

## **LINGUOCULTURAL PHENOMENON AS THE OUTER REALIZATION OF THE CULTURAL BACKGROUND KNOWLEDGE (ON THE BASIS OF THE EDUCATIONAL LEXICS)**

The language is the unique phenomenon that presents a matter of high interest for everyone who's enrolled in a deep studying of this system. Clearly, the language being created by the humans, cannot but be separated from the reality that, like any stimulus triggers a reaction, conditions the birth of certain words, words brightly refracting it. The problem of the studying of the lingual phenomena is desirably regarded as the one that would bring up the best results if studied in the extralingual context which is, in point of fact, the very source of the lingual phenomenon.

Much research has been done on this point. Scholars stress the fact that we can easily see the cultural component of the meaning in a word since a word itself exposes the presence of the background knowledge that stands behind this word and to a great extent predetermines the essence of a word. This problem being of vital importance for us, learners of English, we chose it namely. Thus, a word is the designation, the sign of this or that object of reality and since the reality is another phenomenon but the one existing outside the language, we can find in its semantics some extralingual message that either directly or not reflects the culture that is serviced by the tongue. This issue has been greatly studied by such scholars as N.Y. Komlev, O.S. Achmanova, E.M. Vereshchagin, V.Y. Kostomarov and J.D. Tomachin. Thus, the deep knowledge of the language and the culture it presents is impossible without studying and complete understanding of the cultural component ingrained in a word's semantics, for it is indispensable part of the meaning. The above-mentioned scholars termed it background knowledge.

The task we set before ourselves is to show the linguistic nature of the background knowledge, i.e. to show that the semantic meaning does not exhaust itself and limit itself to the lexical meaning only: the background knowledge is no less important part of it. Since, basically we deal with the educational terminology; the aim of our research is displaying and studying the specific features of the background knowledge of the lexico-semantic field "Education in Great Britain" and the way the characteristic elements of the objects of reality and phenomena are reflected through the prism of the thematically-grouped words.

O.S. Achmanova worked over this problem much. A group of English students was asked (by her) to finish the following sentences:

1. Школярі в спекотний літній день...
2. Учні 5 а відрізняються від 5 б, тим, що ...
3. Під час перерви учень може...

The continuations were as follows:

study at school.

they're more intellectual and cleverer.

go home and have dinners.

The results prove the insufficient knowledge of the system of education in Russia (Achmanova was a Russian scholar) by the English students. This is an example of the interlingual transfer. School in Great Britain breaks up on July 27<sup>th</sup>; the forms are divided into streams in accordance with the capabilities and academic excellence of the pupils; a break can last for two hours, so it's quite clear why an English student thought it possible for a Russian one to go home and have dinner. [1, 4].

E. N. Vereshchagin and V.Y. Kostomarov working over the theoretical and methodological aspects of the problem "language and culture" put forth the theory according to which a word is divisible and far not confines itself to the lexical meaning, i.e. the conceptual one. It also includes the semantic shares (the authors' term) that don't directly refer to the concept but make the human mind picture a load of certain knowledge related to the concept it refers to and in such a way it forms the very lexical background that alongside with a lexeme and conceptual meaning builds up the meaning of structure of a word.

lexeme

a word {seme { conceptual meaning or lexical concept

lexical background. [2, 8]

Having analysed a lot of educational terms, we'll exemplify this theory.

The English term 'certificate' and the Ukrainian 'амесмам' both relating to the lexis concerning school can be regarded as equivalents conceptually as they both refer to the concept "an official document testifying the course of the secondary education. But these lexical units differ so much in the background knowledge that we may freely question the wisdom of their usage as equivalents while translating from one language to the other.

If in the Ukrainian culture 'амесмам' means an official document stating that you have completed the course of the secondary education and is solemnly given to school leavers, the English 'certificate' carries quite a different background meaning – 'document stating that you've passed one or several exams out from those that are necessary to be taken and are determined by the fact which of them were taught as core subjects by the senior pupils. Exams that involve getting this document usually are held outside the school as a rule by the special committees which are often formed at the University or college.

The Russian linguists divided all the words which have a cultural component into three main groups:

those that don't have an equipment. E.g. colours, granting = banding = streaming; tripartitism, long lie, the little go, great go;  
connotative words. To play truant = to scive (colloq.) = to bunk = to skip a class = to cut a class = to play hookey (inf.);

to plough = to fail = to flunk out = to be pluck = to pip = to pill;

to copy from = to cheat;

a coach = a don = a private tutor;

c) Background units [1, 4]

A matter of great interest present the so-called background words which have the equivalents in the corresponding language but the realities denoted by them considerably differ from each other.

According to the vocabulary definitions the Ukrainian word 'школа' and English variant 'school' can be regarded as equivalent. But a more in-depth study of these words makes us doubt this fact: an abundance of the

of the examples in English proves that the notion ingrained in the semantic field of the English word 'school' is wider than that of Ukrainian one.

Having studied the list of words we found out that 'art school, drama school' is what the Ukrainian language renders as 'училище';

'medical school' is rendered already as 'інститут';

'language school', 'driving school' – a private institution that teaches a particular subject in Ukrainian that's simply 'курси (мовні; водіння)';

'school' can also stand for the university department or a college that teaches a certain subject like in the school of Chemistry consisting of Organic chemistry, Inorganic chemistry and Physical chemical Department in Leeds – 'факультет'

On the other hand there's a number of words which include the notion of 'school'. The notion under study has a variety of mediators, i.e. means of its expression. 'College, academy, kindergarten, department' do imply either a stage of school studying or a kind of school [6, 34].

Thus, we must beware of which words to use in order not to get mixed and to be misunderstood. Each word has a clearly ingrained in its semantics cultural grain that is impossible to cut and only a perfect knowledge of cultural elements will give a perfect reflection of the culture and the country where this word functions.

As we have seen, the cultural grain is of great importance for the language studies.

#### *Література*

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