



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898475*

RFC: ATI120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseducacionpoliticayvalores.com/>

Año: VI

Número: Edición Especial

Artículo no.:2

Período: Diciembre 2018.

TÍTULO: La metáfora orgánica en el discurso pedagógico del alemán y el ruso.

AUTORES:

1. Elena A. Tulusina.
2. Golshat R. Safiullina.
3. Eva Lelakova.

RESUMEN: Los modelos metafóricos en un discurso pedagógico de las lenguas alemana y rusa se convirtieron en un tema de la investigación real. El análisis de los conceptos metafóricos de un discurso pedagógico en estos idiomas permite extraer conclusiones sobre el funcionamiento de las metáforas orgánicas. Las ideas de capacitación se basan en la idea de crecimiento como cambio cuantitativo, mejora y desarrollo como cambio de alta calidad. El modelo metafórico "el estudio es un organismo en crecimiento" en alemán y el discurso pedagógico ruso indican que la educación es productiva, da frutos y alimenta a la persona. Este modelo metafórico enfatiza en la naturalidad de los procesos y leyes existentes en el área educativa.

PALABRAS CLAVES: metáfora orgánica, discurso pedagógico, alemán, ruso, educación.

TITLE: Organic Metaphor In The Pedagogical Discourse Of German And Russian

AUTHORS:

1. Elena A. Tulusina.
2. Golshat R. Safiullina.
3. Eva Lelakova.

ABSTRACT: The metaphorical models in a pedagogical discourse of the German and Russian languages became a subject of real research. The analysis of the metaphorical concepts of a pedagogical discourse in these languages makes it possible to draw conclusions about the functioning of organic metaphors. Training ideas are based on the idea of growth as a quantitative change, improvement and development as a high quality change. The metaphorical model "the study is a growing organism" in German and the Russian pedagogical discourse indicate that education is productive, bears fruit and feeds the person. This metaphorical model emphasizes the naturalness of existing processes and laws in the educational area.

KEY WORDS: organic metaphor, pedagogical discourse, German, Russian, education.

INTRODUCTION.

The use of a foreign language is the way of comprehension the world of special knowledge, adjustment to the culture of different nations, dialogue between different cultures, providing people's awareness of belonging not only to their native country, but also to the planetary cultural community (Zaripov, Ayrat R.; Sadykova, Aida G.; Zakirova, Luiza R., Alla P., 2017).

In the 21st century, studying of language and national specifics of sphere of concepts of any people becomes impossible without description of values of lexical units out of the sphere of their use, without their discourse aspects; therefore, the discourse analysis becomes one of the central sections of linguistics.

Researchers of a discourse are united by the aspiration to study not the abstract language system, but the live speech, functioning of language in the conditions of real communication.

DEVELOPMENT.

In the modern linguistics studies, connection between language and culture is obvious and arouses no doubt. Each language is inextricably linked with culture, and not only reflects its momentary state, but also embraces all its previous states, while giving the cultural heritage from one generation to another (Varlamova, Elena V.; Rakhimova, Alina E.; Shingareva, Anna S., 2017).

The concept of a discourse still is in a formation stage what the lack of the standard definition of the term and also the settled pronunciation options testifies to (with an accent on the first or second syllable), but despite polysemy of the basic concept, the concept of a discourse is one of the most actively developing directions of modern linguistics.

In this research, the term the discourse is understood as set thematically or culturally interconnected texts, allowing development and addition with other texts. Various theoretical approaches to the understanding of the term a discourse need to be considered not as mutually exclusive, and as complementing, making a uniform paradigm of modern scientific knowledge.

During social interaction, each person should lose the wide repertoire of social roles and to enter various role relations demanding a certain speech behavior. So, speaking about a social role of the teacher, mean that all teachers behave substantially equally: impart knowledge to children, form their skills, culture of behavior.

In each society, there are some schemes of behavior of functionally connected people: the teacher - pupils, the doctor - patients, the buyer - the seller, etc. One of the most important characteristics of a role is the status peculiar to it. Being a factor of social life, the status at the same time actively influences character of statements of the speaking personality, also because it is connected with a concept of the authority.

The social status of the person influences that volume of the speech which gets to each participant of communication (Ervin-Tripp, S.M. Yazyk, 1975). The participant of communication can be the deputy, the mechanic, the teacher - in these cases his formal situation in itself demands the constant address to others. Taking a certain position in society, the teacher plays the corresponding roles - the educator, the organizer, the tutor. It becomes more or less successfully depending on individual abilities and personal characteristics. It is expected that the behavior of the teacher, and in particular, the behavior speech, will correspond to the status of its role and position.

The pedagogical discourse belongs to institutional forms of communication. The institutionality of a pedagogical discourse is shown, first of all, by initial installation on status inequality of his subjects - the teacher and the pupil. Norms of an institutional discourse reflect ethnic values of society in general, and values of the certain public group forming institute.

The pedagogical discourse, thus, objectively functions in the system of an institutional discourse as it will be organized within a certain social institute (educational institution); according to contents is personal focused (the purpose, methods and means are connected with development of the identity of the child in organized process of social education); it is characterized by the status and role relations of participants of communication (the teacher and the pupil) and has a definite purpose (socialization of the new member of society).

Methods.

Within the framework of the research, the following basic methods were used: method of discursive analysis, method of comparative analysis, method of analyzing metaphorical usage in pedagogical literature, metaphorical modeling method, method of research of cultural definitions, and method of analysis of translation transformations.

Results and Discussion.

Within representation of concepts of "Lernen" and "Study" a set of metaphorical models functions. Metaphors allow to reveal such parties of the studied concepts which are absent in definitions of explanatory and pedagogical dictionaries, but at the same time display a picture of real functioning of concepts in pedagogical consciousness. They expand conceptual word meaning; furnish the clue to understanding of the studied phenomenon, structure pedagogical knowledge, creating a uniform picture of the world.

The use of non-phraseological synonym is not able to compensate for the lack of phraseological unit (Davletbaeva, Diana N.; Bashkirova, Karina A.; Larionova, Elena S.; Minjar-Belorucheva, Alla P., 2016). One of the most frequencies is the metaphorical model study - a vegetable organism, or the

organic metaphor staticizing development. Ideas of training rely on idea of growth as quantitative change, improvement and development as high-quality change. Educational process is presented in the form of the difficult, developing vegetable organism.

In a pedagogical discourse of German often resort to a metaphor "education is a care of a plant" for the purpose of the description of school educational process:

✚ "Wir geben Schülern Gelegenheit, sich im Unterricht optimal zu entfalten, nehmen auf ihre geistigen Anlagen Rücksicht, konstatieren an ihrer wachsenden Selbständigkeit, dass unsere Erziehung Früchte trägt und entlassen sie mit einer Reifeprüfung" (Herting H., 1993). We give to pupils the chance to reveal completely at a lesson, we consider their spiritual rudiments, we state, noticing their growing independence that our education bears fruits, and we let out them, handing the school-leaving certificate (the lane of the author).

Many German teachers consider school as "a live organism" (Dannhäuser, A. (Hrsg.) 2003), "Das Lernen setzt beim Schüler immer schon vorhandene geistige Entwicklungskraft und einen natürlichen Lerntrieb voraus" and everything that live - grows and develops. Growth at the same time involves not only external changes, but also internal development for which optimum ensuring only the correct fertilizers as well pupils need to pay attention are necessary, to allow them an incentive to raise and develop:

✚ "Erziehung als Entwicklung in diesem Sinne begriffen, geht also von einem keimhaften Anlagevermögen des Schülers aus [...] Der Keim ist die natürliche Anlage und er enthält nicht nur das Ergebnis dieser Entwicklung, sondern auch den Drang sich zu entfalten" (Tremml, A.K., 2000). Education means development, and proceeds, thus, from "the initial capital" of the trainee. Shoots of this grain - not only result of development, but also natural aspiration to disclosure of the abilities and opportunities.

Metaphorical idea of process of training as a live organism, first of all indicates the natural potential put in each pupil. This model indicates existence of internal prerequisites for training, without excluding at the same time influence from the outside, representing the teacher as the gardener:

✚ "Das Beschneiden des Obstbaumes findet seine Analogie in den vielen Formen der pädagogischen Beschränkungen dem "Zurechtweisen" (manual), dem "Bestrafen", "das Wort abschneiden" (to chop off on a word): den Wildwuchs in eine Form bringen, die pädagogisch erwünscht ist" (Tremml, A.K., 2000).

In the Russian language, consciousness the doctrine often is associated with metaphorical representation in the form of a flower or a tree. Here, the following organic metaphors take place:

✚ "The doctrine is one of petals of that flower which is called education" (Amonashvili, Sh.A. 1990).

✚ "Let's keep this fruit-tree of our education" (Ushinsky, K.D., 1948).

In the Russian pedagogical discourse, need of careful "care of plants", a necessity of stimulation and cultivation of aspiration to the doctrine is also emphasized:

✚ "The teacher critically estimates the pedagogical work, finding effective ways of cultivation of soul and heart of the pets" (Amonashvili, Sh.A., 1984).

✚ "I will add: from the sound symphony of the speech learned and learning, realized and realizing the child both informative reading and a written language make the way in it. Cultivation without such basis of reading and the letter would be the same, as cultivation of high cultures on the poor and not improved soil" (Amonashvili, Sh.A., 1990).

Both in German and in Russian a metaphor of "Lehrer als Gärtner" "The teacher - the gardener" meets quite often that indicates an important role of the teacher in the course of education of children, the teacher appears in this case as the mentor, and the assistant:

✚ "Es genügt nicht, Pflanze oder Bäumchen sowie ein Kind bloss wachsen zu lassen: sie müssen auch gestützt (to give a support), beschnitten und gepfropft werden, damit sie gute Früchte tragen wir haben viel zu tun um diesen seltenen Menschen heranzubilden? Zweifellos viel, nämlich verhüten, dass etwas (schlimmes) getan wird" (Schiefele, H. Bildet die Schule?, 1988).

✚ "To teach the child to see, understand, feel heart of people, is, perhaps, the most thinly fragrant flower in a garden, a name to which - education of feelings!" (Sukhomlinsky, V.A., 1980); "It needs to be meant at the basis of a new pedagogical nursery" (Ushinsky, K.D., 1948); "Why in an education garden where the spring all the year round has to reign, the winter constantly winters?" (Amonashvili, Sh.A., 1986).

Thus, education in German and in the Russian spheres of concepts interpretation is as the process demanding accounting of both internal factors, and influence of the environment. Organic metaphors in a pedagogical discourse of the German and Russian languages indicate also that education is productive, bears fruits, and feeds the person. Besides, these organic metaphors emphasize naturalness of the processes and laws existing in educational area.

The cognitive signs fixing the relation of representatives of the nation to the analyzed phenomenon that allowed revealing similar lines of the relation to the doctrine in both linguistic cultures were established.

The analysis of organic metaphors of a pedagogical discourse allowed to draw a conclusion that the ideas of process of knowledge and training, which are characterized by complexity and diversity, are one of key both in German, and in the Russian language pictures of the world. The high potential of metaphorical word usage was revealed by means of two compared languages.

CONCLUSIONS.

A man is a bearer of national mentality, which can be investigated through language, being the most important means of man's identification (Davletbayeva, Diana; Larionova, Elena; Bashkirova, Karina, 2016).

The variety of the metaphorical models reflecting reality is characteristic of a pedagogical discourse. It is connected with cognitive complexity of sphere of concepts "education" and its big importance in collective consciousness and social life of the person; however, by results of the conducted research, it is possible to conclude that the doctrine in pedagogical literature verbalization mainly metaphorical model *study - a vegetable organism*.

During the research, also national and specific components were found in the German language picture of the world, the aspiration to pragmatism, "subjectivation" of the process of the doctrine; in the Russian is noted - opposite, the abstract, mental character of the doctrine, its correlation to art is emphasized.

Acknowledgements.

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

BIBLIOGRAPHIC REFERENCES.

1. Amonashvili, Sh. A. (1990). Personal and humanitarian basis of pedagogical process / Sh.A. Amonashvili. - Minsk: University publishing house, - 560 pages.
2. Amonashvili, Sh.A. (1984). Educational and educational function of assessment of the doctrine of school students: experimental and pedagogical research / Sh.A. Amonashvili. - M.: Pedagogics, - 296 pages.
3. Amonashvili, Sh.A. (1986). How do you live, children? / Sh.A. Amonashvili. - M.: Education, - 176 pages.
4. Zaripov, Ayrat R.; Sadykova, Aida G.; Zakirova, Luiza R.; Minjar Belorucheva, Alla P. (2017). Tolerance formation in the process of teaching foreign languages/Zaripov A.R., Sadykova A.G., Zakirova L.R., Minjar Belorucheva A.P. – Quid-Investigacion Ciencia y Tecnología, pp. 812-817. – Special Issue. – No. 1 - ISSN: 1692-343X, Medellin-Colombia.
5. Davletbayeva Diana, Larionova Elena, Bashkirova Karina (2016). Cultural Interpretation Of Phraseological Units In Their Occasional Use//Modern Journal Of Language Teaching Methods. - 2016. - Vol., Is. - P.164-169.
6. Dannhäuser, A. (Hrsg.) (2003). Ist die Schule noch zu retten? Plädoyer für eine neue Bildungsreform/A. Dannhäuser, H. - J. Ipfling, D. Reithmeier. - Weinheim; Basel: Beltz.

7. Diana N. Davletbaeva, Karina A. Bashkirova, Elena S. Larionova, Alla P. Minjar-Belorucheva (2016). Foreign Literature at the Lessons of Individual Reading: Contemporary Methods of Phraseological Units Teaching//International Journal of Environmental & Science Education, 11(6), 1247-1255.
8. Ervin-Tripp, S.M. Yazyk. (1975). Subject. Listener. The analysis of interaction / S.M. Ervin-Tripp//New in foreign linguistics, - Issue 7. - Page 336 - 362.
9. Herting H. (1993). Über die Bedingungen der Gesamtschule in der Industriegesellschaft. Die Schule neu denken. München/Wien, Hanser.
10. Schiefele, H. (1988). Bildet die Schule? / N of Schiefele//Dannhäuser/Ipfling Reithmeier.
11. Sukhomlinsky, V.A. (1980). Chosen pedagogical compositions: in 3 v. V. 2 / V.A. Sukhomlinsky. - M.: Pedagogics; - 383 pages.
12. Tremml, A.K. (2000). Allgemeine Pädagogik: Grundlagen, Handlungsfelder und Perspektiven der Erziehung/A.K. Tremml. - Stuttgart; Berlin; Köln: Kohlhammer.
13. Ushinsky, K.D. (1948). Collected works in 11 v. V. 4. Toy Store and anthology / K.D. Ushinsky. - M.: NPA of RSFSR, Univ. of the theory and history of pedagogics; 679 pag..
14. Varlamova, Elena V.; Rakhimova, Alina E.; Shingareva, Anna S. (2017). Representation of phraseological units with a zoonym component in the German and English linguistic views of the world. Revista Publicando Volume: 4 Issue: 13 Pages: 477-486.

DATA OF THE AUTHORS.

1. **Elena A. Tulusina.** Kazan Federal University. Email: elena_tulusina@mail.ru
2. **Golshat R. Safiullina.** Kazan Federal University. Email: info@ores.su
3. **Eva Lelakova.** University of Žilina, Slovakia. Email: global@ores.su

RECIBIDO: 2 de noviembre del 2018.

APROBADO: 16 de noviembre del 2018.