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Linguistic-Cultural Aspect of Realia in Works of Art

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ABSTRACT

The problem of integrating the components of culture into the process of teaching foreign languages has been standing for a long time. At present, the article on the inseparability of learning a foreign language from familiarization with the culture of the country of the language being studied, its history, socio-cultural traditions, features of the national vision of the world by the native people is generally recognized.

INTRODUCTION

The methodology of teaching foreign languages considers the text as a learning material. With all the variety of methods that exist today, the student always deals with texts, sounding or written, that is, learning is text-centric. Texts play an important role in the classroom: they are not only an object of observation of linguistic facts, a model of a certain type of message, material for training, a means of developing skills and abilities in all types of speech activity, but also a source of linguistic and cultural information.

MATERIALS AND METHODS

Like any other text, a literary text has a communicative nature, i.e. intended to be a means of communication. Representing a certain message, it conveys various information to the reader, which can be both directly observed in the text and contained in the subtext, in other words, this phenomenon has the property of informativeness. The same units of text transmit information of different types: factual, emotive-motivating, evaluative, subtextual, conceptual, i.e. expand background knowledge and form concept spheres in the mind of the recipient. No less important categories of a literary text are integrity, coherence, dialogism, unfolding, consistency, interpretability [2].

RESULTS AND DISCUSSION

The anthropocentric nature of a literary text contributes to the identification of the category of intertextuality, which correlates with the concept of cultural tradition - the semiotic memory of culture. Material signs of intertextuality are precedent texts: they are part of the obligatory fund and are of great importance for native speakers. Knowledge of these texts is an indicator of

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belonging to a given era and its culture.

The categories that characterize the functioning of a literary text as an educational material show that this phenomenon, having a complex content, formal and functional organization, is a product and subject of cognitive activity, and, consequently, a form, a way of existence of culture, an effective means of forming students' cultural competence.

Thus, it is logical to consider realias not just as special objects of objective realia, but as special referents - elements of objective realia reflected in consciousness. From this position, three main groups of cultural and genetic community are distinguished: universals - referents, identical in their essential and secondary features in compared cultures (*sun, water, air*); quasi- realias - referents identical in their essential features, but differing in secondary ones (*grant - scholarship, Teacher's Training College*); Realias proper are referents that are unique in their essential and secondary features, inherent in only one of the compared cultures (*Giebelhaus, hot dog*). In the light of this theory, the linguistic expression of universals will be equivalent vocabulary, quasi-realias - background vocabulary, the actual realias will be expressed by non-equivalent vocabulary.

There are other principles for classifying realias. So, G.D. Tomakhin distinguishes between subject, local (depending on national and linguistic affiliation), temporal (synchronic and diachronic approaches) and translation division [3,36]. Obviously, the first three principles are based on extralinguistic factors, and the last one is based on linguistic, more precisely, on the comparison of language systems.

Let us illustrate the main types of realias with examples.

Historical realia:

The Stamp Act - a law on stamp duty, passed by the English Parliament in 1765 and providing for the use of stamped paper in the preparation of official documents or the gluing of stamps on them.

Geographic realia:

1. Names of objects of physical geography: *canyon, deep gorge, prairie*.
2. Names of geographical objects associated with human activity: *causeway* - a road along an embankment.

Ethnographic realia:

a) *food:* hamburger - a bun with chopped steak

b) *clothes:* parka - Eskimo clothes

Socio-political realia [4]:

a) administrative-territorial units: *state, Land*.

b) settlements: *hich town* - a provincial town.

c) details of the settlement: *uptown* - residential part of the city; *down town* - the business part of the city.

CONCLUSION

Awareness of a literary text as a phenomenon of culture leads to the need to describe the national-cultural component of the units of the linguistic picture of the world, primarily realias. The formation of the linguocultural competence of students on the basis of this material is an important component of the content of teaching a foreign language.

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