

HAVELKOVÁ, L. *Culturological aspects in lessons of Russian and German (based on the material regarding Czech, Russian and German lores) : Dissertation thesis*. Praha : Univerzita Karlova, 2011. 254 p. Supervisor: PhDr. Hana Žofková, CSc.

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Abstract:

The dissertation thesis deals with culturological aspects of foreign-language education when concentrating on folklores, their culturological potential, their comparison and the possibility of their use in German and Russian language class work. The thesis is dedicated to the issue that has not been either theoretically or practically developed yet. The main objective was the discovery whether folklores can be used in foreign-language education while shaping communicative competence and eventually how they can be used.

The thesis comes out from general relation between a language and culture, from knowledge about national culture and its components and from the analysis of basic modern linguistic didactic principles. The theoretical part explains basic terms and relations towards related disciplines which are crucial for the issue solution as well as the communicative competence conception. The field of language studies is defined as the base for development of sociolinguistic competence which is essential for complex language skills. Not only theoretical resources of the language studies field (linguistic, psychosocial and linguistic didactic) are introduced but also its key questions (choice of culturological material or the teacher's role in lessons focused this way). The theoretical part of the thesis also deals with culturological aspects of foreign language teaching from the European and Czech educational standards and documents points of view.

The second section of the theoretical part is dedicated to general knowledge of folklores, their conception, importance, development, typology, content and formal features, while examples of particular Czech, Russian and German lores are stated already in this part.

This theoretical part is further developed by a detailed analysis of Czech, Russian and German lores which are classified and compared according to particular content and formal criteria with the aim of finding especially completely identical or similar attributes which would be further used in teaching Russian and German. Considering the comprehensiveness of the available material, only lores possibly used in modern language teaching which would

be close to primary and secondary students and easily understandable for various age groups have been chosen for the comparison. The linguistic didactic aspect has always been taken into consideration.

Creating particular subject matters was preceded by an analysis of current textbooks of Russian and German with a view to learn how lores as well as culturological material are generally applied in textbooks. It was found that although culturological aspects are highly emphasized by linguistic didactic theory, unfortunately not all teaching files fully respect these requirements. This finding confirms the need to deal with all culturological aspects in theoretical as well as especially in the practical level of linguistic didactical research.

On the basis of executed analysis and comparison, particular lores had been chosen which have been used for creating various exercises for foreign-language education, subject matters for different grammar or lexical exercises or language games have been made and all this is stated in the final part of the thesis. These subjects are an obvious evidence for the statements that lores may be used in foreign-language education and that their application can help to appropriately form a complex communicative competence and to form students' general awareness of the world's cultural diversity.