

The main features of the lingvo-cultural type “teacher” in the Russian and English lingvo-cultures

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Abstract. We study distinctive characteristics of lingvo-cultural type “teacher” in educational sphere in Russian and English lingvo-cultures. A comparative analysis of the given type on three linguistic levels is presented: conceptual, perceptual and associative fields. The choice of the lingvo-cultural type “teacher” for analysis is justified by the present global situation which highlights the importance of the profession regardless of time and place. The paper consists of the 6 main sections (abstract, introduction, methods, results, discussion, and references). The body of the research includes the experiment section. We conducted a survey: an internal (among the bachelor students of Moscow Region State University) as well as an external (administered via online among the English natives). All the respondents were offered a sample questionnaire (a set of questions and prompts to collect information about a “typical” teacher’s appearance, age, gender, family status, origin, occupation, communicative behavior, etc.) Analyzing survey experimental data we came to the conclusion that the typified personalities are socially significant and vital both in the English and Russian lingvo-cultures, have fixed conceptual characteristics, recognizable and easily identified on mental and linguistic levels. Though the existing and revealed due to the experiment differences in mentality, world-view and religion between the West and Russia find their expression in a certain aloofness and detachment of an American /British teacher / professor from social life. The overall positive attitude to the image of the teacher / professor in both lingvo-cultures is connected with a high social position of this type of personality and shows an everlasting respect to the status of the mentor in the mind of English or Russian speakers. The carried out research has shown the increasing interest in linguistic personology as a new branch of linguistics. The research can be continued and advanced from the point of view of lingvo-culturology, psychology and sociology.

1 Introduction

There has appeared more and more linguists in scientific community who are carrying out collaborative research together with psychologists, cognitivists, culturologists,

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sociologists and other scholars. The popularity of interdisciplinary lingvo-culturological studies is connected with the peculiarities of analysis of lingvo-cultural types, which represent linguistic personality whose description cannot be limited by linguistics alone.

Formation and development of a new branch of linguistics – *linguistic personology* – has given a new perspective of the theory of linguistic personality which was developed by Ju. N. Karaulov and to which the theory of lingvo-cultural types can be referred [1]. The study of linguistic and cultural reality by means of building up linguistic models which can visually demonstrate basic dominants of national consciousness and communicative behavior moves into the foreground. It should be emphasized that the current work continues the research of Volgograd linguistic school and contributes to the formation of the theory of lingvo-cultural types developed by V.I. Karasik and O.A. Dmitrieva [2]. Russian linguists have so far described such lingvo-cultural types as “English eccentric” (Jarmakhova, 2005) [3], “hacker” (Lutovinova, 2006) [4], “a rocker” (Voroshilova, 2007) [5], “a British colonial clerk” (Derevyanskaya, 2008) [6], “an English snob” (Korovina, 2008) [7], “an English butler” (Bondarenko, 2009) [8], “an American lawyer” (Gulyaeva, 2009) [9], “British queen” (Murzinova, 2009) [10], “a secret agent” (Savchenko, 2013) [11].

The term “lingvo-cultural type” is a corner-stone in the present article, as its multilayer structure does not only make it possible to define the main features of the concept which has a typified personality as its foundation but enables the authors to describe and analyse all the possible ways of its fixation and expression in language. The study of “lingvo-cultural types” reveals the peculiarities of cultural dominants of different social groups since learning them has a great importance for cross-cultural communication. What is more, the theory of lingvo-cultural types is the continuation of the theory of linguistic personalities, thus it satisfies the requirements of modern studies in the field of anthropocentric linguistics.

The objective of this research is the lingvo-cultural type “teacher” in the Russian and English lingvo-cultures and the subject of the study is the conceptual, figurative perceptual and value characteristics. The choice of the lingvo-cultural type “teacher” for analysis is justified by the present global situation which highlights the importance of the profession regardless of time and place.

The aim of the study lies in determining the main features and characteristics of typified personalities of the sphere of education (teacher, lecturer, professor) and regular associations related to these lingvo-cultural types brought to the mind of English and Russian speakers.

2 Materials and Methods

Nowadays linguists typify linguistic personality either by means of prototypical approach or by the theory of lingvo-cultural types. The theory of lingvo-cultural types continues the theory of linguistic personality and “synthesizes the achievement in linguistics, philology, sociology, psychology and culturology” [2].

The key concept of the present work is “lingvo-cultural type”, due to the fact that the term makes it possible to examine linguistic personality as a concepts and analyse its position and importance in the hierarchy of cultural aspects. Moreover, V.I. Karasik observes that analysis of lingvo-cultural types, “generalized images of people, behavior and lifestyle which happens to be a distinctive visiting card of a country”, forms one of progressive linguistic schools [12].

The lingvo-cultural type has a complex structure: “on the one hand it is a notion, on the other hand it is linguistic personality” [12]. The present research has two working

approaches which includes Ju.N. Karaulov's study of linguistic personality and V.I. Karasik's study of concept.

Taking into consideration everything mentioned above the authors of the article define lingvo-cultural type as "a generalized type of personalities, whose behavior represents the most vivid and recognizable features of a certain ethnos or a social group within existing this ethnos in a certain historical period. The lingvo-cultural type reflects an attribute of both real people and fictional characters from novels, plays or films" [2].

The main study methods used by the authors are the method of linguistic modelling, the method of description and analysis, the method of dictionary definitions, component analysis of lexemes, commenting and association analysis.

The majority of studies build the lingvo-cultural type using step-by-step three level approach suggested by V.I. Karasik. Thus, to describe the conceptual aspect of the lingvo-cultural type it is necessary to employ the method of dictionary definitions which implies the use of dictionaries to collect the words constituting the concept with regard to its systematic connections, typical and opposing relations and motivation leading to the formation of certain features included into the modelled concept [2]. The analysis of figurative aspect involves selecting associative features described in detail by O.A. Dmitrieva [13].

The algorithm of modelling of the lingvo-cultural type proposed by O.A. Dmitrieva is based on three-fold conceptual model too and continues the works of V.I. Karasik. O.A. Dmitrieva suggests that the lingvo-cultural type should be analysed from the figurative perceptual, conceptual, and value perspectives and it must include sociocultural information such as historical facts and the realities of the time period in which the type lives [13]. The algorithm of describing the lingvo-cultural type "teacher" suggested by the authors of the article includes the following factors:

1. Gender and age characteristics;
2. Family status;
3. appearance;
4. behavioral characteristics;
5. personal and professional qualities;
6. communicative (speech) characteristics;
7. relevant concepts [14].

3 Results

To get a full picture of the representation of figurative perceptual side of the studied notions it seems necessary to analyse linguistic consciousness which has the most important typical characteristics of the relevant lingvo-cultural type. During the linguistic experiment we interviewed two groups of informants in order to determine and study the meaningful features of the studied types which exist in the consciousness of the representatives of the Russian and English lingvo-cultures. The total results are displayed in the table below.

Table 1. The generalized characteristics of the types "teacher", "professor".

	Teacher	Lecturer	Professor
Appearance	respectability, modesty, neatness, formal style	formal style, invariant choice of clothes, sense of style and fashion, attention to clothes and footwear	formal style, constancy and conservatism, neatness, glasses, a scarf and other accessories
Age	25–50	35–50	or 60–70
Gender	predominantly feminine type	predominantly masculine type	absolutely masculine type

Family status	single (occasionally divorced)	single (sometimes unhappy in marriage)	widower / single / married
Origin	coming from a family of teachers, middle class, the intellectuals	upper class, coming from a family of lecturers; the intellectuals	elite, coming from a family of professors (sometimes nobles)
Occupation	general secondary education	Master's or Bachelor's degree	PhD
Communicative behavior	strict towards one's own behavior, desire for standards, strict subordination; «educating» communication manner; culture	awareness of one's own significance, opposition to standards, expression of one's individuality, both conservative and progressive; highly educated, well-mannered	extremely conservative, passion for in science, knowledgeable; high speech culture
Relevant concepts	a lesson (a test etc.), a grade assembly, Teachers Council, Parent-Teacher meeting	a lecture, examinations, an exam, meeting (of department)	a lecture, an exam, Academic Council

4 Discussion

The Russian and English native speakers were questioned according to the given above parameters. The collected data made it possible to correlate associative perception of the analyzed concept “teacher” in both lingvo-cultures.

Auditorium poll of the Russian speakers was conducted face-to-face with the interviewing researcher. In total 123 students of the linguistic department of the Institute of linguistics and cross cultural communication of Moscow state regional university were questioned. Mostly junior students participated in the poll. The choice of respondents is justified by the fact that they had recently been in contact with their school teachers and the associative images they still keep in mind may correspond to the objective of the research at most. The division of department was crucial for choosing the interviewees. “The Theory and Methodology of Teaching Foreign Languages and Cultures” was chosen out of the five divisions currently offered for training. The choice ensured a serious and motivated approach of the respondents to the interview, since their future occupation is to be related to the concepts “teacher” / “professor”.

The respondents included 105 female students (which constitutes 85% of all the respondents) and 18 male students (15% of all the respondents) aged from 18 to 21. The collected data were analyzed allowing for the percentage proportion of the sex characteristics.

79 respondents associate “school teacher” with a feminine gender and imagine a woman in this role. Only a quarter of the respondents (26 students) find it possible to have a man in the role of a school teacher.

The age criterion shows that the majority of the students associate a typical school teacher with the age of 45. However, 29 % of the respondents think it is possible for a school teacher to be older than 65 which reflects the highest degree of respect of the younger generation in Russia to the teacher and his/her vast experience.

71 % of the interviewed girls (75 students) think that the school teacher must be married. Most of the students gave a full detailed answer to this question and even mentioned the number of children the teacher might have. This can be explained by the fact that the respondents projected the imaginary situation onto themselves and it allows us to believe that the young people are ready to devote themselves to the selected profession as the questions were taken personally and the response was immediate and sincere.

The next criterion for consideration – the teacher's appearance – provoked ambiguous reaction as 63 % (66 students) answered that the teacher must be neat and tidy and wear strictly formal clothes. 14 % (15 students) specified which haircut the teacher must have. 60 % of them (9 students) found it obligatory that the teacher should have neat short or medium length hair; 20 % (3 students) imagine a gray-haired teacher and the rest (20%) noted the teacher should wear glasses. 17 % of the interviewed girls-students appreciated the appearance of the teacher describing her as tall, good-looking, presentable and attractive.

When listing behavioral characteristics of the teacher 83 % of the respondents (87 people) gave a high rating. The qualities mentioned included responsibility, punctuality and strictness (18%), composure and even temper (14%), self-restraint (11%), patience (9%), self-control and justice (6%), self-command (3%), the ability to respect the chain of command (3%). 6 % of the respondents attributed emotionality to the teacher; friendliness, commitment, love and care for children, foresight and decisiveness, stress resilience and tolerance were mentioned as typical teacher's qualities by 3-6% of the students. 3 % of the respondents consider the teacher to be an example of perfect behavior. 9% of girls gave a negative description of the teacher mentioning such qualities as arrogance, self-conceit and authoritarianism. 3 % of the answers had such quality as violating privacy of the students as a behavioral feature attributed to the teacher.

Discussing personal and professional qualities of the teacher the interviewed students mentioned competence, good education and versatility (19%), ability to explain new topics easily and understandably (16%), good teaching experience (13%), ability to find an individual approach to each student, to motivate and set the right goals, ability to work in hard circumstances (13%).

45 % of the respondents (42 students) described the speech of the teacher as grammatically correct and in accordance with literary language. At the same time the teacher speaks clearly and logically to make the learning material easy to understand. 11 % of the participants of the poll spoke about emotional coloring of the speech which seems to be necessary for the best perception of the material by learners as well as oratory and eloquence. The teacher's voice must be loud but not gruff. 9 % of the respondents found it possible for the teacher to raise the voice at the lesson. Quarter of the respondents define sociability, communicability and openness as the main typical features of the teacher. Meanwhile, 6 % emphasized the necessity to keep formal manner of communication with students at the lesson and only discuss those topics which are related to education.

The concepts considered relevant to the type of the teacher are a desk, a pointer, chalk, exercise books, a class register, nerves of steel, etc.

Having analysed the collected data we came to conclusion that there are certain differences in female students' and male students' associative perception of the type the teacher.

Only one third of the male students see a male teacher as a typical representative of the profession selected by them themselves (33%). The rest of them just as female respondents are inclined to see a female teacher in this role. With regard to the age of the teacher young man name the age of 40 rather than 45 which is seen typical by girls. It implies the desire of male respondents to see a younger person in the role of the teacher.

17% of male participants noted restrained clothes of the teacher which was not noted by female respondents. 67 % of male respondents named justice, impartiality, open-mindedness and presence of mind, while only 6% of the female interviewees found these characteristics relevant.

To sum up, the results of the auditorium poll presents the following type of the Russian teacher:

- ✓ the teacher is a woman;
- ✓ the teacher is 40–45 years old;
- ✓ the teacher is married;
- ✓ the teacher is neat and tidy, she wears a formal suit, she has short tidy hair, she is good-looking;
- ✓ the teacher is responsible, punctual, strict, fair, even-tempered, she loves children;
- ✓ the teacher is competent, educated, knowledgeable, she explains the learning material easily and understandably, she is quite experienced;
- ✓ the teacher speaks correctly, clearly and logically, she is eloquent within bounds, she has a loud voice and can sometimes raise it, the teacher is sociable;
- ✓ the range of associations connected with the lingvo-cultural type the teacher includes the words a desk, a pointer, chalk, exercise books, a class register, nerves of steel.

English speaking respondents were interviewed online. The participants were given the internet link and asked to fill the same questionnaire in English (table 2)

120 English native speakers (43% males and 57% females) took part in the interview. 43% of the female respondents were girls aged less than 25 who were employed in different jobs from a nanny to a translator or even a writer. 57% of the respondents aged from 30-39 included male participants as well. The people of this group had such professions as a teacher, an IT manager, a theologian and others.

The English respondents unanimously pictured a female teacher in contrast to the Russian whose opinions divided.

The typical age of the teacher specified by 43% of the interviewees ranged from 30 to 39, the other 43% defined the age from 40 to 49 as typical characteristics of the teacher and only 14 % claimed the teacher should be 50-59 years old.

71 % of the English respondents wanted to see a typical teacher married, with 20 % of them admitting that the teacher can simply have a civil partner, which was alien to the Russian respondents.

Both Russian and English speakers have the similar idea of what the teacher should look like. The following characteristics were enumerated: classic clothes, casual, decent, brown hair, hazel eyes, quite tall, pretty, attractive, etc. However, 29% of the English respondents noted that the typical teacher must be Caucasian, the detail which was not mentioned by any Russian participants of the experiment.

Among behavioral characteristics we found the following ones predominantly mentioned by the English speakers: theatrical, active, positive, compassionate, should be able to get out best in student.

Personal and professional qualities of the typical English teacher were as follows: smart, generous, organized, punctual, determined, demanding, soft spoken, subject matter expert, a down to earth personality yet very knowledgeable; the teacher has grip over the subject; the teacher makes people feel good and tries to get everyone involved during the lessons; the teacher explains well.

The typical English teacher was characterized as sociable, articulate, supportive, attentive, patient, helpful, a good listener and speaker; she always has something to add to a debate and understand different points of view; she knows how to engage children.

The attributes relevant to the lingvo-cultural type the teacher according to the English respondents are: students, book, project, marks, exams, results, education.

As a result, the data collected by means of the auditorium poll presents the typical English teacher as follows:

- ✓ the teacher is a woman;
- ✓ 39–40 years old;
- ✓ married;
- ✓ Caucasian, modest, formally or casually dressed, brown hair, hazel eyes, pretty, quite tall;
- ✓ cheerful, active, initiative, positive, artistic, the teacher makes people feel good and tries to get everyone involved during the lessons, compassionate;
- ✓ smart, knowledgeable, resourceful, witty, kind, punctual, decisive, responsible, disciplined, highly-qualified, subject matter expert, she knows how to engage children, she makes people feel good;
- ✓ sociable, polite, the teacher expresses thoughts clearly, a good speaker and listener, she always has something to add to a debate and understand different points of view;
- ✓ the range of associations related to the lingvo-cultural type the teacher: students, a book, marks, exams, results, a project.

5 Conclusions

All in all lingvo-cultural types represent lingvo-cultural concepts. Professionally marked behavior of lingvo-cultural types expresses the most recognizable features of the representatives of ethnic and / or social groups in a certain historical period.

Thus, the authors have ascertained that the analyzed lingvo-cultural types of the sphere of education (teacher, lecturer, professor) undoubtedly have fixed conceptual characteristics:

- 1) gender property (a woman in the Russian lingvo-culture, a man in the English lingvo-culture, however, due to globalization this aspect is not so significant in the western culture and in the world in general);
- 2) highly-qualified;
- 3) engaged in both education and upbringing (education and spiritual guidance are professional goals for any teacher since they are integral elements of the educational process in the Russian lingvo-culture);
- 4) carrying out a noble mission (typical of the Russian lingvo-culture);
- 5) following one's vocation;
- 6) positive personal qualities (kindness, sympathy, conscientiousness, responsibility, justice, etc.);
- 7) a habit of controlling and assessing others' behavior;
- 8) a specific appearance (hair style, facial expression, voice etc.).

The differences in mentality, world-view and religion between the West and Russia find their expression in a certain aloofness and detachment of an American /British teacher / professor from social life. Historically predetermined communal lifestyle of Russian people means teacher's active participation and involvement in students' life.

The present lingvo-cultural research enables us to conclude that the analysed typified personalities are socially significant and vital in the English and Russian lingvo-cultures.

The overall positive attitude to the image of the teacher / professor in both lingvo-cultures is connected with a high social position of this type of personality and shows an everlasting respect to the status of the mentor in the mind of English or Russian speakers.

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