

## THE KEY FEATURES OF «TATARSTAN» REGIONAL LINGUISTIC-CULTURAL DICTIONARY

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Annotation. This article deals with the key features of «Tatarstan» regional linguistic-cultural dictionary. This is the first attempt to create a regional linguistic-cultural dictionary on the territory of modern Tatarstan. Work on the dictionary was started in 2014 while writing a master's thesis on the topic "Tatarstan" Regional dictionary, structure and content. We analyzed works of Russian lexicographers Vereshchagin, Kostomarov and Dubichinsky etc., studied historical documents; fiction works by famous poets and writers of Tatarstan. The results of our research found reflection in scientific articles and reports at international scientific conferences: *Russian linguistic cultural dictionaries: structure and content, the use of lexicographic principles in the creation of a linguistic-cultural dictionary, National realities in the regional dictionary "Tatarstan"*. In this work we analyze the classifications of most important lexicography principles and give the overview of the vocabulary model of new «TATARSTAN» regional linguistic-cultural dictionary. We explain the selection criteria of the lexical units and regional realities while making a linguistic-cultural dictionary and confirm the importance of regional dictionaries while teaching Russian as foreign language. As a result, the project of regional linguistic-cultural dictionary has been developed at Kazan Federal University.

Key words: linguistic-cultural dictionary, Russian lexicography, regional realities, Republic of Tatarstan, semantization, lexical backgrounds, dictionary key features.

### 1 Introduction

The purpose of our research was to describe parameters and structure of the regional linguistic-cultural dictionary "Tatarstan", create models of vocabulary and structure of dictionary articles. Achieving this goal implies the solution of the following tasks:

- 1) To analyze the structure of Russian lexicographic sources with a view to their subsequent use when compiling the regional dictionary "Tatarstan";
- 2) To reveal the distinctive features of the regional linguistic-cultural dictionary;
- 3) To reveal the peculiarities of the dictionary article of a linguistic-cultural dictionary
- 4) To describe the lexical units included in the vocabulary of the regional linguistic-cultural dictionary.

The solution of the tasks posed deals with the main content of our research work, where the main concepts of linguistic and cultural studies of lexicography are defined, such as linguistics, lexical background, national cultural background, as well as the vocabulary structure, dictionary entry, vocabulary, etc. The need for creation a regional linguistic cultural dictionary is explained by the fact that teachers of the Russian language are faced with the need to find convincing answers while explaining the lexical meanings, including untranslatable words and phrases such as the names of national realities, by which "objects, phenomena, traditions, customs that make up the specifics of a given social community or ethnic group" are understood. (Nelyubin, 2003).

Thus, linguistic - cultural dictionaries act as universal teaching aids that meet the needs of all participants in the learning process.

### 2 Materials and methodology

The materials of our research are:

1) Textbooks on Russian lexicography written by such famous linguists as Vereshchagin, Kostomarov, Dubichinsky(2008), Florin, Vlahov(1980), Nelyubin(2003) etc.

2) linguistic-cultural dictionaries: "Russia" (edited by Yu.E. Prokhorov), "Great Britain" (edited by A. Rum,2000), "Germany" (edited by DG Maltseva), "Great Britain" and "USA" (edited by GD Tomakhin)

3) Online dictionaries of linguistic terms

4) Works by Russian and Tatar writers (in Russian translation).

We used the following research methods: general scientific (analysis and synthesis, classification, comparison, generalization) and linguistic (the method of analyzing vocabulary definitions, etymological and component analysis, a descriptive method using observation techniques).

### 3 Results

After careful analysis of lexicographical, literary and historical sources, we came to the conclusion that the linguistic-cultural dictionary is a dictionary, in which both the interpretation of lexical concepts and explanation of lexical backgrounds are considered means of semantization. The linguistic-cultural dictionary represents the expanded explanatory dictionary (Vereshchagin, Kostomarov, 1980, p.206).

According to the linguistic-cultural theory, the semantization of the same word is carried out from the standpoint of everyday consciousness (in explanatory dictionaries), or from the point of view of scientific knowledge (in encyclopedic dictionaries).

From the point of view of their functions in the dictionary the philological interpretation of the lexical concept is analogous to the encyclopedic definition of the scientific concept (Vereshchagin 1980, p. 202). In addition, in encyclopedic dictionaries one can find a description of the scientific background in addition to defining the scientific concept.

Unlike the encyclopedic dictionary, the explanatory part of linguistic-cultural dictionary includes everyday information.

Nevertheless, the linguistic-cultural dictionary is not actually a philological dictionary since it contains data that cannot be considered ordinary everyday information. Summing it up, the linguistic-cultural dictionary combines the features of philological and encyclopedic approach. As for the typology of linguistic-cultural dictionaries, they are divided into:

1. Linguistic-cultural dictionaries of the first type familiarize users (readers) with the traditions and customs of the country of the studied language. For example, while studying the Russian language students learn more about the Russian Federation and ways of life of its inhabitants.
2. Linguistic-cultural dictionaries of the second type familiarize users (readers) with traditions and customs of people living in a particular region (the Republic of Tatarstan). This type of linguistic-cultural dictionaries is called regional dictionaries.

Based on the title of this article one should pay special attention to the second type of dictionaries. In this case the regional realities of the Republic of Tatarstan are being analyzed.

In this connection, it is necessary to define regional realities. These are realities that have crossed the borders of one country or spread among several peoples, being an integral part of the vocabulary of several languages.

A striking example of such interpenetration are Turkic borrowings in the Russian language by means of the Tatar language, such as *den'gi* (money), *karandash* (pencil), *kazna* (treasury), included in the lexicon of modern Russian speakers. While making a dictionary the lexical units as well the regional realities should be selected according to important lexicography principals stated by V.V. Dubichinsky in his work "Lexicography of the Russian language":

- I. Continuity of lexicographic works.
- II. The significant role of the subjective factor in the creation of dictionaries
- III. The conditionality of rigid pragmatism
- IV. Normativity in vocabulary selection
- V. Theoretical and practical multidimensionality of lexicographic works (Dubichinsky 2008: 50).

According to the first of the above listed principles, it is necessary for the leader and of author's team members of to use the experience of their predecessors and draw on the existing lexicographic traditions.

The other important classification was described in the works of E.M. Vereshchagin and V.G. Kostomarov:

1. Lexical background as an object of semantization
2. Orientation to the actual language consciousness
3. Actual historicism as a feature of linguistic-cultural semantization
4. Visibility principal
5. Paradigmatic and syntagmatic compatibility of the heading word
6. Aspects of the philological content depth
7. The need for thematic introduction into the dictionary
8. Teaching orientation

Each of these principles plays an important role in the development of a linguistic-cultural dictionary and deserves detailed coverage.

The first of these principles is one of the most fundamental in the linguistic-cultural lexicography and is realized through an explanation.

Explanation is carried out with the help of philological modeling of everyday information behind the word (Vereshchagin 1980: 253).

Another important principle of linguistic-cultural lexicography is the orientation toward the actual linguistic consciousness. In other words, the lexical background should be known to the modern reader.

In this case, the historical realities are rarely detached from their national sources. This occurs to realities related to antiquity (Ancient Rome, Ancient Greece): *toga*, *amphora*, etc. In this case, the historical coloring of the word prevails over the local coloring.

Sometimes, over time, there is a change in the status of reality (Vlahov 2009: 64). Consequently, the actual historicism is connected with the modern stage of the historical and cultural development of the country of the studied language.

At the same time, the actual historical approach to the explanation of background semantics has considerable educational significance (Vereshchagin 1980: 255), so foreign students can trace how events or phenomena form the national cultural background of a linguistic - cultural dictionary.

For example, one can trace the historical development of the word *ataman* in the linguistic-cultural dictionary "Russia".

This lexeme passed into the Old Russian language as a result of borrowing from the Turkic languages, in which it means "chief, father, and leader".

The title of ataman was abolished after the October Revolution of 1917, in connection with the liquidation of the Cossack class. In the 90-ies of XX century the title of *ataman* again became widespread in connection with the revival of the Cossacks. However, modern atamans have no official military status.

As for the visibility principle, it is implemented in a methodical receiving additional visual and verbal series. After analyzing the various classification realities E.M. Vereshchagin and V.G. Kostomarov come to the following conclusion: that to explain French word *village* or German *Dorf*, you need to see the picture of a village, or at least know about it from the descriptions and drawings. Only such knowledge of the language can be called complete (Vereshchagin 1980: 256).

The sixth principle is related to definition of the philological content depth. It is understood as comprehensive reflection of the language environment of the heading word.

The next principle is the need for thematic introduction into the dictionary. According to the authors of this classification, the main purpose of the family of linguistic-cultural dictionaries is to acquaint a foreign student or trainee with modern Russian reality through the medium of the Russian language. In this case, the thematic insertion should be created by specialists of the relevant field.

The eighth principle of this classification is the teaching orientation. Using this material in foreign language lessons, the teacher introduces students to the culture, traditions, history of the countries of the studied language.

In addition, linguistic-cultural dictionaries can be used by teachers in the process of preparing for classes, especially when speaking of regional realities introduction.

As for the principles of selecting lexical units and regional realities, when compiling a regional linguistic-cultural dictionary it is necessary to be guided by the classification of the realities by S. Florin and S. Vlahov (1980).

According to this classification, there are 4 so-called divisions of realities:

- I. Objective division
- II. Local division (depending on national and linguistic and language affiliation)
- III. Time division (in synchronic and diachronic terms)
- IV. IV Translation division (geographical realities, ethnographic realities, socio-political realities)

To determine the nature of the vocabulary of a regional dictionary, and in order to select lexical units, it is necessary to use the first two divisions. The first division (objective) includes:

A) Geographical realities (words and phrases related to the geography of the country of the studied language)

B) Ethnographic (words denoting the way of life and culture of the population of the country of the studied language).

Local realities are divided into own and foreign realities. Other people's realities, in turn, are divided into international and regional ones. Unlike international realities that go beyond one language borders and are known to speakers of several languages, regional realities are understandable to the population of a particular region.

For example, the word *ruble* is known both to citizens of the Russian Federation and foreigners who come here, since this is

the national currency of Russia, represented in the exchange offices of the country and beyond.

Unlike the *ruble*, the word *tenge*, the name of Tatar coins, is familiar to residents of the Republic of Tatarstan, as well as to the population of modern Turkey, Kazakhstan, Bashkortostan, as the word *tenge* is of Turkic origin.

However, foreign students who come to Kazan from Latin America will have difficulty understanding the meaning of this word, since their native language is Spanish, belonging to the Romance group of languages derived from Latin.

Having completed the division of reality by place and language, Florin and Vlahov developed the following table (see table 1) (Florin, Vlahov, 1980, p. 50):

Table 1. Florin and Vlahov realities classification

№	A. One language	B. Language pairs
1	1. Own realities: a) national b) local c) microlocal	1.Internal 2.External
2	2. Foreign realities: a) international b) regional	

#### 4 Discussion

Since our dictionary is relevant to a specific region, the Republic of Tatarstan, it is necessary to use regional realities related to culture, literature, history, and geography of this region.

Proceeding from the objective and local division of realities, it is possible to create the following vocabulary model:

##### I. Geographical objects of the Republic of Tatarstan:

- a) Natural: *Volga, Kazanka, Mesha, Kama*.
- b) Artificial: *Zainskoye vodokhranilishche, Kuybyshevskoye vodokhranilishche*.

##### II. History of the Republic of Tatarstan:

- a) Historical names associated with the origin of statehood: *the Golden Horde, the Republic of Tatarstan*.
- b) Historical names of the cities: *Bolgar, Bilar, Suvar*
- c) Names of historical personalities associated with the Republic of Tatarstan: *Ivan the Terrible, Catherine II, Peter I etc.*

##### III. Religions of the Republic of Tatarstan:

- a) words related to Islam: *namaz, shamail, koran, islam*
- b) Words related to Christianity: *Easter, and Christmas*
- c) Names of temples of Tatarstan:
  - Muslim: *Kul Sharif, Mardjani Mosque, Sultan's Mosque,*
  - Christian: *Zilant Monastery, Raifa monastery, Peter and Paul Cathedral*
  - Jewish: *The Synagogue.*

##### IV. Culture and art of the Republic of Tatarstan:

- a) Music and dance:
  - names of musical and dance works: *Shurale, Apipa*
  - musical instruments: *accordion-talianka, dumbra, gusli, saz.*
  - musicians, composers, conductors, singers: *Salih Saidashev, Rustem Yakhin, Fedor Shalyapin.*

##### b) Theater:

The names of the theaters of Tatarstan: *Galiaskar Kamal Theater, Karim Tinchurin.*

##### c) Architecture of Tatarstan:

- name of architectural monuments: *Kazan Kremlin, Raifa Monastery, Kul Sharif, Süyümbike Tower.*
- Names of architects: *Postnik Yakovlev, Ivan Shiryai.*

##### d) Literature:

- Names of literary works: *Legend of Yusuf, Khuzha Nasretidin, Shurale.*
- Tatar poets: *Kul Gali, Musa Jalil, Gabdulla Tukay, Sajida Suleymanova, Hadi Taktash, Ravil Bukharaev etc.*

#### V. Science in Tatarstan:

##### 1) Scientific schools of Tatarstan and their representatives:

- Kazan Linguistic School: *I.A. Boudouin de Courtenay, V.A. Bogoroditsky, etc.*

2) Historical and modern names of secondary and higher educational institutions in the Republic of Tatarstan: *First male gymnasium, Kazan Imperial University, Kazan Federal University, etc.*

#### VI. The life of the Tatar people:

- a) Traditions, customs, rituals, holidays: *Kurban-Bayram, Navruz.*
- b) food, drinks: *samsa, gubadya, talkysh kaleve, chak-chak.*
- c) clothes and shoes: *Ichigi, choba, tubatei, calfak.*
- d) Measures and money:

- Units of measures: *arshin, versta, sazhen,*
- monetary units: *altyn, kopeck, ruble*

#### VII. Onomastic units (proper names).

- Male personal names: *Ruslan, Sharif, Gabdulla etc.*
- Female personal names: *Fatyama, Zuleiha, Sajida and etc.*
- Tatar surnames: *Taktash, Kutui, Tukay, etc.*
- Names of literary and musical characters, movie heroes: *Baltyr, Shurale, Yusuf, Zuleiha, etc.*

#### 5 Conclusions

In general, the results of the study confirm that the creation of regional linguistic-cultural dictionaries is one of the urgent problems of modern lexicography. As for the future prospects of the research, after the creation of a paper version of the regional dictionary "Tatarstan", its development in electronic form is also possible. The electronic dictionary is more convenient to use, it will save time spent by users of the dictionary to search for one or another lexical unit, and will also open more opportunities for quick replenishment of the lexical units base due to the use of educational resources of the Internet.

A more detailed model of the regional linguistic-cultural dictionary, as well as an explanation of the lexical backgrounds of the selected words will be described in subsequent articles and will serve as the subject of our future research.

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