: Անգլերեն լեզուն աշխարհում միջազգային լեզվի դեր է կատարում և զնալով ավելի է կարևորվում: Միևնույն ժամանակ անհրաժեշտություն է դառնում մշակութային հմտությունների յուրացումը: Միայն լեզվին տիրապետելը թույլ չի տալիս հաստատել միջմշակութային հարաբերություններ:

Հոդվածում ուշադրություն է հատկացվում մշակութային նյութի ընտրությանը՝ անգլերեն լեզվի դասավանդումը հետաքրքիր և արդյունավետ դարձնելու նպատակով:

КАК ВЫБРАТЬ КУЛЬТУРНЫЙ МАТЕРИАЛ НА УРОКЕ АНГЛИЙСКОГО ЯЗЫКА

Н. Бурдули

Статья касается учения-изучения английского языка в процессе обязательства усвоения культурных информации. Английский язык стал интернациональным языком в мире. Кроме усвоения языка необходимо освоение культурных навыков.

Только знание языка не может способствовать установлению отношений при интеркультурном общении.

В статье большое внимание уделено тому, как должны выбрать культурный материал, чтобы процесс учебы был интересным и успешным.