

## Intercultural Education in the System of Training Future Teachers

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### Abstract

Modern society is characterized by multidirectional, complex interacting processes of unification, diversification, globalization and multiculturalism. These processes cause significant changes in the education system. One of them is multicultural education. The relevance of research on various aspects of multicultural education in modern Russia has led to the emergence of multidimensional works. The multicultural orientation is reflected in the Federal educational standards of general education, in the standards of vocational education for bachelors and masters of pedagogical and psychological specialties. The objective of this work is to identify and theoretically substantiate the pedagogical conditions for the effectiveness of the formation of cultural pluralism of young professionals working at schools of a new type. The solution of the stated goal and verification of the proposed assumptions were provided by a set of complementary methods: retrospective, systemic, interviewing, included observation, conversation, testing, questioning, modeling, statistical method etc. The source of empirical data for this study was the questionnaire of students, teachers of new type schools during the International School Teachers Festival in Tatarstan, Russian Federation, teachers and students of the North Caucasus State Humanitarian-Technological Academy, Karachayvo-Cherkess State University after U.D. Aliyev. As a result of the survey, the questionnaires were analyzed and problems encountered by young teachers were diagnosed. The authors of the article offer a number of recommendations for a more effective cross-cultural education for future bachelors, young English language specialists. Special emphasis should be laid on the role of the pedagogical university in modern society, in the formation of competencies of future teachers and young specialists in the polyethnic region. Polycultural education promotes harmonization of relations between representatives of different civilizations and cultures. The main directions of multicultural education are bilingual education, multicultural education, accompanied by measures against ethnocentrism. The presence of a multicultural environment allows stimulating the interest of learners in new knowledge and at the same time it offers different points of view on the world around us.

*Key words: intercultural education; schools of a new type; cultural pluralism; units of small poetic genre; formation of competencies.*

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### **Introduction**

The pedagogical science of many countries defines the main goal and guiding principle of training for all subjects as "intercultural learning". It comes from the thought of that multiculturalism in Europe is an enduring condition because we live now and will live in the future in the single educational informational space. Awareness of this idea introduces significant changes in the activity of educational and higher educational institutions, stipulating intercultural re-orientation of educational subjects. Learning a foreign language is a means of solving intercultural problems and questions. The learners are always eager to get acquainted with the culture that finds expression in this language (Betti, 2011, Banks, 2015, Gadamer, 1989; Hasan; Georgeta, 2013).

The urgency of increasing the effectiveness of multicultural education was reflected in federal normative and legal acts: the National Doctrine of Education in the Russian Federation until 2025 (The National Doctrine, 2000), the Concept of the National Educational Policy of the Russian Federation (The Concept of the National Educational Policy of the Russian Federation, 2006), the Concept of Spiritual and Moral Development and Education of the Personality of a Russian Citizen (Akhmetshin et al, 2017a; Daniluk, Kondakov, Tishkov, 2009), the draft Concept of multicultural education in Russia (The draft Concept, 2010), etc. The multicultural orientation is reflected in the Federal educational standards of general education, in the standards of vocational education for bachelors and masters of pedagogical and psychological specialties.

The new requirements set forth in the Federal State Educational Standards presuppose not only the formation of educational and professional students' qualities, but also the formation of personal qualities and abilities: patriotism, love of the Motherland, respect for their people, their spiritual values and traditions, and at the same time respect and acceptance of other cultures, the ability to achieve mutual understanding, constructive dialogue and the ability to live in a multicultural world (Federal educational standards,2012).

Pioneers of the ideas of multicultural education, of course, are schools of a new type. In recent years, in order to optimize the educational process, such schools began to appear more often. For example, Alabuga International School ("Three Bears") is the first general educational institution of international level in the Republic of Tatarstan. The training is conducted under the British National Curriculum. Currently, Alabuga International School is actively working on the transition to the International Baccalaureate education program (Shastina et al., 2018). The main

goal of Alabuga International School is the development and education of inquisitive, erudite and caring young people who will contribute to the creation of a better and more peaceful future through intercultural understanding and respect in the ever-changing modern world. There are such schools in Kazan.

The purpose of this work is to identify and theoretically and practically substantiate the pedagogical conditions for the effectiveness of formation of cultural pluralism in young professionals working at schools.

In our opinion nursery rhymes, limericks, clerihews, i.e. the units of small poetic genre, are an effective way of formation of socially-cultural competences, a bright lingvocultural material in the process of intercultural education, a way of formation of cultural pluralism at such schools.

Small forms in the literature differ in form: a novella, an ode, an essay, a sketch, an etude; content: a parable, farce an epistle, an epigram, a sonnet, a stanza, a madrigal. Small poetic forms of different peoples include: haiku, gazelle, rubai, a limerick; as well as folklore genres: a fairy tale, a song; small genres of folklore: a riddle, a proverb, a tongue-twister, chastushka (Kravchuk, 2013).

The **purpose** of this work is to identify and theoretically and practically substantiate the pedagogical conditions for the effective formation of cultural pluralism in young professionals working at schools and at schools of a new type.

## **Method**

### **Research design**

The ideas of humanism and the humanization of education are supported by representatives of various branches of knowledge - philosophers, culturologists, linguists, teachers and methodologists, who talk about the need to familiarize learners with the universal values of their readiness for a dialogue of cultures

The theoretically- methodological basis of this study were the works of Bettelheim, (1976); Brunvand, (1998); Gapsalamov, (2016); Klyuev, (2000); Korotkikh, (2008); Leiderman, (2010); Maslova, (2001); Pavlova, (2005); Safonova, (2007, 2014); Solovova, (2006); Tomakhin, (1984); Vereshchagin, (1990). In our opinion nursery rhymes, limericks, clerihews, i.e. the units of small poetic genre, are an effective way of formation of socially-cultural competences, a bright lingvocultural material in the process of intercultural education (Akhmetshin et al, 2017b;

Gabidullina et al., 2018; Grahova & Gapsalamov, 2014), a way of formation of cultural pluralism at such schools.

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### **Population and Sample/Study Group/ Participants**

- a) The source of empirical data for this study was the questionnaire (survey) of teachers, young teachers of usual schools, of a new type schools during the VII, VIII International School Teachers Festival in 2016, 2017 in Elabuga, Tatarstan, as well as teachers of the Alabuga International School ("Three Bears"). 1000 respondents took part.
- b) During the psycholinguistic experiment (however, this survey could be called a technique in sociolinguistic research), in which more than two thousand teachers and students of the Russian Federation took part. Respondents were students of the Elabuga Institute of Kazan Federal University (KFU), students of the North Caucasus State Humanitarian-Technological Academy, Karachayvo -Cherkess State University after U.D. Aliyev, high school students from Kazan, Yelabuga, Naberezhnye Chelny, Karachaevesk (2014-2018).

### **Data Collection Tools**

The solution of the stated goal and verification of the proposed assumptions were provided by a set of complementary methods: retrospective, systemic, interviewing, included observation, conversation, testing, questioning, modeling, psycholinguistic experiment (however, this survey could be called a technique in sociolinguistic research (Magsumov, 2017; Korableva et al., 2017, Kurbanova et al., 2018; Szydowski, 2018; Anisimova & Sharafeeva, 2018; Kilinc et al., 2018), analysis of scientific and methodological literature on the subject, method of continuous sampling, text search, method of semantization, descriptive method, method of contextual analysis, statistical method.

One of the innovative elements to work with nursery rhymes, limericks, clerihews, is its semantization, a descriptive analysis. According to E. Azimov, A. Shchukin, semantization of vocabulary is the process of identifying lexical items. In the process of semantization of

vocabulary the student needs to be reported the following information about the word (phrase) that allow you to use the word as a communication tool (Azimov, Shchukin, 2009). M. Achaeva, N. Pospelova, N. Subbotina consider that semantization is the process of revealing the meaning of a word. The choice of the method of semantization in each individual case is determined by the nature of the word, the stage of instruction, and the level of training (Pospelova et al., 2017).

The relevance of the usage of semantization in modern Russia has led to the emergence of multifaceted works of a generalizing nature, for example, thesaurus approach to the study of culturally-marked vocabulary (Pospelova et al., 2016; 2017).

### **Data Collection**

As a result of the questionnaire (1000 respondents), the questionnaires were analyzed and problems encountered by young teachers were diagnosed. Such problems include: lack of work experience at schools of a new type, ignorance the structure and functioning of such schools in general, the problem (non-linguistic) of the relationship with parents-foreigners; poor knowledge of foreign children's literature, the lack of an effective methodology for the formation of intercultural competencies of students, the search for a bright authentic material in the process of intercultural education (Korableva et al., 2018).

The authors of the article, as already mentioned earlier, propose to work with units of a small poetic genre in the process of intercultural education, which in their opinion is an effective way of forming intercultural competences. In connection with this, a psycholinguistic experiment was conducted with students and teachers. The purpose of which was to reveal the knowledge of the forms of the small poetic genre and the desire and possibilities of the participants in the experiment to work with them. The results of the psycholinguistic experiment indicated that most of the respondents are not familiar with the clerihew. Working with limericks is seen as an opportunity to memorize personalities, toponyms, increase the vocabulary, as phonetic exercises.

### **Data Analysis**

Consider the results obtained in the process of interviewing teachers during the VII, VIII International School Teachers Festival in 2016, 2017 in Elabuga.

- Organization of cooperation between students of different nationalities (in the "Three Bears" school children from England, Turkey, Bulgaria, Germany, etc. study). Difficulties in teaching a child who knows neither Russian, nor English, nor the Tatar language. 45% of the respondents;
- Lack of multicultural communication skills during the conduct of extra-curricular international events. Difficulties in organizing events related to the traditions of English-speaking countries days of St. Andrew, David, Patrick, etc. 30% of respondents;
- Relatively weak understanding of the functioning of schools of a new type, including international ones. 20% of the respondents;
- Methods of teaching a foreign language in a multilevel multicultural class in an elementary school. 70% of the respondents. In particular, the methodology of teaching mathematics, literature, speaking, writing in English. Team teaching - there is no practice of joint teaching (joint lesson - 2 teachers + 2 classes). Knowledge gaps in children's foreign literature. 60% of the respondents.
- Not a clear understanding of the international system of assessing knowledge (38%). For example, young specialists of this school are not sure about the parameters for determining the level of reading;
- Difficulties in communicating with parents of children (20%). Many parents are foreign specialists of the free economic zone and the Kama industrial hub, i.e. carriers of a different culture;
- Insufficient awareness of the education system abroad. 15% of respondents;
- Lack of sufficient experience in the implementation of inter-subject relations, meta-subject knowledge in the process of organizing the lesson, etc.

The interesting results were received during the psycholinguistic experiment. As a questionnaire, the following questions were suggested (Table 1):

**Table 1***The Questionnaire*

Questions	Answers		
1. Do you know the forms of a small poetic genre?	a) yes	b) no	c) not exactly
2. Do you use these forms in the process of intercultural education?	a) yes	b) no	c) very rarely
3. Do you think that studying forms of a small poetic genre is an effective material for the formation of a sociocultural competence?	a) yes	b) no	c) I do not know
4. Do you know what a limerick is?	a) yes	b) no	c) not exactly
5. Are limericks, in your opinion, the source of linguistic and cultural knowledge?	a) yes	b) no	c) I do not know
6. Do you know what clerihew is?	a) yes	b) no	c) not exactly
7. Are clerihew, in your opinion, the source of linguistic and cultural knowledge?	a) yes	b) no	c) I do not know
8. Do you know what a nursery rhyme is?	a) yes	b) no	c) not exactly
9. Is it a source of lingvocultural information?	a) yes	b) no	c) I do not know
10. Do you think it is possible to use limericks, nursery rhymes, clerihew in the process of intercultural education in the long term?	a) yes	b) no	c) I do not know

One cannot but rejoice the position of teachers in relation to the use of forms of a small poetic genre in the process of learning English. Of all schoolchildren, students, young professionals, teachers, 82% believe that such use is possible, they emphasize the authenticity of these forms. 42% of 82% indicate a lack of time in the lesson. 18% - are not familiar with such forms of the small poetic genre. However, only 12% of teachers are familiar with clerihews. 28% have no idea about limerick. At the same time, out of 82% 52% believe that these forms of a small poetic

genre can be used only for phonetic exercises and an increase in the stock of words. Moreover, names are well remembered: anthroponyms, toponyms. 32% of respondents believe that limericks, clerihews and nursery rhymes are the source of explication of linguistic and cultural material, but they do not know how to work with such material. Pleases in this number of non-optimistic moments lack of a sense of protest to the introduction of this material, moreover, an interest in using in the presence of special methodological literature.

### **Findings**

It is necessary to work out recommendations for a more effective cross-cultural education for future bachelors, young English language specialists: advanced training courses, media courses, training and retraining courses for educators, practical-oriented seminars on gaming technologies, mentoring assistance etc.

As a result of the analysis of empirical material, it is revealed that one of the ways of forming intercultural competencies requires the method of work with a bright authentic material. In this case we are talking about working with limericks, clerihews and nursery rhymes. These small units of poetic genre are means of explication of linguocultural, crosscultural material.

Presented below as an example of limericks, clerihews are equipped with pretextual, post-textual exercises; culturally-labeled vocabulary is semanticized.

### **Discussion**

Special emphasis should be laid on the role of the pedagogical university in modern society, in the formation of competencies of future teachers and young specialists in the polyethnic region. Polycultural education promotes harmonization of relations between representatives of different civilizations and cultures. The main directions of multicultural education are bilingual education, multicultural education, accompanied by measures against ethnocentrism. The presence of a multicultural environment allows stimulating the interest of learners in new knowledge and at the same time it offers different points of view on the world around us.

We would like to offer the following recommendations:

- Modeling of the multicultural educational process in the pedagogical systems of preschool and general education in schools of a new type;



- Media course, where educational and methodological materials are presented in the following areas: "Culture of different countries: customs and traditions"; "Culture and traditions of English-speaking countries"; "Elabuga is a multicultural town"; "The Republic of Tatarstan is a polyethnic region"; "Culture of the peoples of Russia"; "Ethnic holidays of different countries"; "The best museums / galleries of Russia and the world"; "Museums of your native town";
- Advanced training courses on the basis of Elabuga branch of KFU (2017-2018). The program of courses is "Modern approaches to teaching English at school"; The organization of an online seminar "Intercultural Communication for teachers" within the framework of an advanced training course;
- Training and retraining courses for educators in August 2017 during the International Festival of Teachers in Yelabuga Institute of KFU on the program "Training and professional support of young teachers in the context of the implementation of new federal education standards";
- Mentoring assistance, including training in the development of multicultural communication skills in the course of children's international events through museum, theatrical and tourist-local lore activities;
- Practical-oriented seminars on gaming technologies, on foresight methods and their effective use in the educational process; modeling of such events, for example, as excursions to "The City of Professions", "Earth Day", preparation of a cultural school diary (from the experience of the international school Kid Space in Kazan), implementation of "A week without walls" (from the experience of the international school "Three Bears"), staging fairy tales of the peoples of the world;
- Realization of the study of the experience of developed multicultural countries having traditions in multicultural education.

Next, consider the following units of the small poetic genre: limericks, nursery rhymes, clerihews and methods of working with them in the process of intercultural education of students.

Limerick is "a special group of works of verse absurdity of small forms: it is a separate literary genre (or what is called a solid form of poetry in poetics), because of its relative sovereignty and considered as a special rubric" (Klyuev, 2000).

Limerick n - a type of short funny poem with five lines, the first two rhyming with the last, and the third with the fourth. They are very popular in Britain and are sometimes quite rude (Oxford Guide, 2000).

Limerick as one of the varieties of the small poetic genre of English literature is fraught with attractiveness for both literary scholars and researchers of the linguistics of the text. Great contribution to the study of this genre have made British and American linguists, literary scholars and folklorists 60s-70s of XX century, whose opinions and points of view, however, are often very contradictory, but are similar in the fact that such a small poetic form as a limerick deserves close attention and careful study (Artemova, 2004).

Recently, the limerick is also of interest to domestic specialists. Of particular interest are the Ph.D. Pavlova, who considered the intercultural movement of the limerick genre as a textual realization of the "comic" meaning. Traditionally, interest causes ambiguity in understanding the origin of the name "limerick", as well as its "attractive anatomy"(Pavlova, 2005).

The classic definition of limerick is given in the Encyclopedia of the World Travel: "Limerick is a popular form of a short humorous poem built on the playing up of nonsense, originated in the UK" (Ermakova, 2017). Despite the fact that in the future the focus of the research will be on the characteristic features of the limerick structure, we consider it important to dwell on the specifics of the content side of this variety of the small poetic genre of English literature.

The famous Soviet and Russian literary critic N.L. Leiderman calls "the content of" pure "limerick boring, and rhyme - artificially sophisticated" (Liederman, 2010). From his point of view, one can not but agree, because for a long time the Limerick remained exclusively a form of folk art and was passed from mouth to mouth, being especially in demand in drinking establishments, hence the peculiarities of its content.

Limerick is one of the forms of English folklore poetry that reflects the features of thinking, the national character and the linguistic identity of English-speaking peoples, and also displays a holistic picture of their culture and way of life. Limerick plays a unique role in the development of the poetry of English humor.

The issue of the appearance of limericks does not have an unambiguous answer. However, it is known that they originated in England. Limericks became popular in the beginning of the XIX century, they were short rhymes, consisting of 5 lines. Due to their small size, it was easy to remember and declare before the public. Initially, limericks were considered a form of folklore,

to the moment when Edward Lear did not publish his collection of absurd «A book of nonsense» in 1845, and then «More Nonsense» in 1872. E. Lear never called his poems limericks. This name appeared after his death, he attributed them to the genre of absurdity and nonsense (Graziosi, 2012).

A characteristic feature of limerick, recognized by connoisseurs and researchers of this poetic form, is its structure. Limericks is very easy to learn, because they have their own characteristics and even the requirements for writing them. E. Lear often began the first line with the phrase "There was a ...", and in the fifth last line repeated some words from the first. Rhythm or beat plays an important role, since originally limericks were sung on Irish feasts. Rhyme 1,2 and 5-th and 3 and 4-th line, this forms a picture of rhyme AABBA.

There was an Old Man of Dumbree, A Who taught little Owls to drink Tea; A For he said, 'To eat mice B Is not proper or nice, 'B That amiable Man of Dumbree. A

The first two lines are closely related: they are the same in duration, similar in accent - melodic structure, separated by a short pause. The third and fourth lines, also closely related, form the second couplet. The tempo of these lines is somewhat accelerated, and the descending melody is less calm. The last line, which contains the basic thought or absurdity of the limerick, although the longest, is pronounced at a fast pace and sounds deliberately dim. This reproduction enhances the humorous effect. Limericks in this respect are similar to an anecdote, where the essence lies in the last phrase, which the narrator often seeks to pronounce prose with is weakly (Klyuyev, 2000)

The true limerick includes all the structural components of the plot, which are inherent in almost every literary work: exposure, plot development, climax and denouement. As a rule, it is in the final line that an unexpected, unusual and sometimes reckless turn of events is traced. The best limericks abound with exaggeration, onomatopoeia, idioms, alliteration, internal rhymes and other means of expression (Baring-Gould, 1969).

Limericks not only acquainted with the magnificent verse samples of typically English "absurd" humor, but also are an excellent material for the formation of socio-cultural competence.

The method of semantization and the descriptive method allows to analyze and conduct a linguistically-cultural interpretation of the text of the limerick. The results of this work can be presented to students as important linguistically - cultural explanations that help one to understand the hidden implication and meaning of the verse.

Among the total number of limericks, groups have been identified that include the names of towns, geographical locations in England, Scotland, Wales and Northern Ireland. So the first group includes the following limericks and explanations to them.

*There was a Young Lady of Ryde,  
Whose shoe-strings were seldom untied.  
She purchased some clogs,  
And some small spotted dogs,  
And frequently walked about Ryde.*

*Notes and Commentary*

Ryde is the city on the north-eastern coast of the Isle of Wight, in the county of Hampshire, England. The city is located in the English Channel, which separates Britain from France, at the site of a former village called La Rye, which the French destroyed in the early 14th century. In 1800, it was still a small fishing village, but thanks to a ferry connection to the mainland, it quickly grew to an attractive resort town of Ryde.

It can be assumed that in the case that Ryde was visited by quite a lot of people, trade was developed in the city, therefore, the heroine of limerick had the opportunity to easily purchase anything, including sabot shoes, which in the period from the 16th to the 18th century was popular in France Among fashionable women of high society during rainy and slushy weather. In the UK, clogs appeared only in the 19th century and were common among rural residents. In addition, this young girl from limerick, having bought a couple of Dalmatians, now has to walk often around the town of Ryde, as this breed of dogs needs frequent walking.

In our opinion, limericks, nursery rhymes, clerihews, which are “linguoculturems” (Vorobjov, 1997), recreating the historical and cultural context, can serve as a successful material for intercultural education of future teachers.

The word ‘clerihew’ came from the name of the author of this type of quatrain. Edmund Clerihew Bentley (1875-1956) an English journalist who invented a form of comic verse with four lines, now called a clerihew after his middle name. Clerihews are usually about well-known people [Oxford guide].

Clerihew includes four lines, the rhyming of which forms the following figure: AABB. In the poem there is no fixed meter, the rhythm often resembles a prosaic one, and there are no clear rules regarding the number of syllables and words in the lines (accordingly, there is no restriction

on the length of the line). Nevertheless, despite this deceptively arbitrary nature, the clerihew has a very rigid structure [Lear, 3].

The first line should always contain the name of the hero; this line either consists entirely of it, or ends with it. The second line rhymes with the first and contains a humorous characterization of the hero or event associated with the hero. The third and fourth lines create a comic effect. The heroes of the clerihew are famous people, and it is important to remember that these quatrains are by no means a satire and do not ridicule personal traits. According to the very precise remark of I. Shama, the clerihews are very similar to the "semantic matryoshka" - beautiful and rustic in appearance, but concealing a lot of secrets inside ("biographies in a capsule") (Shama, 2010).

Consideration of a poetic work as a text makes it possible to look at the structural and semantic formation within the framework of a work separately from the whole, taking into account its semantic integrity. In turn, the text of the clerichew is, on the one hand, a formally decomposable unity of phrases in the structural plan, on the other - a closed speech system in the semiotic sense. The units of the text of the clerichew act as stylistic units of speech, united by the plot perspective as a way of stylized disclosure of the author's thought on the surface level (Sharapkina, 208-209).

Some nursery rhymes as, for example, 'Hush-a-bye, Baby' are popular lullabies for children. Baby rhymes are often associated with games. For example, parents recite to their children 'This little pig went to market' and pull them by the toes, counting them to amuse; 'Each pig is a toe'; 'Humpty-Dumpty' is a riddle. Humpty-Dumpty is an oval-shaped figure who breaks after falling off a wall and cannot be mended-the answer to the riddle is 'egg'.

Many nursery rhymes contain in their memory (the cumulative function of the language) customs, traditions related to life in the village, with pets.

Thus, the poem 'Baa, Baa Black Sheep' dates back to 1275, it describes the events in England associated with the tax on wool.

To verify the linguistic and cultural material, we used such solid lexicographic reference books as Eric Donald Hirsh 'Cultural literacy: What Every American Should Know'; Longman Dictionary of Language and Culture, Oxford guide to American and British culture etc. (Hirsh, 1988; Longman Dictionary, 1994,2000; Oxford guide, 2000) .

Here are some recommendations of the practical implementation of the nursery rhymes, clerihews in the training of the future teachers which are accompanied with illustrations and necessary notes.

Read the following clerihew. Try to read it with as much humour as possible.

***John Stuart Mill***

***By a mighty effort of will***

***Overcame his natural bonhomie***

***And wrote “Principles of Political Economy”.***

*Notes and Commentary*

*John Stuart Mill* (1806-1873) an English philosopher whose ideals had a great influence on modern thought. His best-known works include “On Liberty” (1859), in which he argued that people should be free to do what they want if this does not harm others.

Next, we show the exercises for working with these clerihews. The analysis of the text is supposed to be in the relationship between language and culture. The exercises form the reader, able to relate the language units of the text to its content, extract historically-cultural facts embodied in the word from the text. Table 2 represents the exercise 1.

**Table 2**

*1. Match each word in column one, with a word or expression with the same or similar, meaning in column two*

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1. Match each word in column one, with a word or expression with the same or similar, meaning in column two.

- |  |                |
|--|----------------|
| 1) good-natured friendliness                                     | a) effort      |
| 2) a serious attempt, a try                                      | b) bonhomie    |
| 3) a scholar, thinker  | c) philosopher |
| 4) the freedom to go where you want,<br>do what you want, etc.   | d) economy     |
| 5) the operation of a country’s money supply, trade and industry | e) liberty     |

**Key: 1-b; 2-a; 3-c; 4-e; 5-d**

2. Answer the following questions:

- What is the clerihew about?
- Where does each verse take place?
- Underline the words in the poem which you consider to be rhythmical

- d) Can you add anything else to what has been mentioned in the clerihew? (use the commentary)

3. Discuss in the pairs:

- a) name other British philosophers
- b) speak about any Russian philosophers

Look through the texts “George the First”. “George the Third”:

- a) name the British kings and queens you know;
- b) try to read it with as much feeling as possible;
- c) say what every George of the royal dynasty is famous for.

***George the First was always reckoned  
Vile but viler George the Second;  
And what mortal ever heard  
Any good for George the Third?***

(Walter Landor)

***George the Third  
Ought never to have occurred  
One can only wonder  
At so grotesque a blunder***

(Walter Landor)

#### *Notes and Commentary*

*George I*, king of Great Britain and Ireland (1714-1727). He was the first of the Hanoverian\* kings and came to Britain from Germany on the death of Queen Ann. He was not popular in Britain, mainly because he did not learn to speak English. But Parliament supported him because he was a Protestant.

*George II*, king of Great Britain and Ireland (1727-1760) was not very interested in the government of Britain. He was, however, interested in the army and fought against the French.

The reign of *George III*. lasted from 1760 until his death in. He was probably the least popular of all the Hanoverian Georges. George III certainly seems to have attracted his share of abuse, not least in respect of the American War of Independence. He suffered from mental illness for some periods of his life. His son (George IV) was made Prince Regent.

Let's draw attention to the following exercises. They form the reader, able to relate the language units of the text to its content, extract historically-cultural facts embodied in the word from the text.

### **Table 3**

*1. Match each word in column one with a word or expression, with the same, or similar, meaning in column two*

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1) strange or unnatural in a way that is funny or frightening	a) blunder
2) a silly mistake	b) grotesque
3) a body of persons appointed or elected as a law-makers of a country	c) regent
4) a person who governs in place of a king or ruling queen who is ill, absent, or still a child	d) vile
5) a very bad or unpleasant	e) parliament
6) a member of any Christian church which separated from the Roman Catholic church in the XVIth century	f) protestant

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Key: 1-b, 2-a, 3-e, 4-c, 5-d, 6-f.

2. *Answer the following questions:*

- a) What are these poems about?
- b) What is your reaction to the third poem?
- c) What is your attitude to the fourth clerihow?
- d) What is the noun from occur?
- e) What objectives go with (a) blunder?
- f) What is the infinitive of reckoned?

3. *Arrange the questions according to the logical order of the texts. Answer these questions.*

- 1) Whose reign was the longest of any king of Great Britain?
- 2) What period is known as Georgian?
- 3) Who was the last British king to lead his men personally into a battle?
- 4) What kind of king was George I? Why did Parliament support him?
- 5) What George became popular with the British people?
- 6) Who was the last British emperor?
- 7) What king is remembered for having been insane?
- 8) Who was the first head of the Commonwealth of Nations?

4. *Learn the poems "George I", "George III" by heart.*

5. *Using your background information and different sources speak about any Russian popular (unpopular) tsar (tsarina).*

### Conclusion

The main purpose of this article was to disclose the ways of forming and developing sociocultural competences on the basis of small units of the poetic genre at school. It was



initially necessary to study the concepts and linguistic and cultural characteristics of limericks and clerichew as units of a small poetic genre.

Limericks are an authentic form of English poetry, as well as clerihew, have a rigid structure that can be easily recognized. They combine the features of thinking, the national character and the linguistic identity of English-speaking peoples, and also reflect a holistic picture of their culture and way of life. The text of the limericks and clerihew is saturated with culturally-labeled units, the decoding of which makes it possible to form the sociocultural competence of the students.

The results of this work can be presented to the students as important linguistic and cultural explanations that make it possible to understand the hidden subtext and sense of the verse, as well as pay attention to the peculiarities of the geographical situation, traditions, historical facts, political foundations of the country of the studied language, thereby developing the socio-cultural competence. Similar comments can be given both in English and in Russian, developed by the teacher independently or jointly with the students.

The results of the research can be recommended for use by young specialists, English teachers at secondary schools, schools of a new type. The developed methodological recommendations make it possible to make the process of forming sociocultural competence more effective.

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