

## A BOOK TITLE AS REFLECTION AND REPERCUSSION: CONCEPTUAL ANALYSIS IN A CLASS

<sup>a</sup>AYGUL R. SALAKHOVA, <sup>b</sup>TATJANA A. BURTCEVA  
<sup>c</sup>VLADISLAV A. BOGORODSKIY

<sup>a,b</sup>Kazan Federal University, 18 Kremlyovskaya street, Kazan 420008, Russia

<sup>c</sup>Russian Presidential Academy of National Economy and Public Administration, Prospekt Vernadskogo, 84, Moscow, Russia, 119571, Russia

email:<sup>a</sup> aygul.salahova@gmail.com , <sup>b</sup>info@prescopus.com

<sup>c</sup> info@ores.su

**Abstract.** This work addresses the problem of conceptual analysis of headings when working with literary text in RFL (Russian as a foreign language) lessons. Using comparative, systemic and deconstructive methods of working with the material, the authors substantiate the need and significance of supplementing the traditional lexical work on understanding the heading with a conceptual analysis aimed at identifying and subsequent interpretation of the pragmatic content of the work. As an example, the content of the work on the title of L. Petrushevskaya's story «Ditya» ("Child") is given. The results of this work are based, from one side, on confirmation of the concept of the integrity of text, placed in its nature itself, and from other side, are fixed possible systematic strategies of work with the artistic literature on the lesson with the foreign students, contents of that read due to the start of opposition directed toward the deepening "value-sense".

**Keywords:** conceptual analysis of headings, RFL (Russian as a foreign language), deconstructive methods.

### 1 Introduction

Title, being by conceptual text is familiar, inherent in all texts, it is formally localized and forms the strong position of text, its understanding – the starting point of the cognitive process of the development of the semantic content of work and its further interpretation. The interpretation of title - one of the most difficult tasks of the philological analysis of work, that more difficult it is with the work with the foreign students, whose cultural and lexical reserve to the certain degree is limited. In the traditional model of work with the text on the lesson, the final goal was reduced to the understanding, namely to understanding the value of that read (by removing of lexical- grammatical difficulties and introduction to linguocultural studies, background information) and to the reproduction of that mattered. However, contemporary in the true sense of this word interdisciplinary and open to the intercultural dialogue lingual formation a similar model within the framework reveals its exhaustion and limitedness that especially sharply it is perceived with the work with the texts of the Russian literature, classical and contemporary (Miftakhova et al, 2016).

The hypothesis of this work lies in the fact that the analysis of the conceptual content of titles with the work with the artistic text gives positive effect and motivation to the deeper I understand the sense of that read, makes it possible to avoid the stereotype and/or erroneous interpretation of the content, facilitates work with the text as a whole (prospection of the text (Halperin, 1981). Primary attention in this work is paid to the significance of the communicative situation (artistic text), which wakes up in the word, which functions as the element of text, special importance, association and the connection with the system of individual-author's ideas and cultural values (concept sphere of the language (Shtyrlina & Khabibullina, 2018).

Speaking about the conceptual filling of the word, A. Vezhbitskaya uses terms the concept- minimum (assuming the incomplete possession of the sense of the word) and concept- maximum (complete possession, characteristic of the series carrier of language) (Wierzbicka, 1985). In this case by the completeness of mastery of the sense of the word is understood the prevailing, essentially final means in full weight of cognitive and communicative intralingual and inside the cultural valences, that is formed as a result different and diverse uses. If we transfer this to the concept- title, then the concept- minimum – this content and the volume of concept- title at the entrance (before reading), concept- maximum – at the output (after reading). Name in this case becomes starting point in the process of understanding text and it limits strategy of interpreter.

Fundamental in this case becomes the discrimination of concepts "value" and "the sense" of word, which first indicated G. Frege. German scientist contradicted the thought, concluded in the words (sense), and the essence, fixed in the consciousness (meaning), emphasizing that different expressions can make one and the same value, but different sense. In connection with to the analysis of the conceptual content of the title of literary work and ramification of the so-called author's intension work on the delimitation of sense and value has the fundamental value: the contemporary means of informatization made easily attainable a process of obtaining the idea about the value of any word in the foreign language, having substantially limited cognitive data of the subject of instruction, after freeing him from the need of refining semantics of words by semantics of text.

Of course, the completeness of the text should not be reduced to the conceptual content of the heading, however, the data of such an analysis are inevitably the key to the meaning of the text, while still being indirectly related to the concept and textual conceptual information.

### 2 Methods

The methodological and theoretical basis of the study was the work in the field of discourse and linguistics of the text (V.Z. Demyankov (Demyankov, 2001), M.L. Makarov (Makarov, 2003) , L.A. Chernyakhovskaya (Chernyakhovskaya, 1983), T. van Dijk (VAN Dijk, 1995, 1985), D. Schiffrin (Schiffrin, 1994) and others), theoretical positions of research in the field of semantics (N.D. Arutyunova (Arutyunova, 1999), M. Dummet (Dummet, 1979), C.J. Fillmore (Fillmore, 1984, et al. Works on language and culture (A. Vezhbitskaya (Vezhbitskaya, 1996). E.M. Vereshchagin, V.G. Kostomarov (Vereshchagin & Kostomarov, 1990). Stepanov (Stepanov, 1997) and others).

The paper used an integrated approach to the study of lexical units in the headings of literary texts used in the classes of the Classical Russian Story and Modern Russian Story courses. The complexity of the approach was achieved through the use of a number of general scientific methods (the method of descriptive analysis, interpretation method, classification method, generalization and comparison method), private methods of linguistic analysis (structural-semantic analysis method, conceptual metaphor analysis method).

In describing the content of the concept, the semantic-cognitive and logical approaches of the linguocognitive analysis technique were successively used. The use of both approaches - "from language to meaning" and "from sense to language" - made it possible to expand and complement the capabilities of each of them (Shtyrlina, 2017), however, the semantic-cognitive path of analysis, involving keyword research and analysis, was more convenient when working with foreign codes, contexts of its use in order to determine the semantic content of the concept (Popova & Sternin, 2001).

### 3 Results And Discussion

Consistent and directed work with the conceptual meaning of the names of literary works of Russian literature included in the list for reading at the courses "Classical Russian Short Story" and "Modern Russian Short Story" (period from 2012-2019, Kazan Federal University (Russia), University of Giessen (Germany), Regensburg University (Germany)), allows us to draw a number of conclusions presented on the material of L. Petrushevskaya's story "The Child" (Petrushevskaya, 1999). and the model of work on its conceptual content.

(1) Work with the conceptual content of the title of a literary work is work with the language means of objectifying the concept, which seems significant to the author of the work. Attracting the learner's attention to this strong position of the text serves to form, along with understanding the plot component of the text, the idea of a cognitive picture of the world that is reflected in the

language. Thus, a specific literary text as a model of cultural discourse becomes a subject for in-depth analysis and a motive for a direct impact on the linguistic, cultural and intellectual base of a foreign background (Abbasi & Zare, 2016).

So, for example, at the stage of pretext work with the story of L. Petrushevskaya "Child", an appeal to the meaning of the title (based on dictionaries) made it possible to identify the complex content of this linguocultural concept: the actual sign of the concept is "younger in age" and the figurative meaning from the spiritual sphere, to the younger (with a touch of affection); as well as a carrier of "kinship"; and finally, the internal form associated with the Indo-European *\*dhē-* "breastfeed, suck."

The establishment of the multi-level content of the concept is an incentive to search when reading the text of language units and artistic images associated with the conceptual content of the key concept.

(2) The meaning and strategy of such work consist of a special analysis of the language code, since, according to G. Frege, the meaning is a difference in the way of formal designation of name objects.

The work with the "childishness" code in L. Petrushevskaya's story reveals a verbal implementation of all the above signs of the concept: all acting characters of the story are awarded the "childishness" property. The author used the following language units of the direct name of the "young age" person ("children" (7), "child" (9), "newborn" (3), "boy" (2), "baby" (1)), words indicating a junior position according to the degree of relationship ("father" (3), "daughter" (1), "son" (1), "middle name" (1), "umbilical cord" (2)), units attributing relationship with a young person ("woman in labor" (3), "infanticide" (1)), words that appeal to the internal content of the concept ("feed" (4), "feeding" (1), "milk" (1)). In addition, the author of the story reproduces gestural, mimic and behavioral reactions attributing to "childishness" ("behaves like a stupid child, covering his face with his hands, as if afraid" (2), "rushed along the streets with all possible speed to the maternity hospital and then they asked the nurses to record the child in the name of one and the patronymic of the other [...] they were excited to the extreme and burst into tears"; "he lifted his head and moved his lips").

The establishment of such a rich spectrum of the verbal nomination of the concept put in the title of the story by L. Petrushevskaya, allows you to deepen your understanding of what you read when working with a literary text, stimulates the reader's interpretative base, and allows a super-story understanding of the text. In addition, the frequency and sequence of presentations allows us to identify the opposition of the "child" - "adult", which organizes the main problem field of the text. So, the narrative of history is consistently organized as an accusatory speech ("She had no excuse even when she did her dirty work, and then in particular ...", "everything could be judged", "It follows from all this", etc. ) at the same time, structurally and stylistically appealing to legal discourse units are interspersed with everyday and colloquial ("but in the opinion of everyone", "because wherever it is seen", "They also passed it by word of mouth", "although it didn't worry anyone, and without that was visible", etc.). Thus, the language code, frequency, and methods of presenting units allow, when analyzing the text of L. Petrushevskaya, to reach a higher level - an analysis of the peculiarities of the narration, especially those related to the conceptual content of the heading.

Similar work in the lesson can be directed by the teacher by asking questions, organizing search work in the text, or tasks for interpreting textual facts. For the convenience of working with different levels of text, it is permissible to use additional graphic design of fragments (italics, discharge, etc.), to use semantically and/or structurally close units of nomination in the wording of tasks/questions (Hassan et al, 2019).

(3) This type of work, despite the theoretical background and justification for its implementation in the lesson, cannot be attributed to highly specialized (philological) training, but organically complements the content of programs for studying Russian as a foreign language.

On the example of work to deepen understanding of the conceptual content of the title of L. Petrushevskaya's story "Child", we can talk about the productivity of involving students in the search for new meanings hidden behind the literal meaning of the word. The ability and willingness to work with the decoding of meaning and its interpretation is understandable: according to E. Steiger and G. Gadamer, the art of interpretation is even older than literary criticism itself (Staiger, 1957; Gadamer, 1988). The interpretation process involves the data of the subject's previous discourses: for example, the established conceptual content of the work of L. Petrushevskaya reveals a number of typological connections with the classical texts included in the curriculum of the Russian Story course. A similar methodological strategy links the key text - the story of N.V. Gogol's "Overcoat," the title of which is subtitled for the course and the name of the textbook — at the level of images, plot, keynotes, followed by a literary paradigm (more on this (Salakhova & Burtceva, 2017)).

#### 4 Summary

The traditional work with static text as a complete sequence of characters limits the reader's interpretative potential (internal incentive to utter and secondary discourse) to the "understandable" category. In our deep conviction, the strategy of working with the conceptual content of the heading is aimed at decoding the author's intention in specific language structures, like working with the act of communication with all its essential features and, above all, the illocutionary goal - the intention for which the communicative act is carried out (Demyankov, 2001).

For example, in the story of L. Petrushevskaya "Child", we sought to show the possibilities and strategies of work with the conceptual content of the title. The advantages, obviously, consist in an expanded understanding of the phenomenon of a literary text (the ability to transmit a special view of the world by creating a fictitious space), the transfer of the intangible content of culture, and the demonstration of the principle of working with the socio-cultural perception of the concepts of Russian culture. The title of the story "Child" at the level of lexical understanding and interpretation of the unit gives an idea of the plot, in the center of which the young mother's criminal act in relation to her own newborn child, who laid him stones on the road after birth, was detained and refuses to feed him. However, the data on the conceptual content of the heading, which, following the mental representation, "expresses social perception and assessment of the deep qualities of the person, rooted and become the essence of a person, forming his inner appearance" (Kolesov et al, 2014), allow you to expand the idea of what you read, by connecting the ideas about "Childishness" as an attribute of a "little man", following the Russian literary tradition and the spiritual (Christian) perception of the "younger" in the culture as a whole.

The ability and need to identify the culturally specific meaning of the so-called strong positions of the text, which is the opposite of the social nature of meaning, as the final result leads students to understand the pragmatic and conceptual content of speech when learning a foreign language, which, in turn, is an indicator of the formed speech (communicative) competencies, ability to effective communication.

#### 5 Conclusions

The conceptual analysis allows you to combine the linguistic and cultural semantics of the word, delimited in applied linguistics in connection with the division into linguistic and conceptual worldviews. The synthesis of these two approaches is necessary for working with natural language concepts presented in fiction not only for the purpose of forming a competent idea of its content and features but also for the purpose of establishing typological relationships within the literary discourse. The latter

can become a powerful motivating factor in further interest in the study of language and literature by foreign students.

### Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

### Literature

1. Arutyunova, N.D.: The Language and the World of Man, M., "Languages of Russian Culture", 1999. 896 p.
2. Chernyakhovskaya, L.A.: The semantic structure of the text and its units, Questions of linguistics, No. 6, 1983, 34-45 p.
3. Demyankov, B.Z.: Linguistic interpretation of the text: Universal and national (idio-ethnic) strategies, Language and Culture: Facts and Values, M., Languages of Slavic Culture, 2001.309-323 p.
4. Demyankov, B.Z.: Linguistic interpretation of the text: universal and national (idio-ethnic) strategies, Language and culture. Facts and Values. M., Languages of Slavic culture, 2001, 309-323 p.
5. Dummett, M.: What is theory of meaning? Truth and Meaning, Oxford, 1976, 67-137 p.
6. Fillmore, C.J.: Lexical semantics and text semantics, New directions in linguistics and semiotics, A.: Benjamins, 1984, 123-147 p.
7. Gadamer, H.G.: Truth and Method, M., Art, 1988. 704 p.
8. Halperin, I.R.: Text as an Object of Linguistic Research, M., Science, 1981, 138 p.
9. Kolesov, V.V., Kolesova, D.V., Kharitonov, A.A.: Dictionary of Russian mentality. Vol.1 A-O, St. Petersburg, Zlatoust, 2014. 592 p.
10. Makarov, M.L.: Fundamentals of the theory of discourse, M., ITDGG "Gnosis", 2003, 280 p.
11. Miftakhova, A.N., Makleeva, EA., Rakhimova, AR.: Means of evaluativity expressing in the work of AI Solzhenitsyn (One Day in the Life of Ivan Denisovich), Journal of Language and Literature, Vol. 7, No. 3, 2016, pp. 159-162 p.
12. Petrushevskaya, L.S.: Child, House of Girls, M., Vagrius, 1999. 65-68 p.
13. Popova, Z.D., Sternin, A.S.: Essays on Cognitive Linguistics, Voronezh, The Origins, 2001. 191 p.
14. Salakhova, A.R.: Burtceva, T.A.: Russian literature in class: steps to face (re) cognition, Ad Alta-Journal Of Interdisciplinary Research, Vol. 7, Is. 2, 2017. 116-118 p.
15. Shtyrlina, E.G., Khabibullina, EV.: Sun Miao, The Theoretical Foundations of the Selection of Artistic Concept in Contemporary Linguistic Cognition, The Journal of Social Sciences Research, Academic Research Publishing Group, vol. 4, 2018, 175-178 p.
16. Schiffrin, D.: Approaches to Discourse. Cambridge, MA & Oxford, 1994. 470 p.
17. Stepanov, Yu.S.: Constants. Dictionary of Russian culture. Research experience, M., School "Languages of Russian Culture", 1997. 824 p.
18. Shtyrlina, E.G.: Concept as a linguistic guideline in teaching Russian as a foreign language, Modern Journal of Language Teaching Methods, Vol. 7, Issue 12, , 2017. 88-94 p.
19. Staiger, E.: Die Kunst der Interpretation, Studien zur deutschen Literaturgeschichte, Zürich, Atlantis-Verlag, 1957. 273 p.
20. VAN Dijk, T.: Discourse analysis as ideology analysis, Language and peace, Dartmouth Publishing, 1995. 17-33 p.
21. VAN Dijk, T.: Discourse Analysis as a New Cross Discipline, Handbook of Discourse Analysis, Vol. 1., London, 1985, 1-10 p.
22. Vezhbitskaya, A.: Language Culture. Cognition, M. : Russian dictionaries, 1996. 416 p.
23. Vereshchagin, E.M., Kostomarov, V.G.: Language and Culture: Linguistic and Regional Studies in the Teaching of Russian as a Foreign Language, M., Russian, 1990. 246 p.
24. Wierzbicka, A.: Different cultures, different languages, different speech acts: Polish vs. English, Journal of Pragmatics, Vol. 9, Iss. 2-3, 1985, 145-178 p.

25. Hassan, M. N., Abdullah, A. H., Ismail, N., Suhud, S. N. A., & Hamzah, M. H.: Mathematics Curriculum Framework for Early Childhood Education Based on Science, Technology, Engineering and Mathematics (STEM). International Electronic Journal of Mathematics Education, 14(1), 2019. 15-31 p. <https://doi.org/10.12973/iejme/3960>.

26. Abbasi, M., Zare, A.: Information Security in E-Commerce Law. UCT Journal of Social Sciences and Humanities Research, 4(3), 2016. 16-20 p.

### Primary Paper Section: A

### Secondary Paper Section: AI, AM