

CULTUROLOGICAL ASPECTS OF GAMES AS A FORM OF ART IN TEACHING A FOREIGN LANGUAGE

ASPECTOS CULTUROLÓGICOS DOS JOGOS COMO ARTE NO ENSINO DE LÍNGUA ESTRANGEIRA

ASPECTOS CULTUROLÓGICOS DEL JUEGO COMO FORMA DE ARTE EN LA ENSEÑANZA DE UNA LENGUA EXTRANJERA

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ABSTRACT: While studying a foreign culture, we compare it with the native culture. In our case, we bring France, Russia, and Yakutia (a region of the Russian Federation) as an example. This paper focuses on the description of cultural aspects and the importance of games in the educational process in teaching a foreign language among the bachelor's degree teachers and students of non-linguistic educational institutions. This approach enriches the educational process with cultural knowledge and prepares them for intercultural communication. The paper aims to determine the effectiveness of using a non-traditional form of teaching a foreign language – a game that contributes most to increasing student motivation. The paper determines and lists the main trends of the educational process on this issue, the methods of implementing cultural aspects as a form of creativity in teaching a foreign language in the process of their professional training.

KEYWORDS: Traditional culture. Gaming techniques. Ethnocultural space. Polycultural education. Art.

RESUMO: *Ao estudar uma cultura estrangeira, nós a comparamos com a cultura nativa. No nosso caso, trazemos como exemplo a França, a Rússia e a Yakutia (região da Federação Russa). Este artigo tem como foco a descrição de aspectos culturais e a importância dos jogos no processo educacional de ensino de língua estrangeira entre professores de bacharelado e alunos de instituições de ensino não linguístico. Essa abordagem enriquece o processo educacional com conhecimento cultural e os prepara para a comunicação intercultural. O artigo visa determinar a eficácia do uso de uma forma não tradicional de ensino de uma língua estrangeira – um jogo que mais contribui para aumentar a motivação dos alunos. O artigo determina e elenca as principais tendências do processo educacional sobre este tema, os métodos de implementação dos aspectos culturais como forma de criatividade no ensino de uma língua estrangeira no processo de sua formação profissional.*

PALAVRAS-CHAVE: *Cultura tradicional. Técnicas de jogo. Espaço etnocultural. Educação policultural. Arte.*

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RESUMEN: *Al estudiar una cultura extranjera, la comparamos con la cultura nativa. En nuestro caso, traemos como ejemplo a Francia, Rusia y Yakutia (una región de la Federación Rusa). Este trabajo se centra en la descripción de los aspectos culturales y la importancia de los juegos en el proceso educativo en la enseñanza de una lengua extranjera entre los profesores de licenciatura y estudiantes de instituciones educativas no lingüísticas. Este enfoque enriquece el proceso educativo con conocimientos culturales y los prepara para la comunicación intercultural. El documento tiene como objetivo determinar la efectividad del uso de una forma no tradicional de enseñanza de un idioma extranjero, un juego que contribuye más a aumentar la motivación de los estudiantes. El trabajo determina y enumera las principales tendencias del proceso educativo sobre este tema, los métodos de implementación de los aspectos culturales como una forma de creatividad en la enseñanza de una lengua extranjera en el proceso de su formación profesional.*

PALABRAS CLAVE: *Cultura tradicional. Técnicas de juego. Espacio etnocultural. Educación policultural. Arte.*

Introduction

The cultural worldview for each nation can be diverse and unique in its way. It is justified by many factors: lifestyle, habitat, nutrition, climate, beliefs, and national traditions.

Applying knowledge about the national and cultural features of their particular region (Republic), Russia in general and in the French-speaking countries in the process of intercultural communication enables students to analyze and compare the differences and similarities. This sociocultural aspect helps students expand their knowledge of the importance of knowing and speaking their native language, Russian, and various foreign languages. Considering that our (Yakutian) students are bilingual, we focus on acquiring information about symbols and cultural heritage, traditions, folk, and national holidays, folklore of the Sakha Republic (Yakutia), Russia, France, and French-speaking countries.

This paper emphasizes the importance of using the method of gamification and folklore materials to introduce a culture when teaching a foreign language.

Ushinsky, Rubinstein, Vygotsky, Shmakov, Makarenko, Shchedrovitsky, and other scholars studied the role of games in the educational process. Makarenko believed that play is a serious tool in pedagogy, as a result of which, the qualities of the future worker and citizen are brought up (MAKARENKO, 1984). Shmakov considered games a universal activity that takes a person beyond the framework of his direct experience, calling it a role-playing experience, an emotional and rehabilitative support of a person, helping to adapt, accomplish and assert themselves in life (SHMAKOV, 2004).

At the same time, a closer look at the folk traditions provides a clear picture of the interconnection and integrity of the world, as well as the students' awareness of the culture represented in their homeland and the acceptance of the culture of other nations; comparing their customs and traditions with their native ones, students are prepared for intercultural communication. This fact is the essence of sociocultural awareness and knowledge.

Methodology

One of the most contemporary methods in teaching foreign languages is game technologies, which contribute to developing creative abilities in bachelor degree students. Such unconventional methods are an effective tool for improving the quality of teaching students who are studying foreign languages as well as to help them to develop professional skills upon completing the bachelor's degree, namely, the bachelor's degree in pedagogy.

Students in practical French classes and elective French courses learn about the lifestyle and traditional features in France and French-speaking countries, their peoples' culture and way of life. These skills help them represent their native country and culture in a foreign language. It is the contact and connection between different cultures and traditions of their republic, Russia and the country of the target language.

Students select and prepare a survey and research reports on the topic: Russian calendar and ritual holidays: the City of Craftsmen, the Slavic Bazaar, Maslenitsa (traditional Russian holidays), Russian folk costumes. In the report *Russian folk costume*, the student gave a characteristic of the clothes of the Slavs of pre-Petrine Russia: the basic clothes are a shirt with embroidery. The embroidery was more often red, the color of the sun and fire. A shirt is a person's social passport. "There is no shirt on the body" (the limit of poverty was determined)." "He was left without a shirt" (the man failed). The general features of clothing corresponded to the appearance, lifestyle, geographical location and the nature of the work of the people.

We worked with bachelor's degree students to study the history of costumes. This fact contributes to the creation of knowledge about the spiritual origins of the emergence and development of the Russian people's culture.

Today, fairy tales are an amazing way to learn about the world around us, learn a life lesson, and promote vitally important values. The fairy tales reflect diligence, giftedness, friendship, mutual assistance, loyalty to the people and homeland. For modern Russian society, a fairy tale plays a significant role in serving as an instrument of socialization for the

young generation. For centuries, a fairy tale has served as an instrument of knowledge about the world around. The tale is presented as a living story. Its content changes depending on society, territory and epoch. L.S. Vygotsky, K.D. Ushinsky, A.V. Zaporozhtsev and other scientists paid special attention to fairy tales and their role in the upbringing and passing on the sociocultural experience to children (USHINSKY, 2019; VYGOTSKY, 1966). For students, fairy tales are the source from which they learn about the sociocultural experience of the peoples of the world. Students immerse themselves in the world of fairy tales of different nations and, by choice, prepare projects: “Toys based on the epic of the indigenous peoples of the North,” “Tales of the land of Olonkho,” “Bies ynakhtaakh Beyberikeen emeehsin.”

The heroic folk epic Olonkho *Dzhuluruyar Nurgun Botur* by Oyunsky is the largest folk epic masterpiece in the world; it consists of 36 thousand lines and is recognized by UNESCO as a masterpiece of the oral and intangible cultural heritage of humanity. When students acquire the ethno-cultural values of their native people and strive to pass on the traditions of their ethnic group, it is a valuable feature in the foreign language learning process. When they create clothes for the Olonkho folk epic characters, students craft puppet costumes of Olonkho characters for a mini-performance during the French language week. It is one of the types of arts and crafts activities of the Sakha people. Here, close attention is paid to the choice of color for the clothes of the epic folk characters since color plays an important role in the beliefs of the Yakut people. Sokolnikov suggests that color can be designed with the mind (SOKOLNIKOVA, 2008). The color representation plays a significant role in rituals and festivals, where each color has its special meaning. Our ancestors endowed each color with a certain meaning: red symbolizes victory, dignity, white - purity, innocence, green - hope, the rebirth of nature. Therefore, the young generation, represented by people who want to do something good, will have to preserve, develop and expand their cultural heritage.

The communicative study of a fairy tale is multicultural. The tales of the peoples of the North of Russia are analyzed and compared with the national tales of the Francophone countries. Also, French folk tales, familiar to us from childhood, such as “Little Red Riding Hood” and “Bluebeard,” Yakut fairy tales “Alaa Mo5us,” “Taal-Taal emeehsin,” “Manik Manigiyyen,” which are perceived from a different perspective, are thoroughly studied.

Modern culture is based on the understanding of the relationship between the past, present and future, as well as on the dialogue of traditions, and the synthesis of all forms of world perception, and finally, the integrity of the world. Moreover, modern students show

interest in learning more about their history at different stages in human history by correlating it with the traditions of a foreign language country.

Results and discussion

The assimilation of culturological knowledge by bachelor students determined the use of a wide range of gaming technologies to implement intercultural communication in the new circumstances of modern life in the context of establishing intercultural communication. The issue of culturological aspects connected with the importance of gamification in the educational process that we are conducting has provided us with the organization of the educational process for the study of a foreign language, taking into account the regional characteristics of each country, which are fundamentally different from each other; these are geographical position, landscape, climate, natural features and social conditions in the north-eastern part of Russia as well as the ability to use it as a means of communication with representatives of other cultures. We have examined and identified the features of local history work in the study of a foreign language by students at a university using extensive local history material based on folklore studies, ethnomusicology, which is reflected in the linguistic and historical study conducted with students in foreign language classes at the pedagogical institute (EFIMOVA; IVANOVA, 2020).

When we applied the gaming technologies and techniques, students were motivated to develop such professional qualities as self-organization, self-development, and an increased interest in learning a foreign language. Creating costumes and puppet doll versions of the Olonkho characters, the selection of clothes color is included in the game mode of conducting the lesson and a variety of arts and crafts. Preparing students to understand and accept the unique cultural features of their region (republic) and the country of the target language ensured their immersion into the virtual intercultural environment and communication. It has promoted the upbringing of a tolerant, multicultural personality in students. Playing games performed a huge role in the multicultural education of bachelor students as a form of creativity in teaching a foreign language.

When modeling game situations, all students were in a relationship of cooperation, respect, and tolerance. Students are interested in the theme and topic of the game, making costumes, adding great importance to a certain color of clothing worn by the epic folk characters, and indulging themselves in the world of epic heroes and characters. Thus, games are a unique phenomenon of universal human culture, a unique social practice and a special

form of cultural education, which introduced bachelor students of the pedagogical institute to the national culture, enriched them with knowledge about the traditions and customs of different peoples, taught them to understand, as well as to accept different culture and develop a sense of tolerance towards it.

An interesting gamification concept of culture was introduced by the Dutch philosopher, historian, researcher of culture J. Heizinga, who suggested that the word “game” is found in all nations; a game is a voluntary action or an activity with a mandatory rule, with a goal, accompanied by a sense of joy and tension. The human world greatly expands the functions of the game and the range of its manifestations.

Games serve as a form of releasing energy, as a workout or as a form of relaxation, as an exercise in decision-making. A person values the state of the game, receiving positive reactions. Huizinga analyzes the main features of the game as a free activity. One can enter into the game, or one can refrain from participating. Any game takes place inside a huge space, special safe areas. A specific set of rules is set and strictly followed inside the playing space. Thus, one should play “honestly and decently”, as the players play in a community, in partnership (HUIZINGA, 1992).

In his work “Psychology of Play”, Elkonin (ELKONIN, 1978) notes that “Playing in a game assumes leaving the ‘comfort zone’,” which is directly related to the awareness and responsibility of behavior (ELKONIN, 1978).

The content of the educational process must be aimed towards the development of basic culture by students, i.e., the culture of self-determination in life, moral culture, intellectual, artistic culture in order to “comprehensively meet the educational needs of citizens, society, and the state” (RUSSIAN FEDERATION, 2012). “Using art as a tool, each nation creates its image of the world, an image that has inner integrity as well as moral and spiritual stability” (BUROVKINA, 2019).

Thus, “every work of art is an artistic and figurative model of the world, which reflects the actual facets, aspects of the world and its main elements: human, society, civilization, and nature” (YAKOVLEVA; CHAGOVEC, 2005). In art, the creative abilities of a person are manifested. It is interesting to work with students and to help them become more familiar with the original decorative and applied art of the peoples of the North, to promote the heritage of the painter and graphic artist Nikolai Kurilov, who is a unique master and who has preserved the ancient traditions of the Northern people. He is an artist, a poet, a writer, a journalist, a photographer.

The art presented by Nikolai Kurilov is “thinly knit and deeply embroidered with symbolism, its origin goes back to the traditional art” (TIMOFEEVA, 2001). The colorful application work “The reindeer of the ancestors,” “In the tundra,” where the tundra is represented through the image of a mother feeding its children – people and reindeer. The world of application art presented by N. Kurilov is full of unexpectedly realistic images and depictions of dignity, undiscovered lands, and nature’s fragility. The images implemented by the artist (a spiral circle, a wheel, and a bird) virtuously reflect the unique ancient culture of the people living in the Arctic. This culture is an integral part of world heritage. Art has its unique creative vision and perception of this severe yet beautiful world. V.P. Zinchenko once said this about the fundamental work *The Psychology of Art* by L.S. Vygotsky, and his thoughts define and confirm the fact that “Art surpasses science by centuries ahead in terms of learning about the world of the non-living, and especially the world of the living” (ZINCHENKO, 1994).

Studying the work of researchers of education, scientists specializing in culture, we concluded that the result of using gaming technologies is an accurate, tolerant attitude to the culture of another country, to the environment, the formation of a conscientious personality, the essence of which is aimed at accepting and understanding the culture of the foreign language country.

Thus, in our opinion, a modern foreign language lesson is based on the following aspects: its content, ultimate goal, and attitude towards students. In playfully constructing a lesson, all participants cooperate in the ethnocultural educational space.

The cultural aspects represented by the gamification process emphasize the necessity for preserving and developing the gaming environment in the educational process when studying a foreign language and students studying various games and toys.

The experimental study aims to determine the effectiveness of using gaming technologies as a form of creativity in teaching a foreign language. They contribute to increasing student motivation, their consideration of a culturological approach in modern conditions of social development.

Various scientific approaches to using modern educational game technologies and methods in foreign language classes at a pedagogical university have determined the importance of priority aspects in this area “as a holistic view of the development of linguistic culture in time and space, the enrichment of the bachelor students’ dialogues, this is linguistic and cultural integration in the project, research, and educational activities of the student community” (EFIMOVA; IVANOVA, 2020).

Considering the interaction of cultures, we made a special emphasis on the study of traditions through the tales of the peoples of the Russian North and France. Tradition is “one of the connecting threads of world historical and regional processes” (VOLKOV, 1999). Traditions play an important role in implementing the idea of a dialogue of cultures in higher education - from the dialogue of cultures to the knowledge of the sociocultural experience of humanity. They are standards, samples. They embody the creative essence of a person because traditions transmit the experience of the past to the present and through it - to the future.

The analysis of culturological literature made it possible to identify culturological features that help enrich students’ inner world and expand their knowledge, motivating them for independent self-education. A closer study of the presented issue with regard to different opinions in the process of establishing a dialogue between the teacher and the student allowed applying the principle of dialogue of cultures “truth is born in a dispute.”

Thus, implementing such a method allows creating an atmosphere of educational communication, which is characterized by openness, the full cooperation of participants, equality of their opinions, views, and the accumulation of joint knowledge.

Conclusion

Thus, we can state that the choice of the leading role of a game as a form of art in teaching the French language corresponds with the following:

- The human values, wisdom, spiritual wealth and the vastness of the capacity of the national worldview;
- The development of a positive identity in terms of its personal, regional, and Russian features;
- The concordance between nature and people in the extreme Arctic conditions;
- The development of qualities of a “well-informed,” thinking, creative individual Who is prepared to make the right decisions;
- The study of the one’s nation’s past, one’s homeland and seeing it as a source of upbringing and education.

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