



FORUM OF FOREIGN LANGUAGES, POLITOLOGY, AND INTERNATIONAL RELATIONS

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 - IMPOSSIBILITY OF REALIZATION OF DIRECT DEMOCRACY OF GREEK TYPE IN MODERN SOCIETY ACCORDING TO THE THEORY OF G. SARTORI
 - DOMINATING PROCESS IN SELF-GOVERNMENT MANAGEMENET
-
- SPORT DIPLOMACY WITHIN US INTERNATIONAL AND NATIONAL POLITICAL ACTIVITIES

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FÓRUM CUDZÍCH JAZYKOV,
POLITOLÓGIE,
A MEDZINÁRODNÝCH VZŤAHOV

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POLITOLOGY,
AND INTERNATIONAL RELATIONS

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elektronický časopis
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politológiu a medzinárodné vzťahy**

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electronic journal
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Fórum cudzích jazykov, politológie a medzinárodných vzťahov je recenzovaný vedecký časopis vydávaný na CD nosičoch Vysokou školou Danubius. Bol založený v roku 2009 ako Fórum cudzích jazykov ako recenzované neimpaktované periodikum. Od roku 2017 je rozšírený o novú sekciu politológie a medzinárodných vzťahov.

Forum of Foreign Languages, Politics and International Relations is peer to peer reviewed scholarly journal published on CD-ROM by Danubius University. It was established in 2009 under the title Forum of Foreign Languages as non-impact journal. In 2017 new section of politics and international relations was added.

Časopis si kladie za cieľ byť otvorenou platformou pre uverejňovanie inovatívnych výsledkov z teoretického, aplikovaného a empirického výskumu zo širokej oblasti lingvistiky, politológie a medzinárodných vzťahov, výmeny názorov, skúseností a získaných nových poznatkov a tvorivej práce prispievateľov zo SR a zo zahraničia. Je určený predovšetkým akademickým pracovníkom univerzitných i neuniverzitných vysokých škôl a vedeckých ústavov.

The journal aims to be open platform for publishing the innovative results based on theoretical, applied and empirical research in the fields of linguistics, politics and international relations. Sharing the research results and experience of Slovak and foreign contributors are in the focus of the journal editors. The scope of target spreads to academics active in tertiary education and research institutes.

Časopis vychádza dvakrát ročne a vydáva štúdie, odborné príspevky, diskusné príspevky a recenzie, pričom je rozdelený do dvoch sekcií a to na lingvistiku a oblasť politológie a medzinárodných vzťahov. Prispievatelia sekcií lingvistiky môžu svoje publikácie písať v anglickom i v inom svetovom jazyku a prispievatelia v sekcií politológia a medzinárodné vzťahy v anglickom jazyku.

The journal is published twice a year and it publishes studies, academic articles and polemical articles, and reviews. It is divided into two sections: Linguistics and the field of politics and international relations. Language of the publication is English or other for linguistics and English for politics and international relations.

Časopis vychádza dvakrát ročne, uzávierky čísel sú k 31. máju a k 30. novembru.

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FÓRUM CUDZÍCH JAZYKOV, POLITOLÓGIE, A MEDZINÁRODNÝCH VZŤAHOV

FORUM OF FOREIGN LANGUAGES, POLITOLOGY, AND INTERNATIONAL RELATIONS

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Editoriál

Editorial

Vážení čitatelia,

po ôsmych rokoch existencie vedeckého časopisu **Fórum cudzích jazykov**, ktorý vznikol v roku 2009, nastal čas na zmenu. Ročník 2017 sme otvorili nie len zmenou názvu časopisu, ale aj rozšírením o novú sekciu.

Dovoľte mi, aby som Vás niekoľkými slovami oboznámil s novým zameraním časopisu VŠD pod názvom **Fórum cudzích jazykov, politológie a medzinárodných vzťahov**. Publikuje štúdie, odborné príspevky, diskusné príspevky a recenzie.

Prvá sekcia - **lingvistika** - bude tak ako aj doposiaľ venovaná potrebám a výsledkom výskumu v oblasti jazykovedy, didaktiky, svetovej literatúry a jazykového vzdelávania. Naším prvoradým cieľom je, aby časopis dosiahol vysokú odbornú a metodickú úroveň a zároveň sa stal i užitočným pomocníkom pre všetkých tých, ktorí sa podieľajú na výučbe cudzieho jazyka.

Druhá sekcia - **politológia a medzinárodné vzťahy** - sa bude zameriavať na vedecké a odborné príspevky, štúdie, recenzie a informácie o dianí v politologickej obci. Tematicky zahŕňa oblasti politickej filozofie a teórie, komparatívnu politológiu, politickú sociológiu, analýzy policy, európskych štúdií, medzinárodných vzťahov, či bezpečnostných štúdií

Verím, že Vás zameranie nášho časopisu osloví, že Vás nami predkladané výsledky poznania a výsledky výskumu zaujmú a že postupne sa rozšíri okruh čitateľov a aj prispievateľov.

doc. PhDr. et Mgr. Peter Ondria, PhD.
šéfredaktor časopisu

Dear readers,

after eight years of existence of the Foreign Language Forum scientific journal, which was created in 2009, it is time for change. We opened the volume 2017 not only by changing the title of the magazine, but also by adding a new section.

Let me introduce the new title of the journal **Forum of Foreign Languages, Politology and International Relations**. The journal publishes research, scholarly articles, discussions and reviews.

The first section - **linguistics** - will continue to publish the research in the fields of linguistics, world, literature and language education. It aims to be both research platform and offer the support for those who are active in language education.

The second section - **politology and international relations** - will focus on research, discussions, reviews, and information in the field of politology. It aims to publish the papers on political philosophy and theory, comparative politology, political sociology, policy analysis, European studies, international relations, and security studies.

I believe the new focus of the journal will be interesting to the scholarly public and we can together improve the knowledge on the mentioned topics.

Assoc. Prof. PhDr. et Mgr. Peter Ondria, PhD.
Editor in chief

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I. LINGUISTIC SECTION

INTERAKTIVE MEDIEN IM FREMDSPRACHENUNTERRICHT

INGRID KUNOVSKÁ

Abstrakt: Sich eine Fremdsprache anzueignen, bedeutet nicht nur das grammatische System der Sprache zu erlernen, sondern auch das Land, in dem diese Sprache gesprochen wird, seine Einwohner, ihre Werte und Traditionen kennen zu lernen. Die richtige Unterrichtsmethode und auch die richtigen Lehrwerke spielen dabei ziemlich wichtige Rolle. In dem vorgelegten Beitrag möchten wir kurz darauf hinweisen, wie der Einsatz der neuen Medien den Fremdsprachenunterricht beeinflussen kann.

Schlüsselwörter: *Fremdsprachenunterricht, Medien, Interaktivität, Fremdsprache, kommunikative Fähigkeit, sprachliche Kompetenz, Medienkompetenz*

Neue Medien – Interaktion und Authentizität

Der traditionelle Fremdsprachenunterricht wird in den letzten Jahren von vielen Lehrern im Ausland und auch in der Slowakei kritisiert. Zu seinen charakteristischen Merkmalen gehören vor allem die ritualisierte Unterrichtsform mit der dafür spezifischen Funktion des Lehrers. Es geht um die Funktion des omnipotenten Wissensvermittlers, der im Frontalunterricht festgelegte Lehrziele und Lehrinhalte vermittelt. Die Aneignung der grammatischen Strukturen steht dabei im Vordergrund. Wir vertreten die Meinung von Brünner (2009), dass im Rahmen des Fremdsprachenunterrichts solche Unterrichtssituationen geschaffen werden sollten, in denen Studenten die Möglichkeit hätten verschiedene authentische Gespräche zu führen. Solche authentischen Sprechhandlungen würden sie auf relevante alltägliche Situationen vorbereiten. Für zukünftige Unterrichtskonzepte hat die Autorin die folgende Reihe von Forderungen abgeleitet:

- Mehr Sprechzeit sowie situationsbezogener Unterricht
- Ergänzung des Frontalunterrichts durch lernerzentrierte Arbeitsformen
- Authentische Sprechhandlungen
- Neue Formen der Evaluierung und Bewertung
- Entwicklung fremdsprachlicher Handlungskompetenz
- Binnendifferenzierung

- Berücksichtigung persönlicher Erfahrungen und Interessen
- Vermittlung von Lernstrategien und -methoden

Die Europäische Union betrachtet die gezielte Integration von Informations- und Kommunikationstechnologien in die Bildungssysteme der EU als Herausforderung, um die Qualität des Lernprozesse zu verbessern und die Selbständigkeit der Lernenden zu fördern, indem das Potenzial des Lernens mit elektronischen Hilfsmitteln im Zusammenhang mit der Innovation der Lehrmethoden genutzt wird. (Amtsblatt der EU 2003, zitiert von Brüner (2009))

Die digitalen Medien und Internet sollten so oft wie möglich in den Deutsch-als-Fremdsprache-Unterricht integriert werden. Ihre Integration in die Ausbildung erhöht die Medienkompetenz aller Unterrichtsteilnehmer und zugleich führt sie zur Verbesserung der fachlichen Leistungen und besserer Vorbereitung auf das lebenslange Lernen.

Die neuen Medien eröffnen völlig neue Perspektiven sowohl für den Fremdsprachen- als auch für den Landeskundeunterricht. Die Medien bieten authentische geschriebene und gesprochene Sprache. Mit Hilfe von Bildern vermitteln sie ein aktuelles und wirklichkeitsbezogenes Bild der Zielkultur. Die Medien verbinden das Kennenlernen des Fremden mit der visuellen Information. Bild und Sprache fördern das Sprachverständnis und auch das interkulturelle Verstehen. Besonders das Internet eröffnet im interkulturell ausgerichteten Fremdsprachenunterricht wegen seinen Kommunikationsformen ganz neue Möglichkeiten. (Kunovská, 2009)

Die neuen Medien ermöglichen die kommunikative Interaktion. Die Interaktion zwischen Medium und Rezipient, die das sprachliche und kulturelle Lernen sehr positiv beeinflussen kann. Den Begriff der Interaktivität versteht man als Charakteristikum der neuen Medien und interaktives Kommunikationshandeln wird im Rahmen des Fremdsprachenunterrichts als wertvoll betrachtet. Basenius und Donnerstag (2004) schreiben, dass den elektronischen Medien im Fremdsprachenunterricht eine didaktisch begründete Funktion zukommt. Sie bringen zum Ausdruck, dass der Fremdspracherwerb durch entsprechende Medienteilhabe gefördert wird. Auch die elektronischen Kommunikationsformen wie e-mail oder chat sind wichtige Kommunikationssituationen und stellen somit einen wesentlichen Zielbereich des Fremdsprachenunterrichts dar.

Wir sind der Ansicht, dass von der Einbeziehung der Medien in den Unterricht nicht nur die Lernenden sondern auch die Lehrpersonen profitieren. Sowohl zu Hause als auch im

Fremdsprachenunterricht können sie ihr Wissen regelmäßig aktualisieren und erweitern. Dass die Fremdsprache auch mit Hilfe der Medien unterrichtet wird, macht das Lernen und das Studium reizvoller und motivierender. Es ist wichtig zu betonen, dass das erfolgreiche Arbeiten mit Medien im Fremdsprachenunterricht eine durchdachte Vorbereitung entsprechend der Fähigkeiten und der Bedürfnisse der Lernenden erfordert, wobei auch ihr Sprachniveau berücksichtigt werden muss. Ebenso stellt der mit neuen Medien unterstützte Unterricht höhere Ansprüche an die fachlichen und technischen Fähigkeiten des Lehrpersonals. Die technische Entwicklung ist unaufhaltsam und ihre Geschwindigkeit sehr schnell, was von Lehrenden als Nachteil ihrer Verwendung verstanden werden könnte. Die Lehrenden sollten immer genau wissen, warum sie im Unterricht neue Medien verwenden möchten und was sie damit erreichen wollen. (Stradiotová/Kunovská (2018))

Heute fällt es nicht schwer, authentisches Material zu finden und bereitzustellen. Der Einsatz von Medien im Fremdsprachenunterricht bietet viele Möglichkeiten, aktuelle und authentische Materialien im Unterricht zu benutzen.

Den Begriff Authentizität ist bei dem Studium der fremden Sprachen besonders wichtig. Seine Rolle im Fremdsprachenunterricht definiert Edelhoff (1985): *„Authentisch“ wird häufig synonym mit „dokumentarisch“, „real“, „echt“ gebraucht. Es soll den Gegensatz zu „gemacht“, „fabriziert“ und „unecht“ bezeichnen. Für die Auswahl von sprachlichen Vorgaben und Kommunikationsanlässen im Fremdsprachenunterricht gilt Authentizität als Begriff für das Gebot, von Muttersprachlern verfasste oder gesprochene Texte zu verwenden anstatt solcher, die im Fremdsprachenunterricht, meist von Nicht-Muttersprachlern, eigens für den Fremdsprachenunterricht hergestellt oder bearbeitet werden. Texte sollten authentisch sein, damit sich die Repräsentationen der Fremdsprache in der Schule der Fremdsprachenbegegnungen und -anwendung im Leben möglichst annähern.“*

Medienkompetenz

Eine wichtige Voraussetzung für die effektive Verwendung der neuen Medien im Fremdsprachenunterricht ist die Medienkompetenz. Sie wird wie eine Form der kommunikativen Kompetenz des Menschen bezeichnet, die eine Reihe von Fähigkeiten und Einstellungen beinhaltet. Diese müssen die Studierenden im Umgang mit den neuen Medien erwerben um die Möglichkeiten der Informationsverarbeitung souverän handhaben zu können. (Baacke, 2004, zitiert von Brüner (2009)). Man unterscheidet mehrere Teilkompetenzen und Dimensionen der Medienkompetenz. Im Bildungsbereich hat sich Baackes Definition

durchgesetzt. Er differenziert vier Dimensionen. Die rezeptive Aneignung von Medienkompetenz erfolgt über die Dimensionen Medienkritik (analytisch, reflexiv, ethisch) und Medienkunde (dem Wissen über Medien und medientechnische Kompetenzen). Handlungsziele werden über die rezeptive und interaktive Nutzung sowie der innovativen und kreativen Gestaltung der Medien realisiert.

Die Entwicklung und Verbesserung der Medienkompetenz, zu der nicht nur die Fähigkeit den Computer zu benutzen und im Internet bestimmte Informationen zu finden gehört, ist unserer Meinung nach abhängig auch von den Bedingungen, die bestimmte Bildungsinstitutionen anbieten, von dem Niveau der fremdsprachlichen Kenntnissen und auch von der Fähigkeit einzelner Studierenden die erworbenen allgemeinen und fremdsprachlichen Kenntnisse richtig zu benutzen.

Von den Punkten, die Brünner (2009) nannte, finden wir besonders wichtig folgende fünf:

- Durch Einsatz der digitalen Medien und des Internets sollen die Defizite des traditionellen Fremdsprachenunterrichts überwunden werden.
- Die technischen Entwicklungen halten Einzug in alle Lebensbereiche und sind auch dem Fremdsprachenunterricht nicht wegzudenken.
- Der Einsatz der neuen Medien und des Internets soll die Qualität der Lehre verbessern und attraktiver machen.
- Der Fremdsprachenunterricht soll zur Stärkung und Entwicklung der Medienkompetenz genutzt werden.
- Durch den Einsatz der neuen Medien kann die Berufsfähigkeit gezielter entwickelt werden, soll praxisorientiert und studienrelevant sein.

Fazit

Der Einsatz neuer Medien im Fremdsprachenunterricht mit dem Ziel, alle fremdsprachlichen Fertigkeiten zu entwickeln oder zu verbessern, fördert auch die reflektierte Auseinandersetzung mit Medientexten, die Entwicklung von Kritikfähigkeit und der Medienkompetenz, den Vergleich bzw. die Gegenüberstellung der eigenen Kultur, Gesellschaft mit der fremden, interkulturelle Kommunikation, Vermittlung von landeskundlichen Informationen, sowie mehr Aktualität und Anschaulichkeit in der Konfrontation mit Fremd-/Zielkulturen. Es gilt immer, dass der Fremdsprachenunterricht einen wichtigen Bestandteil der allgemeinen Ausbildung

bildet. Deswegen sollte man einen großen Wert darauf legen ihn modern und effektiv zu gestalten.

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АКЦЕНТОЛОГИЧЕСКИЕ ТИПЫ СУЩЕСТВИТЕЛЬНЫХ И ОМОГРАФЫ

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Абстракт: В настоящей статье автор рассматривает научный и практический подходы к изучению акцентологических типов существительных, которые в словацкой аудитории в процессе обучения русскому языку как иностранному вызывают у учащихся трудности. Автор предполагает, что проблемы в освоении правильной постановки ударений существительных тесно связаны с влиянием сильной интерференции словацкой долготы гласных звуков на акцентологическую систему не только имён существительных, но и остальных частей речи.

Ключевые слова: *Акцент, существительные, интерференция, долгота гласных звуков, склонение частей речи*

Введение

Русское ударение представляет собой сложную систему, которой свойственно эволюционировать. Однако ударение мало изучено: к примеру, в школах освоению этой темы времени практически не отводится, и в словацких учебниках по русскому языку упреждений связанных с постановкой правильного ударения в словах очень мало. Этот факт указывает на актуальность предлагаемой нами темы нашей статьи.

Правильное произношение в обучении иностранному языку в условиях отсутствия языковой среды в словацкой аудитории считается сложнейшей, по нашему мнению, практической и теоретической проблемой. В Словакии обучение русскому языку в условиях отсутствия языковой среды служит причиной многочисленных ошибок, с которыми сталкиваются словацкие студенты. В силу подвижности русского ударения оказывается сложным усвоение разноместного словесного ударения. В данной статье рассматриваем явление интерференции в процессе усвоения русской акцентуальной нормы. Особое место в ней уделяем и основным акцентологическим типам существительных, а также различительным чертам русского ударения на основе составленного нами краткого словаря существительных, ударение которых вызывает в словацкой аудитории некоторые затруднения. Контекстуальные примеры применения омографов в предложениях приводятся в настоящей статье из лингвистического

словацко-русского корпуса, и их семантические значения из Толкового словаря русского языка под редакцией С. А. Кузнецова.

Русское ударение можно считать непростой для изучения, но одновременно интересной темой. Проблема правильного усвоения принципов русского ударения для словаков вызывает трудности, но для носителей русского языка по большей части постановка правильного ударения принципиальных проблем не вызывает. В русской аудитории, в которой русские студенты занимаются словацким языком, появляются аналогичные проблемы с освоением долготы словацких слов, которую обучающиеся русские студенты словацкому языку часто перепутают с ударением, которое в словацком языке всегда ставится на первый слог (за исключением диалектных форм словацкого языка).

Теоретический взгляд на русское ударение в именах существительных

Нормы ударения в современном русском языке нелегки для усвоения, что объясняется двумя его специфическими чертами: разноместностью и подвижностью. Ударение бывает неподвижным и свободным (Baláž et al., 1989, с. 90, 123). В словацком языке ударение всегда падает на первый слог, в польском – на предпоследний, во французском – на последний. В русском языке ударение может падать на любой слог. Подвижность его объясняется тем, что оно свободно перемещается с одной морфемы на другую. Например: трава – трава, вода – вода, замок – замок и так далее.

В зависимости от основного средства выделения ударного слога различаются следующие типы ударения:

1) динамическое, силовое, экспираторное, при котором ударный слог отличается от безударных большей напряженностью, силой, но не громкостью,

2) квантитативное, количественное, долготное, при котором ударный слог отличается от безударных долготой;

3) тоновое, мелодическое, музыкальное, характеризующееся движением музыкального тона ударных гласных при отсутствии такого движения у безударных (чисто тоновое ударение в китайском, корейском, японском, вьетнамском языках; в норвежском, шведском, сербскохорватском и литовском языках оно соединяется с динамическим; музыкальное ударение было и в славянских языках) (см. подробнее Zaliznjak, 2010, с. 431 – 448). Андрейченко (2003) приводит следующую схему классификации типов ударения по выделению ударного слога (см. рисунок 1):

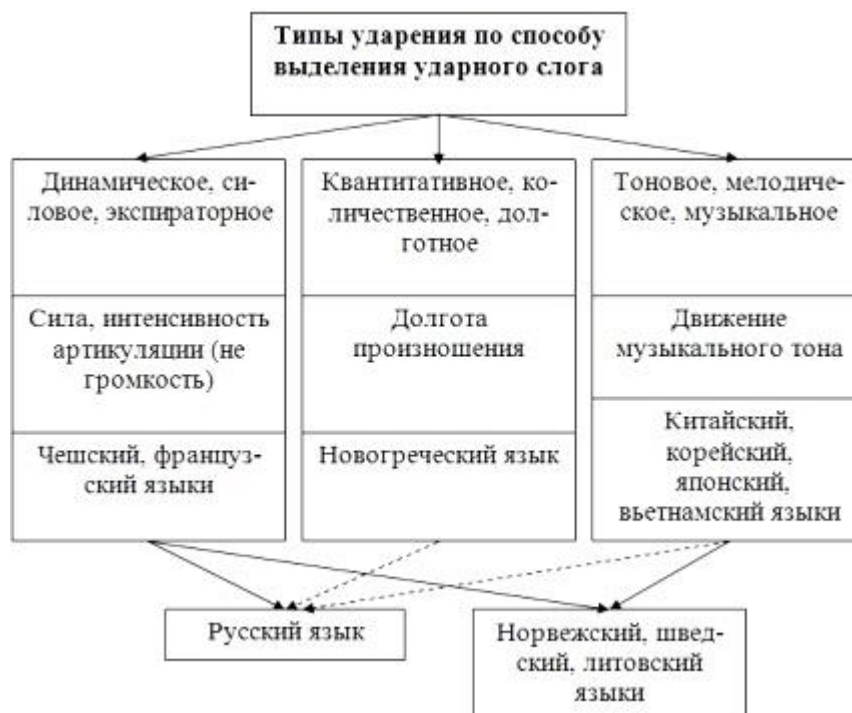


Рисунок 1 *Типы ударения*

Первое склонение

Ударение имен существительных мужского рода

В парадигме русских существительных ударение может быть неподвижным, постоянным, т. е. сохраняющимся во всех падежных словоформах на одном и том же месте, или подвижным, непостоянным, т. е. вытекающим из несовпадения его локализации при противопоставлении набора словоформ единственного и множественного числа.

Для абсолютного большинства мужских существительных I склонения характерно неподвижное ударение на основе или на окончании (неконечное или конечное ударение), причем в последнем случае, вследствие нулевой флексии в И. (В.) ед. числа, оно считается схематически условным по аналогии с материально выраженными окончаниями остальных падежных словоформ того же числа (напр. словоформе *двор* присуще конечное ударение в результате ее сопоставления с формами *двора, двору . . .*) (смотри подробнее Baláž et al., 1989, с. 101 – 105).

Подвижное ударение, которое различается в зависимости от его сдвигов в формах множественного числа (во всем их наборе или только в И. и Р. мн. числа), имеет ограниченная группа существительных мужского рода.

В рамках неподвижного ударения

1. акцентный тип *знак* с постоянным ударением на основе в словоформах единственного и множественного числа;
2. акцентный тип *стол* с постоянным ударением на (реальной) флексии в словоформах единственного и множественного числа.

В рамках подвижного ударения

1. акцентный тип *дом* с ударением на основе в формах ед. числа и на окончании – в формах множественного числа;
2. акцентный тип *волк* с ударением на основе в словоформах ед. числа, а также в И. множественного числа и на флексии – в остальных формах множественного числа.

Схемы акцентных типов А – неподвижное ударение

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|---------|----------|---------|----------|
| Им. | зна́к | зна́ки | сто́л | сто́лы |
| Р. | зна́ка | зна́ков | стола́ | столо́в |
| Д. | зна́ку | зна́кам | столу́ | стола́м |
| В. | зна́к | зна́ки | сто́л | сто́лы |
| Тв. | зна́ком | зна́ками | столо́м | столо́ми |
| Пр. | зна́ке | зна́ках | столе́ | столо́х |

Схемы акцентных типов В – подвижное ударение

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|--------|---------|---------|----------|
| Им. | до́м | дома́ | во́лк | во́лки |
| Р. | до́ма | домо́в | во́лка | волокóв |
| Д. | до́му | дома́м | во́лку | волка́м |
| В. | до́м | дома́ | во́лка | волокóв |
| Тв. | до́мом | дома́ми | во́лком | волка́ми |
| Пр. | до́ме | дома́х | во́лке | волка́х |

Ударение имен существительных среднего рода

Типичной чертой акцентной системы имен существительных среднего рода является постоянство локализации ударения в комплексах слоформ единственного и множественного числа, на основании которого выделяются четыре акцентных типа (Zubkova, 2010, с. 380).

В рамках неподвижного ударения различается:

1. акцентный тип *прАвило* с постоянным ударением на основе во всех формах ед. и мн. числа;
2. акцентный тип *веществО* с постоянным ударением на окончании во всех формах ед. и мн. числа.

В рамках подвижного ударения различается:

1. акцентный тип *слОво* с ударением на основе в комплексе форм единственного числа и на окончании – в комплексе форм множественного числа;
2. акцентный тип *письмО* с ударением на окончании в словоформах единственного числа и на основе – в словоформах множественного числа.

Схемы акцентных типов А – неподвижное ударение

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|-----------------|-----------------|-----------------|-----------------|
| Им. | п ráвило | п ráвила | веществó | веществá |
| Р. | п ráвила | п ráвил | веществá | вещéств |
| Д. | п ráвильу | п ráвилам | веществú | веществáм |
| В. | п ráвило | п ráвила | веществó | веществá |
| Тв. | п ráвилoм | п ráвилами | веществóм | веществáми |
| Пр. | п ráвиле | п ráвилах | веществé | веществáх |

Схемы акцентных типов В – подвижное ударение

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|--------------|--------------|---------------|---------------|
| Им. | слóво | слóвá | письмó | пíсьма |
| Р. | слóва | слóв | письмá | пíсем |
| Д. | слóву | слóвáм | письмú | пíсьмам |
| В. | слóво | слóвá | письмó | пíсьма |
| Тв. | слóвом | слóвáми | письмóм | пíсьмами |
| Пр. | слóве | слóвáх | письмé | пíсьмах |

Второе склонение

В акцентной системе существительных второго склонения – в отличие от первого – ударение перемещается не только в наборе форм множественного числа, но и в единственном числе (Zubkova, 2010, 376). Таким образом, благодаря разным комбинациям локализации ударения, в пределах II склонения существует шесть акцентных типов (Baláž et al., 1989, с. 114 – 115).

В рамках неподвижного ударения различаются:

1. акцентный тип *шкОла* с постоянным ударением на основе в формах единственного и множественного числа;
2. акцентный тип *статЬя* с постоянным ударением на окончании в формах единственного и множественного числа.

В рамках подвижного ударения различаются:

1. акцентный тип *травА* с неподвижным ударением на окончании в наборе форм единственного числа и на основе – в наборе форм множественного числа;
2. акцентный тип *душА* с подвижным ударением на окончании в единственном числе и с неподвижным ударением на основе во множественном числе;
3. акцентный тип *свечА* с неподвижным ударением на окончании в словоформах единственного числа и с подвижным ударением на основе в словоформах множественного числа;
4. акцентный тип *рукА* с подвижным ударением в наборах форм единственного и множественного числа.

Схемы акцентных типов А – неподвижное ударение

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|------------------|---------|--------------------|----------|
| Им. | шкóла | шкóлы | статЬя | статЬи |
| Р. | шкóлы | шкóл | статЬи | статЬей |
| Д. | шкóле | шкóлам | статЬе | статЬям |
| В. | шкóлу | шкóлы | статЬю | статЬи |
| Тв. | шкóлой шкóлою | шкóлами | статЬей статЬею | статЬями |
| Пр. | шкóле | шкóлах | статЬе | статЬях |

Схемы акцентных типов В – подвижное ударение

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|------------------|--------------|----------------|-------------|
| Им. | травá | травы | душá | дúши |
| Р. | травы́ | трав | души́ | дúш |
| Д. | травé | травам | душé | дúшам |
| В. | травú | травы | дúшу | дúши |
| Тв. | травóй травóю | травами | душóй душóю | дúшами |
| Пр. | травé | травáх | душé | дúшáх |

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|------------------|--------------|----------------|--------------|
| Им. | свечá | свечи | рукá | ру́ки |
| Р. | свечи́ | свечéй | руки́ | ру́к |
| Д. | свечé | свечáм | рукé | рукáм |
| В. | свечú | свечи | ру́ку | ру́ки |
| Тв. | свечóй свечóю | свечáми | рукóй рукóю | рукáми |
| Пр. | свечé | свечáх | рукé | рукáх |

Третье склонение

Система ударения существительных III склонения (Baláž et al., 1989, с. 122 – 124) является наиболее простой. В ней существует только один тип неподвижного ударения – на основе, и один тип подвижного ударения, которое в формах мн. числа переходит в косвенных падежах на окончание. Неподвижное ударение на окончании у слов женского рода не встречается (оно присуще только слову *путь*).

К периферийным явлениям акцентной системы III склонения относятся: во-первых, случаи переноса ударения на окончание в формах П. ед. числа, выражающих в сочетании с предлогами *в* и *на* местное значение, во-вторых, нехарактерный для существительных III склонения тип подвижного ударения с его переносом на окончание *-И* в наборе словоформ ед. числа у существительных *глушь* *húština*, *zapadákov* и *любовь* (слова *вошь*, *ложь*, *рожь* к ним относятся только условно из-за неслоговых компонентов в основе их форм), ср. *глушь*, *глушью* – *из этой глушиИ*, *к этой глушиИ*, *об этой глушиИ*; *любОвь*, *любОвью* – *из любвИ*, *по любвИ*, *о любвИ*.

Схемы акцентных типов третьего склонения

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|-----------|------------|---------|----------|
| Им. | тетра́дь | тетра́ди | ко́сть | ко́сти |
| Р. | тетра́ди | тетра́дей | ко́сти | косте́й |
| Д. | тетра́ди | тетра́дям | ко́сти | ко́стям |
| В. | тетра́дь | тетра́ди | ко́сть | ко́сти |
| Тв. | тетра́дью | тетра́дями | ко́стью | ко́стями |
| Пр. | тетра́ди | тетра́дях | ко́сти | ко́стях |

К вопросу отличительных черт русского ударения

В процессе обучения славянским языкам словацкими студентами наблюдаются значительные трудности в освоении правильной постановки ударений в именах существительных. В нами выше описанном теоретическом подходе к системному изучению проблематики, и тем самым и к системному освоению акцентологических типов существительных, приводятся основные схемы субстантивных типов ударения. Конечно, чтобы осознать сложную систему подвижности русского ударения, необходимо её вставить в контекстуальную языковую среду и показать, что может произойти в случае непоследовательной постановки ударения существительных, если оно меняет значение слова, а также и значение контекста (Ма́цау, 1994, с. 3 – 11). Конфронтация систем двух близкородственных языков (словацкий – русский) явно показывает различия в значении ударения – в словацком языке всегда на первом слоге (признак постоянности). Исключения выступают главным образом в окружении односложных слов или в диалектных вариантах слов (Ondruš, Sabol, 1985, с. 11 – 145). В русском языке ударение может перемещаться на любой слог (признак подвижность).

Для иностранных студентов-филологов нами назначенная проблематика проявляется прежде всего в процессе освоения т. н. омографов. Омография (Kulešova, 2010, с. 3) *«служит достаточно сильным препятствием в обучении в силу незнания ими ударения и малого словарного запаса, а следовательно, контекст не всегда может помочь. Поэтому необходимо целенаправленно обучать иностранных учащихся омографам русского языка»*. Посредством изучения омографов в текстовых контекстах расширяется профессионально-коммуникативная компетенция иностранных студентов-(не)филологов, позволяется познакомить их с особенностями лексической системы русского языка. В ходе изучения данного материала учащиеся знакомятся с тем, что

такое омографы, каковы их грамматические, семантические и этнокультурные особенности и тем самым они воспринимают принцип правильной постановки ударения.

«Омографы свидетельствуют о важности ударения в русском языке: ошибка в ударении может привести к искажению смысла фразы и затруднить речевое общение. Например, в зависимости от ударения в слове «замок» предложение «Замок был очень старым» может приобретать разный смысл. От ударения в слове «мука» зависит понимание предложения «Это была мука». Следовательно, ошибочное ударение в словах-омографах может отнести к грубым ошибкам, так как это может привести к непониманию или недоразумению между общающимися, то есть послужить коммуникативной помехой» (Kulešova, 2010, с. 4).

В современном русском языке больше тысячи пар омографов. В рамках отличительных черт русского ударение приводим в нижеследующем несколько контекстуальных примеров, когда ударение меняет значение слов, совпадающих по графической форме, но различающихся по звучанию.

АТЛАС – АТЛАС

- **атлас**, -а; м. [нем. Atlas от греч. Atlas (Atlantos)]. чего и с опр. **1.** Сборник географических, астрономических и т.п. карт. А. мира. А. автомобильных дорог. Географический а. Звёздный а. • По изображению мифологического титана Атланта на первом издании сборника карт в 1595 г. **2.** Сборник таблиц, рисунков, чертежей и т.п., используемый для научных или учебных целей. Анатомический, ботанический, диалектологический а. А. по истории края. <**Атласный, -ая, -ое**
- **атлас**, -а; м. [от араб. atlas - гладкий]. **1.** Сорт плотной шёлковой или полушёлковой ткани с гладкой, блестящей лицевой поверхностью. **2.** Разг. Об одежде из такой ткани. Одетый в бархат и а. <**Атласный, -ая, -ое** (Большой толковый словарь, 1998).

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|----------|-----------|----------|-----------|
| Им. | а́тлас | а́тласы | атла́с | атла́сы |
| Р. | а́тласа | а́тласов | атла́са | атла́сов |
| Д. | а́тласу | а́тласам | атла́су | атла́сам |
| В. | а́тлас | а́тласы | атла́с | атла́сы |
| Тв. | а́тласом | а́тласами | атла́сом | атла́сами |
| Пр. | а́тласе | а́тласах | атла́се | атла́са |

- Пришлось сильно жать. **Учил по атласам**, а на труп приходил, когда вся картина вырисовывалась перед внутренним взором.
- Резко выступающие мышцы из-под сетки жил, растянутой в тонкой, подвижной и гладкой, как **атлас**, коже, казались столь же крепкими, как кость (Толстой, Лев Николаевич. 1987. Анна Каренина. In: Собрание сочинений в 12 томах. Москва: Правда 1987).

БРОНЗОВКА – БРОНЗОВКА

- **бронзовка**, -и; мн. род. -вок; дат. -вкам; ж. Жук сем. пластинчатоусых, имеющий яркую, с металлическим блеском, окраску зеленовато-бронзового цвета
- **бронзовка**, -и (бронзирование) (Большой толковый словарь, 1998).

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|---------------------------|------------------|---------------------------|------------------|
| Им. | бронзовка | бронзовки | бронзовка | бронзовки |
| Р. | бронзовки | бронзовок | бронзовки | бронзовок |
| Д. | бронзовке | бронзовкам | бронзовке | бронзовкам |
| В. | бронзовку | бронзовок | бронзовку | бронзовок |
| Тв. | бронзовкой, бронзовкою | бронзовками | бронзовкой, бронзовкою | бронзовками |
| Пр. | бронзовке | бронзовках | бронзовке | бронзовках |

- **Бронзовка** золотистая – вредитель-эстет, который поедает, наверное, самые красивые садовые цветы, в том числе и розы. Эти золотисто-зелёные жуки необыкновенно красиво переливаются на солнце бронзово-медно-золотым отливом (<https://unesco.uniba/aranea.sk>).
- Пудра **бронзовка** 100гр. Пудра бронзовая- это разновидность бронзовых пудр, производится она в виде мелкого-мелкого порошка золотистого цвета. Пудра бронзовая необходима в качестве пигмента для красок. Производят бронзовую пудру на специальном оборудовании, подвергая порошок многоэтапному размалыванию (<https://idd35.ru/product/10421814/>)

БРОНЯ – БРОНЯ

- **броня**, -и; ж. 1. Защитная стальная обшивка военной техники (танков, бронетранспортёров, судов и т. п.) или оборонительных сооружений. Пуленепробиваемая б. Покрывать бронёй. Корабельная б. Б.

танка. **2.** Панцирь некоторых животных (черепах, броненосцев и т.п.). **3.** чего и с опр. Разг. О том, кто (что) является надёжной защитой, прикрытием от кого-, чего-л. Б. самоуверенности, безразличия. **4.** В старину: защитное вооружение воина (панцирь, кольчуга, шлем, латы и т. п.)

- **броня**, -и [не бронь]; р. мн. -ей (закрепление прав на что-л.); броня на билеты (Большой толковый словарь, 1998).

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|---------------------|----------------|--------------------|---------------|
| Им. | броня́ | броня́и | бро́ня | бро́ни |
| Р. | броня́и | броня́ей | бро́ни | бро́нь |
| Д. | броня́е | броня́ям | бро́не | бро́ням |
| В. | броня́ю | броня́и | бро́ню | бро́ни |
| Тв. | броня́ей броня́ю | броня́ями | бро́ней бро́нею | бро́нями |
| Пр. | броня́е | броня́ях | бро́не | бро́нях |

- Если место вашего обитания квартира, то такая дверь будет излишней. Потому что воры не будут орудовать автогенном, болгаркой, дрелью и тем более кувалдой в жилом многоэтажном доме. Скорее всего, в ход пойдут фомка и лом, а для них 3 – 4 мм **броня** не нужна (<https://unesco.uniba/aranea.sk>).
- **Броня** авиабилетов. Доступные цены. Подробнее на: <http://avia.pro/bronya-aviabiletov-dostupnye-ceny>. Многие слышали о покупке авиабилетов в Сети, но как правило, не в курсе, где заказывать лучше и выгоднее. Бывает, что времени не находится даже на сбор вещей.

ВЕДЕНИЕ – ВЕДЕНИЕ

- **ведение**, -я; ср. офиц. сфера деятельности, управления, поступать, передаваться, входить в чьё-л. в. Принять в своё в., находиться в чьём-л. ведении
- **ведение**, -я (*от* вести), действие по гл. вести: ведение бухгалтерских книг, ведение дела (Большой толковый словарь, 1998).

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|-----------------|-----------------|----------------|----------------|
| Им. | ве́дение | ве́дения | ведéние | ведéния |

| | | | | |
|-----|----------|-----------|----------|-----------|
| Р. | вѣдения | вѣдений | ведѣния | ведѣний |
| Д. | вѣдению | вѣдениям | ведѣнию | ведѣниям |
| В. | вѣдение | вѣдения | ведѣние | ведѣния |
| Тв. | вѣдением | вѣдениями | ведѣнием | ведѣниями |
| Пр. | вѣдении | вѣдениях | ведѣнии | ведѣниях |

- Они используются также для периодической оценки и улучшения экологической обстановки в зоне техногенного прессинга и при составлении прогноза вероятного загрязнения тяжелыми металлами кормов и молочной продукции при размещении кормовых культур в севооборотах и обосновании специализации ведения *отраслей* животноводства на загрязненных сельскохозяйственных угодьях (<https://unesco.uniba/aranea.sk>).
- Позже, по мере внутреннего роста Союза, понимание подготовки революции, **ведение** борьбы революционными путями и средствами получили должное углубление (<https://unesco.uniba/aranea.sk>).

ВЕНЕЦ – ВЕНЕЦ

- **венец**, -нца; м. **1.** обычно как символ страдания, мученичества, **2.** Драгоценный головной убор, корона как символ власти монарха. **3.** церк. в обряде венчания: головное украшение в виде короны, возлагаемое на вступающих в брак. **4.** только ед. чего. книжн. о высшей ступени, завершении чего-л.; верх, вершина. В. природы; в. творения (обычно о человеке как высшем творении природы, Бога). **5.** чего, из чего. женская причёска – косы или начёсанные и уложенные вокруг головы валиками волосы. В. волос. В. из кос. **6.** Светлое радужное кольцо вокруг Солнца, Луны или ярких звёзд. **7.** Светлый круг, сияние, изображаемое на иконах вокруг головы святого; нимб. **8.** Каждый горизонтальный ряд брёвен в срубе по периметру. Заменить нижние венцы. Положить четыре венца. <**Венечный, -ая, -ое**
- **венец**, -нца; р. мн. -нцев (житель Вены)

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|--------|--------|--------|---------|
| Им. | венец | венцы | венѣц | венцы́ |
| Р. | венца | венцев | венца́ | венцо́в |
| Д. | венцу | венцам | венцу́ | венца́м |
| В. | венца | венцев | венѣц | венцы́ |

| | | | | |
|-----|--------|---------|---------|----------|
| Тв. | вѣнцем | вѣнцами | венцо́м | венца́ми |
| Пр. | вѣнце | вѣнцах | венце́ | венца́х |

- Каждый **венец** живёт и работает в небольшом помещении, отсюда и моя философия – интерьер для всех (<https://unesco.uniba/aranea.sk>).
- Конец цивилизации будет покрыт **венцом** золотого века. Мы организуем общественные праздники и прекрасные развлечения (www.bonito.korpus.sk).

ВИДЕНИЕ – ВИДЕНИЕ

- **видение**, -я; ср. 1. Способность или возможность видеть. В. на расстоянии. Приборы ночного видения. 2. чего. Книжн.Способность воспринимать и оценивать окружающее каким-л. образом. Детское в. Художественное в. У поэта своё в. мира.
- **видение**, -я; ср. Призрак, привидение, что-л. возникшее в воображении, во сне. Больного преследуют видения. * Передо мной явилась ты, Как мимолётное виденье (Пушкин). Там лес и дол видений полны (Пушкин) (Большой толковый словарь, 1998).

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|----------|-----------|----------|-----------|
| Им. | вѣдение | вѣдения | видѣние | видѣния |
| Р. | вѣдения | вѣдений | видѣния | видѣний |
| Д. | вѣдению | вѣдениям | видѣнию | видѣниям |
| В. | вѣдение | вѣдения | видѣние | видѣния |
| Тв. | вѣдением | вѣдениями | видѣнием | видѣниями |
| Пр. | вѣдении | вѣдениях | видѣнии | видѣниях |

- Происходит это, из-за постепенной утери аккомодации. Явными симптомами данного нарушения зрения являются: высокая утомляемость глаз при чтении; плохое **видение** близ расположенных предметов (<https://unesco.uniba/aranea.sk>).
- И вот однажды ночью, когда я думал об ориентации, а я об этом думал постоянно, мне вдруг показалось **видение**, как древние осуществляли этот процесс (<https://unesco.uniba/aranea.sk>).

ВОЗДВИЖЕНИЕ – ВОЗДВИЖЕНИЕ

- **воздвижение**, -я; ср. В православной церкви: один из двенадцатых праздников (Воздвижение Животворящего Креста Господня; отмечается 14 (27) сентября в честь

установления для поклонения на горе Голгофе близ Иерусалима креста, на котором был распят Иисус Христос); медовый спас.

- **воздвѣженіе**, -я; ср. Книжн. Строительство, возведение (какого-л. высокого здания, сооружения). В. храма, колонн (Большой толковый словарь, 1998).

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|--------------------|--------------------|--------------------|--------------------|
| Им. | воздвѣженіе | воздвѣженія | воздвѣженіе | воздвѣженія |
| Р. | воздвѣженія | воздвѣженій | воздвѣженія | воздвѣженій |
| Д. | воздвѣженію | воздвѣженіям | воздвѣженію | воздвѣженіям |
| В. | воздвѣженіе | воздвѣженія | воздвѣженіе | воздвѣженія |
| Тв. | воздвѣженіем | воздвѣженіями | воздвѣженіем | воздвѣженіями |
| Пр. | воздвѣженіи | воздвѣженіях | воздвѣженіи | воздвѣженіях |

- Несмотря на то что праздник **Воздвѣженія** Креста Господня относится к числу древнейших праздников христианской церкви, достоверно не известны ни точное время, ни обстоятельства его возникновения (<https://unesco.uniba/aranea.sk>).
- Клара Ивановна рассказала о своих наиболее известных учениках, которые свое увлечение живописью сделали профессией, а также о том, как воплощалась идея **воздвѣженія** памятника В. В. Верещагину в нашем городе (<https://unesco.uniba/aranea.sk>).

ВЯЗАНКА – ВЯЗАНКА

- **вѣзанка**, -и; мн. род. -нок, дат. -нкам; ж. Разг. Вязаная вещь (кофта, свитер и т.п.).
- **вѣзанка**, -и; мн. род. -нок, дат. -нкам; ж. Связка (дров, хвороста, соломы и т.п.) (Большой толковый словарь, 1998).

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|----------------------|----------------|----------------------|----------------|
| Им. | вѣзанка | вѣзанки | вѣзанка | вѣзанки |
| Р. | вѣзанки | вѣзанок | вѣзанки | вѣзанок |
| Д. | вѣзанке | вѣзанкам | вѣзанке | вѣзанкам |
| В. | вѣзанку | вѣзанки | вѣзанку | вѣзанки |
| Тв. | вѣзанкой вѣзанкою | вѣзанками | вѣзанкой вѣзанкою | вѣзанками |
| Пр. | вѣзанке | вѣзанках | вѣзанке | вѣзанках |

- **Вѣзанка** – для всей семьи! Производство Россия! В Комсомольске-на-Амуре. (<https://www.100sp.ru/komsomolsk-na-amure/purchase/357173>)

- Мальчишка лет десяти, с **вязанкой** зелени, вел другого мальчика лет шести; завидя нас, он бросил вязанку и маленького своего товарища и кинулся без оглядки бежать по боковой тропинке в поля (<https://unesco.uniba/aranea.sk>).

ДУХИ – ДУХИ

- **дух**, -а и -у, мн. (в знач. «сверхъестественное существо») **духи**, -ов
- **духи**, -ов; мн. Ароматический спиртовой раствор, употребляемый как парфюмерное средство. Флакон духов. Лёгкий, нежный аромат духов. Женские, мужские д. Пахнуть дорогими, дешёвыми духами. Подушиться духами. Вечерние д. (употребляемые в торжественных случаях). Стойкие д. (со стойким запахом) (Большой толковый словарь, 1998).

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|--------|---------|--------|---------|
| Им. | ду́х | ду́хи | -- | духи́ |
| Р. | ду́ха | ду́хов | -- | духо́в |
| Д. | ду́ху | ду́хам | -- | духа́м |
| В. | ду́х | ду́хи | -- | духи́ |
| Тв. | ду́хом | ду́хами | -- | духа́ми |
| Пр. | ду́хе | ду́хах | -- | духа́х |

- Но если бы с ними был Дух Святой — то **духи** нечистые не прилепились бы к ним! (<https://unesco.uniba/aranea.sk>)
- Народные приметы рекомендуют избегать подарков в виде расчесок, щеток, ведь это может выдать тайны дарителя. Не нужно дарить перчатки, шарфы, **духи** – косметику. А именинник, получивший на день рождение очки, будет смотреть на мир глазами дарителя (<https://unesco.uniba/aranea.sk>).

ЗАМОК – ЗАМОК

- **замок**, -мка; м. **1.** Дворец и крепость феодала. Средневековый з. Развалины замка. **2.** О дворцах, больших зданиях затейливой архитектуры. Гатчинский з. Петровский з. **3.** О тюрьме, остроге. Литовский з. Выборгский з. < **Замковый**, -ая, -ое. ◇ Строить воздушные замки. Фантазировать, мечтать. Призрачные замки. Беспочвенные фантазии, мечтания.

- **замок**, -мка; м. **1.** Устройство для запираения чего-л. ключом. Дверной з. Запереть на з. Спрятать под з. (запереть, закрыть). **2.** Спец. Устройство для соединения подвижных частей механизмов. Пулемётный з. З. браунинга. **3.** Спец. Способ скрепления брёвен, брусьев и т.п. частей деревянных конструкций, при котором они составляют как бы одно целое. Срубить избу, дом в з. //Переплести пальцы, плотно соединив их. Сложить руки в з. **4.** Архит. Центральный камень в вершине свода, арки. <Замковый, -ая, -ое (2 – 4 зн.). Замочный, -ая, -ое (1 зн.) (Большой толковый словарь, 1998).

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|---------|----------|---------|----------|
| Им. | за́мок | за́мки | замо́к | замкí |
| Р. | за́мка | за́мков | замка́ | замко́в |
| Д. | за́мку | за́мкам | замку́ | замка́м |
| В. | за́мок | за́мки | замо́к | замкí |
| Тв. | за́мком | за́мками | замко́м | замка́ми |
| Пр. | за́мке | за́мках | замке́ | замка́х |

- Сегодня окна, в том числе и предлагаемые компанией «ЕвроОкна», ценятся, в основном, за свои практические свойства. А вот оконное стекло в историческом замке Северного Уэльса вошло в историю, благодаря нацарапанному на нём признанию в любви целую сотню лет назад (<https://unesco.uniba/aranea.sk>).
- По дворику гулял холодный зимний ветерок, обдувая замёрзшие деревья, скамейки, качели и двух железных "охранников", напротив входной двери клуба. От холода ключ плохо проворачивался в замке (<https://unesco.uniba/aranea.sk>).

ИКАНЬЕ – ИКАНИЕ

- **иканье** – произнесение в предударных слогах звука [и], свойственное среднерусским и южнорусским акающим говорам. Толковый словарь Ефремовой. Т. Ф. Ефремова. 2000.
- **икание** – аю, аешь; несов. Издавать отрывистые произвольные звуки, вызванные судорожным сокращением диафрагмы. Толковый словарь Ожегова. С.И. Ожегов, Н.Ю. Шведова. 1949, 1992 (Большой толковый словарь, 1998).

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|--------|--------|--------|--------|
| | | | | |

| | | | | |
|-----|---------|----------|----------|-----------|
| Им. | йканье | йканья | ика́ние | ика́ния |
| Р. | йканья | йканий | ика́ния | ика́ний |
| Д. | йканью | йканьям | ика́нию | ика́ниям |
| В. | йканье | йканья | ика́ние | ика́ния |
| Тв. | йканьем | йканьями | ика́нием | ика́ниями |
| Пр. | йканье | йканьях | ика́нии | ика́ниях |

- Ассимиляция происходила и в отношении языка. Влияние шло преимущественно со стороны носителей северновеликорусских говоров. От средневеликорусов, или от языка общерусского, усвоено в некоторых местностях аканье и **йканье** (<https://unesco.uniba/aranea.sk>).
- Врачи разводят руками и не могут установить причину икоты. Возможно, виноват стресс. Считается, человек начинает икать, когда диафрагма неожиданно и произвольно сокращается. Это рефлекс, который нельзя контролировать. Если **икание** длится более 48 часов, это постоянная икота, вызванная, скорее всего, каким-то заболеванием (<https://unesco.uniba/aranea.sk>).

ИРИС – ИРИС

- **ирис**, -а; м. [от греч. Irís – радуга] **1.** Травянистое растение с крупными мечевидными листьями и крупными цветками фиолетовой, синей или жёлтой окраски; касатик. Пестреют разноцветные ирисы. **2.** только ед. Кручёные нитки для вышивания, вязания. Кофточка из ириса. Вышивать ирисом. **3.** Анат. Радужная оболочка глаза. <**Ирисовый, -ая, -ое** (1 зн.). И-ое масло. Ирисовые, -ых; мн. Семейство ирисовых.
- **ирис**, -а; м. Сорт конфет в виде вязких кубиков коричневого цвета. Кофейный и. Купить килограмм ириса (Большой толковый словарь, 1998).

| | | | | |
|--------------|---------------|---------------|---------------|---------------|
| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
| Им. | и́рис | и́рисы | и́рис | и́рисы |
| Р. | и́риса | и́рисов | и́риса | и́рисов |
| Д. | и́рису | и́рисам | и́рису | и́рисам |
| В. | и́рис | и́рисы | и́рис | и́рисы |
| Тв. | и́рисом | и́рисами | и́рисом | и́рисами |
| Пр. | и́рисе | и́рисах | и́рисе | и́рисах |

- Не случайно фиолетовый **ирис** был символом русского модерна, революционного периода в мировой истории искусства (<https://unesco.uniba/aranea.sk>).
- Заметим, что таким образом в судебной практике по этому вопросу выносились решения и раньше. [...] Результаты 1 – 7 из 7 по запросу конфеты **Ирис** ... для приготовления любимых с детства конфет «Ириски»: Сливочное масло 15 гр., + молоко 100 мл., + сахарная пудра 100 гр., + свежий мёд 1 стл... (<https://unesco.uniba/aranea.sk>)

КИРКА – КИРКА

- **кирка**, -и, р. мн. кирок и кирха, -и, р. мн. кирх (церковь)
- **кирка**, -и; мн. кирки, -рок, -ркам; ж. Ручное орудие для горных и земляных работ – насаженный на рукоятку металлический удлинённый брусок, заострённый с одного или с обоих концов. Дробить, долбить киркой горную породу, лёд, твёрдую землю. Размахнуться киркой (Большой толковый словарь, 1998).

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-------|------------------|---------|--------------------|----------|
| Им. | кíрка | кíрки | кирка́ | кирки́ |
| Р. | кíрки | кíрок | кирки́ | кíрок |
| Д. | кíрке | кíркам | кирке́ | кирка́м |
| В. | кíрку | кíрки | кирку́ | кирки́ |
| Тв. | кíркой кíркою | кíрками | кирко́й кирко́ю | кирка́ми |
| Пр. | кíрке | кíрках | кирке́ | кирка́х |

- Лютеранская **кирка** была спроектирована в 1821 году, построена в 1828-м (по другим данным – в 1827 году). В 1963 году храм был снесён (о том, как он выглядел, можно судить по дореволюционной фотографии М. П. Дмитриева) (<https://unesco.uniba/aranea.sk>).
- Летом Невский проспект – красив, величественно красив. Сколько помнят эти вековые здания, каждое из которых – подлинное творение искусства, построенные, можно сказать, **кирко́й**, лопатой да мастерком, при помощи ручных лебедок и деревянных канатных ворот (<https://unesco.uniba/aranea.sk>).

КИРПИЧИНА – КИРПИЧИНА

- **кирпичина**, -ы, ж. (один кирпич)
- **кирпичина**, -ы, м. и ж. (увелич. к кирпич) (Большой толковый словарь, 1998)

| падеж | ед. ч. | мн. ч. | ед. ч. | мн. ч. |
|-----------|--|----------------------|--|----------------------|
| Им. | кирп <u>и</u> чина | кирп <u>и</u> чины | кирп <u>ич</u> ина | кирп <u>ич</u> ины |
| Р. | кирп <u>и</u> чины | кирп <u>и</u> чин | кирп <u>ич</u> ины | кирп <u>ич</u> ин |
| <u>Д.</u> | кирп <u>и</u> чине | кирп <u>и</u> чинам | кирп <u>ич</u> ине | кирп <u>ич</u> инам |
| В. | кирп <u>и</u> чину | кирп <u>и</u> чины | кирп <u>ич</u> ину | кирп <u>ич</u> ины |
| Тв. | кирп <u>и</u> чиной кирп <u>и</u> чиною | кирп <u>и</u> чинами | кирп <u>ич</u> иной кирп <u>ич</u> иною | кирп <u>ич</u> инами |
| Пр. | кирп <u>и</u> чине | кирп <u>и</u> чинах | кирп <u>ич</u> ине | кирп <u>ич</u> инах |

- Контуры проема должны быть ровными, поэтому позаботьтесь, чтобы нигде не торчала **кирпичина** или гипсокартон. Проверьте, насколько параллельна и горизонтальна часть проема сверху к напольному покрытию (<https://unesco.uniba/aranea.sk>).
- Здесь образуется слово с другим значением, так что нет проблемы с тем, что род меняется. Но нашелся один пример, в котором, кажется, происходит смешение этих значений: кирпич — кирпИчина (экземпляр кирпича, ж. р.) и **кирпичина** (большой кирпич, одни словари фиксируют м. р., другие ж. р., третьи допускают оба варианта) (<https://unesco.uniba/aranea.sk>).

Заключение

Фиксированное словацкое ударение привязано к первому слогу и оно не меняет значения слов. Словацкие студенты в подавляющем большинстве случаев ошибочно произносят ударные слова как безударные и безударные как ударные под влиянием словацкой долготы гласных звуков. Причину таких ошибок видим в интерференции со стороны родного – словацкого языка. Следует добавить, что в начале обучения русской речи необходимо разъяснить общую характеристику и структуру ударения в фонетике словацкого и русского языков, а потом начинать практическую работу. Ознакомление со структурой и составом предложений в данных языках, с лексико-синтаксическими контекстами являются дополнительными способами решения проблемы связанные с отсутствием языковой среды изучаемого языка.

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ENTWICKLUNG DER KOMMUNIKATIONSKOMPETENZ UND DER SCHLÜSSELKOMPETENZEN - STATIONENLERNEN IM UNTERRICHT DER SCHÜLER

VIERA LAGEROVÁ

Abstrakt: Das Fremdsprachenlernen bereits bei den Schulkindern ist heutzutage ein heiß diskutiertes Thema. Das erfordert eine andere Einstellung zum Fremdsprachenunterricht. Diese Art des Unterrichts erfordert eine neue Herangehensweise an den Fremdsprachenunterricht, weshalb sich Lehrer häufig für offene Unterrichtsformen entscheiden. Der Lehrer muss mit den Methoden vertraut sein, mit denen er nicht nur Schüler einbeziehen kann, sondern auch beim Erlernen der grundlegenden Strategien zum Erlernen von Sprachen hilft. Zu den Fähigkeiten eines Fremdsprachenlehrers gehört vor allem die Kompetenz in der Zielsprache, da dies die Hauptinformations- und Impulsquelle in dieser Sprache ist. Gleichzeitig vermittelt es auch die multikulturelle Dimension und trägt so dazu bei, ein Zielsprachenbewusstsein zu schaffen und Strategien für das Erlernen von Fremdsprachen zu entwickeln.

Schlüsselwörter: *Stationenlernen, Einlass, Methode, Lernstrategie, Kommunikation, didaktische Vorschläge*

In dem Fremdsprachenunterricht erscheinen immer häufiger die Methoden, die neue Möglichkeiten für Unterrichtsteilnehmer mitbringen, doch viele Lehrer bleiben lieber bei dem gewöhnlichen Verfahren des Frontalunterrichts. Hier beschäftige ich mich mit einer Sozialform des Offenen Unterrichts- dem Stationenlernen, das eher für einen Neuling im slowakischen Fremdsprachenunterricht gehalten wird. Aus diesem Grund habe ich mich entschieden, dass ich ein originelles Lernmaterial entwerfe, das zum Zweck des Stationenlernens und vielleicht zur Motivation für andere dienen wird.

Der Offene Unterricht bietet viele Möglichkeiten und neue Formen an, die sich von dem Frontalunterricht deutlich unterscheiden. Eine Sozialform des offenen Unterrichts stellt **das Stationenlernen** dar, das wir unter verschiedenen Begriffen aussuchen können z. B. Lernen an Stationen bzw. Lernzirkel. Ich werde mich näher mit den einzelnen Phasen, dem Lehrmaterial, der Form und den organisatorischen Sachen dieser Unterstützung beschäftigen.

Ich halte diese Art des Offenen Unterrichts für eine kreative Methode, die sehr viele Möglichkeiten anbietet. Die Vorbereitung und die Bildung des Stationenlernens fordern einerseits mehr Zeit und Arbeit, andererseits können Interesse und Motivation in der deutschen Sprache bei den Schülern durch Lernen an Stationen geweckt werden.

Man kann in dieser Problematik unterschiedlichen Begriffen begegnen. Häufig werden Begriffe wie **Lernzirkel**, **Lernen an Stationen** oder **Übungszirkel** synonym angewendet. Zum ersten Mal wurde der Begriff „Lernen an Stationen“ bei Gabrielle Faust-Siehl in einem Aufsatz im Heft 3/1989 „der Grundschule“ verwendet.

Für die bessere Erklärung und gutes Verständnis des Begriffs erwähne ich mehrere Definitionen.

„Stationenlernen ist eine Form des offenen Unterrichts, die ein vielseitiges Angebot an Lernimpulsen darstellt, das Schülern nicht nur Übungsmöglichkeiten, sondern auch Entdeckungs- und Anwendungsmöglichkeiten bietet, um sich in ein Thema einzuarbeiten oder schon angesprochene Inhalte zu vertiefen.“ (Janíková 2011:150)

„Bei dieser Methode handelt es sich um ein (Material)-Angebot an mehreren Lernstationen zu bestimmten Themen. An jeder Lernstation befindet sich ein einzelner Arbeitsauftrag bzw. ein Angebot, das die Lernenden autonom bearbeiten und mitgestalten. Die Arbeitsstationen können sich sowohl im Klassenzimmer, aber auch außerhalb befinden.“ (Wicke 2006:5)

„Lernen an Stationen beschreibt das jeweils zusammengesetzte Gesamtangebot mehrerer Lernstationen. Diese werden von den Kindern im Rahmen einer übergeordneten Thematik bzw. einer Kompetenz bearbeitet und unter Umständen teilweise selbst mitgestaltet.“ (Bauer 2009:43)

Nach Reiner E. Wick wird die erste Möglichkeit (mit Uhrzeigersinn) für die Schüler geeignet, die mit dem Stationenlernen keine Erfahrungen haben. Die Reihenfolge hilft den Schülern in ihrer Orientierung. (2009:6)

Für eine Grundeinteilung beim Stationenlernen werden **die Wahl- und Pflichtstationen** gehalten. Diese Einteilung bietet jede didaktische Publikation an.

Auch Janíková äußert sich zu den Pflicht- und Wahlstationen.

„Die Pflichtstationen müssen gemacht werden und dienen zur Erarbeitung neuen Stoffs oder der Festigung und Übung. Die Wahlstationen können gemacht werden und dienen der Erweiterung und Vertiefung oder Wiederholung.“ (2011:151)

Die ganze Klasse muss den einzelnen Stationen angepasst werden. Die wichtigste Regel bei der Raumgestaltung ist die Möglichkeit der grenzlosen Bewegung der Schüler. Die Schüler werden während der Stunde nach der Klasse „wandern“ und dabei müssen alle Hindernisse vermieden

werden. Aus diesem Grund werden die Bänke meistens in die Form des Kreises verteilt. Schon bei der Planung sollte der Lehrer gut die Zahl der einzelnen Stationen gut überlegen. Die Bildung von mehreren Stationen kann nicht in der üblichen Klasse durchgeführt werden.

Beim Stationenlernen ist auch die Möglichkeit, dass die Schüler eine Aufgabe aus der Station auf der anderen Stelle bearbeiten. Dann muss der Lehrer dazu auch mit einem anderen Arbeitsmaterial

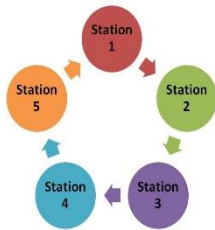
Zu den charakteristischen Merkmalen des Stationenlernens gehört gerade Arbeitsmaterial, das eine bestimmte Form hat. Beim Lernen an Stationen kann man den Begriffen wie z.B. **Laufzettel**, **Laufpass** begegnet. Beide Begriffe beziehen sich auf ein Arbeitsmaterial, das eine Übersicht aller Stationen mit den Aufgaben anbietet. Es ist nur von der Entscheidung des Lehrers abhängig, ob ein Laufzettel den Schülern nur entweder für bessere Orientierung in Stationen oder für Einschreibung der richtigen Antworten dient. Neben dem Laufzettel können die Schüler meistens noch andere Ergänzungsmaterialien (z. B. ein Blatt mit dem Kreuzworträtsel, Lückentexte, Lieder u.a.) erhalten, die einen Bestandteil für Laufzettel bilden. Alle Materialien werden dann von dem Lehrer beurteilt. Wenn die Kinder regelmäßig mit Hilfe von der Methode Lernen an Stationen lernen, können sie ein **Lerntagebuch** erstellen. Dieses Buch dient den Schülern als ein Portfolio, in das sie ihre Lernfortschritte und Erfahrungen einschreiben können. Dabei können sie ihre Leistungen beurteilen, was eigentlich eine von den Aufgaben des Stationenlernens ist. (vgl. Wicke 2006:7)

Die Methode Lernen an Stationen gehört immer zu den diskutierenden Themen, das unterschiedliche Ansichten zwischen den Lehrern und Didaktikern hervorruft.

Aus diesem Grund habe ich mich entschieden, dass ich ein Lernmaterial zum Stationenlernen entwerfe, mit der ich eine Unterrichtseinheit realisieren kann und Meinungen der beteiligten Schüler und Ansichten der Lehrerin und anhand von dieser Erfahrung sammeln und auswerten kann.

Was aber besonders hervorgehoben wird, ist die Verantwortung, Selbstkontrolle Seitens der Schüler. Selbst die Schüler bewerten die ganze Methode für schön, interessant, mit welcher sie sich nicht im Stress im Vergleich zum Frontalunterricht fühlen.

Ich persönlich halte das Stationenlernen für eine interessante motivierende und kreative Methode, die einerseits wirklich mehr Zeit und Vorbereitung verlangt, die aber andererseits die Schüler beim Lernen aktiviert. Mit dem Stationenlernen können die Lehrer wirklich interessante Unterrichtsstunden vorbereiten und Interesse bei den Schülern wecken.



Stationenlernen gehört zum offenen Lernens, die Ziele des offenen Lernens sind:

1. Neufassung von Inhalten
2. Freude am Sprachenlernen mit allen Sinnen
3. Einführung neuer Lernformen "on the go"
4. Bildung für soziales Verhalten, Verantwortung und Autonomie

Die verwendeten Materialien sollten verschiedene Sinne ansprechen: optisch, akustisch, motorisch.

Wichtige Aspekte des offenen Lernens:

1. Zielgerichtetes, eigenständiges und geführtes Lernen
2. Verschiedene Kontrollformen (Selbst, Partner, Lehrer)
3. Verschiedene soziale Formen (allein, gepaart, in Gruppe)
4. Verschiedene Arten von Aufgaben

Aufgabenstellungen und Materialien bieten Differenzierungsmöglichkeiten: Schwierigkeitsgrad, Hobby, Selbstbeherrschung. Die Lehrkraft begleitet die Schülerinnen und Schüler beim Lernen und berät sie gezielt bei der Planung des weiteren Lernens. Methoden des offenen Lernens: Lernen durch Bewegung, Lernen am Arbeitsplatz, kooperatives Lernen, Der Lernerfolg vor Ort hängt von der Qualität der Ausbildung ab. In diesem Schritt geht es um die Auswahl eines Themas, des Lernzwecks (Vertiefung, Zeichnen, Üben), der Orientierungsstruktur und der Teilziele (welche Ziele werden erreicht, wie hängen sie voneinander und vom Thema ab, eine Reihenfolge ist erforderlich), eines Bewertungskonzepts (wie können die Ergebnisse sein) Zeit- und Raumplanung (wie lange wird es dauern und wo wird es sein).

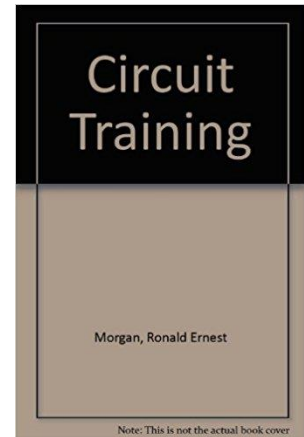
Methodenvielfalt: unterschiedliche Arbeitsformen und Methoden wirken sich auf unterschiedliche Lerntypen aus. Sie ermöglichen eine aktive und passive Sprachverarbeitung. Mutige Kinder sprechen Sprache, andere hören zu und erhalten aufnahmefähige Informationen.

Unterschiedliche Lerntypen werden respektiert und zugelassen, eine individuelle Sprachförderung wird gefördert.

Die Vielfalt der Lerngruppe: im Klassenzimmer bezieht sich auf unterschiedliche Sprachfähigkeiten und das Wachstum des Kindes, aber auch auf individuelle Lernvoraussetzungen (Lernerfahrungen, Gewohnheiten, Persönlichkeit und Typen).

Definition

„Es ist eine der interaktiven Methoden, es kommt dem Erfahrungsunterricht sehr nahe. Schüler arbeiten an den Bahnhöfen, sie können im Klassenzimmer, aber auch in der Natur oder im Museum entstehen. Jeder hat Arbeitsmaterialien und einen Zeitplan mit Aufgaben. Sie lernen durch Handeln, sie müssen irgendwo manuelle Fähigkeiten einsetzen, um sie zu erfüllen, irgendwo Wissen, und andere müssen sich damit auseinandersetzen, Gefühle und Emotionen auszudrücken. Ein solches Verfahren unterstützt die Unabhängigkeit des Schülers“, (Krausová, MPC, 2014)



Eine der Formen des offenen Unterrichts und des Gruppenunterrichts: es ist eine Technik, bei der die Schüler in der Regel auf der Grundlage des vorbereiteten Materials getrennt lernen Verwendung - zur Wiederholung, auch für ein neues, komplexes Thema

Fördert die interne Differenzierung, wenn sich Aufgaben für qualifizierte und weniger qualifizierte Schüler an einzelnen Standorten befinden. Die Methode zeigt, dass jeder Schüler in der Schule erfolgreich sein kann, das Prinzip der Individualität ermöglicht es dem Schüler, seine Arbeit vor Ort zu regeln. Die Art der Aufgaben ist so unterschiedlich, dass sie für jede Art des Lernens von Bedeutung sind, der Schüler bestimmt die Intensität seiner Arbeit.

Jeder arbeitet zu einem bestimmten Zeitpunkt an einer bestimmten Aufgabe, bis er alle Lebensräume durchquert hat. Der Lehrer ist Beobachter, Einzelberater und Berater.

Hauptziele

Berücksichtigen Sie die Bedürfnisse der einzelnen Schüler

Bringen Sie den Schülern bei, selbständig zu planen

Gruppenarbeit entwickeln und unterstützen

Die Schüler motivieren, Neues zu lernen und zu entdecken

Unterstützung der Entwicklung von Lernstrategien für Schüler

Themenvielfalt

Möglichkeit - das Üben und Üben von Sprachressourcen (Grammatik, Wortschatz, Rechtschreibung, Phonetik)

Kommunikationsfähigkeiten entwickeln

Entwicklung von soziokulturellen Informationen

Entwicklung lehrplanübergreifender Beziehungen

Verantwortlichkeiten

Obligatorisch - dient zum Zeichnen neuer Substanzen oder zum Fixieren und Üben

Optional (optional) - freiwillig und wird verwendet, um zu erweitern und zu vertiefen oder zu wiederholen

Standorte werden benannt, die Schüler haben die Wahl zwischen der Reihenfolge der Aufgaben, der Art der Arbeit (allein, paarweise, in einer Gruppe) und der Zeitverteilung, um Aufgaben zu lösen

Stationenlernen

Ist keine Methode, sondern Lerntechnik, bei der die Schüler in der Regel selbstgesteuert und eigenständig anhand vorbereiteter Materialien, die in Stationen angeordnet, sind lernen.

Das Prinzip des Stationenlernens

- wurde erstmals 1952 durch Morgan und Adamson entwickelt

- beim Stationenlernen erhalten die Schüler Arbeitspläne mit Pflicht- und Wahlaufgaben, die Stationen genannt werden

- die Schüler haben Wahlmöglichkeiten hinsichtlich Zeiteinteilung, Reihenfolge der Aufgaben und Sozialform (Einzel-, Paar-, Gruppenarbeit) um die Aufgabe in einer bestimmten Zeit zu erledigen

Arbeitsaufträge

- die Arbeitsaufträge umfassen

- ***Pflichtaufgaben***: müssen gemacht werden und dienen der Erarbeitung neuen Stoffs oder der Festigung und Übung
- ***Wahlaufgaben***: können gemacht werden und dienen der Erweiterung und Vertiefung oder Wiederholung

Arbeitsformen

- *Schreiben*

- *Lesen*
- *Hören*
- *Sehen*
- *Riechen*
- *Computerarbeit*
- *Spielen*
- *Bewegen*
- *Basteln*

Planung und Durchführung von Stationenlernen

- beim Stationenlernen kann man sechs Arbeitsphasen unterscheiden:

- Planung
- Vorbereitung
- Einführung
- Durchführung (= Arbeiten an den Stationen)
- Ergebniskontrolle und Präsentation
- Auswertung

Planung

- der Erfolg des Stationenlernens ist von der Qualität der Vorbereitung abhängig

- *Themenwall: Um welches Thema soll es gehen? Ist das Thema für Stationenlernen geeignet? Kann es entsprechend in Teilthemen pro Station aufbereitet werden?*
- *Lernzweck: Geht es um die Vertiefung/Einübung eines bekannten, oder um die Erschließung eines relativ neuen Themengebietes?*
- *Leitstruktur-und Teilziele: Welche Lernziele sollen im Verlaufe des Lernvorgans erreicht werden? Wie hängen die Teilziele untereinander und mit dem Thema zusammen? Ist eine bestimmte Reihenfolge des Lernens erforderlich. Wie müssen die Lernaufträge gruppiert werden?*
- *Konzept zur Beurteilung: Um welche Leistungsziele soll es gehen? Wie sollen Arbeitsergebnisse überprüft und bewertet werden?*
- *Zeit- und Raumplanung: Wie lange soll die Durchführungsphase dauern und wo soll sie stattfinden?*

Vorbereitung

- der Lehrer bereitet Lernaufträge vor, welche dann in der Klasse installiert werden:

- *Materialsammlung: Welche Materialien werden gebraucht, was ist vorhanden?*
- *Aufträge formulieren: Die vorformulierten Lernziele müssen in Arbeitsaufträge übersetzt werden – Textaufgaben, Bastelanweisungen, Rechercheanweisungen usw.*
- *Hilfen: Wo findet der Lernende welche Informationen? An wen kann er sich wenden? Wie werden ihm Hilfen bereitgestellt?*
- *Arbeitsmittel: Laufzettel, Dokumentenmappen, Kennzeichnung für die Lernstationen, Regel etc. werden angefertigt*
- *Aufbau: Lernstationen werden aufgebaut und ausgeschildert, Aufträge ausgelegt, Pläne aufgehängt, Arbeitsplätze bereitgestellt*

Einführung

- der Lehrer erklärt:

- *das Thema*
- *die Lernziele*
- *die Arbeitsregeln*

Empfehlung:

- die Schüler sollen zusammen mit dem Lehrer einzelne Stationen mit den zugehörigen Aufträgen kurz durchlaufen, um ihren Arbeitsweg schon vorausplanen zu können

Variante:

- diese Phase kann ausgelassen werden oder durch „learning by doing“ ersetzt

Durchführung

- die Schüler durchlaufen – oft in einer frei gewählten Reihenfolge – die einzelnen Stationen und lösen die Arbeitsaufträge

- anhand ihrer Laufzettel können sie vermerken, welche Stationen sie durchlaufen und welche sie noch vor sich haben

- sie müssen in einer gegebenen Zeit eine bestimmte Zahl von Stationen in beliebiger Reihenfolge bearbeiten

Variante:

- die Stationen sind mehrstufig gegliedert:
- man beginnt z. B. mit Stationen des Buchstabens A und wählt sich etwa aus A1 bis A6 drei Stationen aus
- hat man diese bearbeitet, geht man zu den B-Stationen über
- die Phase für das Stationenlernen wird meistens nach eins, zwei Stunden beendet
- sie kann sich über viele/mehrere Unterrichtseinheiten erstrecken
- gerade längere Phasen der Stationenarbeit sind typisch für den offenen Unterricht, in dem diese Lehrtechnik sehr wichtig ist

Aufgabe:

- Notizen zu der Häufigkeit vom Einsatz im Unterricht: 4 – 5 Projekte pro Jahr (1, 2 Wochen)

Vorteile: nutzen für Schüler: selbst in Rhythmus folgen können, selbständig arbeiten, Selbstkontrolle, die Lehrerin kann sich individuell den Schülern widmen

Nachteile: unterschiedlicher Tempo (langsame/schnelle Kinder), viel Vorarbeit, Nacharbeit (für die Lehrer)

Ergebniskontrolle

- in dieser Phase geht es darum, dass die Schüler einzeln und gemeinsam die Ergebnisse ihrer Arbeit überprüfen
- in Form von Ergebniskontrolle
- oder durch die Präsentation von Ergebnissen (ersetzt vollständig die Überprüfung durch den Lehrer)
- bei bestimmten Aufgabentypen kann der Lehrer für die Schüler eine direkte Korrekturmöglichkeit anzubieten

Auswertung:

- Das Lernen an Stationen ist zu diesem Zeitpunkt abgeschlossen
- Was hat besonders gefallen/ist gut gelaufen/hat Aha-Effekte gehabt?
- Was war schwierig? Was hat nicht geklappt?

- Wie war die Qualität der Ergebnisse?
- Wurden die Lernziele erreicht?
- Welche Ziele wurden nicht erreicht und warum?
- Hat die Arbeit Spaß gemacht?

Didaktische Vorschläge zur Arbeit mit Stationenlernen:

Sport

Station 1: Gegenstände fühlen

- Material: dunkler Stoffbeutel mit 15 Freizeitgegenständen
- (Tennis ball, CD, Flip-Flop Sandal, usw.)
- **Beschreibung:** ein Schüler beginnt, greift in den Stoffbeutel und wählt einen Gegenstand, er soll das deutsche Wort mit dem richtigen Artikel nennen, bevor er den Gegenstand aus dem Beutel nimmt, er zeigt es nachher seiner Gruppe, wenn er das richtigmacht, kann er den Gegenstand behalten, wer am Ende die meisten Gegenstände hat, hat gewonnen.

Station 2: Memory



Beschreibung: ein Schüler beginnt, deckt zwei Karten auf, wenn er ein Pärchen findet, darf er ihn behalten, wenn nicht, muss er die Karten zurücklegen, wer am Ende die meisten Pärchen hat, hat gewonnen.



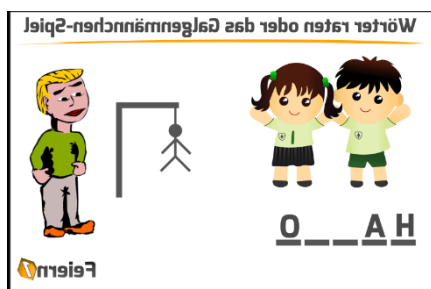
Station 3: Domino Spiel

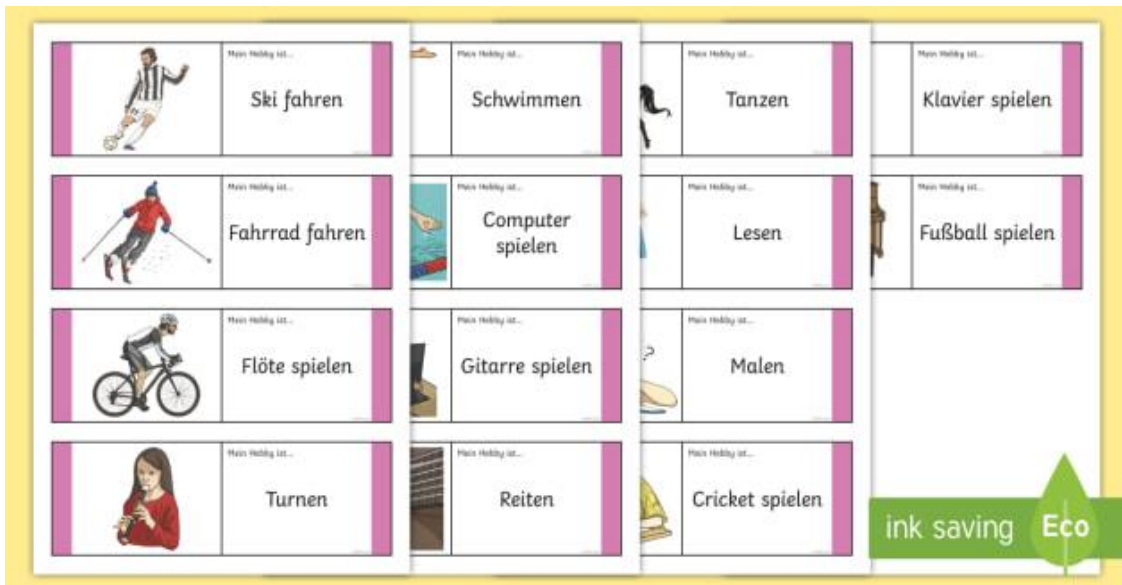
Beschreibung: ein Schüler nimmt die Domino-Karten aus dem Stoffbeutel und legt sie offen auf dem Tisch, die passenden Karten sollen aneinanderlegen, die Schüler müssen alle Karten benutzen, es gibt nur eine Lösung.

Station 4: Galgen Männchen Spiel

Beschreibung: ein Schüler beginnt, nimmt ein Wort aus dem Briefumschlag, malt für jeden Buchstaben einen Strich, die Gruppe schlägt reihum Buchstaben vor, wenn ein Buchstabe richtig ist, wird er über den Strich geschrieben, wer zuerst das Wort errät, erhält ein Punkt und darf mit der nächsten Wortkarte weitermachen.

Beispielwörter: (laufen, joggen, turnen, hocken, Olympiade, Ski, Tennis...)





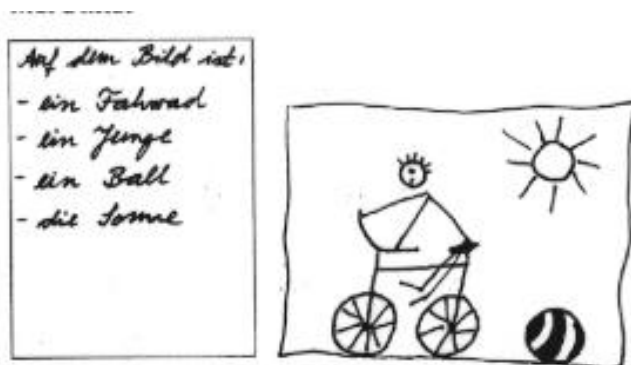
Station 5: Sportlied

Beschreibung: höre das Lied, deine Aufgabe ist es sich alle Sportarten, die du im Lied hörst, zu merken und dies dann auf einen Zettel richtig zu schreiben, wer alle Sportarten richtig hat, kriegt einen Punkt.

<https://www.youtube.com/watch?v=KXfj1KEcaLw>

Station 6: Maldiktat

Beschreibung: ein Schüler nimmt eine Diktatkarte, aber er zeigt sie nicht dem Partner, er liest den Text langsam vor, der Partner zeichnet, was er hört, die Schüler kontrollieren es gemeinsam, dann tauschen die Schüler ihre Rollen, dann legen die Schüler ihre Karten zurück in den Umschlag.



Station 7: Auf den Rücken schreiben

- **Wörter:** weit, hoch, langsam, schnell, schneller, langsamer (Komparativ und Superlativ).



Tiere, Pflanzen

Station 1: Hören- die Tiergeräusche

Die Schüler sollen die Tiergeräusche hören, ihre Aufgabe ist richtige Name der Tiere zu schreiben.

https://www.youtube.com/watch?v=8O6_Zv2XZ0k



Žaba – **der** **Forsch**

Holub - **die** **Taube**

Koza – **die** **Ziege**

Krava – **die** **Kuh**

Kukučka – **der** **Kuckuck**

Sliepka – **das** **Huhn**

Slon – **der** **Elefant**

Medved' – **der** **Bär**

Ovca - **das** **Schaf**

Papagáj – **der** **Papagei**

Pes – **der** **Hund**

Delfín – **der** **Delphin**

Kohút – **der** **Hahn**

Kôň – **das** **Pferd**

Mačka – **die** **Katze**

Prasa – **das** **Schwein**

Tiger – **der** **Tiger**

Vlk – **der** **Wolf**



Station 2: Obst und Gemüse

Der Schüler hat die Augen mit einem Tuch verdeckt und seine Aufgabe besteht darin, Obst und Gemüse richtig zu benennen.

Station 3: Vitamine

Die Schüler hören ein Lied über Vitamine. Das Ziel ist Lückentext zu ergänzen.

<https://www.youtube.com/watch?v=orn6KesFpmU>

1. Seht nur den, wie mager er doch ist, schwach und kraftlos, mit müdem Gesicht! Die anderen Jungs, wie sind sie, spielen alle Fußball wie Lewandowski! „Warum ist Peter so ein schwaches Kind? Weil er nicht darauf achtet, dass genug in seinem Essen sind!“ Ref.: Vitamine, Vitamine, Machen fröhlich wie 'ne Biene. Die Gesichter strahlen und lachen, Das können Vitamine machen! Vitamine, Vitamine, Apfel, Birne,! Die Gesichter strahlen und lachen, das können Vitamine machen!

2. Kirschen und Pflaumen, Karotten und Kohl,und Birnen, das schmeckt uns wohl! Himbeeren und, Lauch und Nektarine, überall sind tolle Vitamine! „Wer stark sein will und munter wie ein, hat immer Obst und Gemüse auf seinem Tisch!“ Ref.: Vitamine, Vitamine, Machen fröhlich wie 'ne Biene. Die Gesichter strahlen und lachen, das können Vitamine machen! Vitamine, Vitamine,, Birne, Mandarine! Die Gesichter strahlen und lachen, das können Vitamine machen!

Die Lösung:

1. Seht nur den **Peter**, wie mager er doch ist, schwach und kraftlos, mit müdem Gesicht! Die anderen Jungs, wie **Elefanten** sind sie, spielen alle Fußball wie Lewandowski! „Warum ist Peter so ein schwaches Kind? Weil er nicht darauf achtet, dass genug **Vitamine** in seinem Essen ist!“ Ref.: Vitamine, Vitamine, Machen fröhlich wie 'ne Biene. Die Gesichter strahlen und lachen, Das können Vitamine machen! Vitamine, Vitamine, Apfel, Birne, **Mandarine**! Die Gesichter strahlen und lachen, das können Vitamine machen!

2. Kirschen und Pflaumen, Karotten und Kohl, **Beeren** und Birnen, das schmeckt uns wohl! Himbeeren und **Salat**, Lauch und Nektarine, überall sind tolle Vitamine! „Wer stark sein will und munter wie ein **Fisch**, hat immer Obst und Gemüse auf seinem Tisch!“ Ref.: Vitamine, Vitamine, Machen fröhlich wie 'ne Biene. Die Gesichter strahlen und lachen, das können

Vitamine machen! Vitamine, Vitamine, **Apfel**, Birne, Mandarine! Die Gesichter strahlen und lachen, das können Vitamine machen!

Station 4: die Pflanzen

Die Schüler sollen richtige Wörter aus einzelnen Buchstaben bilden

das V N I E H L C E

der Ö N E Z H A L W N

die E B I K R

die N A N E T

die E L T U P



Die Lösung:

das VEILCHEN

der LÖWENZAHN

die BIRKE

die TANNE

die TULPE

Station 5: Rätsel

Die Schüler sollen die Rätsel richtig lösen.

1. Dieses Tier hat einen kleinen Kopf, einen langen Schwanz, kurze Vorderbeine und lange kräftige Hinterbeine. Es wohnt in Australien.
2. Dieses Tier ist sehr groß, stark und dick. Es ist grau und lebt in Afrika.
3. Dieses Tier sieht wie ein Pferd aus, aber es ist wild, schwarz und weiß, und es hat Streifen. Es lebt in Afrika.
4. Dieses Tier ist ein großes räuberisches Reptil. Es lebt im tropischen Wasser. Es hat einen lang gestreckten Kopf und ein großes Maul. Es ist grün.
5. Dieses Tier ist braun und er hat einen kurzen Schwanz. Es frisst gern Honig. Es ist auch das Symbol für die Hauptstadt Berlin.

Die Lösung: das Känguru, der Elefant, das Zebra, das Krokodil, der Bär

Station 6: Beschreibung

Die Aufgabe der Schüler ist, die Natur zu beschreiben, sie sollen mindestens acht Sätze schreiben.



Station 7: der Baum

Die Schüler haben fünf Typen der Blätter zur Verfügung, sie sollen ein Blatt auswählen, die Aufgabe besteht darin, einen Baum mit typischen Blättern zu zeichnen und ihn richtig zu benennen.

der Ahorn – javor

der Kastanienbaum - gaštan

die Eiche – dub

die Linde - lipa

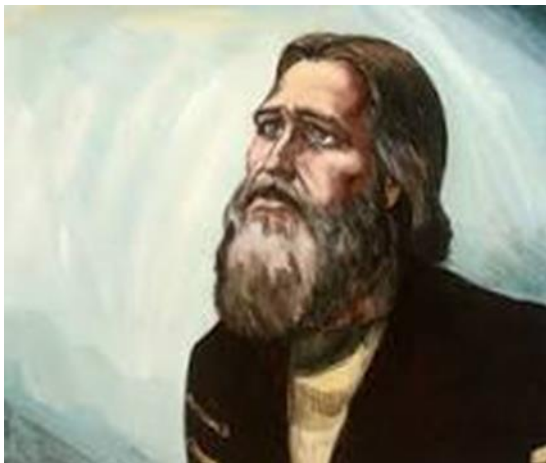
die Birke - breza

Am Anfang werden die Schüler in zwei Gruppen verteilt, die Aufgabe der Schüler ist, die Punkte, durch verschiedene Aufgabe zu erwerben, die Gruppe, die mehr Punkte erwirbt, gewinnt.

Station 1: Zeichnen

Ein Schüler muss auf dem Papier die Personen zeichnen, die andere Schüler müssen die Person, die er gezeichnet hat, raten, für jedes Erraten, kriegt die Gruppe ein Punkt, sie haben insgesamt 5 Minuten für das Zeichnen.

Johanes des Täufers, Jesus, Heilige Maria, Mose, Heiliger Joseph



Station 2: Geschichte erzählen



© Can Stock Photo - csp4307421

Einen liest den Text und dabei sollte er sich den Text einzuprägen.

Dann muss der Schüler zu einem anderen Schüler gehen und ihm der Text flüsternd wiederholen.

Die Schüler wiederholen den Text, bis es zum letzten Schüler kommt.

Der Letzte muss den Text laut sagen und die Lehrerin kontrolliert, wie viel Wörter von dem ursprünglichen Text, der Letzte wiederholt hat.

Je mehr Wörter derjenige wiederholt, desto mehr Punkte die Gruppe kriegt.

Das Kind im Binsenkorb

Das Kind im Binsenkorb Im alten Ägypten gab es einmal eine israelitische Mutter. Sie wollte ihren kleinen Sohn vor dem Pharaon retten. Sie flocht einen Binsenkorb und machte ihn wasserdicht. Dann legte sie ihren kleinen Jungen in den Korb und versteckte ihn im Schilf auf dem Nil. Ihre Tochter Mirjam blieb am Ufer, um zu sehen, was mit dem Körbchen geschah. Die Tochter des Pharaos kam an den Nil. Sie wollte im Fluss baden. Sie sah das Körbchen und ließ es ans Ufer bringen. Sie sah das Kind und hatte Erbarmen mit ihm. Mirjam kam aus ihrem Versteck und fragte: Soll ich eine Frau suchen, die das kleine Kind für dich pflegt? Die

Tochter des Pharaos sagte: Tu das! Da holte Mirjam ihre Mutter herbei. Ihr gab die Königstochter das Kind zur Pflege. Sie gab ihm den Namen Mose.



Station 3: Pantomime

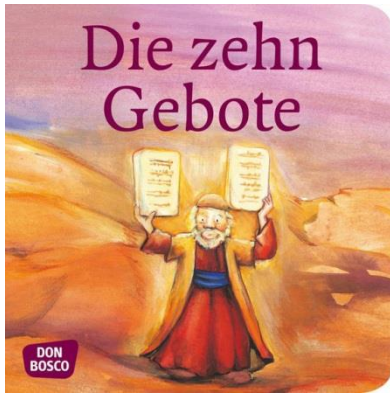


Die Schüler müssen bestimmtes Geschehnis vorzuspielen

Durchzug durch das Rote Meer, Jesu letztes Abendmahl, die Taufe, Kreuzweg, die Taufe des Jesus



Station 4: Laufdiktat



1. Du sollst keine anderen Götter neben mir haben. 2. Du sollst meinen Namen nicht missbrauchen. 3. Du sollst den siebten Tag heilighalten. An diesem Tag soll niemand arbeiten. 4. Du sollst Vater und Mutter ehren. 5. Du sollst nicht morden. 6. Du sollst die Ehe nicht brechen. 7. Du sollst nicht stehlen. 8. Du sollst nichts Unwahres über einen Mitmenschen sagen. 9. Du sollst nicht nach der Frau eines anderen verlangen. 10. Du sollst nicht nach dem Hab und Gut eines anderen verlangen. Mose schrieb die Gebote, den Gott seinem Volk

Prinzip des Laufdiktats

Die Aufgabe der Schüler ist, zu dem Text zu gehen und sich diesen einzuprägen.

Danach gehen die Schüler zur Lehrerin und schreiben den Textabschnitt auf dem Papier. Text wird in der Nähe von der Kirche, und die Schüler müssen den genauen Text auf dem Papier schreiben.

Die Lehrerin kontrolliert, ob der Text richtig geschrieben ist.

Station 5: das Lied vorsingen

Ein Schüler muss das Lied vorsingen, andere raten, welches Lied er singt

Stille Nacht, Alleluja, Freu dich, Erde und Sternenzelt, Gloria in Excels Deo:

Auswertung:

Die Lehrerin zählt die Punkte und deklariert, welche Gruppe gewonnen hat.

Die Gruppe, kann als Belohnung die Medaillen kriegen

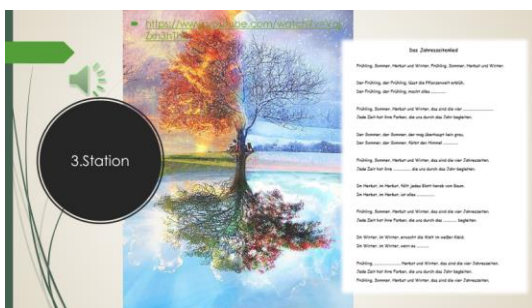
Kalender



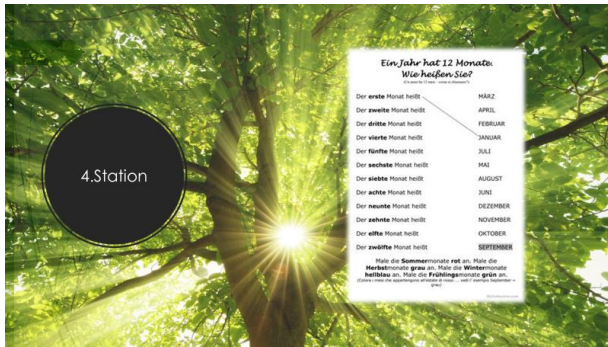
Die Schüler suchen die Namen von den Monaten im Wortgitter



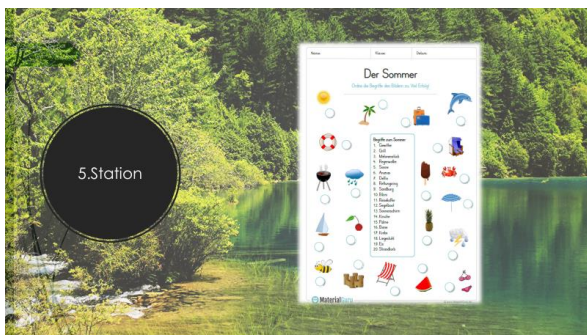
Die Schüler müssen herausfinden, welche Jahreszeit zu jeder Gruppe von Monaten gehört. Dann müssen sie der Baum und typisches Wetter für jede Jahreszeit zeichnen.



Die Schüler ergänzen fehlende Wörter während eins Anhörens des Liedes. (Es sind einfache Wörter: die Farben oder Jahreszeit usw.)



Die Schüler müssen nach der Folge richtig den Monat zuordnen und malen diese Monate nach der Begebung aus.



Die Schüler haben die richtigen Begriffe den Bildern zuordnen.



Die Schüler müssen das Puzzle zusammenlegen.

Am Ende die Schüler mit der Lehrerin übersetzten das Lied zusammen und dann sie auch stimmen an.

Ostern



1. Das war interessant, ich habe alles gemacht
2. Das war schwierig, ich habe alles gemacht, aber ich habe Hilfe gebraucht
3. Ich wollte das machen, aber das war zu schwierig
4. Das habe ich nicht gemacht

Station 1: Andere Länder, andere Sitten

Vergleich verschiedene Sitten und Bräuche bei uns und in der Welt!

| Slowakei | Deutschland | |
|----------|-------------|-------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Station 2: Ostergrüße



In der Tabelle sind einige typische Ostergrüße und –wünsche. Versuche zu bestimmen, in welchem Kontext du sie gebrauchen kannst, und kreuze die entsprechende Möglichkeit an.

Keine Angst! Es gibt nicht immer nur eine richtige Lösung, manche Wünsche und Grüße passen zu vielen

Kontexten.

| | Freunde / inoffiziell | Erwachsene / offiziell | Internetforum / Bekannte und Unbekannte |
|--|----------------------------------|-----------------------------------|--|
| Frohe Ostern. | | | |
| Fröhliches Osterfest | | | |
| Ich wünsche Euch allen ein frohes und gesegnetes Osterfest! | | | |
| Ich wünsche Dir wunderschöne Ostern. | | | |
| Frohe Ostern wünsch´ ich allen hier. | | | |
| Schöne Ostertage. | | | |
| Ein frohes und gesegnetes Osterfest wünscht | | | |
| Liebe Ostergrüße. | | | |
| Schöne Ostertage. | | | |

Station 3: Wie gut kennst du die christliche Tradition?

In welcher Reihenfolge treten die Tage oder die Zeitabschnitte im Kasten im Kalender auf?
Wie heißen Sie auf Slowakisch?

| | | | | |
|--------------------|------------------|-----------------|--------------------|-----|
| Der Aschermittwoch | der Karfreitag | der Karsamstag | die Fastenzeit | die |
| Karwoche | der Ostersonntag | der Palmsonntag | der Gründonnerstag | |

Station 4: Bedeutung der Speisen im Osterkorb?

Weißt du, was die einzelnen Speisen im Osterkorb bedeuten? Ordne den Speisen ihre Bedeutung zu!



| | | | | | | |
|------|----|------|--------|-------------|------|-------|
| Brot | Ei | Käse | Kuchen | Meerrettich | Salz | Wurst |
|------|----|------|--------|-------------|------|-------|

..... - Symbol des Leibes Christi

..... - Symbol der Wiedergeburt

..... - soll das Böse vertreiben

.....- soll Gesundheit und Wohlstand garantieren.

..... - Symbol der Harmonie des Menschen mit der Natur

..... -Symbol der Kraft.

..... - Symbol der Vollkommenheit

Station 5: die beste Osterkarte

Du musst sehr originale Osterkarte basteln.



Schlusswort

Der Unterricht der deutschen Sprache erfordert einen neuen Ansatz, weshalb der Lehrer häufig zu den offenen Unterrichtsformen greift. Er muss mit solchen Methoden vertraut sein, dank welchen er nicht nur das Interesse der Schüler wecken, sondern ihnen auch grundlegende Lernstrategien beim Fremdspracherlernen übermitteln kann. Zu den Fähigkeiten eines Fremdsprachenlehrers gehört vor allem die Kompetenz in der Zielsprache, weil das die Hauptinformations- und Impulsquelle in dieser Sprache ist.

Das Ziel des vorliegenden Beitrags ist es den Fremdsprachenlehrern – den Deutschlehrern - einen Überblick von praktischen Vorgehensweisen und Vorschlägen zum Stationenlernen anzubieten, die seinen natürlichen Charakter widerspiegeln – nämlich neue Kenntnisse und Erfahrungen zu übermitteln.

Im gegenwärtigen Ansatz zum Fremdsprachenunterricht, ist es üblich, dass der Schüler aktiv am Unterrichtsprozess teilnimmt – in Form der Gruppenarbeit oder Paararbeit. Das beeinflusst auch soziale Beziehungen innerhalb der Gruppe. Es ist offensichtlich, dass der Erfolg bei den Aktivitäten vor allem in der Unterstützung und Kooperation innerhalb der Gruppe selbst liegt. Wenn die Schüler für sich selbst eine Wissensquelle darstellen, bedeutet die Verweigerung zur Kooperation, dass es am wesentlichen Element des Lernprozesses mangelt.

Der Lehrer sollte mit den Schülern nicht nur seine Erfahrung mit dem Erlernen der Fremdsprache teilen, sondern ihnen auch helfen einen eigenen Stil zu entwickeln, der ihnen nützt sich gewisse Strategien anzueignen und so diverse Kompetenzen zu gewinnen. Nur ein gut vorbereiteter Lehrer muss keine Angst vor unvorhergesehenen Unterrichtssituationen haben.

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ALPHANUMERONYMS IN DIGITALLY MEDIATED COMMUNICATION

EVA MAIEROVÁ

Abstract: The paper deals with combinations of numbers and letters used in digitally mediated communication. It introduces the terms alphanumeronyms and logograms and describes them in the context of abbreviations used not only in e-language but also in written documents of the more or less distant past. Alphanumeronyms are then classified into six categories illustrated by examples excerpted from the social networking site Twitter. The most frequent registers in which alphanumeronyms are found in Twitter are also listed.

Key words: *Alphanumeronyms, logograms, abbreviation, digitally mediated communication, Twitter*

Introduction

The characteristic features of digitally mediated communication in its written form are displayed at different linguistic levels: syntax, lexicon, and orthography. The specific features of electronic communication at individual levels are not the exclusive attributes of this discourse, but their frequency is higher in this particular medium than in others. The lexical and orthographic levels of English show the most noticeable changes, and the peculiarities of digitally mediated communication are most obvious in the presence of alphanumeronyms and logograms.

Terminology

The terminology in the area of digitally mediated communication has been developing together with the new electronic media and their forms appearing. The process of naming various phenomena in this field is fast and thus also unstable with alphanumeronyms being no exception.

Lančarič (2011, p. 14) states: “As far as the proper derivational principle is concerned, electronic language signs not only combine letters but numerals as well as letters, and numerals whose phonic features represent the sound nature of the unabbreviated words or syllables. They are generally referred to as logograms.” Later he adds “They are sometimes referred to as logograms or alphanumeronyms and have the function of graphical or sound iconicity to other symbols” (Lančarič, 2016, p. 14). Other authors describe them simply as letter and number homophones (Shortis, 2007) or even pseudo-numbers (Chen, 2015).

Crystal (2008, p. 37) in his book *Txtng: The Gr8 Db8*, whose title comprises various forms of abbreviatory processes in e-language, uses the terms logograms or logographs, which he defines as “the use of single letters, numerals, and typographic symbols to represent words, parts of words, or even – as in the case of *x* and *z* – noises associated with actions.” Compared to the classification introduced by David Crystal, we treat typographic symbols as a separate group of abbreviations (Maierová, 2019).

Some authors claim that alphanumeric combinations, i.e. letter and number homophones, “are in fact mere graphic abbreviations that do not coincide with an actual reduction in the phonetic realization” (Mattiello, 2013, p. 87), which can be illustrated by the example of the words *xcept* and *cept*. Both lexemes are abbreviations. While *xcept* is a graphical abbreviation based on the pronunciation of the letter *x*, the word *cept* is an initial truncation reduced in pronunciation and thus a lexical abbreviation.

Alphanumeronyms cannot be anything else than exclusively graphical abbreviations, although their use as homophones is based on the sound similarity to syllables or words.

The usage of alphanumeronyms in e-language

The method of abbreviating words standing in between the lexical and the orthographic levels is the use of homonyms of letters and numbers with unabbreviated words, e.g. *b* = be, *c* = see, *r* = are, *u* = you, *y* = why; *2* = too, *4* = for. In particular, the homonymous pronunciation of letters/numbers and syllables is used as part of words (*4eva*, *4ever* = forever; *every1*, *evre1* = everyone, *h8* = hate, *nme* = enemy, *QT* = cutie, *str8* = straight, *YF* = wife); sentences (*cul8r* = see you later, *NI4NI* = an eye for an eye, *OICU8I2* = oh, I see you ate one too, *ysdiw8* = Why should I wait?) or their combinations (*182* = I hate you, *10Q* = thank you, *3Q* = thank you, *4Q* = fuck you, *CP* = sleepy, *CU46* = see you for sex, *gn8* = good night, *gr2br* = good riddance to

bad rubbish, *IM2BZ2P* = I am too busy to (even) pee, *IYQ* = I like you, *IDL* = ideal, *ne1* = anyone, *XI-10* = exciting).

The numerals in the digital interactive written discourse, especially in the SMS among teenagers, are of symbolic nature when the similarity is based on the graphic forms of a digit and a letter: *53X* = sex, *g00g13* = google, *IDIOT* = idiot.

In other cases, the digits refer directly to the numerical value: *BI5* = back in 5 (minutes), *e123* = easy as one, two, three; *Hi5* = high five, *HHO1 / 2K* = ha ha, only half kidding; or have a metaphorical character: *411* = information, *P911* = parent alert. Graphemes have an iconic character less frequent: *mlm* = showing digital mediator, *ax* = across, *zzzzzzz* = bored (sleeping), *LM4a ~ # zzzz>* = let's meet for a joint.

Even when looking at the previous two paragraphs, it is obvious that the use of digits and other typographic symbols is a characteristic that differentiates electronic discourse (especially "textese") from traditional written genres most. Therefore, it seems incredible that the letter "u" in the meaning of "you" did not appear with the arrival of the Internet or mobile phones, but actually at the turn of the 19th and 20th centuries in the names of business companies (cf. Shortis, 2007, p. 10). When looking further into history, examples of "shorthand" can be found that remind us of ways of abbreviation in digitally-mediated communication. A good example is the Tironian note similar to the digit 7 that was used as a phonetic symbol replacing the syllable *ond* not only in *and* but also in words such as <s7> = <sond> (sound), <hūsb7a> = <hūsbonda> (householder), <h7> = <hond> (hand) (cf. Maidment, 2010; Lass, 2004).

Nowadays, numerals and letters that are homonyms of syllables and words are present in pop culture and names of companies, products as well as brands, even in the area of teaching English as a foreign language as in *2Pac* – Tupac: name of a rapper and actor, *Str8* – a cosmetic brand for men that besides being an alphanumeric, it is also based on the ambiguity of the word *straight*, *Timbuk2* – Timbuktu: company, and last but not least the series of textbooks for English learners *Face2face*, etc.

Classification of alphanumericonyms

Within the group of alphanumericonyms, i.e. numbers and combinations of numbers with letters, excerpted from the social networking site Twitter the following subgroups can be identified.

1. **Genuine homophones of numbers and letters** – 2 (too), 4 (for), *Ice* (once), *2much* (too much), *2bad_igave_him_all_my_change_doe* (too bad I gave him all my change though), *2PAC* (Tupac, proper name), *4Free* (for free), *4realz* (for real), *4Sure* (for sure), *4a while* (for a while), *4Ever / 4evr* (forever), *4flipping* (for flipping), *8out* (ate out), *All4one* (all for one), *any1* (anyone), *azure4sure* (azure for sure, mobile app), *b4 / be4* (before), *c4lpt* (Center for Learning and Performance Technologies), *care2* (Care Too), *cr8* (create), *Dani4peace* (Dani for peace), *e'1 / every1* (everyone), *favre4hope* (Favre for), *hopefb4ed* (facebook for education), *g8r* (gater, star gate fan), *goals4money* (goals for money), *gr8* (great), *green4tea* (green for tea), *chuckbuck4real* (Chuck Buck for Real), *ICT4ELT* (information communication technology for English language teaching), *ily2* (I love you too), *L2* (learn too) *l8r* (later), *M4M* (men for men), *myfeelings4you* (my feelings for you), *no1 / no1* (no one), *Np4u* (no pity for you), *p2* (progressive too), *pc4pc / spam* (picture comment for spam), *rewards4u* (rewards for you), *sk8brd* (skateboard), *some1 / sum1* (somebody), *str8* (straight), *Timbuk2* (Timbuktu, Company), *tweet4taiji* (tweet for taiji), *twitterb4dark* (Twitter before dark), *w4m* (women for men), *w4w* (women for women).
2. **Non-genuine homophones of numbers and letters** – 2 (to), *121 / 1-2-1* (one to one), *2all* (to all), *2b* (to be), *2come* (to come), *2 days* (today), *2da* (to the), *2Get* (to get), *2gether / 2getha* (together), *2know* (to know), *2M / 2mao / 2mm / 2mrw* (tomorrow), *2M / Learning* (to mobile learning), *2me* (to me), *2Neutralize* (to neutralize), *2night / 2nite / 2nt / 2nyte* (tonight), *2pretend* (to pretend), *4get* (forget), *4got* (forgot), *4gotten* (forgotten), *9ce* (nice), *b2community* (business to community), *b2wn* (between), *b3* (battery), *burn-2-a-crisper* (burn to a crisper), *cr8ng* (creating), *donttalk2me* (don't talk to me), *face2face / f2f / f-2-f* (face-to-face), *G2G* (got to go), *g8/gr8t/GR9* (great), *heat2win* (Miami Heat to win), *i2i* (information to implementation), *ItsGood2Be* (it's good to be), *l8tr* (later), *many2many* (many to many), *n2* (into), *need2B* (need to be), *peer2peer / p2p* (peer to peer), *people2know* (people to know), *reneis2fly* (Rene is to fly), *s2s* (student to student), *slide2learn* (slide to learn), *t2* (to), *sum10* (something), *toast2christel* (toast to Christel), *u2night* (you tonight), *up2date* (up-to-date), *web2literacy* (World Wide Web to Literacy).
3. **Digits referring to a number, order, size, etc.** – *1omf* (one of my friends), *13ish* (about / approximately thirteen), *21C* (21st century), *2 pc* (two-piece), *30hrs* (thirty hours), *3MT* (three-minute thesis), *3D models* (three-dimensional models), *3G / 3G*

(Third Generation (Network)), *4Kyrd* (four thousand yards), *50s* (1950's), *ax2016* (Anime Expo 2016), *e6* (error number 6), *s01ep08* (season one, episode eight), *L1* (first language), *rscon10* (Reform Symposium Conference 2010), *K12* (kindergarten through twelfth grade), *v1* (version one).

4. **Digits with a symbolic meaning** – *5Cs* (Communication, Culture, Connections, Comparisons, Communities), *Web 2.0* (world wide web 2.0) referring to websites focused on user-generated content, *edtech 0.0* versus 'education technology 2.0', *100%* (absolutely / totally), *24 * 7 / 24x7* or *24/7* (twenty-four hours a day, seven days and week = all the time), *25/8* (more than all the time / more than it's possible), *50-50* or *50/50* (fifty-fifty / equally divided), *VH1* (Video Hits 1, TV station name).
5. **Combinations of the previous categories** – *1ThingIwant4Christmas* (one thing I want for Christmas), *12many* (one to many), *freeb412am* (free (drink) before noon), *HNY2u2* (Happy New Year to You).
6. **Numbers representing letters similar in their graphical form** – *b3th* (Beth), *ip0ddy* (iPod).

Sometimes non-genuine homophones were created by Twitter users themselves, for example, when *great* was written as *gr8t*, *g8*, or even *g9*; *later* as *l8tr*, *creating* as *cr8ng*.

There were also variants of the homophones of numbers and syllables depending on whether they were combined with abbreviated or unabbreviated words or their parts: *2night* – *2nite*, *2nt*, *2nyte*; *2morrow* – *2M*, *2mao*, *2mm*, *2mrw*, *4Ever be4* – *b4*, *peer2peer* – *p2p*, *face2face* - *f2f*.

Due to their phonemic properties, only the numbers 1, 2, 3, 4, 8, 9 and 10 have been used as homophones, while the use of digits referring directly or metaphorically to reality is basically unlimited. Very often they were associated with the following registers:

- **times and dates:** *12UK* (12 pm UK time), *20c* (Twentieth Century), *3.2.1* (countdown), *80's* (1980's), *day2* (the second day), *dec15*, *last24h*, *yr10*;
- **events:** *BETAwards2015* (Black Television Entertainment Awards 2015), *ce12* (Continuing Education 2012), *digelt2015* (Digital English Language Teaching 2015), *E3* (Electronic Entertainment Expo), *ffasia2015* (FUSECO Forum Asia 2015), *gc78* (78th General Convention of the Episcopal Church), *RnP16* (Rules and Play 2016, exhibition), *Artworkxpf2016* (Xposure International Photography Festival);

- **media:** *1d* (One Direction, Music Group), *2News* (youtube channel), *5sos* (5 Seconds of Summer, a band), *9-piece* (song title), *ESPN2* (Entertainment and Sports Programming Networks 2), *o2lforever* (Our Second Life forever, a group on youtube), *PR3 +* (Page Rank of 3 or higher), *S2* (film), *TM103* (Thug Motivation 3rd Album), *UEVolume3* (Utterly Engaged, Magazine);
- **computer games:** *2K* (Take Two), *3ds1* (Nintendo 3DS XL = 3-dimensional extra large), *bo2* (Blackout 2), *gta5* (Grand Theft Auto 5), *nba2k* (National Basketball Association 2K), *to 3* (team of three), *umvc3* (Ultimate Marvel vs. Capcom 3);
- **technology:** *1080p*, *480p* (progressive scan), *iPhone 4S* (S = speed), *720p-N* (720 pixels), *azure4sure* (application), *DDR3* (Double Data Rate Type 3), *s4* (Samsung S4);
- **sports:** *1B / RHP* (first baseman/right-handed pitcher, baseball), *3Pt* (three-point field goal), American football), *7on7* (American Football), *8U* (eight and under, age category), *and1* (penalty in basketball), *big10* (competition of universities in sport), *euro2016* (European Championship 2016, football), *F1* (Formula One), *P90X* (Power 90 Extreme, bodybuilding).

While the homophones of numbers and syllables were mainly part of common nouns, as cases like *face2face* or *STR8* are quite rare, numerals referring to the number were also present in proper nouns: *1mind* (company), *5H* (Fifth Harmony, music band), *7 11* (chain of stores), *BBC4* (4th BBC channel), *92q* (radio station whose name is derived from the broadcast frequency), *fonem8* (phone model), *mw3* (Modern Warfare 3, computer game), *CS5.5* (Adobe® Premiere® Pro CS5.5, computer program), *F16* (rapper's artistic name).

Twitter users added numbers to their aliases to distinguish them from identical names. However, nicknames are not part of the excerpted corpus as it could be seen as violation of Twitter users' privacy.

Digits have a distinctive function, and consequently homonyms among alphanumericonyms were rare. This is evidenced by a total of five pairs of homonyms: *A2* – *answer two* and also *Ann Arbor (University)*, *E1* – *London East* (postal code), *e'1* – *everyone*, *L2* – *learn too* and *second language*, *M1* – *magnitude 1* (earthquake), *module 1 (DELTA)*, *S2* – *movie title*, *s2* – *season 2*.

Conclusion

Alphanumeronyms have become an inseparable part of digitally mediated communication and they are one of the ways of abbreviating words and even whole phrases or sentences. Besides genuine and non-genuine homophones of numbers with syllables or unabbreviated words, they also serve other functions in the electronic discourse. The most frequent alphanumeronym excerpted from Twitter was number 2 representing preposition and infinitive particle *to*.

It is necessary to point out that alphanumeronyms are not only the means of economising linguistic tendencies but they reflect creativity and playfulness especially in informal language. They can also be seen as linguistic rebuses, which may make them difficult for percipients to decipher.

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RESEARCH OF RACISM AND ITS IMPLICATIONS TO INTERCULTURAL COMMUNICATION

ALEXANDRA MANDÁKOVÁ

Abstract: The topic is handled from the point of view of intercultural communication and its possible connection to racism. Then we inform about the obtained data from our survey of Personal Aspects of Racism at Middle School Students performed on a wide specimen of secondary school pupils (N=200) at the age from 13 to 21 years in a larger city (Bratislava). Pupils with a tendency to racism are less extroverted, less open to experience, less agreeable and achieving worse classification. Certain recommendations are stated in order to lower the level of racism – first of all by means of multicultural and intercultural education, activities with the media, critical thinking, etc.

Key words: *Racism, Personality, Intercultural communication, Intercultural competence, Intercultural skills, Big Five Personality Traits, questionnaire RS 1, NEO – FFI*

Introduction

Recently, there has become still more and more acute the problem of approaching the intercultural communication with regard to the continually increasing intercultural character of the world and the increasing level of migration. As obvious, the unfamiliarity with other cultures can cause many unpleasant situations in the interpersonal as well as in group contacts of individual cultures' members among themselves, not to mention the possible prejudices from that resulting. The rejection of other cultures or people of other colour of skin represents a hindrance to communication aimed at the development of tolerance and the mutual understanding.

Therefore, we have decided to research the phenomenon of racism and its connections to human personality as the familiarity with these connections can really help to acquire the intercultural competence as well as the intercultural skills.

The Intercultural competence

The intercultural competence is a range of cognitive, affective and behavioral skills which lead to the ability to communicate appropriately and effectively with members of different races, nationalities, religions etc.

One necessary intercultural competence becomes the ability to discuss such difficult and critical topics as values, beliefs and attitudes among members of multiple cultural groups in a way that does not lead to conflict. At the heart of the multiple intercultural competences, then, lies intercultural communicative competence. Hymes assumed this, but Byram (1997) is best known for the phrase. (UNESCO, 2013, p.16 – 17)

The Intercultural communication

The intercultural communication is closely connected to intercultural competence because without acquiring intercultural competence and intercultural skills it is impossible to communicate properly with other cultures, religions, races etc.

The world has changed, getting more and more global. Thanks to the internet, the world has been technically connected into one big “global village“ The mutual coexistence and the bindings among citizens of various nationalities, cultural traditions or religions can bring enriching fruit beneficial for all participating sides, of course with condition of friendly relationships. The necessary means to come to the goal, i.e. good interpersonal relationships, is a proper way of communication which is the main condition to mutual understanding. The friendly communication among nations, states, politicians but above all citizens should be the final goal of intercultural communication.

The Research

We have performed the research of Personal Aspects of Racism at Middle School Students within our PhD. thesis (Mandáková, 2007). The chosen topic of relation between racism and personal aspects of middle school pupils is explained by a survey of the most important knowledge of the specialized literature. There is offered a selection of information about racism, nationalism, ethnicity, prejudices as well as about the ethical codex of a scientist dealing with racism. Further on the personality and social aspects of racism are described as the factors creating the personality of neo-Nazis and extremists.

The empirical research was performed on a wide specimen of secondary school pupils (N=200) at the age from 13 to 21 years in a larger city (Bratislava). The selection of the researched schools was performed in a way to be able to compare the pupils of a higher type of school – secondary grammar school and of a lower type of school – trainee's centre (Vocational school - the building branch).

Three methods were administered: RS 1 – the author's original questionnaire aimed at the research of the level of racism and attitudes to it, the author's original projective methodics aimed at the research of racism and the personality inventory NEO – FFI, based on the BIG FIVE THEORY. There were qualitatively and quantitatively evaluated all the three methods and on the basis of the RS 1 was, by a special procedure, stated the specimen's level of racism.

Due to a correlation analysis were researched the relations among the seven dimensions paid attention to: Racism, Neuroticism, Extraversion, Openness to Experience, Agreeableness, Conscientiousness and the average classification from Slovak language and Mathematics on the last certificate.

It was stated that pupils with a tendency to racism are less extroverted, less open to experience, less agreeable and achieving worse classification from Slovak language and Mathematics. Pupils with a tendency to racism are males, trainees of a trainee's centre, knowing whether they are believers or not.

Moreover there was found out that pupils in Slovakia are getting into touch mainly with Roma people from among the minorities living in Slovakia and according to their opinion the most intensive racism is towards the Romas. Pupils are well informed on questions of racism, probably mainly from the media.

Based on the performed research, we can state that the racism rate in society may be reduced if we can support young people and attract their attention by other meaningful activities, mostly by education, self-development and above all by developing the critical thinking ability. In the affective sphere, we should avoid that youngsters, when feeling hopeless, deadlocked, redundant or needless, would manifest racial or ethnic intolerance towards their peers and other fellow citizens. It is very important to monitor especially the boys' population since their early age because the male probands showed significantly higher racist tendencies than the female probands. We propose to include the issue of a multicultural society to the curriculum already at the first level of elementary schools for as much as children begin to form their opinions and attitudes towards other cultures, nationalities, races, religions etc. in their relatively young age.

Conclusion

It seems so, that we still have to learn this form of proper communication and to remove hindrances which cause a barrier to it. We are not dealing only with a technical handling, of a foreign language as a primary barrier to comprehension. We are dealing with communication in a much broader sense of the word, in it's pretty higher quality, with the communication in the "human form" which can build bridges among citizens and nations and not increase the unwanted tension and sharpen possible conflicts. Of course, the mastering of a foreign language can also be a means to a better interpersonal understanding.

The particular problem in this regard will be finding of mutual mode vivendi with the Muslim European citizens whose quantity is not negligible and which will most probably raise because of migration to Europe in recent years.

As it is said according to UNESCO's Constitution, "... peace must be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind". (UNESCO, 2013, p. 4)

As the experience tells, different paths lead to different goals. Different ways of communication lead to different social relationships. Therefore it is inevitable to search for the proper ways how to build a successful communication. One of these ways is also the removing of racism and prejudices which form the barrier to the intercultural communication and which is an inevitable prevention to the increasing extremism all over the world.

Last but not least, we should not forget to mention that our planet's ongoing climate change and by this caused migration is also a considerable possible trigger for various manifestations of extremism, racism, religious intolerance etc. These significant factors will also form our future if we want it or not.

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PROMOTING INTERCULTURAL ENCOUNTERS

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Abstract: The aim of this paper is to introduce a project entitled Prominence that aims to promote internationalisation, and the recognition of mobility programmes. It supports the development of capabilities that allow individuals to interact efficiently with culturally diverse others. This project highlights the importance of experiential learning since it allows individuals to learn and benefit from intercultural experience.

Keywords: *experiential learning, mindful encounters, employability, transnational approach.*

Introduction: Intercultural Success

Long-established cultural differences serve as compelling challenges to individuals all over the world. Globalisation increases intercultural interactions and also creates the possibility of cultural confusions, distress, and collisions. Intercultural competence can be comprehended as one of the continual goals of intercultural education, if not its dominant aspiration. As a multifaceted concept it involves aspects of emotional, contextual, and interpersonal intelligence to blend to create an individual who is emotionally generous yet cautious, sensitive to interpersonal dynamics, and seriously respectful in intensely interactive situations. Other constructs of intercultural competence include an understanding of both culture-general and culture-specific knowledge, psychological disparity, the ability to understand how information is devised, openness, and respect to intercultural ethnic integrity. Brislin et al. (1986) determine four criteria for intercultural success: positive feelings about intercultural relationships, reciprocity of those feelings from others in the culture, task achievement, and stress reduction. Other three main areas are also regarded as important building blocks of intercultural success, involving adaptation skills such as positive demeanour and flexibility; intercultural skills such as attachment, cultural obligation, political sensitivity; and cooperation skills, including broad-mindedness, resoluteness, and analytical skills. Thus, intercultural competence can be conceptualised as an individual's efficiency in implementing a set of knowledge, skills, and personal attributes in order to interact prosperously with individuals from different backgrounds at home and abroad.

Prominence that Leads to Mindful Intercultural Encounters

International experience through experiential learning and training is undeniably associated with profound personal and social competences, and better employability, therefore, higher education institutions and enterprises are encouraged to adapt innovative approaches and practices to guarantee that effective experiential learning and training occurs for individuals before, during, and after international mobilities.

The Prominence project (Promoting Mindful Encounters Through Intercultural Competence and Experience) funded under Erasmus+ KA203 Strategic Partnerships for Higher Education is based on the conviction that intercultural learning programmes through transnational cooperation between students, teachers, and enterprises are an attainable way to promote transversal capabilities and intercultural competences. The project accentuates the fact that higher education institutions and enterprises should move beyond traditional interpretations of intercultural encounters and start recognising learning, teaching, and training as a holistic process of adapting to the world that incorporates the cognitive (knowledge-based), metacognitive (perception-based), motivational (emotion-based), and behavioural capabilities of intercultural competence. The capabilities to perform and operate efficaciously in culturally diverse settings would be an exceptional value for students, teachers, and enterprises in both the short and long run. Students, teachers, and enterprises with these capabilities, and the ability to express them, would provide more value to future employers, organisations, and the entire society. Individuals need to obtain the most impressive transversal skills, because in the 21st century, more than ever, they are confronted with a future in which they will have to cooperate with people from a wide range of diverse cultural, ethnic, professional, and social backgrounds. The Prominence project is based on a transnational approach which attempts to construe a four-tiered model of an online learning and training platform which supports students, teachers, and enterprises to take part in an all-embracing and ingrained process of experiencing, reflecting, thinking, and acting in varied cultural frameworks. The model implies that explicit tangible experiences are indispensable for reflective observations which become the foundation for vigorously practicing the attained transversal skills in diverse cultural environments. The transnational approach promotes the creation of an authentic resource pool of transversal capabilities and promotes an enriched level of cultural awareness.

The target groups of the Prominence project include students, teachers, and SMEs. The aim is to show students how to defeat burdensome inclination to culturally bound thinking, how to scrutinise cultural assumptions and adjust mental models, how to display adequate transversal

capabilities to enhance employability and mindfulness across diverse cultures and situational contexts. Teachers are involved in the transfer of transversal skills and the development of individuals who are emotionally considerate yet controlled, sensitive to interpersonal dynamics, and profoundly receptive in culturally diverse interactions. SMEs are involved in associated collaboration to cultivate the development of work-related practical, social, and transversal capabilities that contribute to employability and profound cooperation.

The partner universities represent one of the four European cultural clusters, i.e. Nordic (Finland), Germanic (Germany), Eastern European (Hungary, Slovakia, Bulgaria, Poland), and Latin European (France), to function as a prototype for developing a macro understanding of cultural similarities and differences across these cultural contexts. The reason for choosing four countries within the Eastern European cluster is associated with the lack of information about value orientation dimensions in these cultures, so there is a critical need to devise a resource pool of the fundamental patterns of thinking and behaviour within this cluster.

A Four-tiered Model and Intellectual Outputs

The Prominence project aims to develop an on-line platform which is multidimensional in nature and demonstrates a four-tiered model of learning and training through a recurrent mechanism of experience-acquisition, reflective observations, conceptual interpretations, and active involvement in situations depicted by cultural diversity. This model supports the emergence of an intercultural mindset which reflects metacognitive capabilities via planning (anticipation), awareness (universal, cultural, and personal levels of culture), and checking (expectations and the adjustment of mental models); cognitive capabilities via knowledge about cultural systems, norms, and values; motivational capabilities via intrinsic and extrinsic motivation, and self-efficacy; behavioural capabilities via appropriate verbal and non-verbal actions. An intercultural mindset means the ability to scan diverse cultural settings from a broad perspective, always looking for unexpected trends and opportunities that may constitute a threat or an opportunity to achieve intercultural interaction objectives. It is the ability to develop interpretation schemes that are independent from the assumption of a single culture or context, and to implement those schemes appropriately in different cultures and contexts. An intercultural mindset is seen as a combination of awareness and openness to the diversity of cultures with an inclination and capability to integrate across diversity. It is an ever developing and evolving process built upon cognitive feedback mechanisms that encourage the search for experiences that expand and refine an individual's mental models. An intercultural mindset is

seen as a combination of knowledge and skills. Knowledge is the appreciation of the existence of differences; and skills are the ability to put knowledge into action. The four-tiered model of learning and training of the Prominence project facilitates energised experimentation in intercultural settings and contributes to heightened comprehension of culture (cognitive capabilities), unambiguous plans and strategies for action (metacognitive capabilities), strengthened self-efficacy (motivational capabilities), and adjustable verbal and non-verbal skills (behavioural capabilities) to stimulate success in intercultural encounters.

The interactive on-line learning and training platform is a unified cluster of interactive online services applying web-based technology to supply students, teachers, and enterprises with tools and resources to promote and reinforce the delivery of nuanced insights into the theory and practice of intercultural competences. The interactive on-line learning and training platform functions as a tool to plan, implement, and evaluate the entire learning and training process and its outcomes. It aims to allow the teacher to create and deliver content, monitor and assess student engagement and performance and to serve as an inseparable component of a learning and training module based on an open-source concept. Furthermore, it aims to allow students, teachers, and enterprises to utilise a multifaceted pool of resources with the aim to deliver substantial insights into culture-specific interactions in diverse situational contexts. These interactive tools involve video materials of real-life experiences through interviews with the target groups; short movies uploaded by target groups; the curriculum and comprehensive descriptions of its outcomes; cumulative learning and training materials; interactive case studies and quizzes; assessment models and tools; and an interactive e-book.

The interactive on-line learning and training platform has a two-level structure. The first level focuses on the reality of cultural diversity through national models of cultures. It helps the target groups acquire transversal competences that are universal in character and should be acquired by all individuals across cultures. The second level focuses on the diverse realms of enterprises or the reality of organisational diversity across cultures. It helps the target groups develop and understand transversal competences specific to business-related needs. These competences lead to the acquisition of cognitive, metacognitive, motivational, and behavioural capabilities necessary for successful coexistence and performance across cultures.

Experiential Learning through Intensive Programmes

Three Intensive Programmes of the Prominence project are associated with the four-tiered model of learning and training through the continual mechanism of experience-acquisition, reflective observations, conceptual interpretations, and active engagement. The 1st Intensive Programme organised by the Faculty of Applied Languages of the University of Economics in Bratislava in 2018 revolved around the thematic topic of Different Worlds, Different Languages: Getting to Grips with Cultural Diversity. Six students from each partner university formed culturally diverse teams to acquire transversal capabilities through real-life scenarios and experiences to learn to articulate insights into their own cultural rules and biases (metacognitive capabilities), to demonstrate sophisticated understanding of the complexity of cultures (cognitive capabilities), to cope with their own emotions (motivational capabilities), to articulate a complex understanding of cultural differences in verbal and nonverbal communication (behavioural capabilities), and to negotiate a shared meaning based on culture-bound differences (all-inclusive intercultural competence). Through nuanced insights into theory and practice students focused on the analysis of intercultural situations from different theoretical perspectives through lectures, project-work, and discussions with intercultural communication experts, the exploration of real-life situations through case analyses, and role plays, and the acquisition of cutting-edge learning strategies for dealing with cultural dilemmas and conflicts.

The 2nd Intensive Programme organised by the Aschaffenburg University of Applied Sciences focused on the thematic topic of Managing and Leading in Different Cultures. Diverse teams of students from each partner institution cooperated with enterprises to obtain work-related transversal capabilities through real-life scenarios and experiences to help them identify different approaches to power, identity, time, and space; accumulate hands-on experience on divergent concepts of status, leadership, and organisations; identify how different types of leadership approach the concept of identity, power, time, and space across cultures; understand the process of team-building by harmonising diverse horizons; classify meetings styles or nuances of settings, protocol and structure; identify different routes of negotiations and decision-making. Through nuanced insights into theory and practice students were engaged in project-work, lectures, discussions with experts on management, leadership across cultures, case studies, role plays, and field work.

The 3rd Intensive Programme at the University of Savoie in France aims to revolve around the thematic topic of Practicing Cultural and Emotional Intelligence across Cultures. Diverse teams

of students from each partner institution plan to organise two workshops to primary, secondary, or tertiary education institutions, and public authorities with the aim to raise awareness about transversal capabilities in mindful intercultural encounters. In collaboration with experts from the academia and industry students aim to develop a joint framework for the workshops to promote transversal competences, enhanced awareness, cultural adjustment, the advancement of cognitive knowledge about cultural value orientations, the adjustment and naturalisation of cognitive knowledge into mindful behavioural ability, and the development of cultural and emotional intelligence.

Cultural understanding is a prerequisite to efficient interactions since culture intuitively directs individuals' behaviour and thoughts, and often affects their sense of belonging, motivation, and mindfulness in intercultural interactions. Success in such situations needs a distinctive repertoire of capabilities, or a fundamental learning ability to convert international experience into impressive experiential learning in culturally diverse contexts. Kolb's (1984) experiential learning theory claims that international experience exhibits a determining role in learning and advancing cultural competences as it regards learning as a holistic process of adjusting to the world that goes beyond the cognitive and perceptive faculties of the individual. He notes that such learning requires the integrated functioning of the entire individual, which involves thinking, feeling, perceiving, and behaviour. Kolb (1984) further stipulates that international experience renders individuals with real responsibilities and objectives to achieve in dynamic and culturally diverse environments. The four stages of the experiential learning process involve two paramount processes (grasping and transforming) that enable learning from the intercultural experience. Kolb's model demonstrates a learning cycle where individuals take part in an all-embracing process of experiencing, reflecting, thinking, and acting in an iterative mechanism that is receptive to the intercultural learning situation. The model highlights that specific tangible events (concrete experience) are the basis for descriptive processing (reflective observations) which are then assimilated and disintegrated into conceptual interpretations (abstract conceptualisation) that become the basis for action (active experimentation). The fourth step, or actively testing the real world, accelerates new experience for the individual and stimulates another cycle of experiential intercultural learning.

Experiential learning claims that individuals must be involved in intercultural experience to learn throughout their international mobilities. To maximise experiential learning for intercultural developmental, higher education institutions should encourage their students to get involved in the host culture in several ways. Institutions should structure international mobility programmes in such a way that they facilitate interdependence with the individuals of

the host culture. Students should also be promoted to keep a journal to document their intercultural experience and learning points. By writing down their experience and thoughts, students are more likely to compare their experience with their preconceived expectations. To support active experimentation, or the utilisation of newly attained insights and ideas, institutions should provide coaching and mentoring resources to students in their experimentation processes and provide them with feedback.

Measuring Transversal Capabilities through Surveys

The Prominence project applies surveys that are based on two intercultural competence models to measure the transversal capabilities of the target groups. These surveys are aimed to be conducted at three different stages of competences development: baseline, interim, and final. The simplified version of the Global Competency Model is used to measure predispositions in intercultural settings. The simplified version of Intercultural Development Inventory is used to assess intercultural competence, or the capability to shift cultural perspective and appropriately adapt behaviour to cultural differences and commonalities.

The Global Competencies Inventory (GCI) evaluates intercultural competencies important for succeeding in the global context and comprises a set of competencies related to cooperating effectively across cultures. It involves sixteen competencies and converges upon three management categories. Perception management competencies include inquisitiveness, tolerance of ambiguity, cosmopolitanism, non-judgmentalness and interest flexibility. Relationship management competencies include relationship interest, interpersonal engagement, emotional sensitivity, social flexibility and self-awareness. Self-management competencies include optimism, self-confidence, emotional resilience, self-identity, stress management and non-stress tendency. These categories embrace those core skills which are a prerequisite for individuals to lead, strategize, organize and implement strategy in a global and intercultural context.

Bennett's Developmental Model of Intercultural Sensitivity (DMIS), with cultural worldviews as its theoretical basis, conceives that intercultural competence progresses along a developmental continuum, with intensifying complexity and refinement in the perception and understanding of cultures and cultural differences. The progression of intercultural competence development starts with an ethnocentric mindset characterised by a simplified set of perceptions regarding cultural commonalities and differences. Across six explicit stages, intercultural competence advances toward an ethnorelative mindset characterised by a complex

understanding of cultural commonalities and differences, and the ability to shift between cultural perspectives. The six stages include denial, defence, reversal, minimisation, acceptance, and adaptation. The Intercultural Development Inventory (IDI) measures an individual's level of intercultural competence across the recommended developmental continuum.

Conclusion

Accommodating mindsets or mental models control how individuals monitor, analyse, and adjust their behaviours in different cultural settings. Such mental models help the individual develop unique strategies and adjust existing ones to deal with new and inherent aspects of the environment. Understanding culture's impact on behaviour results in heightened performance, better decision making, and personal contentment in diverse cultural contexts.

The Prominence project emphasises the fact that culturally effective individuals need to acquire an enhanced level of awareness which would support them to discard their semiautomatic agitation, hamper their assumptions for a period of time, and remain aware throughout their cross-cultural experiences. Different cultural contexts propose different challenges that individuals must deal with in order to behave adequately. Some situations are likely to provoke similar responses from all individuals regardless of personality or culture. Actual behaviours are more influenced by basic human nature through universal psychological processes, and personality through individual differences in role identities, while attitudes and values are more influenced by culture through social roles.

Human behaviour is cultural, because human beings seem to be particularly geared toward understanding the intentions and meanings held by other individuals in their social environment. The affectionate and enduring interpersonal relations of individuals promote the development of shared meanings, and the development of institutions and artefacts. Thus, it can be expected that the social culture that individuals live in, has a thorough effect on the types of behaviours that can be monitored in cross-cultural encounters. The ability to understand why and how human behaviour differs across cultures has become one of the most outstanding skills individuals need to promote, because in the 21st century, more than ever, they are being challenged by a future in which they will have to collaborate with people from a wide range of diverse cultural backgrounds.

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ADVANTAGES AND DISADVANTAGES OF TEACHING BUSINESS ENGLISH IN MIXED LEVEL GROUPS

HANA PAŠKOVÁ

Abstract: The aim of this paper is to analyse advantages and disadvantages of teaching Business English in heterogeneous study groups concerning teaching effectiveness, students' perception and teachers' attitudes. Teaching Business English in mixed level groups represents the demanding task for teachers as they must adapt to different levels of students, choose the adequate pace and demands on the learners and vary different classroom organizations. There doesn't exist the same opinion whether heterogeneous study groups affect the learning process in a positive or negative way. The positive aspect is that the challenge and competition from more advanced students stimulate weaker students and provide positive role models for them. The main advantage of homogeneous study groups is that teachers can more easily adapt the pace and content of their instruction to students' needs.

Key words: *mixed level groups, level of difficulty, suitable materials, pace of teaching*

Introduction

One of the problems that English teachers teaching Business English at the University of Economics in Bratislava face is the different level of students' English proficiency. Students who start to learn Business English at our university come from different secondary schools such as secondary grammar schools, business academies, secondary vocational schools and different regions of Slovakia. The differences among them concerning the level of linguistic ability and skills are vast which presents the challenge for the teachers to manage the situation successfully. Students in language classes differ not only in terms of the level of language but their diversity arises also from other factors such as their learning styles, cognitive ability, motivation, personality and family background. The teachers then have to solve the problems how to adapt the teaching process to individual needs so that all students should benefit and improve their English. The choice of the appropriate teaching procedures means to select adequate level of difficulty, suitable materials which should not be very easy or difficult and not too fast or slow pace of teaching.

Methods of teaching mixed-level classes

One of the main principles that should be respected by teachers in mixed-level classes is that they should make sure that their teaching is adapted to different levels of students' English proficiency and different paces of students' learning. This can be achieved by the appropriate level of individualization. If teachers want to motivate students and stimulate their engagement, they must create the atmosphere where students are not afraid of making mistakes and can freely express their opinions and attitudes concerning various subjects. The teachers who want to engage and motivate students more advanced than the rest of the group should give them the tasks which present more demanding challenges, while the other students are required to complete the tasks which may be accomplished successfully by all members of the group. Heterogeneous study groups represent the opportunity for mutual collaboration among students. This is the case of pair work or group work where students can benefit from this sort of activity as the results achieved are usually better than those achieved individually. Working together is worthwhile as pair and group work increase the amount of students talking time. (Harmer 2001). Ellis (1994) suggests that students are more motivated to engage in further communication when they have more opportunities to speak. Gower (1987) claims that group work stimulates the learner's experience of various types of interaction and helps to generate a more relaxed and cooperative classroom atmosphere. If working together, students will often have more confidence than when completing tasks individually. Group work enables students more active learning because they have more space to be engaged in various activities and students with higher language proficiency may help students with the lower language level. When working in groups there is a better chance of peer correction and for a discussion on a wider range of opinions.

Donna (2008) suggests these methodological approaches in mixed-level classes:

- Students with more advanced level of the language should be engaged in explaining language problems to other students.
- Students should work in mixed level groups where individual students have different strength and weaknesses.
- Students should change groups after certain time which ensures that weaker students will learn without being ashamed because it will be less obvious whose contribution is the most significant.

- Teachers should use a wide range of criteria when they evaluate students' performance and when giving feedback they should emphasize even the small progress achieved by weaker students.
- Teacher should try to find out individual strengths of students. Various students can excel in different areas such as pronunciation, grammatical accuracy or appropriate business style.

When teaching all four skills teachers can use appropriate tasks to avoid frustration and achieve better motivation and results. Teachers can use extension activities for stronger students and different methods to support weaker students. Stronger students may be asked to write definitions of new vocabulary or might be given creative tasks e.g. to express their personal opinion on some subjects, suggest solutions of some problems or write a short summary of the text. Weaker students should be explained new difficult vocabulary clearly before they start reading or listening activities which may help them with understanding of specialized texts and recordings. When practising writing skills weaker students may be encouraged to use dictionaries or they may be grouped with stronger students. Speaking activities usually present a very difficult task for weaker students as they may feel ashamed when they should speak in front of other colleagues whose command of English is on the substantially higher level. If they should participate in the role play or discussions they should be given sufficient time to gather their ideas and practice in the groups. When we organize the pair or group work for mixed level classes we should keep on mind that this type of activities has its advantages but also disadvantages. While in some activities it could be beneficiary for both weaker and stronger students to be the part of the same group the teacher should also give enough opportunities to more fluent students to be grouped together. Stronger students can then use their potential to the full extent and therefore this activity could be more inspiring and motivating for them. Giving clear instructions and explanations or even to explain the tasks or difficult phenomena in their own language may on the other hand help weaker students. (J. Budden, 2018)

The problem of broad range of language proficiency is bigger in study groups with high number of students. The larger the class the bigger the differences among students in their language competence and skills and also less space and time for the teacher to handle the situation successfully. Because of the different levels in mixed level groups, it is difficult to keep the attention of all students at the same time. What is interesting for one student may be boring for another (Prodromau 1994). The most difficult task for teachers is to provide

challenging and useful activities for all students at the same time. Teachers should try to avoid the situation where advanced students lose interest in learning and weak students feel ashamed and don't want to participate actively in lessons.

Advantages of mixed level groups

Despite many problems encountered when teaching mixed level groups one of the main advantages is that weaker students are given positive models of achievement (Shrubshall 2004). According to Ur (2009) another advantage which could be gained from teaching mixed-level classes is that students may learn some principles of tolerance, respect and cooperation. On the other side teachers may improve their professional ability because they must carefully consider their teaching style to achieve the desired result. They must adapt to different levels of students, choose the adequate pace and demands on the learners and vary different classroom organizations. Teachers should ensure that all learners are involved and modify the tasks so that students' interests will be attracted. The key to effective teaching and learning is the effective participation of students.

Learning in mixed level groups can help or inspire weaker students when the atmosphere in the class enables getting necessary support from the teacher and other members of the class. Stronger students will be more confident and gain positive experience from being actively involved in learning process and helping weaker students.

Disadvantages of mixed level groups

There are numerous problems that English teachers face when teaching mixed-level groups. The time necessary for completing the task is different between more and less advanced students which causes the difficulties with classroom management and discipline of students. The stronger students feel frustrated because they are not given challenging tasks and therefore they think that they haven't achieved sufficient progress and less advanced students consider the tasks and learning materials to be very difficult. Another problem is that participation of students is not the same. Stronger students tend to participate more and weaker students are aware that they can't be compared with stronger students and therefore are inhibited and reluctant to take an active role in language learning.

Reid (1981) identifies the most significant problems when teaching mixed level groups as follows:

- The most advanced students have problems of reduced motivation, frustration and boredom resulting from waiting for slower students. For weaker students the pace is too fast and they would need more time to practice different language skills.
- Teachers have to prepare different materials providing necessary stimulus for all levels of students.
- Grading represents a problem because the teacher should maintain established standards but avoid demotivating low achievers.
- Difficulties with providing suitable activities for all students with different language levels.

Advantages and disadvantages of homogeneous study groups

Homogeneous groups in educational settings are groups of students organized so that students of similar instructional level are placed together, working on materials suited to their particular level, as determined through assessment (Lewis 2017).

There doesn't exist the same opinion whether the homogeneous study groups affect the learning process in a positive way. Supporters of homogeneous study groups claim that the practice benefits both teachers and students. Teachers can more easily adapt the pace and content of their instruction to students' needs. They can provide more practising, reinforcement and support to weaker students and prepare more challenging activities for high achievers. Students with lower English proficiency feel more confident and participate more when they are in the same group with students whose English is on the same level. Students with higher English proficiency are in the homogeneous study groups more challenged and stimulated and maintain learning motivation.

Grouping students according to their proficiency in English based on their previous achievements is designed to increase the pace and raise the levels of instructions for advanced students. On the other side weaker students may be given more attention, practising and repetition (Hollifield 1987). It provides a suitable level of teaching for the whole group and students will benefit from studying at a suitable pace. The teacher may adjust materials and methods and set appropriate expectations and standards to fit the needs of each group of students. When the expectation is set at the appropriate level, students are motivated to work harder because learning is challenging or the demands are adequately adapted to the level of the language proficiency. If the expectations concerning weaker students are too high, like in

heterogeneous classes, students may give up. If the expectations are too low, students will become bored and they will not work hard because they are conscious that even without any effort they will achieve good results. Homogeneous study groups enable students who mastered English on the advanced level and have interest in additional improvement to take challenging classes while weaker students can continue to learn English at their respective level. Heterogeneous classes force students to achieve the same standards and therefore benefit mostly students with the average level of English. The most significant advantages of homogeneous study groups may be summarized as follows:

- teacher's methods and teaching materials increase students' interest in learning
- teaching materials and pace are adapted to the level of students' proficiency
- homogeneous study groups reduce the pressure and anxiety of learning English
- help weaker students build more confidence in learning

The most important factor in increasing effectiveness of teaching process and further English improvement of students in homogeneous classes presents students' attitude to learning. Equally important role is played by teachers who should carefully chose the most effective teaching strategies and also reassess achievement levels of students and their appropriate regrouping after achieving certain standards.

Despite the perceived benefits there are certain criticisms and concerns about homogeneous grouping. Critics propose that students in low achieving groups need the challenge and competition from more advanced students to stimulate them and provide positive role models for them. According to Ireson, Hallam and Hurley (2005) this kind of grouping might cause negative psychological impact on students for categorizing and labelling them which could have negative impact on students' self-esteem. Page (1992) claims that more advanced students get more resources and more enthusiastic teachers who spend more time preparing for classes and therefore weaker students are devoted less attention. These students may be taught by teachers who are less experienced and have lower expectations for them. Dividing students to different groups according to their English level might even widen the gap between students. As there doesn't exist the same opinion among methodologists Slavin (1987) came to conclusion that supporters of homogeneous study groups are more concerned about the effectiveness while for the opponents the equity is more important issue.

Conclusion

Dividing students to study groups according to the level of their language proficiency doesn't have only positive or negative effects. When it is used without understanding the specific learning needs of the students it can be ineffective and harmful. It becomes especially harmful if the teacher underestimates weaker students. The important strategy here is to create opportunities for students to change the groups for more advanced after achieving certain standards. There are many opinions and research findings supporting creating study groups on the bases of the similar language level. Language learning poses a threat to a person's self-esteem, especially in the class where all students or the majority are on the higher level. Learners with the low self-esteem do not achieve good results in learning languages. It is the responsibility of the teachers to provide more encouragement and create chances for interaction of all students to eliminate the feeling of belonging to less capable group. The success of the teaching process will depend the most significantly on the teachers, their teaching methods and techniques.

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ANGLIZISMEN IN DER DEUTSCHEN SPRACHE – GRÜNDE DER BENUTZUNG UND IHRE STILISTISCHE FUNKTION

KATARÍNA SERESOVÁ

Abstract: Die Intention des Beitrages ist es, auf die Problematik der Benutzung von Anglizismen in der deutschen Sprache hinzuweisen. Im Beitrag werden verschiedene Typen von Anglizismen genannt und die Gründe für die ihre Verwendung in der deutschen Sprache analysiert. Im letzten Teil werden die stilistischen Funktionen von Anglizismen angeführt.

Schlüsselwörter: *Wortschatz, Wortschatzwandel, Anglizismus, stilistische Funktionen von Anglizismen*

Einleitung

Jede Sprache ist ein wunderbares und lebhaftes Phänomen und wie jede andere Sprache ist auch das Deutsche einem dauerhaften Wandel unterzogen. Als eine Kultursprache hat das Deutsche verschiedene Wörter aus allen Teilen der Welt sich aufgenommen, wie z. B. aus dem Lateinischen, Englischen oder dem Italienischen. In vielen Texten kann man Wörter finden, deren Herkunft nichts mit dem Deutschen zu tun hat und trotzdem sind diese Wörter im Alltag zu hören. Vor allem von jungen Leuten sind die englischen Wörter sehr beliebt und in der Alltagssprache benutzt. Die Rede ist von Anglizismen, die zu einem festen Bestandteil des Deutschen geworden sind.

Meistens bei der Arbeit am Computer stößt man oft auf englische Wörter, wenn man z. B. beim Nutzen einer Internetseite einen Account haben muss, obwohl es in der deutschen Sprache ein Äquivalent Benutzerkonto gibt. Internet ist voll von englischen Begriffen, z. B. Scrollen (Blättern), chillen (sich entspannen), Time Management (Zeitplanung), Coffee to go (Kaffee zum Mitnehmen), Pubs (Kneipen), Teamwork (Gemeinschaftsarbeit), Brainstorming (Sammeln von spontanen Einfällen), Meeting (Sitzung), E-Mail (elektronische Nachricht), SMS (Kurznachrichtendienst), Spam (unerwünschte, lästige Informationen, die im Internet per E-Mail verbreitet werden) und viele andere.

Wortschatzwandel

Viele Linguisten haben untersucht, ob es bei dem Wortschatz nur um eine bloße Ansammlung von Wörtern geht, oder ob es sich um eine systematische und strukturierte Anordnung handelt. Hier zwei bekannte Definitionen: „*Der Wortschatz als ein dynamisches offenes System ist das*

Produkt vieler Generationen miteinander arbeitender, miteinander kommunizierender Menschen“ (SCHIPPAN 1984: 243). „Der Wortschatz ist der Teil einer Sprache, der sich am meisten und am schnellsten verändert“ (KÖNIG 1978: 113).

Der Wortschatz der deutschen Sprache kann in seiner Gesamtheit kaum überblickt werden. Es muss in die Erwägung gezogen werden, dass die deutsche Gemeinsprache etwa 500 000 Wörter enthält. Der Durchschnittsprecher braucht etwa 6000-10 000 Wörter. In der Alltagssprache benutzt man durchschnittlich 600 Wörter.

Durch den Wandel der uns umgebenden Gegenstände, durch veränderte Einschätzung von Strukturen und Zusammenhänge, durch die Erweiterung der menschlichen Kenntnisse oder durch stilistische Anforderungen an Texte ergibt sich auch ein Bedürfnis nach neuen Sprachzeichen. Wie Schichtung und Struktur des Wortschatzes sind auch seine Veränderungen und Entwicklungen letztlich durch sprachlich-kommunikatives Handeln und die theoretische Tätigkeit der Menschen bestimmt. Laut Thea Schippan (1984) ergeben sich Reduktion und Entfaltung, Struktur- und Bedeutungsveränderungen aus den kommunikativen Beziehungen der Menschen im „praktischen Leben“ aus der Art und Weise zu produzieren und aus den sozialen Verhältnissen, die sie dabei eingehen.

Schippan vertritt die Meinung, dass der Wortschatz sich immer neuen kommunikativen und kognitiven Aufgaben anpassen muss. Mehr als andere Ebenen der Sprache unterliegt der Wortschatz den Wandlungsprozessen und Veränderungen, weil:

- die Wortbedeutungen verallgemeinerte Abbilder der sich verändernden Wirklichkeit sind,
- mit den lexikalischen Bedeutungen gesellschaftliche Verallgemeinerungen gespeichert und fixiert sind,
- durch das Wort, durch die Wortwahl, Wertungen und Gefühle ausgedrückt und erzeugt werden,
- sich im Wortschatz Beziehungen mit anderen Sprachen und anderen Völkern am deutlichsten widerspiegeln,
- die Potenzen, mit Sprache Menschen zu bewegen, zu aktivieren und zu beeinflussen, auch als Konnotationen mit den Wortschatzelementen gespeichert sind,
- der Wortschatz durch die Funktion der Nomination, Verallgemeinerung und Wertung schnell und unmittelbar auf gesellschaftliche kommunikative und kognitive Bedürfnisse reagiert, als Mittel der Kommunikation nicht nur Ausdruck der sozialen Beziehungen, sondern auch Mittel der Gestaltung dieser Beziehungen ist. Wörter können Klassenpositionen, Ideologien

ausdrücken, mit ihnen wird gesellschaftliches Bewusstsein überführt, gesellschaftliches und individuelles Bewusstsein entwickelt (SCHIPPAN 1984).

Die Entwicklung und die Veränderungen des Wortschatzes resultieren aus den kommunikativen Beziehungen von Menschen untereinander. Man spricht aber nicht allgemein von Veränderungen im Wortschatz, weil die Menschen in verschiedenen Gruppierungen einen unterschiedlichen Anteil an den Veränderungen haben. Es handelt sich um Beruf, Klassenzugehörigkeit, soziale Position, politische Einstellung, Alter, Ausbildung und Freizeitaktivitäten.

Schippan befasst sich mit dem Thema von Entwicklungen im Wortschatz und als die wichtigsten Veränderungen im Wortschatz führt sie an:

- Wechselbeziehungen mit anderen Sprachen und die Übernahme fremden Wortgutes in den Wortschatz unserer Sprache und seine Eingliederung in das lexikalische System,
- Veränderungen in den Beziehungssystemen und Bedeutungsveränderungen,
- Bildung von Neologismen und das Veralten und Aussterben von Wortschatzeinheiten, die Archaisierung und Veränderungen von den Bedeutungsstrukturen ganzer Wortschatzbereiche (SCHIPPAN 1984).

Anglizismen

Die Anglizismen gehören schon seit vielen Jahren zu den wichtigen Reizthemen des öffentlichen Sprachdiskurses. Als Anglizismen werden die Wörter bezeichnet, die aus dem Englischen stammen und ins Deutsche entlehnt wurden. Unter dem Begriff Anglizismus wird folgendes verstanden: *„Übertragung einer für (das britische) Englisch charakteristischen sprachlichen Erscheinung auf eine nicht englische Sprache“* (<https://www.duden.de/rechtschreibung/Anglizismus>).

„'Anglizismus' ist der Oberbegriff von Entlehnungen aus dem amerikanischen Englisch, dem britischen Englisch sowie den übrigen englischen Sprachbereichen wie Kanada, Australien, Südafrika u.a.“ (YANG 1990: 7).

Von den oben genannten Definitionen ergibt sich, dass Anglizismus eine Spracheinheit aus dem Englischen ist. Zusammenfassend kann man behaupten, dass ein Anglizismus eine sprachliche Entlehnung aus dem Englischen ist, der in variierendem Ausmaß an die

Empfängersprache phonologisch, orthographisch oder morphologisch adaptiert wird und in den Sprachgebrauch integriert wird.

Das Englische wird oft als Lingua franca bezeichnet. Die englische Sprache hat diese kommunikative Funktion weltweit übernommen, weil sie als führende Technologie-, Handels- und Forschungssprache gilt und auch dank seiner Verbreitung über die Medien überall verwendet wird. Erwähnenswert aber ist, dass dieser Begriff in der Vergangenheit eine andere Bedeutung hatte, und zwar eine Mischsprache von arabischen Elementen und Elementen anderer Sprachen.

Die englische Sprache vertritt also die Funktion einer sogenannten internationalen Lingua franca. Außerdem auch um den Anschluss an technologische und wirtschaftliche Entwicklungen auf dem Weltmarkt zu halten. In manchen Ländern zeichnet sich vollständige Bilingualität ab, das heißt Benutzung von Muttersprache als auch von dem Englischen. Die englische Sprache wird als die erste Fremdsprache an den Schulen Europas gelehrt und heutzutage dient sie als Verkehrssprache innerhalb der Europäischen Union und auf dem Weltmarkt.

Typen von Anglizismen

In der deutschen Sprache stellt der Begriff Anglizismus ein Oberbegriff vor. Yang differenziert unter dem Begriff Anglizismus drei Typen:

Konventionalisierte Anglizismen - diese Anglizismen werden als allgemein üblich und bekannt vorausgesetzt, obwohl sie sich in der Artikulationsart und/oder Orthographie meist anders verhalten als ein einheimisches Wortgut. Als Beispiel kann man Manager, Computer, Jeans und Rock 'n' Roll anführen.

Anglizismen im Konventionalisierungsprozess - im Gegensatz zu den schon konventionalisierten Anglizismen kommt diese Gruppe von Anglizismen vielen Deutschen fremd vor. Trotzdem werden sie von Massenmedien benutzt. Es liegt die Hypothese nahe, dass diese Anglizismen nach einiger Zeit konventionalisiert werden oder aus dem deutschen Sprachgebrauch verschwinden werden. Es handelt sich zum Beispiel um Wörter wie Factory oder Gay.

Zitatwörter, Eigennamen und Verwandtes - Anglizismen, die sich in dieser Gruppe befinden, werden nur in einer bestimmten Situation oder in Zusammenhang mit Amerika, Kanada,

England oder anderen englischsprachigen Ländern verwendet, z. B. High School, US-Army, Western, Boat People usw. (YANG 1990).

Gründe für Übernahme von Anglizismen in das Deutsche

Die Tatsache, dass in der deutschen Sprache die Anglizismen benutzt werden, ist schon lange Zeit bekannt, aber um entscheiden zu können, ob sie gattungsabhängig sind, muss man wissen, wo sie erscheinen und wer sie benutzt.

Anglizismen dringen durch verschiedene Wege in die Sprache ein, z. B. über die Werbung, Musik, Internet, Fernseher, internationale Beziehungen oder internationale Politik. Wie schon erwähnt wurde, ist das Englische eine Lingua franca und diese Sprache wird nicht nur in der Umgangssprache, sondern auch in den Fachsprachen verwendet.

Die Intention dieses Beitrages ist es, die Frage zu beantworten, warum die Anglizismen übernommen werden. Die wichtigsten Motive für den allgemeinen Gebrauch von Anglizismen sind folgende:

Sprachökonomischer Faktor - Der erste Grund für den Gebrauch von Anglizismen ist die Sprachökonomie. Im Deutschen geht es um Zusammensetzungen, mit Hilfe deren man die langen Umschreibungen und Paraphrasierungen umzugehen versucht. Pfitzner ist der Meinung, dass die Sprachökonomie zwei Aspekte beinhaltet. Der erste Aspekt ist die Präzision in der Wortwahl und der zweite Aspekt ist die Kürze des Ausdrucks, wobei das Englische als sehr gute Quelle für ökonomische Wörter scheint (PFITZNER 1978: 161).

In der Gemeinsprache ist ein neuer Trend zu beobachten, und zwar dass die englischen Einsilber sehr verbreitet sind, z. B. Dock, Film, Club, Trend, Trip, Flop, Trick, Stop, Kick, Pop, Tip. Ganz populär sind auch Initialwörter, Klammerformen und sogenannte „Akkü“-Wörter: Laser, Radar, AIDS, Motel (Motor-Hotel), Brunch (Breakfast+Lunch), Smog (Smoke+fog), Pop (popular), VIP (Very Important Person).

Man darf auch nicht unerwähnt lassen, dass für die Sprachökonomie sehr wichtig nicht nur die Länge der Wörter ist, sondern auch die Präzision ihrer Bedeutung und die Genauigkeit der übermittelten Information. Erwünscht ist es mit möglichst wenigen Wörtern das Richtige zu treffen (VASKOVÁ2012).

Notwendigkeit - Die Mehrheit von Anglizismen wird entlehnt, weil es in der Sprache Notwendigkeit die Lücken zu besetzen entsteht. Dazu kommt, wenn es in der Sprache noch

unbenannte Sachen gibt, für die keinen passenden Ausdruck in der Sprache gibt und damit bereichern die Anglizismen den Wortschatz (VASKOVÁ 2012). Carstensen hat diese Anglizismen Bedürfnislehnwörter benannt, weil sie für spezielle Feiertage oder Anlässe verwendet werden (CARSTENSEN 1965). Kratochvílová neigt der Ansicht zu, dass die Bedürfnisentlehnungen überwiegend die technischen Fachausdrücke, Produktnamen, aber auch Bezeichnungen für Sachverhalte aus der angloamerikanischen Welt, die international verbreitet sind, aber auch für Zwecke einer bildhaften und möglichst originalgetreuen Darstellung des Lokalkolorits. Dazu zählen Wörter auch für Neuheiten in der Informatik wie ID-card, Organizer, Scanner, Modem, Cyberspace, Talk, Link, Browser, Chat usw. In dieser Kategorie bleiben oft auch lexikalische Einheiten, bei denen die Eindeutschungsversuche nicht erfolgreich waren, z. B. Sweatschirt – Schweißhemd, Aftershave – Nach der Rasur, Decoder – Entschlüsseler, Snowboard – Schneebrett, E-Mail – E-Post. An dieser Stelle sollte man auch noch anmerken, dass es auch Beispiele gibt, wo sich die deutschen Entsprechungen erfolgreich durchgesetzt haben. Als Beispiele kann man folgende anführen: Speicher statt memory, Diskettenlaufwerk anstatt drive, Maus anstatt Mouse (KRATOCHVÍLOVÁ 2002).

Eine andere Gruppe von Anglizismen sind Luxuslehnwörter. Diese sind in dem Wortschatz unnötig und es hängt vom Sprecher ab, für welches Wort sich er entscheidet. Die Luxuslehnwörter haben in der Sprache meist eine stilistische Funktion, z. B. One-man-show und Ein-Mann-Show, Showbusiness und Showgeschäft (CARSTENSEN 1965). Kratochvílová behauptet, dass Luxusentlehnungen unter bestimmten Umständen gebraucht werden, z. B. in emotional gefärbten Aussagen, zur Erhöhung der Aufmerksamkeit oder beim ironischen Gebrauch des jeweiligen Ausdrucks. Zu diesen Anglizismen gehören auch die sogenannte Okkasionalismen, die häufig in werbesprachlichen Texten verwendet werden, z. B. Komposita mit Authentic-, Bundle, Masterpiece. Slogans und Überschriften sind auch sehr oft zu Luxusentlehnungen zu betrachten, z. B. „Beim Spartarif“, „Wash, Cut and Go“ (KRATOCHVÍLOVÁ 2002).

Ausdrucksvariation und Expressivität - Das nächste Motiv für die Übernahme von Anglizismen ist die Bereicherung des Wortschatzes und Textbelebung. Es ist ganz selten, wenn es in der Sprache ein Anglizismus und ein bedeutungsgleicher deutscher Wort parallel verwendet werden. Meistens ist es nur ein Übergangszustand. Nach gewisser Zeit wird das ältere Wort vom neueren verdrängt oder es kommt zur Bedeutungsvariation und es entstehen Nuancen, Spezialisierungen und Bedeutungsabstufungen (CARSTENSEN 1965).

Laut Yang sind die Anglizismen sehr nutzbar in journalistischen Texten, weil dort viele von Wiederholungen wären. Eine große durchschnittliche Häufigkeit eines bestimmten Wortes ist in vielen Fällen schwer zu vermeiden. Je länger der konkrete Text ist, desto häufiger das Auftreten von bestimmten Sprachzeichen wird. „Um einen Abwechslungsreichen Stil zu erzielen, braucht man möglichst viele Ausdrucksmöglichkeiten für einen bestimmten Gegenstand oder Sachverhalt. Neben den deutschen Synonymen dienen auch Anglizismen als Mittel der Variation“ (YANG 1990: 126). Aus dem oben geschriebenen Zusammenhängen ergibt sich, dass die Anglizismen neue Synonyme liefern und den deutschen Wortschatz bereichern (YANG 1990).

Sachentlehnung und Differenzierung - Anglizismen stellen häufig die definierbaren Zeichen für bestimmte Sachverhalte und Techniken dar, wobei auch die Herkunft angezeigt wird. Sie bieten neue Differenzierungsmöglichkeiten und dienen in vielen Bereichen als fachsprachliche und wissenschaftliche Verständigungsmittel. Die Wortfelder werden dank Anglizismen erweitert, z. B. Lied – Song, Schlager – Evergreen.

Euphemismus - Die Tendenz zu Euphemismen ist auch mit den Anglizismen verbunden. Mit Euphemismen werden unerfreuliche, unangenehme Sachverhalte verschleiert. Es ist üblich die Anglizismen dazu verwenden, z. B. bei Umschreibung von Tabus in der Gemeinsprache ebenso aber auch bei delikatsten Angelegenheiten aus dem Bereich Politik. Die Anglizismen können in diesem Fall ein bisschen feiner klingen und es gibt keine negativen Konnotationen wie bei den entsprechenden deutschen Wörtern (VASKOVÁ 2012).

Stilistische Funktion von Anglizismen

Die Anzahl von Anglizismen, die in die deutsche Sprache durchdringen, nimmt ständig zu. Wenn man analysiert, in welchen Bereichen die Anglizismen meistens vorkommen, stellt man fest, dass der Gebrauch in den Massenmedien sehr groß ist. Anglizismen erobern sich einen festen Platz in der deutschsprachigen Werbung. Gerade aus der Werbung gelangen die meisten Anglizismen in die deutsche Gemeinsprache.

Zunächst werden die Anglizismen in der Presse sowohl als auch in der Gemeinsprache ohne Zweifel aus schon oben erwähnten ökonomischen Gründen verwendet. Ein Zeitungstext soll abwechslungsreich, aktuell und interessant gestaltet werden und die Anglizismen dienen außerdem zur Variation des sprachlichen Ausdrucks. Anglizismen sind durch ihre

Auffälligkeit, ihre Bildhaftigkeit durch die Möglichkeiten der Wortspielerei gekennzeichnet und dienen der Ausdrucksverstärkung

Neuheitseffekt und Lerneffekt - Diese stilistische Funktion kommt zur Geltung bei Wörtern, die nicht so bekannt sind und die im deutschen Wortinventar noch nicht fest etabliert sind. Anglizismen, die ursprünglich noch nicht stabilisiert werden, werden durch Schreibweise wie Anführungsstrichen und Kursive unterschieden und auch häufig durch weiterfolgender Erklärung präsentiert. Lerneffekt stellt auch einen sprachlichen Filter vor, denn die von der Sprachgemeinschaft akzeptierten Anglizismen werden dann allmählich konventionalisiert und meistens graphisch durch die Großschreibung oder den Verlust der Anführungsstriche in den Wortschatz integriert. Dazu gehören Bezeichnungen neuer Sachverhalte, es kommt oft vor, dass die von den neuen Entlehnungen bezeichneten Gegenstände schneller außer Gebrauch kommen (KRATOCHVÍLOVÁ 2002).

Kolorit - Laut Yang ist das Kolorit eine der wichtigsten und auffälligsten stilistischen Wirkungen, die sich mit Anglizismen im Deutschen erzielen lassen (YANG 1990: 119). Pfitzner erklärt weiter, dass das Kolorit in der Kunst, in der Musik und auch in der Literatur verwendet wird, damit es die Klangeigenheit, die Farbwirkung, die besondere Stimmung und Atmosphäre einer Schilderung kennzeichnen (PFITZNER 1978: 39). „Viele Anglizismen, die in unserer Kategorisierung als Zitatwörter oder Exotismen bezeichnet werden, kommen in Texten als Illustratoren des Milieus oder der entsprechenden Sozialgruppe vor“ (KRATOCHVÍLOVÁ 2002: 101). Man unterscheidet zwischen Lokalkolorit, Fachkolorit und Sozialkolorit.

Das Lokalkolorit tritt auf, wenn der Anglizismus als sprachliches Zeichen verwendet wird, damit das Herkunftsland und dessen Eigenart anzuzeigen. Der Leser verbindet gewisse emotionale Vorstellungen mit der genannten Nationalität oder Region, z. B. Gospel, Sheriff, Slums, Campus.

Das Fachkolorit ist durch Sachbezogenheit und die Konzentration auf berufliche oder fachliche Aspekte gekennzeichnet, also die bestimmte Menschengruppe bedient sich eines ganz bestimmten Wortschatzes, damit es ein abgegrenztes Sachgebiet zu beschreiben, z. B. Publicity, Manager, Code, Computer (VELIU-AJDINI 2009).

Ein Sozialkolorit liegt vor, wenn ein Anglizismus in einem bestimmten sozialen Kontext gebraucht wird und eine Gruppenzugehörigkeit anzeigt, so dass eine bestimmte Sprachgemeinschaft mit den dazugehörigen Menschen assoziiert wird. Die Gruppen können

nach dem Alter, nach Interessen, nach Weltanschauungen organisiert wird. Bei Jugendlichen kommen Wörter wie Jeans, Job, Beat, Bar, Band, Girl oder Campus vor. Ein weiteres Beispiel ist die Drogenkultur mit folgenden Wörter: Trip, high, Grass, Speed, Shit und Pot.

Pragmatischer Wert - In diese Gruppe gehören die Luxusentlehnungen, die schon oben definiert wurden. „Die Kombination von Auffälligkeit und Vagheit ist als eines der typischen Zeichen der Werbetexte zu betrachten, die ähnlich wie die Jugendsprache einen höheren Grad der Expressivität aufweisen“ (KRATOCHVÍLOVÁ 2002: 102). Das Wort Shirt enthält viele Vorstellungen von dieser Warenbezeichnung, weil sehr viele Modetrends in diesem Bereich der Sportbekleidung wahrgenommen werden. Die Anglizismen sind auch ein Reservoir für euphemistische Ausdrucksweisen, z. B. Hair-Stylisten und Frisöre, Single und Alleinstehende/r, Call-Girl und Prostituierte, Beauty Center und Beauty-Farm, Business Class und Erste Klasse (KRATOCHVÍLOVÁ 2002).

Kommunikativer Wert - Diese stilistische Funktion von Anglizismen betrifft vor allem die Sphären der zwischenmenschlichen Kommunikation, in denen man nicht mit hundertprozentiger Kenntnis des Deutschen rechnen kann. Das ist meistens der Fall, wenn der Sprecher kein Muttersprachler ist. Anglizismen wirken in diesen Fällen als Katalysatoren der Kommunikationsprozesse, vor allem im Bereich der fachsprachlichen Ausdrücke wo diese Funktion deutliche Vorteile bringt (KRATOCHVÍLOVÁ 2002).

Schlusswort

Die deutsche Sprache, genau wie auch die anderen Sprachen, unterliegt einem ständigen Veränderungsprozess. Im Zusammenhang mit den neu entstehenden Phänomenen des Lebens entstehen neue Benennungen, die diese Phänomene bezeichnen. Meistens werden diese Bezeichnungen von der englischen Sprache, die weltweit verbreitet ist und sogenannte Lingua franca darstellt, entlehnt. Für die Benutzung von Anglizismen gibt es verschiedene Gründe, die Sprachökonomie, die uns ermöglicht, die Sachverhalte präziser, kürzer und genauer zu benennen; die Notwendigkeit - wenn es in der Sprache noch unbenannte Sachen gibt, für die keinen passenden Ausdruck gibt und die Anglizismen bereichern den Wortschatz; Ausdrucksvariation und Expressivität, die uns ermöglichen, die Bezeichnung von Phänomenen zu variieren; Sachentlehnung und Differenzierung - sie bieten neue Differenzierungsmöglichkeiten und dienen in vielen Bereichen als fachsprachliche und

wissenschaftliche Verständigungsmittel; weiter werden mit Anglizismen unerfreuliche, unangenehme Sachverhalte verschleiert.

Zusammenfassend kann festgestellt werden, dass die Anglizismen heute zu einem festen Bestandteil der deutschen Sprache gehören und meistens als sehr positiv und bereichernd für die deutsche Sprache angesehen werden.

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LE EMOZIONI E L'APPRENDIMENTO LINGUISTICO

ELENA SMOLEŇOVÁ

Abstract: Le emozioni sono sempre stati un argomento di grande rilievo. Obiettivo di quest'articolo è di illustrare il loro ruolo nel processo dell'apprendimento delle lingue straniere focalizzando l'attenzione al loro rapporto con la motivazione e funzioni cognitive come l'attenzione e la memoria. Inoltre il presente articolo vuole enfatizzare l'importanza dell'intelligenza emotiva nel raggiungimento degli obiettivi di studio.

Parole chiave: *emozioni, apprendimento, memoria, attenzione, insegnamento linguistico*

Abstract: Emotions have always been a topic of great importance. The aim of this article is to illustrate their role in the foreign language learning process by focusing attention on their relationship with motivation and cognitive functions such as attention and memory. In addition, this article aims to emphasize the importance of emotional intelligence in achieving of study goals.

Key words: *emotions, language learnig, memory, attention, language teaching*

Introduzione

Nella società odierna il mondo del lavoro richiede ai neolaureati oltre alle competenze professionali anche un'ottima padronanza di lingue straniere; i tempi in cui bastava conoscere la lingua inglese sono ormai passati. La conoscenza di più lingue straniere è diventata un requisito indispensabile per l'inserimento nel mondo lavorativo.

Un crescente interesse verso le lingue straniere negli ultimi anni è stato accompagnato dai tentativi di trovare nuove strategie sia per insegnare che per apprendere le lingue straniere in maniera sempre più efficiente. Lo sviluppo scientifico spinge gli insegnanti a trasferire la loro attenzione dal processo d'insegnamento a quello di apprendimento. Quest'ultimo è un fenomeno molto complesso ed è determinato da numerosi fattori di origine interna ed esterna. I nuovi insegnanti si rendono conto che le cognizioni dal campo della psicologia e dell'insegnamento rappresentano una parte inseparabile della glottodidattica. Tutto ciò che otteniamo nel processo d'insegnamento dipende da quello che succede nella mente dello studente. Nella concezione moderna dell'insegnamento orientato allo studente, ai suoi bisogni, comportamenti e le sue caratteristiche peculiari viene enfatizzato l'aspetto emozionale di tale processo. La dimensione emozionale nell'apprendimento interagisce con quella razionale ed

entrambe sono indispensabili per l'acquisizione delle nuove conoscenze. Ad un insegnante moderno non basterà più conoscere i principi generali della glottodidattica ed avere ottime competenze linguistiche, ma per poter condurre gli studenti al successo nel loro percorso formativo è necessario che conoscano i meccanismi che avvengono nella loro psiche e rispettino la loro sfera emozionale che è fortemente legata alla motivazione e alle funzioni cognitive.

Le emozioni

Le emozioni rappresentano il nostro patrimonio fondamentale e insostituibile e sono necessarie per la nostra sopravvivenza. L'esperienza emotiva è una delle dimensioni essenziali della specie umana e influisce profondamente sulla vita di ognuno di noi. *„E' difficile immaginare una vita senza emozioni: viviamo per loro, strutturiamo le circostanze perché ci diano piacere e gioia, evitiamo le situazioni che portano delusioni, tristezza o dolore”* (LeDeux, 2003, p.24). Le emozioni sono un motore, una fonte energetica che ci spinge a dare delle prestazioni incredibili. Ci aiutano ad analizzare le situazioni e a fare le decisioni. Sono degli stimoli che ci spingono ad azioni immediate. Si trovano alla base del processo della comunicazione. Senza interazione delle emozioni non potrebbe funzionare la comunicazione tra le persone, né in madrelingua né in lingua straniera. Tra la lingua e la componente emozionale di una persona esiste un forte legame. La lingua ha una notevole importanza nel comprendere e nel regolare le emozioni. *“Le emozioni sono strettamente legate alle parole e al parlare. La parola e il parlare sono degli strumenti efficaci dell'attività emozionale, della regolazione e del comportamento emozionale. Con le parole vengono attivate le emozioni di altre persone e con le parole è possibile fermare reazioni emotive indesiderabili”* (Boroš, 1995, p.143).

Le emozioni sono un fenomeno talmente complesso da rendere molto difficile la loro definizione. Molti psicologi si ponevano domande riguardo il preciso significato delle emozioni, ma finora non si sono concordati su una definizione condivisibile da tutti. Il concetto di emozioni non è univoco e non viene precepito da tutti nella stessa maniera. Questo è dovuto alla complessività della dimensione emozionale, ciò significa che le emozioni coinvolgono vari processi all'interno del nostro organismo. Si tratta dei processi neuropsicologici, psicofisiologici e cognitivi. Per questo motivo esiste una pluralità degli approcci nei confronti di questa problematica. Nel passato ci sono stati tanti tentativi di rispondere alla domanda: Che cosa sono le emozioni? Nonostante ciascuno di loro abbia il punto di vista diverso, la maggior

parte di loro concorda nel definire l'emozione come „*un'interpretazione interna di stimoli esterni*“ (Tuffanelli, 2006, p.165). Le emozioni hanno indubbiamente un ruolo importante nel processo dell'apprendimento e formazione. „*L'utilizzo strumentale di emozioni incentiva l'intenzionalità, la partecipazione, la voglia di imparare e diventa la molla che determina la volontà di nuovi saperi*“ (Stefanini, 2013, p.131). Grazie a esse l'apprendimento diventa più profondo e significativo. Questo fatto rappresenta una grande sfida per gli insegnanti delle lingue straniere. Oggi non gli basta più il bagaglio delle conoscenze e le abilità linguistiche o didattiche. E' necessario che siano consapevoli degli aspetti emotivi e motivazionali per poter farne uso nel processo della formazione rendendolo così più efficace. Le emozioni rappresentano un potente strumento per gli apprendenti nella loro strada verso il raggiungimento dei loro obiettivi di studio e allo stesso tempo sono di grande aiuto per gli insegnanti nel loro sforzo di rendere il processo d'insegnamento più attraente e significativo.

L'importanza dell'intelligenza emotiva

Il concetto d'intelligenza si è radicato nell'immaginario collettivo come un complesso dei presupposti cognitivi determinati per la soluzione dei problemi sia pratici che teorici. Il ruolo della dimensione emozionale era nel passato profondamente sottovalutato e le emozioni erano praticamente escluse dall'apprendimento perché non erano oggettivamente misurabili. A metà del '900 l'attenzione si sposta sulle componenti specifiche e separate dell'intelligenza. Grazie alle nuove conoscenze è nata la necessità di nominare altri tipi d'intelligenza. Gli anni 80 del novecento erano molto fruttuosi in quanto alle nuove teorie in questo campo. Tra i ricercatori più noti che hanno messo le fondamenta delle teorie sulle tipologie d'intelligenza, dobbiamo menzionare innanzitutto H.Gardner. Secondo la sua nuova teoria la comprensione dell'intelligenza non dovrebbe limitarsi solamente alle predisposizioni cognitive e ha presentato una vasta gamma dei nuovi tipi di intelligenze. Ha proposto un approccio del tutto nuovo ai talenti umani, conosciuto sotto denominazione l'intelligenza multipla (Multiple intelligences model). La sua teoria distingue sette componenti fondamentali dell'intelligenza (Gardner,1999):

- intelligenza linguistica
- intelligenza musicale
- intelligenza logico - matematica
- intelligenza spaziale
- intelligenza corporea – cinestesica

- intelligenza intrapersonale
- intelligenza interpersonale

Una svolta radicale nello sviluppo delle teorie sull'intelligenza rappresenta il lavoro del psicologo behaviorista Daniel Goleman il cui nome viene associato nell'immaginario collettivo al fenomeno dell'intelligenza emozionale. Il suo lavoro „Emotional Intelligence“ è diventato un bestseller mondiale. L'autore introduce il concetto di quoziente emotivo (EQ) e accenna all'insufficienza del quoziente intellettivo (IQ) se esso viene usato per prevedere il successo di una persona. Mostra quanto le emozioni siano importanti per la nostra razionalità. *“In un certo senso, abbiamo due cervelli, due menti e due diversi tipi di intelligenza: quella razionale e quella emotiva. In nostro modo di raggiungere il successo è determinato da entrambe: non dipende solo da IQ ma anche dall'intelligenza emotiva, in assenza della quale l'intelletto non può funzionare al meglio. La complementarietà del sistema limbico e della neocorteccia, dell'amigdala e dei lobi prefrontali, significa che ciascuno di essi è solitamente una componente essenziale a pieno diritto della vita mentale. Quando questi partner interagiscono bene, l'intelligenza emotiva si sviluppa, e altrettanto fanno le capacità intellettuali”* (Goleman, 1997, p.35). Per aumentare il quoziente emotivo consiglia di sviluppare le seguenti capacità:

- Conoscenza delle proprie emozioni
- Controllo e regolazione delle proprie emozioni
- Motivazione di se stessi
- Riconoscimento delle emozioni altrui: empatia
- Gestione delle relazioni

La gestione delle emozioni richiede l'intelligenza e il tatto, specialmente quando vogliamo ottenere successo sia negli studi che in altre sfere della nostra vita. Le persone emotivamente intelligenti che sanno gestire le proprie emozioni sono in grado di utilizzare il loro straordinario potere delle come fonte di energia motivazionale.

Rapporto fra emozioni e la motivazione

La componente motivazionale riveste un'importanza cruciale nei processi dell'apprendimento di lingue straniere. Senza motivazione non potremmo stabilire le nostre mete,

iniziare a realizzarle, persistere nel processo della loro realizzazione e raggiungerle con successo. Senza questo motore potente che ci spinge ad agire non ci sarebbe l'apprendimento. Grazie alle motivazioni possiamo sviluppare una prospettiva ottimista verso lo studio delle lingue, la fiducia di noi stessi, che è un fattore chiave per riuscire ad arrivare al successo e la forza di persistere nel processo del raggiungimento degli obiettivi che abbiamo stabilito. La motivazione è un fenomeno psicologico molto complesso è ricco di interpretazione e sulla sua natura si sono indagati numerosi studiosi. Esistono vari approcci alla motivazione e per questo non è facile dare una definizione che sia accettabile da tutti. Infatti, alla ricerca del significato della parola motivazione troviamo molteplici definizioni del termine. Molti studiosi nel campo della glottodidattica o psicolinguistica si appoggiano perciò sulla definizione generale secondo la quale *„la motivazione può essere definita come una configurazione organizzata di esperienze soggettive che consente di spiegare l'inizio, la direzione, l'intensità e la persistenza di un comportamento diretto ad uno scopo“* (De Beni, Moè, 2000, p.37). Sotto profilo etimologico il termine la motivazione deriva dalla parola latina „motus“ che significa movimento. Chi è motivato, quindi, si mette in movimento, è incitato ad agire. Le persone demotivate invece tendono ad essere passive. Gli apprendenti fortemente motivati ottengono risultati eccellenti, sono dotati di entusiasmo, hanno voglia di raggiungere i loro obiettivi e studiano con impegno e costanza anche a costo di fare tante rinunce. In quanto alla motivazione in riferimento all'apprendimento, distinguiamo due tipi fondamentali: la motivazione intrinseca e quella estrinseca. La prima deriva dal sapere stesso, ciò significa che lo studio della lingua straniera viene percepito dallo studente come un'attività gratificante per se stessa e comporta un senso di piacere legato all'ampliamento delle nuove conoscenze. Lo studente è spronato dall'interesse autentico, dalla voglia di acquisire le nuove informazioni e persiste nella sua strada verso il raggiungimento delle sue mete. Questo tipo di motivazione è in stretta connessione con la sfera emotiva dello studente, e quindi, è più forte di tutte le motivazioni e non deve essere condizionata dall'esterno. La motivazione estrinseca, invece, tocca una dimensione più esterna dello studente che non mostra un vero interesse verso lo studio della lingua straniera. Può avere diversi motivi per lo studio tranne quello del sapere stesso. Di solito è incitato allo sforzo dalla necessità di ottenere una discreta valutazione, un diploma, un premio oppure tanto perché oggi la conoscenza delle lingue straniere è indispensabile per trovare un posto di lavoro. In questi casi l'apprendimento non è accompagnato dal senso di piacere o gioia e viene percepito come un dovere. Di conseguenza lo studente spesso abbandona gli studi di lingua straniera, appena arrivato all'obiettivo. Come afferma Daloiso (2009), gli studenti adulti manifestano un certo livello motivazionale in generale grazie al bagaglio di

esperienze di vita che gli permette di chiarire le aspettative e gli obiettivi professionali. Gli apprendenti consapevoli dell'importanza dello studio delle lingue straniere per realizzare le proprie ambizioni professionali sono spinti da una motivazione che si chiama strumentale. Se l'obiettivo dell'apprendente è quello di integrarsi in una cultura diversa dalla propria per lavoro o per altri motivi, possiamo parlare della motivazione integrativa. L'apprendente in tale caso può essere spinto allo studio dal desiderio o dal bisogno. Nel primo caso si tratta della motivazione integrativa intrinseca, nel secondo, invece, della motivazione integrativa estrinseca.

Come abbiamo menzionato prima, fra emozioni e motivazione esiste un forte legame. La motivazione viene considerata un atto cognitivo con una grande valenza emozionale e questa profonda connessione rappresenta uno degli argomenti più discussi nella psicologia moderna. L'aspetto motivazionale delle emozioni entra in gioco nella realizzazione di se stessi, negli studi, nel riconoscimento da parte degli altri, nel raggiungimento delle mete relative agli studi.

L'apprendimento è un fenomeno molto complesso che coinvolge sia i processi cognitivi che le emozioni. Per riuscire a capire la vera l'essenza dell'apprendimento, dobbiamo prendere consapevolezza del fatto che emozioni e motivazione non sono dei sistemi che funzionino separatamente. Entrambi i fenomeni psicologici funzionano in stretta correlazione. Le emozioni hanno un forte influsso sulla motivazione che rappresenta uno dei fattori interni più importanti che determinano il processo d'apprendimento. *“La motivazione è orientata verso il raggiungimento degli obiettivi, mentre le emozioni sono le azioni la cui conseguenza è di ostacolare o di favorire il raggiungimento dell'obiettivo agiscono come conseguenze delle situazioni che possono favorire oppure ostacolare il raggiungimento di tali obiettivi”* (Marečková, 2011, p.80). Secondo Nakonečný (2012) l'interazione dei processi emozionali e motivazionali deriva dal fatto che l'uomo percepisce la motivazione come lo sforzo con una chiara consapevolezza dell'obiettivo da raggiungere. Dalla motivazione dipende la decisione di studiare la lingua straniera, di persistere nel suo sforzo e raggiungere obiettivi stabiliti all'inizio del processo. Le emozioni che lo studente prova nei confronti dei risultati ottenuti nell'apprendimento rappresentano una fonte motivazionale molto importante. Il successo nel raggiungimento degli obiettivi viene accompagnato da altre emozioni positive che rinforzano la sua determinazione a continuare gli studi della lingua e di sviluppare un atteggiamento positivo verso l'apprendimento della lingua che aveva scelto di studiare. Quando l'apprendente si troverà ad affrontare una nuova sfida, si sentirà motivato agli studi, perché si aspetterà di rivivere le stesse emozioni piacevoli. La base dell'approccio ottimista è la fiducia nelle proprie

capacità e le proprie possibilità. Lo studente motivato arriva alla conclusione che il suo successo nel futuro dipende solamente dal suo impegno e che gli eventuali ostacoli sono superabili. Grazie alle emozioni positive può affrontare attività sempre più impegnative. Spesso i migliori studenti si distinguono dagli altri studenti con le stesse predisposizioni per il fatto che sono capaci di studiare con molta assiduità e costanza. La loro costanza negli studi è determinata dalle loro qualità emozionali, soprattutto dall'entusiasmo e capacità di superare gli ostacoli. Spesso siamo testimoni della situazione in cui gli studenti all'inizio non dispongono di un alto livello di conoscenze linguistiche, ma grazie ad una forte motivazione e piacere derivante dallo studio riescono ad arrivare ai risultati eccellenti. Questo succede nel caso della motivazione intrinseca, quando l'apprendente prova una sensazione di gioia che risulta dallo studio e dal sapere per se.

Da questo risulta che la motivazione basata sui piaceri è la più forte perché le emozioni hanno un enorme potenziale motivazionale. Lo studente che prova emozioni vive l'esperienza d'apprendimento invece di subirla. A questo punto va sottolineato che anche le emozioni dell'insegnante rivestono un ruolo molto importante nel processo della formazione. La motivazione degli studenti dipende oltre ai fattori di cui abbiamo scritto anche dalle emozioni dell'insegnante. Se l'insegnante prova emozioni positive per la lingua che insegna, il suo stato emotivo si trasmette sugli studenti ed influisce in modo positivo sulla sfera motivazionale dello studente. Se invece non prova piacere per la materia che insegna o per qualche motivo si sente sotto pressione, le sue emozioni negative avranno un forte impatto sullo stato emozionale degli studenti ed essi si sentiranno demotivati.

Le emozioni e la memoria

Nella letteratura glottodidattica la memoria era alla periferia dell'interesse e i suoi processi sono stati studiati solo marginalmente. La psicologia neobehaviorista l'ha esclusa totalmente dalle sue ricerche poiché era considerata come un processo non osservabile. Neanche gli strutturalisti si occupavano della memoria perché il cervello degli studenti lo consideravano „una tabula rasa“. Sono stati i psicologi cognitivisti a riportare la memoria al centro della ricerca psicologica (Cordona, 2010). Oggi la memoria umana è l'argomento più elaborato dalla psicologia cognitiva. E' in stretta correlazione con l'attenzione, il pensare e l'apprendimento e rappresenta una funzione cognitiva più importante senza la quale l'esistenza umana non sarebbe possibile; infatti senza la memoria non potremmo svolgere nessuna attività d'apprendimento. Il coinvolgimento emotivo è il miglior strumento per il sostenimento dell'attività cerebrale, soprattutto le capacità di memoria. Grazie alla memoria a lungo termine

siamo in grado di ricordare e di recuperare i nostri pensieri e le nostre conoscenze. *“Memoria e apprendimento sono due facce della stessa medaglia: da un lato l’apprendimento non potrebbe condurre ai risultati stabili senza la memoria, dall’altro la memoria non avrebbe di che nutrirsi senza apprendimento”* (Boncinelli, 2000, p.65). Alla fine senza la nostra memoria non potrebbe esistere e svilupparsi la lingua. *“Questo straordinario strumento di comunicazione che contraddistingue la specie umana non si sarebbe potuto sviluppare se oltre all’apparato fonatorio, che consente di articolare i suoni, lo sviluppo neurobiologico non avesse predisposto nel cervello una serie di sistemi neurali coinvolti nell’organizzazione di catene di fonemi in parole, fino a generare lingua sulla base delle complesse regole morfosintattiche che presiedono alla costruzione di sintagmi e frasi”* (Cordona, 2010, p.4). Tutte le teorie sulla memoria distinguono tre fasi nel processo della memorizzazione: la codifica, la ritenzione e il recupero. Nel momento della codifica l’informazione in arrivo viene immagazzinata nel sistema; la ritenzione si riferisce al modo in cui l’informazione viene conservata nel corso del tempo; il recupero rappresenta il modo in cui l’informazione viene estratta dal sistema. Il recupero è l’ultima fase del processo della memorizzazione che permette alle persone di ripescare l’informazione in modo spontaneo. La memoria è un sistema complesso che ha diverse componenti. In quanto alla struttura della memoria dobbiamo considerare più tipi diversi (Cordona, 2010, p.3):

- memoria procedurale
- memoria a breve termine (chiamata anche memoria di lavoro)
- memoria a lungo termine (episodica e semantica)
- memoria sensoriale

La memoria procedurale controlla una serie di sequenze motorie ormai acquisite. Ricorrendo a questo tipo della memoria possiamo svolgere attività abituali che come l’utilizzo della TV o l’adozione dei vari apparecchi e utensili. La memoria a breve termine ha una capacità limitata e ci permette di trattenere nella mente poche informazioni per un breve periodo di tempo. La memoria sensoriale ci rende possibile ricordare immagini viste per pochi secondi. Inoltre ci permette di identificare i suoni e perciò ha tanta importanza nella comprensione del linguaggio verbale. Grazie alla memoria a lungo termine (episodica) possiamo ricordare gli episodi della nostra infanzia ed è in grado di conservare tutte le informazioni del nostro passato. Nel caso di memoria a lungo termine si presuppone una capacità illimitata. Essa viene spesso paragonata all’enciclopedia, cioè la conoscenza del nostro

mondo. E' capace di conservare le informazioni per un periodo molto lungo oppure per tutta la vita. La memoria semantica, invece, ci aiuta a conservare le informazioni che ci servono per usare la lingua. Grazie a essa possiamo usare le nostre conoscenze sul lessico, sulle nozioni e le loro reciproche relazioni.

Gli episodi della nostra vita legati alla carica emotiva molto forte li ricordiamo meglio rispetto a quelli che non hanno suscitato quasi nessuna emozione. Alcuni episodi di particolare importanza, che ritroviamo in situazioni simili possono evocare emozioni che il nostro cervello ha conservato nelle tracce mnestiche. Tramite un'immediata analisi delle informazioni la nuova traccia paragona i vecchi ricordi e il loro reciproco collegamento ci rende possibile assumere un atteggiamento di soluzione del problema in un concreto momento. Generalmente possiamo constatare che ricordiamo ciò che per noi ha una particolare importanza e dimentichiamo quello che oramai ha perso l'importanza per noi. Un fattore determinante per ricordare e dimenticare è l'importanza o la perdita d'importanza dei stimoli e situazioni. Ciò che ha importanza è sempre legato alle emozioni ed è sempre molto eccitante (Nakonečný, 2012). Situazioni simili li possiamo riscontrare anche nel processo dell'apprendimento delle lingue straniere.

I momenti della memorizzazione sono spesso influenzati dalle nostre emozioni che ci rendono possibile recuperare anche le informazioni apparentemente dimenticate. Giocano un ruolo cruciale nel consolidamento dei ricordi. Dipende ovviamente da quali emozioni si tratta, se sono positive o negative. Se l'apprendente percepisce il processo d'apprendimento come una piacevole sfida, convinto di riuscire a raggiungere i suoi obiettivi, il suo organismo rilascia neurotrasmettitori fondamentali (come la noradrenalina) per fissare le "tracce mnestiche", cioè per ricordare l'input che viene recepito (Balboni, 2015). In queste circostanze l'apprendente sarà capace di prestare la massima attenzione all'attività rendendosi conto di poter riuscirci. Le emozioni positive hanno un grande potenziale nei processi della memorizzazione, creatività o soluzione dei problemi. Gli apprendenti nello stato emozionale positivo sono di solito più creativi e più aperti ai stimoli che arrivano dall'esterno. La sensazione di gioia, buon umore o interesse sostengono il superamento dell'esame. Tutte le emozioni vissute dallo studente nella fase d'apprendimento vengono conservate nella sua sfera emozionale nell'ulteriore percorso degli studi. Ogni esperienza positiva, per esempio una valutazione del test superiore alla media viene conservata tramite una traccia mnestica e nel futuro spronerà lo studente nel suo sforzo a rivivere le stesse emozioni. Il problema nasce quando entrano in gioco le emozioni negative che causano gli stati di ansia. Se per lo studente l'apprendimento non rappresenta una piacevole sfida e vive in uno stato di tensione e di ansia,

viene conservato uno stimolo negativo che agisce da elemento frenante al momento in cui lo studente deve dare prestazioni.

I questi casi l'organismo inizia a produrre immediatamente lo steroide il cui compito è di preparare l'organismo alla reazione. L'amigdala elabora l'informazione a seconda dell'intensità dello stress, ma contemporaneamente l'ippocampo comprende che il test o l'esercizio non rappresentano un reale pericolo e blocca l'effetto dello steroide. Per poter bloccarlo, però, smette di indirizzare nuove informazioni o di recuperare quelle già conservate nella memoria a lungo termine (Balboni, 2015). Le emozioni negative agiscono come un freno che ostacola il processo di memorizzazione delle informazioni. La situazione diventa ancor più complicata se lo studente si trova in preda di emozioni troppo forti che possono essere sia negative che positive, per esempio uno stato di paura o di euforia. Le emozioni talmente forti possono paralizzare la memoria e lo studente non riuscirà più a recuperare neanche le informazioni ben conosciute (Stuchlíková, 2002). Lo stress rappresenta il peggior nemico della memoria e delle altre funzioni cognitive. Il compito dell'insegnante è quello di agire in modo che gli studenti vivano emozioni positive, creando un'ambiente ricco di stimoli e cercando di rafforzare la loro sensazione di fiducia in se stessi.

Emozioni e attenzione

Lo stato emotivo può avere influsso anche sul processo cognitivo dell'attenzione oltre che sulla memoria. L'attenzione è un presupposto di grande rilievo del processo di memorizzazione. Entrambi i fenomeni sono considerati dei fattori con maggior influsso sul processo dell'apprendimento linguistico. L'attenzione è un insieme di processi neuropsicologici diversificati, tra i quali rientrano i seguenti fenomeni (Daloiso, 2009, p.54):

- a. *sollecitazione (arousal)*, ossia la preparazione fisiologica a ricevere stimolazioni dall'ambiente circostante;
- b. *attenzione sostenuta*, cioè la capacità di tenere alto il livello di concentrazione per un arco di tempo considerevole;
- c. *attenzione selettiva esogena (bottom-up)*, che si verifica quando alcuni *input* ambientali catturano l'attenzione del soggetto indipendentemente dalla sua volontà;
- d. *attenzione selettiva endogena (top-down)*, ossia la capacità di selezionare determinati *input* per poterli elaborare più approfonditamente in un secondo momento;

- e. *attenzione distribuita*, che consiste nella capacità di prestare attenzione a più *input* contemporaneamente.

Mantenere viva l'attenzione nello studio delle lingue rappresenta una delle più grandi difficoltà che riscontrano gli apprendenti. Allo stesso tempo riuscire e mantenere l'attenzione dello studente è sempre stata una sfida per gli insegnanti in cerca di nuove strategie e tecniche dell'insegnamento linguistico. Se un apprendente non riesce a mantenere un alto livello di attenzione, secondo tanti insegnanti è dovuto alla mancata disciplina senza rendersi conto che le ragioni di un tale problema possono essere vari. Infatti, esistono limitazioni intrinseche nella capacità umana di mantenere alti i livelli di concentrazione per i periodi di tempo prolungati. L'attenzione può essere stimolata dai seguenti fattori (Daloiso, 2009, p.57):

- La novità dell'input, che fa leva sulla curiosità dell'allievo verso un evento piacevole;
- L'intensità dell'input, ossia il carico emotivo ed il potenziale di coinvolgimento contenuto in un compito, che può condurre dall'esterno una persona ad interessarsi di un dato argomento;
- Il coinvolgimento e l'interazione, in modo che l'allievo si senta più protagonista dell'evento comunicativo e, in generale, del processo di educazione linguistica;
- Il decentramento dei punti di vista, per impedire l'assuefazione rispetto ad un tema proposto

La novità e varietà dell'input sono indubbiamente dei fattori importanti per mantenere alti i livelli di concentrazione, ma poichè ogni apprendente ha degli interessi e bisogni diversi non è sempre facile mantenerli a lungo. Chi vuole raggiungere successo nello studio ha bisogno soprattutto di un'alta motivazione e sono proprio le nostre emozioni che possiedono un enorme potenziale motivazionale. Se l'apprendente fortemente motivato percepisce l'input che evoca il suo interesse personale ed lo coinvolge emotivamente ha ottime chance di mantenere alti i livelli di attenzione e di conseguenza ottenere il successo nello studio.

Parlando dell'attenzione l'effetto delle emozioni positive e negative è molto simile come nel caso della memoria. Negli stati emozionali positivi come il rilassamento, il senso di benessere mentale e fisico la concentrazione raggiunge alti livelli. Dall'altro canto, le emozioni negative come l'insicurezza, l'ansia o la paura di non essere all'altezza di svolgere un attività, o qualsiasi tipo di esercizio l'attenzione diminuisce.

Tra i fattori psico-fisici che influiscono positivamente sull'attenzione in ambito educativo vanno menzionati i seguenti (Daloiso, 2009, p.55):

- a) lo stato di riposo della persona, che permette una maggiore disponibilità di energia;
- b) la presenza di un clima sereno e di un ambiente in cui le possibilità di distrazione siano limitate e, di conseguenza, la concentrazione sia facilitata.

In generale un ambiente di apprendimento è motivante quando genera piacere negli studenti. Affinché ciò si verifichi è essenziale che sia un equilibrio tra i seguenti fattori (Daloiso, 2009, p.47):

- sicurezza/sfida: le attività devono essere commisurate alle effettive capacità degli allievi sul piano linguistico-comunicativo e, soprattutto nel caso di apprendimenti in età evolutiva, sul piano cognitivo;
- il rapporto tra docente ed allievi deve essere fondato sulla fiducia reciproca, in modo che lo studente non si senta continuamente valutato o giudicato per via degli errori che potrebbe commettere;
- le situazioni di apprendimento proposte devono garantire la sicurezza psico-sociale degli allievi; gli studenti temono spesso il giudizio dei compagni, per paura di “perdere la faccia” nei loro confronti

Nell’ambito scolastico, oltre a fornire l’input stimolante legato alla sfera di interessi degli studenti, è necessario creare un clima di reciproca fiducia per evitare che gli studenti si sentano sotto pressione, insicuri o stressati. Per ottenere eccellenti risultati nell’apprendimento è indispensabile lavorare in un’atmosfera positiva e rilassata con una giusta dose di rischio e sfida.

Conclusione:

Alla fine va constatato che la dimensione emotiva riveste un ruolo di particolare importanza nell’apprendimento. Il fatto che le emozioni coesistono in stretto rapporto con le funzioni cognitive è ormai innegabile. Grazie alla capacità delle emozioni di attivare i processi cognitivi, l’apprendimento linguistico può diventare un’esperienza trascinate. Il compito degli insegnanti è quindi prestare più attenzione ai bisogni, desideri, aspettative degli studenti perché ognuno di loro è diverso ed ha delle caratteristiche peculiari. In base alle nuove cognizioni dal campo di neurofisiologia, psicolinguistica e neurolinguistica possono cambiare il loro approccio all’apprendimento e all’insegnamento linguistico. Le scienze che si occupano dei sofisticati meccanismi cerebrali nell’apprendimento, negli ultimi decenni hanno fatto dei notevoli progressi. Le nuove scoperte delle scienze interdisciplinari vengono implementate nella prassi didattica. Il veloce progresso delle ricerche scientifiche ci dà la fede che nel futuro

avremo a disposizione delle cognizioni che causeranno una svolta negli approcci all'apprendimento.

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BLENDDED LEARNING

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Abstract: This paper focuses on blended learning which is the integration of information and communication technologies (ICT), computer mediated communication (CMC) and on-line learning into traditional face-to-face learning. It helps to increase student's engagement, enhance motivation, save money, time, etc. Blended learning supports new educational environment which allows students to study in different times and places and offers conveniences of online courses and face-to-face contact. It results in experiencing either traditional or online learning or both of them.

Key words: *blended learning, distance learning, Internet, information and communication technologies, computer-mediated communication*

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Introduction

A very popular way of learning now is blended learning, which combines education that takes place in a classical way at school in a classroom and the use of information and communication technologies such as computers, the Internet, CD-ROMs, interactive whiteboards, etc. (Seresová, 2010) Technologies can be used for the completing the tasks or for searching online materials. The aim of blended learning is not to show how technologies are attractive, but to incorporate them into education.

As we have already mentioned, blended learning can take place in the classroom which means it takes place in a real-time. It is a synchronous form in which students simultaneously receive information, experience, develop skills and communicate with each other. The second form is an asynchronous form, in which a student chooses the time, the pace and the place of the study.

Blended learning

For better understanding of blended learning we quote a few definitions: Cooney et. al. (2000) carried out one of the first studies that used the term “blended learning”. They aimed to combine elements of play and work in a prekindergarten school in order to acquire blended activities.

Launer (2010) sees it as ‘the combination of technology supported self or distance study settings and face-to-face settings’. Procter (2003) defined blended learning as ‘the effective combination of different modes of delivery, models of teaching and styles of learning’. According to Chew et. al. (2008), ‘blended learning involves the combination of two fields of concern: education and educational technology’. Staker and Horn (2012) define blended learning as ‘a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick- and-mortar location away from home’. Watson and Murin (2014) expanded the definition of Staker and Horn’s ‘a formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience’. Friesen (2012) thinks that the term blended learning could mean ‘almost any combination of technologies, pedagogies and even job tasks’. Definitions might cover any instructional technology at all or restrict themselves to web-based technology; they might not mention technology specifically, but instead focus on blending different theoretical approaches.

We mentioned only some definitions, but as we can see, most of them mention a combination of face-to-face schooling, which takes place in a classroom, and on-line teaching, for which is necessary to be connected to the Internet.

In our opinion the best definition is the definition of Betty Collis and Jef Moonen (2001) ‘blended learning is a hybrid of traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning’. This definition of blended learning defines it as an extension of traditional classroom teaching and this is how we perceive it. Combined teaching does not replace traditional schooling in a classroom, but it complements it. However, the education, which takes place in a classroom, does not necessarily have to be actually connected with online activities.

There are also some terms connected with blended learning which should be clarified:

- WBT (Web-based Training) - training packages that are available using the Internet, i.e. refers to all types of digital instruction in which the learning material is presented via the Internet,
- synchronous communication – students participate in an online learning course at the same time but in different locations,
- asynchronous communication - describes learning activities that students can complete in their own time,
- learning portals - allow students to access online materials, which are held on a ‘host’ server
- Personal Digital Assistant (PDA)- is a hand-held computer,
- cloud - (n) an online space to store information, like videos, audio files, documents, etc.
- webinar – is an online seminar or workshop ,
- virtual classroom – it is a digital classroom, which takes place over the Internet.

According to L. Bielawski and D. Metcalf (2003) a lot of lip service is paid to the “anytime, anywhere” aspects of eLearning, but the true power of eLearning is likely to be found in its potential to provide the right information to the right people at the right times and places. eLearning is often a more effective and efficient way to educate because it is: Personalized (tailor-made programs), Interactive (a student is engaged in a give-and-take learning), Just-in-time, Current (offers up-to date materials), User-centric (focuses on the needs of the student), meets the needs of a learner.

Blended learning is a mix of:

- multimedia technology;
- CD ROM video streaming;
- virtual classrooms;
- voicemail, email and conference calls;
- online text animation and video-streaming.

All these are combined with traditional forms of classroom training and one-to-one coaching. (Thorne, 2003)

Advantages of blended learning

Applying of the blended learning into schooling may lead to a situation in which students who prefer classical classroom teaching will be forced to work online and students who are not concerned with the classroom learning will have a positive attitude towards the blended teaching. The best combination would be if the students have a positive relationship with both ways of teaching, but we are afraid that it might not be realistic, because there are always students who have a negative attitude to either classroom or online learning. Our task in this case is to try to motivate students and show them that combined learning can help them to improve their language skills.

The advantages of Blended Learning are:

- as part of learning it can be done via ICT, in online or offline mode so teachers and students get more time in the classroom for creative and cooperative exercise,
- students gain advantage of online learning – more flexibility, self-direction, more control over the pace,
- it provides more scope for communication, i.e. it provides opportunities for students for communication with their teachers, peers or academic subjects,
- students become more techno savvy and they gain enhanced digital fluency via understanding of e-Learning techniques,
- students have become more professional as they develop qualities like self-motivation, self-responsibility, self-discipline,
- it updates course content and this way it gives a new life to established courses (Lalima, D., Kiran, L., 2017),
- supports and enhances a meaningful learning experience (Garrison, D.R., Kanuka, H., 2004)
- promotes learning independence,
- gives more opportunities to develop receptive skills (listening and reading),
- it is beneficial for introverts who have better opportunity to express themselves,
- students can choose teaching materials according to their needs and preferences,
- students study at a time and place (where they can connect to the internet and download tasks and then work off-line) that suits them,
- students can study at a pace that suits them, i.e. they are not limited by other students who

are at a higher or lower level,

- higher efficacy, i.e. better opportunity to develop language skills e.g. by using multimedia in which a student can study how much they need and they can repeat the exercises without restrictions,
- flexibility, i.e. students have the opportunity to create their own study plans and study what they really need to improve,
- materials are downloaded from specified sites, sent by mail, etc., so a teacher does not have to print or reproduce these materials,
- it complements traditional teaching and allows teachers to extend lessons in a classroom by adding extra online tasks,
- it provides more scope for communication. Communication cycle is completed in blended learning which is not possible if we follow only traditional approach,
- students have more strengthened professionalism as they develop qualities like self-motivation, self-responsibility, discipline (Lalima, D., Kiran, L., 2017).

In our opinion using technology in education can not only revive students' interest in education, but it can also bring the recovery of educational system that is needed. Technology has become a tool for getting information and it is also inseparable part of research. Computers are here to stay. More importantly most students like working on a computer and they also like multimedia exercises, because these exercises allow them to complete them any time that suits them and at their own pace. Multimedia exercises are one of the possibilities of blended learning that have become available today due to their development. A few years ago, CD-ROMs were virtually inaccessible because their price was several hundred euros. Today they are very often the part of the course and the student gets a CD-ROM with a textbook. The advantage of CD-ROM that is the part of the course is that it is designed to complement the course. We could say that CD-ROMs have replaced workbooks and allow students to continue with their studies at home in a more entertaining way. Another advantage of CD-ROM is that a student has immediate feedback, i.e. he/she knows if their answers are right or wrong and where they have made the mistakes. The exercise can be done as many times as it is needed.

Technologies in the teaching process enable the development of receptive skills (reading and listening). Productive skills (writing and speaking) depend on the personal contact of the students and the teacher. We can develop writing skills e.g. on blogs, but in this case there is not immediate feedback (Seresová, 2009).

Disadvantages of blended learning

Blended learning has following disadvantages:

- students who are not accustomed to work systematically will have a problem with schooling that requires a systematic approach,
- timing problems, i.e. students may have difficulty in following their study schedule,
- technology problems, e.g. lack of knowledge and experience in using technology, slow internet connection and unreliable Internet can be frustrating, etc.
- unwillingness to work with technologies that can be triggered e.g. by their ignorance
- teachers are not trained for integrating blended learning into traditional schooling,
- lack of time, support, money,
- feeling of isolation,
- lack of social interaction,
- feedback may not be immediate,
- it fails to meet the individual needs of all the students,
- absence of professional counsellors and absence of right attitude of the teachers.

Mentioned advantages and disadvantages show that despite some disadvantages, combined learning is an appropriate form of language learning that allows students to study language to a larger extent than it is possible with traditional teaching. Although the blended learning is a time-consuming for a teacher, s/he is rewarded with the opportunity to engage and motivate students to study language to a higher extent.

Integrating technologies into education process

Whether we use technology in the learning process is influenced by several factors:

- attitude to technologies, i.e. teachers and students can see technology as something what can help them in their work or they can see it as a kind of burden. Their attitude can be positive, negative or indecisive. It is important to see the potential benefits that technology brings.

- type of a teacher - greatly influences the choice of technology. If a teacher has negative attitude to technology, we can expect that he/she will not use it as a supplement to teaching.

The nature of the negative approach is usually the teacher's ignorance of technology and the

fear that he/she might be ridiculed by students who have grown up with technologies. This problem can be solved by offering training in which the teacher acquires at least basic knowledge and skills in this field. A teacher should know which websites, interactive materials and which CD-ROMs should be recommended to his/her students, and he/she should also know how they work. Furthermore, a teacher should be able to search the web and download the necessary information, create worksheets from text and images, evaluate downloaded materials from the web and web exercises (Sharma, P., Barrett, B., 2007). When a teacher is familiar with the basic technology skills, then s/he can extend them to the knowledge of using the interactive whiteboard, creating a PowerPoint presentation, using a data projector with a laptop during a classroom presentation, creating online materials, blogs, wiki, podcasts,

- the level of technical knowledge - can influence the choice of technology and how often we use it,

- access to technology - it is the answer to what as a matter of fact we can use as a complement to the traditional schooling. It depends on their access to: computers at school and at home (PCs are becoming more and more common in the learning process due to their prices they are more accessible and can be bought by an increasing number of people), interactive whiteboards (not yet widely available in Slovakia, due to their price, which ranges from about 1300 € without program, only board price), data projectors, broadband connection, i.e. the Internet connection is gradually becoming a common part of school environment.

- costs - affects what kind of technology teachers can use to complement teaching. We have already mentioned the prices of some technologies. All new technologies, after their introduction to the market, have high prices, but the prices are gradually decreasing, because production is increasing and they are becoming affordable.

Comparison of blended learning and traditional classroom learning

| Blended learning | Traditional schooling |
|--|---|
| <ul style="list-style-type: none"> • students study at a time and place that suits them, • students can choose teaching materials according to their needs and preferences | <ul style="list-style-type: none"> • the lessons are in the classroom • schedule is fixed • the content of the lesson is determined by the curriculum consists only of a synchronous |

| | |
|--|--|
| <ul style="list-style-type: none"> • the student decides on how long to study • students can study at a pace that suits them, i.e. they are not limited by other students who are at a higher or lower level • the student chooses what s/he needs to study • consists of a synchronous and asynchronous form of study • saves time and money (materials are sent, for example, by email, or is downloaded by a student from sites that are available for this purpose) | <p>form of study</p> <ul style="list-style-type: none"> • additional materials are copied |
|--|--|

Conclusion

The concept of blended learning embraces a combination of face-to-face schooling, which takes place in a classroom, and on-line teaching. Blended learning depicts a real opportunity to make up learning more interesting. It provides the possibility of learning at the right time and in the right place for each student. It crosses boundaries and binds learners. The real importance and significance in blended learning lies in its potential. (Thorne, K., 2003)

Blended learning binds together traditional teaching in the classroom with e-Learning which uses information and communication technologies. It embraces the advantages of both of these ways of teaching (Seresová,k., Pólya, A., 2009).

It is the way how to make teaching more interesting, effective, flexible. It also reduces the costs. But the main thing is that students can experience a new way of studying which embraces face-to-face studying with computer mediated study.

Audiovisual and other new technologies open up new perspectives to foreign language learning, because they are an authentic source of both written and spoken language (Kuchárová, J., Kunovská, I., 2018).

Literature

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FALSE BEGINNERS WITH A FALSE PERSPECTIVE – INTERPRETATIVE RESEARCH

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Abstract: This research study features interpretative research carried out among Slovak adult learners of English who are referred to as False Beginners. The study is based on qualitative methodology (Grounded theory), utilising in-depth interviews as a research tool. The findings revealed that adult language learners are not driven by self-motivation, but a variety of external motivational stimuli. Adult learners repeatedly enrol in language courses in order at improving their foreign language skills by just being “physically present” and learning the language “in case” they might need it in real-life situations in the future. The authors visually express the essence of the researched issue by a Loop Model – Cyclically Repetitious Irreversible Process, which adult learners repeatedly enter.

Keywords: *adult learning, English as a foreign language, false beginner, Grounded theory, in-depth interview, a paradigm model*

Introduction

Teaching English as a Foreign Language to Adult Learners in Slovakia

Adult learning in the Slovak Republic is officially anchored by Act No. 568/2009 Coll. on Lifelong Learning. It was preceded by the first policy paper on lifelong learning based on European documents (Memorandum on Lifelong Learning adopted by the Ministry of Education in 2001, and in April 2007 the Strategy of Lifelong Learning and Lifelong Guidance, which was adopted by the Slovak government). The Recommendation of the European Parliament and Council (2006) mentions eight key competences for lifelong learning that are fundamental for every individual in a knowledge-based society. They include communication in the mother tongue, communication in a foreign language, mathematical, scientific and technological competence, digital competence, learning to learn, social and civic competence, initiative and entrepreneurship, and cultural awareness and expression. The command of English (i.e., communication in a foreign language) undoubtedly belongs to the area of key competences in today’s globalised world and the situation in the Slovak Republic also reflects

European dimensions and perspectives. When it comes to a facultative approach, adult foreign language learning has mainly been provided in the form of non-formal education which takes place alongside the main forms of education and is usually not completed by the issuance of an official document signifying the achievement of a particular qualification (apart from learners intending to pass a foreign language examination or studying at State Language Schools which are also accredited for State Language Examinations and issuing Foreign Language Examination Certificates). In short, foreign language education in Slovakia can be organised by state, private and religious language schools, workplaces and special interest organisations – in the form of evening courses (classes).

Since English language teaching and learning in Slovakia has experienced a boom over the last few decades and has significantly been accelerated by Slovakia’s membership in the European Union (May 1st 2004), it is a complex phenomenon which has strong and weak points. Although globalisation and internalisation are two different notions, their effect on the labour market is similar in that experts are now required to have an excellent command of English since it has become the working language all over the world in business or other social and natural sciences. Apparently, this is a very strong motivation for plenty of middle-aged adults to begin to study English. What is more, these adults were not fully exposed to this foreign language during their formal education (primary, lower-secondary, upper-secondary or tertiary) since it was not a compulsory subject in 1980. As a result, the profitable business of language schools and evening courses understand this. Adults are searching for effective and fast ways to attain fluency and accuracy in English in order to keep up with the needs of our modern society. Table 1 below contains statistics concerning the number of students enrolled in English language courses in the Slovak Republic in 2014, 2015, 2016, 2017, and 2018.

| Type of school | 2014 | 2015 | 2016 | 2017 | 2018 |
|------------------|--------|--------|-------|-------|--------------|
| State school | 11,104 | 10,327 | 9,720 | 9,043 | 8,908 |
| Private school | 3,729 | 4,110 | 4,329 | 4,549 | 6,082 |
| Religious school | 65 | 127 | 101 | 122 | 120 |

Table 1

The number of students enrolled in English language courses in Slovakia

The rise in the number of students enrolled in English Language Courses is obviously increasing in the case of private language school students (e.g., in 2018 the number increased

to 6,082). Despite the fact that the offer of language schools and courses is enormous, adult clients are often desperate and hopeless as they face struggles and obstacles which prevent them from effectively learning. Students in this age group are usually enthusiastic at the beginning, but after completing four or five units (half a course syllabus) their progress isn't as fast as they desire, and their interest wanes. When September rolls around again they enrol again and eventually quit again. They cannot break out of this vicious circle. Thus, the concept of an adult learner – false beginner (in some sources known as a continuing beginner) has taken its place.

The concept of the false beginner

The concept of the false beginner has been dealt with by many scholars, educational scientists and language teachers (Richards, J.C. & Schmidt, R., 2010; Beare, K., 2014; Frantzen, D. & Magnan, S. S., 2005; Christiansen, M. & Wu, X., 1993; Nakamura, T., 1998, 2004; Sewell, H.D., 2006; Kvapil, R., 2017 etc.). False beginners share the following characteristics: they are adult learners who have already had a limited amount of previous language study; they have a basic knowledge of the foreign language, but due to their limited language proficiency and command they feel they need to begin studying the language from the beginning. English teachers can usually assume that these learners will understand basic conversations and questions such as: “Are you married?”; “Where are you from?”; “How old are you?”; and “Do you speak English?” They are quite familiar with basic grammar concepts and can understand when teachers launch into descriptions of sentence structure. Since false beginners have already had some English training at some point, this can cause some special problems. Some learners really know more than they admit and, with the passing of time, they might become bored with some of the basics when placed in a group with absolute/true beginners. Absolute/true beginners (Richards, J.C. & Schmidt, R., 2010; Beare, K., 2014; Frantzen, D. & Magnan, S. S., 2005), as opposed to false beginners, have had no contact with the target language. These learners are often more challenging to teach as the English teacher cannot expect them to understand even a minimal amount of English. The teacher must begin from the very beginning, which means carefully choosing and planning what to do in the classroom. This is the frequent case at language courses when a teacher stands in front of a group of false beginners as well as absolute/true beginners and is aware of the fact that different proficiency levels can create tension between these two different groups.

A Qualitative Study

Research design – research subjects

This qualitative study was designed within the framework of qualitative research methodology, applying the Grounded Theory. The data for it were obtained through in-depth interviews. Boyce & Neale (2006) identify in-depth interviewing as a qualitative research technique that involves intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, programme, or situation. The research subjects were selected based on purposive sampling. Smith et al. (2009) recommend purposive sampling for participants who are selected because they share particular characteristics and experiences. Thus, the common features characterising our research subjects were as follows: all of them were defined as false beginners (the aforementioned characteristics), their English proficiency language level according to CEFR is A1.1+¹ and they were enrolled in English evening classes at a private language school. The research study was carried out from January to June 2018. The group of research subjects consisted of 12 subjects (5 women and 7 men), between forty and sixty years of age. The in-depth interviews were held in a friendly atmosphere, in the language school relax zone. The 60 to 90-minute interviews were recorded, transcribed and coded.

Methodology and data collection tools

For the purpose of this study, we chose qualitative methodology, particularly, the application of the Grounded theory. According to Kostrub & Šipošová (2015, p. 202), there is a significant need to apply qualitative research in the educational context, especially when analysing learner performance in the teaching and learning process. Stake (2010) stresses the fact that qualitative research has moved social research away from cause-and-effect explanations and toward personal interpretation. It relies heavily on interpretive perceptions through the planning, data gathering, analysis and conclusion of the study. Following our decision to explore this issue through qualitative analysis, we created a theory that would

¹ **A1.1+ Proficiency Language Level (Common European Framework of Reference – CEFR): “Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.” (2011, p.24)**

express, enlighten and interpret the reasons, motives and connections of the learners' barriers and problems in the English language learning process. To achieve this goal, we applied the grounded theory, which according to Strauss and Corbin (1999, p. 12), is "derived from the data, systematically gathered and analysed through the research process."

Grounded theory has a systematic procedure and is defined by identifying important words with the goal of providing many theoretical codes (often called labelling); coding of the material leading to the creation of basic categories – variables for the theory; and finally, theory construction as a set of statements between categories – variables. These acts often coincide and are mutually created as one influences the other. They are also often referred to as the open, axial and selective coding process. According to Strauss and Corbin (1999), initial coding is often said to fracture the data, whereas axial coding reconnects the data in ways that are conceptually more abstract. Selective coding, as the last part of the work with the data, focuses on actualizing the core category in a highly abstract conceptual manner. Hence, they provide a fundamental analytical technique which breaks data into fragments which are later clustered into relevant concepts. These concepts are categorized according to a common criterion. Categories stemming from coding are the crucial parts of the consequent theory. The naming of particular levels of coding is sometimes ambiguous. The aforementioned concepts or labels are sometimes referred to as properties. By common criterion, we mean sub-categories, which belong to subsidiary categories of the core category, which is the central phenomenon of the research. Strauss and Corbin (1999) stress the importance of locating the core category. They see this procedure as the key to success, in this case, the key to a consistent theory. The central category provides a base for other categories as well as a base for a new theory. It could be any core category from the paradigm model, depending on the relations between categories for each particular research. The entire theory is usually explained on the basis of this category. The final theory is usually consistently presented in two ways, verbally and complementarily displayed in the form of schema (a paradigm model), diagrams or concept maps. The grounded theory methodology allows to elaborate a story line, which is based on the paradigm model. Thus, the story is simply a descriptive narrative about the central phenomenon of study and the story line is the conceptualisation of this story (abstracting). When analysed, the story line becomes the core category while subsidiary categories are related to the core category according to the paradigm model, the basic purpose of which is to enable the researcher to think systematically about the data and relate them in complex ways.

Strauss and Corbin (1999) recommend a paradigm model, which comprises all of these categories and can be identified according to Causal Conditions □ Phenomenon □ Context □ Intervening Conditions □ Action/ Interaction Strategies □ Consequences

The explanation of the model: Casual Conditions are events that lead to the development of a phenomenon. The phenomenon is defined as the core category (i.e., the central idea, event or happening). Context refers to the particular set of conditions and intervening conditions, the broader set of conditions, in which the phenomenon is couched. Strategies of Action/Interaction Strategies refer to the actions and responses that occur as a result of the phenomenon and finally, the outcomes, of these actions and responses are referred to as Consequences.

Aim of the study

The aim of this research study was to interpret the reasons, motives and connections of the entities which comprise the image of a false beginner. Thanks to our deep professional understanding of the teaching profession, we focused on revealing and apprehending the factors included in the phenomenon of “perpetual false beginner”.

Research questions:

1. Why do adult learners repeatedly enrol in English language evening classes?
2. What do adult learners attribute the importance to when repeatedly enrolling in English language evening classes?
3. What constitutes the critical point leading to the failure of adult learners in the process of learning English?

In order to capture the essence of the research subjects’ views on this issue we deliberately decided to ask only one broad, in-depth question which allowed for a variety of answers. However, during the interviews (60-90 min. long) we flexibly asked a vast range of “ad hoc“ questions in order to clarify the issues which emerged.

In-depth interview question:

“Please, tell me about your personal experience with learning a foreign language in a language school?”

Answering research questions

Following the process requirements of the utilised methodology, the presentation of the findings of a grounded theory study are best organized around the key categories which we distinguished, highlighting a core category at the centre of the phenomenon under investigation. We identified all of the other categories which have some kind of relationship with the core category. We also included a visual representation of the major categories and their relationships with one another (Figure 1).

Our interpretation of the first research question (“Why do adult learners repeatedly enrol in English language evening classes?”) involved two fundamental factors: an absence of self-motivation and a lack self-confidence. Our in-depth interviews allowed us to analyse the following situation – although the subjects of our research expressed a strong desire and wish (seemingly intrinsic motivation) to learn the language, we found that they only appeared to be self-motivated. The actual motivational factors (for learning the language) were motives that do not arise within learners, but are evoked from the outside (being motivated by someone else or another external stimulus), and which actually fill the essence of “solely” extrinsic motivation, based on the saturation of the social, professional and economic needs of an individual. In other words, learners repeatedly enrol in English language evening classes in order to pursue better job opportunities, financial reward at work, travel opportunities, etc. The in-depth interviews revealed that the research subjects did not have sufficient personal conviction, self-esteem or self-confidence to achieve their goals (i.e., to complete a course and not quit after a couple of lessons, only to start again later from the very beginning). Interpreting the second research question (“What do adult learners attribute the importance to when repeatedly enrolling in English language evening classes?”), we refer to the concept of improvement in the foreign language. The research subjects interpreted it as an individual’s need to re-enter foreign language learning in order to revise previously learnt vocabulary and grammar, develop and improve their skills (by repeatedly enrolling in the language course they express a strong belief that this improvement will come “from the outside”). In other words, the learner is convinced that their mere physical presence in the learning environment of the language school will transform them into a competent foreign language user. The interpretation of the third research question revealed the critical point leading to the failure of an adult learner (key category “Causes – Consequences”) - the lack of opportunities to use the foreign language (English) in real life. Obviously, we do not intend to develop an extensive discussion about the differences between learning English as a foreign language and/or second language. We fully

realize that in the context of our socio-cultural conditions, learning English means learning the language “in case” one might need to use it outside the classroom in real-life conditions. Therefore, Slovak learners of English actually have to “wait” for the opportunity to verify their foreign language proficiency level (as well as the prerequisites to manage the foreign language learning process), and this opportunity varies. It can be of a private and/or working nature, e.g., using English at work, while travelling abroad, reading and listening to English texts, watching English and American movies, etc. The crucial element which Slovak learners of English lack is the opportunity of obtaining immediate socio-culturally-based feedback in interaction due to the fact that English is not naturally used in our country on a daily basis. Unfortunately, this condition might not ever change. As a result, the learner learns the language, “blindly waits”, and checks their language skills solely among language course classmates where they are ranked. Obviously, this leads to the lack of the above mentioned self-esteem and self-confidence, and gradually to stagnation, lack of self-motivation and/or demotivation, and ultimately giving up and quitting the language course.

The Paradigm Model Interpretation

With regard to the grounded theory methodology, we elaborated a story line based on the paradigm model (A loop model – Cyclically Repetitious Irreversible Process). A story is simply a descriptive narrative about the central phenomenon of study and the story line is the conceptualisation of this story (abstracting). When analysed, the story line becomes the core category while subsidiary categories are related to the core category according to the paradigm model, the basic purpose of which is to enable the researcher to think systematically about the data and relate them in complex ways. Explanation of the model: Casual Conditions are events that lead to the development of a phenomenon. The phenomenon is defined as the core category (i.e., the central idea, event or happening). Context refers to the particular set of conditions and intervening conditions, the broader set of conditions, in which the phenomenon is couched. Action/Interaction Strategies refer to the actions and responses that occur as a result of the phenomenon and finally, the outcomes, of these actions and responses are referred to as Consequences.

The basic extracted element of our research material (Causal Conditions) was the learner’s apparent self-motivation to learn English. The research subjects declared that they were self-motivated and self-confident, and possessed a relatively high degree of self-esteem. However, this self-motivation was only feigned. The actual driving force is from the outside, since they predominantly realize the expectation of reward, which is behind and above the

potential course accomplishment. Language learning in the context of our socio-cultural conditions (Context) can be characterized as learning the language “in case” someone might need to use it outside the classroom in real-life conditions, which is delayed. The Blocks of a Learner category comprises persistence in learning English as a foreign language and goal accomplishment – to become fluent and accurate, to master the English language and to manage and handle multiple socio-cultural situations. We also focused on another element in the Blocks of a Learner category – the ability to move forward, to achieve partial success, partial objectives and results. Interestingly, partial objectives did not seem to be attractive for our research subjects. However, we found that although learning new vocabulary was considered a partial objective by our research subjects, they felt that it was only a linguistic benefit which did not considerably sustain or enhance their actual self-motivation. A language teacher’s personality and facilitating role in the teaching-learning process is partially influential (Intervening Conditions). The various didactic options which are available to the language teacher can sustain evocative motivation in relation to the goals and intentions of the false beginner. In our research, however, we encountered false beginners whose self-motivation to learn English ranged from no actual self-motivation to feigned self-motivation as mentioned above. These elements are fundamental factors whose support and/or hindrance affects each false beginner differently. However, external evocation also plays an important role. We are not exclusively referring to language input or stimuli, but the teacher’s intentional support during the learning process, including fostering and enhancing the false beginner’s self-motivation by pointing out the benefits of language learning and progress, at least in achieving partial goals. Based on our research, we are aware of the fact that even a zealous false beginner can stagnate at the level of mastering elementary English language proficiency (i.e., the ability to practically utilize the knowledge of vocabulary and grammar in simple language tasks in the context of the classroom, but not immediately accomplishing real-life tasks outside the classroom). This is interpreted as a critical point and encourages the learner to start re-learning again. The milestone in this process, based on our research, is the power to sustain and enhance the learner’s self-motivation based on self-confidence, self-esteem, and clearly defined and pursued consistent objectives and goals. Undoubtedly, one’s own learning motives and goals are decisive, but the teacher should be aware of them as they form both the basis and quality of the goals and objectives of the personal effort of the learner. Moreover, the research revealed that the goal orientation of this group of learners (false beginners) was inconsistent (Action/Interaction Strategies); since they lack self-esteem and self-confidence, they cannot

overcome obstacles on the way to progress and continued learning. Thus they frequently quit and try to start again from the beginning.

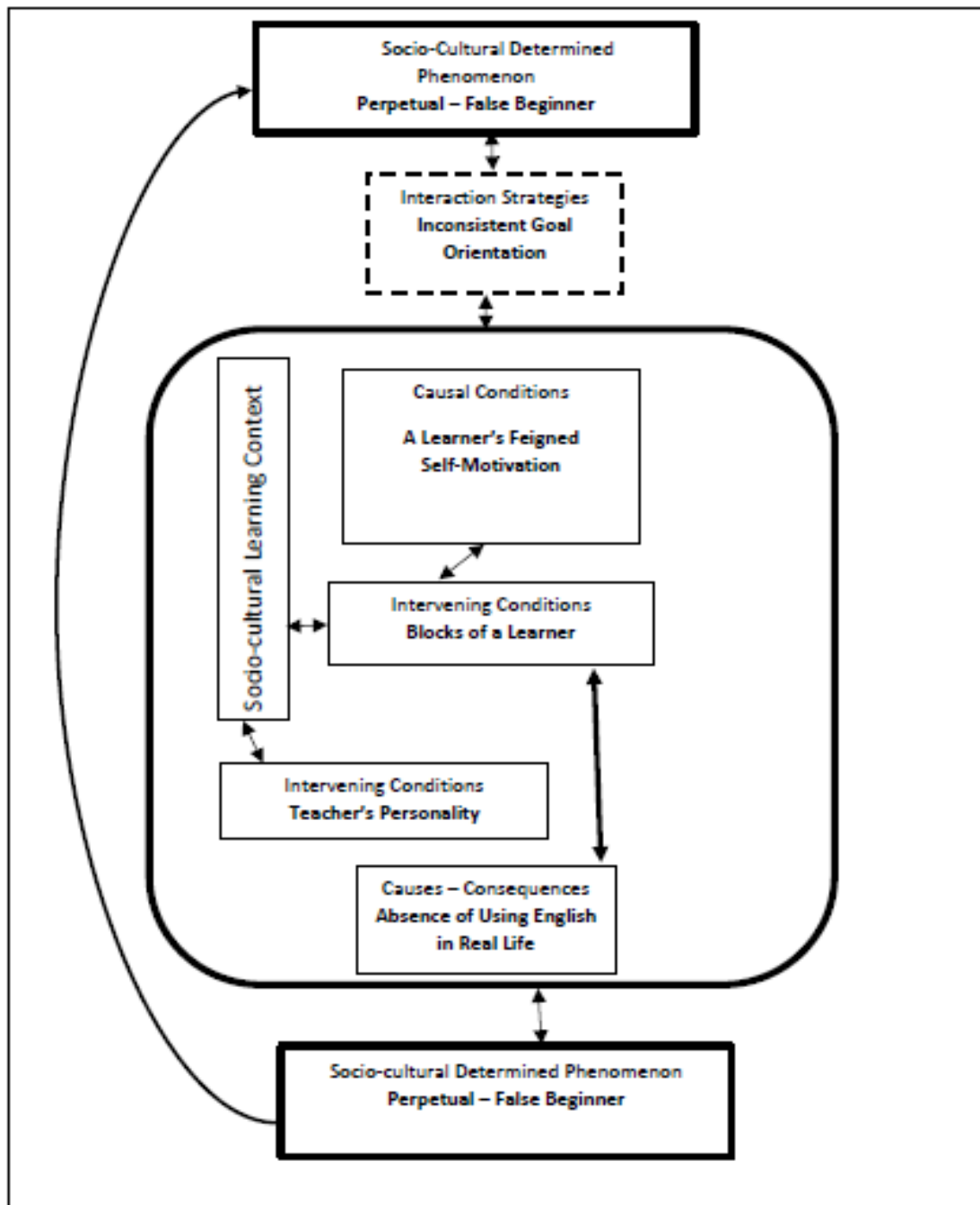


Figure 1: Paradigm Model (A loop model – Cyclically Repetitious Irreversible Process)

Source: author's own elaboration

Conclusion

To sum up, our research findings shed light on the issue of the adult learner – perpetual false beginner who is involved in a trap reified by repeatedly enrolling in English language evening courses (classes). These qualitative research findings are also in accordance with the findings of Frantzen & Magnan (2005) who carried out a study on the class dynamics between true beginners and false beginners of French and Spanish. They claim that true beginners were significantly more interested in continuing to study the language, which might suggest that false beginners are either less motivated or have lower aspirations since they have given up in the past. Referring to the construct of motivation, either the intrinsic-extrinsic model or instrumental-integrative model, Sewell (2006) conducted research on poorly motivated Korean false beginner college students who seemed to have low expectations of success in learning English due to factors such as a lack of self-belief and the Korean educational environment (which is teacher-centred and still based on Confucianist values) to help them improve their English abilities. Thus, it seems reasonable to suggest that low expectations of success, feigned self-motivation, as well as a lack of self-esteem and self-confidence contribute to a lack of effort in the context of the English learning environment (language classes).

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POSITION OF SELF-REGULATED LEARNING IN AN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM IN A UNIVERSITY SETTING

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Abstract: Nowadays students have plenty of opportunities to learn independently, as there is an abundance of information everywhere. However, this independence leads to questions about whether students learn efficiently as well as whether they are self-regulated in the process. These are some of the questions examined in this article. The author defines self-regulation, introduces the model of self-regulation, reviews research on the topic and concludes with practical implications of self-regulation in an English as a Foreign Language (EFL) university setting.

Key words: self-regulation, model of self-regulation learning, literature review, EFL context

1. Introduction

While the topic of self-regulation in learning has frequently been discussed over the last few decades, practical applications in classrooms are lagging behind the theoretical discussions. Many external factors such as directive teachers, strict parents, restrictive environments, and technological developments are preventing learners from being fully self-regulated, not only at school but also in their own personal growth in everyday life.

Often teachers do not support students working toward their own autonomy. They give homework based on exercises from the books and concentrate on drills or multiple-choice type of tasks. Because of its “boredom,” students barely do it or simply copy from their classmates. They are not encouraged and/or challenged to do tasks. Most teachers are not interested in learners as complete human beings who have a personal life outside the classroom, and therefore, their self-learning is subordinated to the background. Hrbáčková’s (2011) research shows that students in student-oriented classrooms show a higher level of self-regulation than those in a classroom oriented toward teachers or achievement. Zelina (2006) adds in his analysis of microteaching in classes that two thirds of the teachers lead directive teaching, especially at the higher elementary level and in high schools.

On the other hand, over the last two decades in Slovakia there have been some alternative ways of teaching emerging that emphasize the learners and their autonomy due to the changes in the political regime. While these instances are innovative and bring

modernization, they are still in the minority in comparison to mainstream traditional classes that fail to consider a learner's uniqueness and lack support for self-regulation in learning.

2. Definition of Self-Regulated Learning/Autonomy

According to Zelina (2018a, p. 1), "The base for understanding autoregulation is the relationship of a person to himself, the relationship which is defined, besides self-knowledge, also by capability to change and better himself according to certain plan, to create oneself with a focus on certain goals. He emphasizes that self-regulation leads to self-generation of thoughts, emotions, acts which concentrate on reaching personal goals. Autoregulation is a process of becoming a human being. Autoregulation is self-direction of one's organism, body and soul, existence, behavior and living. Therefore, autoregulation is an outcome of I – concept.

Scharle and Szabó (2000, p. 4) define an autonomy as "the freedom and ability to manage one's own affairs, which entails the right to make decisions as well...to foster learner autonomy, we clearly need to develop a sense of responsibility and also, encourage learners to take an active part in making decision about their learning." These authors make a comparison to the saying you can bring water to a horse but you can't make him drink. The learner's contribution to learning plays a role at this point. A teacher can bring the material and energy to the classroom, but nothing will work unless students accept their active role in learning. They need to accept that success in the learning process relies as much as on the student as on the teacher.

In Collin's *English Language Dictionary* autonomy is defined as "the ability to make your own decisions about what to do rather than being influenced by someone else or told what to do." Benson and Voller (1997, p. 1) emphasize that the word autonomy has been used in at least five different ways: 1. for *situations* in which learners study entirely on their own; 2. for a set of *skills* that can be learned and applied in self-directed learning; 3. for an inborn *capacity* that is suppressed by institutional education; 4. for the exercise of *learners' responsibility* for their own learning; and 5. for the *right* of learners to determine the direction of their own learning. More specifically, the word autonomy in language learning is supported by three related tendencies: individualization, learner-centredness, and a growing recognition of the political nature of language learning (p. 6).

We can conclude that autonomous learning is a capacity that one needs to develop to reach his own potential to realize his own power and control over his own learning and use

suitable strategies to fulfill the tasks efficiently. Throughout the process, he moves to the stage in which he chooses how, when and most importantly why he learns.

2.1 Literature Overview

Over the years, the concept of self-regulated learning has been developed and more researched. Here is the list of sources found valuable to the topic.

The Handbook of Self-Regulation was created by 45 world-known authors and editors, including M. Boekaerts (Netherlands), P. R. Pintrich (USA) and M. Zeidner (Israel) in 2000.

The Learner Autonomy Methodology Project Handbook was published by The National Institute for Education (NIE) in Slovakia in 2001. It presents the practical work of teachers from different parts of Slovakia, NIE and the British Council. Its aim is to suggest activities that will help teachers guide beginner students toward learner autonomy. It contains many suggestions for self-evaluation of students in the form of checklists and questionnaires and in class activities to promote learners' autonomy. It concentrates on linguistic, communicative and cultural competences too.

The series of Cambridge Handbooks for Language Teachers, edited by Penny Ur, is a book by Scharle and Szabó (2000) that offers tasks for developing learner's autonomy in 3 phases. Another similar handbook, written by Lowes and Target (1998), fills missing parts in practical application of learner's autonomy in the class.

Others are Garrison, 1997; Turek, 2008; Helus, Pavelková, 1992; Winne, 1997; Zimmerman, Schunk, 1989, 1998). D. Kováč is the most known representative of this topic in Slovakia.

2.1.1 Research on the topic

A 2015/2016 study by Alotaibi, Tohmaz, Jabak examined the relationship between self-regulated learning (SRL) and academic achievement in preparatory year English and Math at the Community College King Saud University. The sample consisted of 356 students. Results indicated a significant and positive relationship between self-regulated learning and the academic achievement of students. Aspects of SRL such as goal setting and planning, keeping records, monitoring, rehearsal and memorization and seeking social assistance were applied. Goal setting and planning turned out to be significantly and positively related to achievement.

Another study in an ESL setting was carried out by Grover et al. in 2013. Data were included from 440 adult learners in nine adult education centres in a mid-southern state. The

survey consisted of 16 demographic questions and 19 items for self-directed learning methods such as watching television in English, visiting websites in English, and attending events where English was the spoken language. The results show that out of the 19 practices, they watched TV in English the most, followed by making English-speaking friends, practicing English at work, and using electronics such as phones or tablets. Their least used practices were subscribing to a magazine in English, participating in formal workshops in English, or attending church services in English. One interesting outcome of the research was that the more educated ESL person is, the less likely he was to purchase educational videos in English. The findings show that participants were using self-directed methods infrequently, if at all. The participants showed some level of self-directedness when recognizing their need to learn English and attending ESL classes. However, even though the survey showed that they have been living in the States 4 to 20 years, this was their first attempt to learn the language in a formal classroom.

3. Reasons for Self-Regulated Learning applied to EFL context

This section is dedicated to reasons for developing self-regulated learning and its application to the EFL context. Ideas in the practical part are easily applicable and the teacher can further develop them according to the students' interests and needs.

“Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime” (Chinese proverb).

- A. It shapes a learner's personality, his creativity, and his natural need to discover something new to develop himself.

In the EFL context, suggested activities might be 1. Using a questionnaire and/or speaking activity to improve a student's daily routine and habits and 2. working on a project that emphasizes a learner's strengths and points out weaknesses he would like to improve.

- B. It develops the learner as a person and affects his lifetime of learning not only for school but for his personal growth too. It means that knowledge he learns in the class should be practical for use outside the classroom.

In the EFL context, it means that if students are practicing role playing, the vocabulary range and phrases should be from real life (not phrases that native speakers barely use as happens sometimes). Furthermore, there is a difference between British and American English in using different phrases and idioms. Teachers should pay their attention to that as well.

C. Learners become more independent and responsible for themselves and the world around them.

In the EFL context, students can learn about environmental issues in the class. They should take the knowledge from the class and think about some practical implications they can do right away for the world around them (e.g. problem of using plastic materials in their everyday life).

D. They are easily manipulated and influenced by the consumer society (the pressure of advertisements, social media) they live in.

In the EFL setting, it means questioning students' opinions so they can stand up for themselves and learn to defend/explain their opinions. Developing critical thinking at this point is applicable.

E. They find/create ways of identifying what learning strategies suit them best and learn more effectively.

In the EFL setting, the teacher can first question students regarding their identification of learning styles and develop strategies (see more Lojová – Vlčková, 2011)

F. It enhances students' critical thinking.

In the EFL setting, a suggested activity might be that students either agree or disagree with statements; they should be encouraged to look at the exercise cautiously. Then learners are stronger when facing a problem or dilemma and are ready to stand up for themselves and their opinions once they develop autonomy.

G. They can influence their peers to be more autonomous in their learning as well.

H. It prepares learners for the multicultural society we live in and helps them be mature when dealing with different cultures on an everyday basis.

I. It helps modernize our educational system to reach the European level of quality.

4. Model of autoregulation drill

There are many models for self-directed learning in different situations. One of the models of autoregulation drills for self-directed learning consists of the following steps (Mahoney & Arnkoff, as cited in Zelina 2018b):

1. **Self-monitoring** – self-reflection, realizing what one does, it is about self-observation, self-assessment, sometimes the written reports are done, what a person does under which

circumstances. A good source of reports about oneself is also an honest utterance of close people

2. **Setting targets** – based on self-observance, a person dictates aims regarding what he would like to fulfill and which tasks should be done. Targets and tasks could be short-termed or long-termed, but they should be always specific and controllable, e.g., how to gradually improve in math but also gradually decrease the cigarettes smoked.
3. **Impulse control** –monitors where and why a person breaks his promises as well as fulfillment of tasks and conditions, environment and impulses are organized to support a person in his effort not to distract the concretization of his aims, e.g., by learning to create a suitable environment for learning, to arrange for one not to be distracted by siblings, parents and not going to a cafe place where the impulse to start smoking strengthens
4. **Self-strengthening** – means self-reward for keeping promises and fulfilling tasks to reach the aim. It also should be used as praise for effort, perseverance and resistance in tense situations. It is good when it is connected to close people, teachers, facilitators, counselors and psychologists.
5. **Practicing of a new behavior** – sometimes it is neglected and then a person goes back to his old ways. Practicing leads to the strengthening of habits, skills of self-control, self-direction, and it prevents unwanted recurrence of inappropriate behavior. Self-strengthening techniques are suitable e.g., self-reward for successful keeping of principles and fundamentals to be oneself and not fall under the pressure of friends, laziness, TV, and/or computer.

5. Self-regulation skills and their application into EFL Context

The following skills develop the self-regulation of learners and are important to learn, as explained by Zelina (2018b):

- **Control of one's attention** – choice of what to concentrate on; improving attention, perseverance, concentration
- **Control of decoding** - choice of information and their meaning, sense of what to read and watch on TV, what and how communicate with the computer and/or mobile phone, as well as what to accept and what to refuse (resistance toward manipulation)
- **Control of emotions** – inhibition, attenuation, suppression of unprecedented experiences of living (fear, anxiety, concerns) and reinforcing positive emotions through involvement of thinking, considering and decision-making

- **Control of motivation** – to have goals for short-termed, medium-termed and long-termed tasks and to accomplish them and not to lose the motivation as well as to gain strength through failures
- **Environmental control** – to control impulses from the environment and to eliminate disrupting and disturbing elements from the environment;
- **Cognitive control** – control of the flow of thoughts, the content of thoughts as well as learning about what and how a person thinks, whether it is needed or ineffective, if it steals the time of an individual, or if it enriches him.

6. Conclusion

We live in the world where there is instant access to information. People can easily type some keywords in a Google search and plenty of websites pop up. Yet, even with the abundance of accessible information, students do not retain new knowledge effectively as they have not developed conscious strategies for autonomous learning to keep this information in their long term memory. Furthermore, students cannot create their own opinions as their information is based on influencers' blogs, vlogs, podcasts based on the speaker's own experiences without research-based evidence or further investigation. Therefore, students lack critical thinking in the method of accessing the information.

Therefore, there is a high need to support students working toward autonomy. They can develop themselves not only as learners but also build their skills for the world outside of the classroom. Autonomous learning enhances students' organizational skills, creativity, cooperation and critical thinking, which are all needed in the contemporary world. We as teachers can contribute to that within the EFL context by different models of exercises and demonstrations in a class. We want students to become ready for life in this day and century.

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II. SECTION OF POLITOLOGY

RELEVANCE OF TYPOLOGY OF POLITICAL CULTURE BY G. ALMOND AND S. VERBA FOR CURRENT RESEARCH

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Abstract: The aim of this paper is to evaluate the relevance of traditional typology of political culture by G. Almond and S. Verba for contemporary research of political cultures and political systems. Based on critical analysis and phenomenology, we describe and explain the original work of G. Almond and S. Verba. At the same time, we point to weak parts and already irrelevant conclusions. In addition to the theoretical evaluation, we try to supplement the paper with practical examples and explanations. In addition to the typology of political culture, we also deal with its application to the typology of political systems. In conclusion, we offer an overview of current characteristic tendencies in modern societies.

Key words: political culture, typology, political system, democracy

Introduction

In 1956 G. Almond introduced the concept of political culture into modern political science in his article *Comparative Political Systems*. One of the aims of this article was to consolidate the foundations of comparative political science as a systematic study of consensus and differences between political units (Almond, 1963). One of the basic theoretical and methodological frameworks of our work is represented by the work of G. Almond and S. Verba - *The Civic Culture*. Their perception of political culture is based on a behavioral understanding which is based on the socialization of politics. They perceived political culture as a subjective element of politics and defined it as "*a set of attitudes, beliefs and feelings about politics in a particular nation at a given time*" (Almond-Powell, 1978, p. 25). From this point of view, the concept of political culture is interesting and attractive for further empirical analysis. In the context of the theory of political culture, the importance of G. Almond is also due to the fact that he has initiated a tradition of exploring political culture that is based on quantitative empirical research and international comparisons, which still have great influence and importance. The notion of political culture, as well as getting to know specific political cultures, makes sense if they contribute to our knowledge of political reality. It is interesting how political culture affects the

observed phenomena and whether it has some causal links to it. Many conceptualizations of political culture try to explain its function as a causal factor in political life (Skovajsa, 2006). Most of the studies focus on national cultures, based on the work of Almond and Verba, who examined the culture of five nations. The theory of political culture has not avoided several serious criticisms that point to serious shortcomings in theory. One is the ambiguity of the notion, the variable and the subject of the research are not sufficiently precise and often have only a descriptive character and ultimately acts as a catch all theory which involves too much and does not give a relevant output.

1 The typology of political culture according to G. Almond and S. Verba

In *The Civic Culture* (1963), they established the methodological foundations of empirical exploration of political culture and defined it as "*specific political orientations - attitudes to the political system and its various parts and attitudes to the role of self in this system...the distribution of patterns of orientation towards political objects among members of the nation*" (Almond-Verba, 1963, pp. 12-13). Thus, according to them, political culture is a set of individual policy approaches and orientations of the subjects of the system. These "orientations" create a pattern that influences the political system and in which any political system is embedded. Each political system is thus characterized by its own political culture or a typical pattern of orientations.

The so-called orientations for political action can be threefold in terms of content:

- Cognitive (cognitive)
- Affective
- Evaluational

Knowledge orientation is a set of knowledge and beliefs about the political system and its functioning and tasks. A typical observable cognitive element affecting political culture is eg. education through which political culture can be changed. Emotional orientation is a manifestation of emotions in relation to political institutions, political goals or current social problems. Emotions in the political system can radically change the political situation, as citizens' decisions are often based more on emotions and feelings than on rational foundations. Evaluational orientation represents the views and judgments of the political system, which traditionally include a combination of fundamental values and criteria with information and feelings (Almond-Verba, 1989b; Heywood, 2008).

Based on an analysis of individual orientations they come in their work with the typology of political cultures. Based on previous empirical research, they divided political culture into four basic types (Almond-Verba, 1989):

- I) **Parochial political culture** - is present in societies at a low level of socio-political development; primitive, e.g. in African tribal and gender societies in which it has not yet formed or is still in the process of creating a certain political system. There is no civic consciousness, people rather identify themselves with a place of residence, not a nation, and have no desire or opportunity to participate in political life. Political orientations are most often associated with religious elements and beliefs. Traditions prevail in such societies and no outputs or changes or changes are expected from the political system. There is no perception of the existence of the political system in general.
- II) **Subject political culture** - is characterized by awareness of the political system and its outcomes - individuals are aware of the authority of the government, evaluate it and are interested in it also emotional relationship (positive or negative), but they have very poor awareness of the possibilities to solve their dissatisfaction with it , with political institutions. At the same time, they are poorly aware of their own opportunities to operate politically in the existing political system. In particular, it is characterized by the passivity of citizens whose capabilities and possibilities to influence the government are severely limited, and although they recognize existing power authorities, it is no matter how individuals relate to them and how they evaluate them. They may consider them legitimate or not. In such a society, democratic institutions have no place and there is no room for democratic processes in the way we perceive them today - there is no room for an active citizen to freely express or disagree with the system and to change the system actively.
- III) **Participant political culture** - is characterized by a clear orientation of individuals to the political system, its structures and the orientation of individuals to their own active role in the political system, regardless of whether they have a positive or negative relationship to the political system and its individual elements. The citizen acts as an active player here (Heywood, 2008).

However, in real terms we could not clearly determine which type of political culture it is. In general, these types do not exist in their pure forms, as they also point out in their work. They claim that political cultures occur in the form of mixed types. In any political system, we

can observe elements of several types. *“Political culture does not always map onto functional political structures: political systems may be characterized by high congruence between culture and structure (which engenders allegiance), weak congruence (which engenders apathy), and incongruence (which engenders alienation)”* (Pavone, 2014, p. 2).

Almond and Verba introduced the so-called. *“systemically mixed political cultures”* (Almond-Verba, 1989, p. 22):

- a) **Mix of parochial and subject political culture** - in this type of political culture, the majority of the population rejects traditional sources of power (tribe, chief, feudal, etc.) and turns their interest and trust into a more complex political system with specialized central government structures. The classic example was the unification of smaller units into the kingdom and a gradual shift from local parochialism to centralized authority. However, only until a complete, pure subject culture has developed. Almond and Verba refer to this mixed type of political culture as an example of the African kingdoms or even of the Ottoman Empire, where parochial political culture prevailed. In addition to strong central authority, other political actors are very bland, weakly recognizable. The problem of cultural change from parochial to subject political culture has been quite frequent in history and was typical in the early days of the birth of nations. The ratio of “blending” of types of cultures can then manifest itself in the stability and efficiency of the political system. We could look for this mixed cultural type in traditional societies and early political systems (such as the original absolutist monarchies), when some foundations of political systems and its structure began to be built, although their importance was still minimal (Almond-Verba, 1989).
- b) **Mix of subject and participant political culture** - in this type of mixed political culture, a substantial part of the population has acquired specialized input orientations (they become active citizens who enter the political system in the form of various inputs motivated by their own interests and orientations). Part of the population continues their orientation towards authoritarian government structures and has a relatively passive approach to the system itself and its role in the system. As an example of this mixed type, Almond and Verba described political cultures in France, Germany and Italy in the 19th century. These systems were characterized by structural instability with an alteration of authoritarianism and democratic rule. However, the result of this cultural mix was, besides instability, something else. Participation orientations spread only among a part of the population and their

legitimacy was not unambiguous, given the persistent existence of subject subculture. Participation-oriented population groups could not therefore become a competent and confident representative of all citizens. The longer this type of mixed culture persists, the more likely it is that the character of the subject subculture will change. At a time of democratization of society, authoritarian-oriented groups must compete with democratic groups outside the formal framework. However, this process does not transform the subject subculture into a democratic or participatory subculture. Authoritarian regimes that have been built in political systems with such a political culture tend to populism. Likewise, the totalitarian regimes that emerged took over the democratic infrastructure in a highly distorted form¹.

- c) **Mix of parochial and participant political culture** - in this type of culture, the problem of cultural development for many emerging nations has come to the fore. In most of these countries, the dominant political culture was parochial. However, the structural standards that were introduced were mostly participatory and therefore required a participant culture. These systems were characterized by considerable parochial fragmentation, which naturally led to instability and a constant change between authoritarian and democratic governments. There were no such elements as bureaucracy or the infrastructure created by responsible and competent citizens. Such a development from parochial culture to participatory culture thus seems directly impossible, though not entirely excluded. The problem is to penetrate the parochial systems without being destroyed on the output side. At the same time, to be transformed into interest groups on the input side (Almond-Verba, 1989).

¹ **On the basis of a closer characteristic, we could conclude that the features of this mixed type could now be identified quite clearly in the conditions of the V4 countries. The current socio-political situation in Hungary, Poland and the Slovak and Czech Republic points to a shift from a democratic government to an authoritative one (Zgut-Przybylski, 2017; Rohac, 2018; Fiertz, 2018; etc.). The long-term trend in the region is the low interest of citizens in public affairs, which is reflected in the lowest average of voter turnout in Europe. A part of the population shares their role as an active citizen in the political system, as evidenced by the increasing rate of activism, for example in the form of demonstrations, protests. In a more complex analysis, we would also show a relatively significant presence of populism in the region.**

However, in our opinion, such conclusions diminish the relevance of the original typology of political cultures, since in real social conditions we do not find the pure forms of political culture as stated. In such a case the meaning and use of the typology in empirical research is lost, since such typology is purely theoretical without real application in practice.

In addition to mixed types of political cultures, they have identified a type of political culture in which all three basic types are present and described it as 'civic culture'. Civic culture should form the basis of stable democracy, but civic activity must be balanced. Too intense activity may ultimately have a destabilizing effect (Skovajsa, 2006). According to Almond and Verba, civic culture cannot be characterized merely as a way of civic action in a democracy, as prescribed in the previous books on the citizen and his role in society. The standards of civic behavior have emphasized civic participation as an aspect of political culture. A citizen in a democracy was expected to have an active approach to politics and engagement. It should make rational, not emotional, policy decisions (on this basis the rational choice theory is built). It is expected that it will derive its decisions from sufficient information, which should be reflected, for example, in elections. In the case of such an emphasis on the rational participation of the citizen in politics, we would speak of a rational-activist model of political culture in which *"the idea of active participation of citizens who are interested in producing better and more transparent decisions"* is incorporated (Kováčová, 2011, p. 52). Civic culture shares many elements with this model, and as Almond and Verba have stated, it is in fact this model of political culture *"plus something extra"* (Almon-Verba, 1989, p.29). Importantly, elements of parochial and subject political culture are preserved in civil political culture, so that they can balance the elements of participant political culture. The involvement and participation of all citizens in political life is not very desirable for the functioning, efficiency and stability of the political system. On the other hand, a traditional policy approach (such as passivity, the importance of tradition and parochial values), which balances political activity, commitment and rationality, plays an important role in civil political culture.

2 Political culture as a classification criterion of political systems

At the same time, G. Almond used in his research political culture as one of the classification criteria of the political system, which he divided into four basic types according to the type of political culture present:

- I. Anglo-American political system - political culture is homogeneous, integrated. Members agree on political goals and means, and the atmosphere of the market,

experiment and game is typical. Consensus and compromise prevail in conflict resolution. The elements in the political system complement and cooperate with each other, ultimately leading to the stability of the political system as such. He has identified this type of political system, especially in the United Kingdom and the United States, hence the name.

- II. **Continental European type** - political culture is fragmented. Due to historical circumstances, older cultural strata create subcultures that cause strong and deep cleavages in society. In his opinion, continental political systems are characterized by the instability of political systems, conflicting problem solving, the risk of paralyzing the effectiveness of the system, and the presence of the threat of usurping power to charismatic leaders (authoritarian tendencies). Almond characterized three basic subcultures on the European continent:
- i. Pre-industrial, Catholic subculture (royalists, Christian Democrats)
 - ii. Culture of older middle classes (conservatives, liberals)
 - iii. Industrial subculture (socialists, communists);
- III. **Totalitarian political system** - there is no consensus and support of the system is achieved by pressure and coercive force. There is a high degree of apathy and conformity. Citizens are passive. Distrust of state institutions is characteristic. Citizens are to some extent aware of their dissatisfaction, but they are not willing or not. they don't see the possibilities to change it. They are merely instruments in the hands of political elites to achieve their own goals and ensure obedience by spreading fear and uncertainty.
- IV. **Pre-industrial type resp. partly industrial** - political culture is influenced by social changes as well as social, economic or information development. The process of globalization is gradually starting. Traditional values are slowly retreating and cultural and value changes are changing traditional societies and political systems as well as the behavior and thinking of the population and political elites. Values such as tradition, religion, material security, prevailed in this society, but by the gradual evolution and achievement of these goals, values have changed to post-materialist. This type of political system could now be identified in less economically developed countries, whose vital issues are the security and material security of the population. In developed Western states, where relative security, material sufficiency and social security of the population are guaranteed, values and orientations towards the political system are different.

They demand a high degree of freedom in all aspects of life (Kulašik, 2007; Almond-Verba; 1963).

The typology reflects the social and political circumstances of the 1960s. It would not only be necessary, but also desirable to extend it, for example, to the postmodern or post-materialist type, reflecting technological and information progress as well as the change and shift in value orientations that can be identified in modern developed societies and states. Basic human values based on materialism are influenced by various circumstances, especially according to Inglehart, mainly by a sense of security. In developed countries, a high level of economic and physical security has led to ubiquitous cultural changes in generations. New generations put increasing emphasis on individual freedom and self-presentation. This cultural shift has brought major social and political changes, ranging from the increase in the impact of environmental policies and anti-war movements to the demands of a higher level of gender equality in government, academic and business life, and ultimately contributed to the spread of democracy in the world. Such a broad cultural shift means a decline in interest in ensuring economic and physical security and compliance with group rules and standards. Emphasis is placed on the freedom of the individual to choose their way of life. The values of self-expression emphasize gender equality, tolerance of homosexuals, lesbians, foreigners and other groups, as well as freedom of expression and participation in economic and political decision-making (Inglehart, 2018).

Conclusion

The socio-political environment has changed significantly since the 1960s. We no longer consider the fundamentals of political culture research by G. Almond and S. Verba to be sufficient for current research. We have a few arguments to support our claim. Political decisions are now largely influenced by human passions and emotions. Affective orientations support decision-making based on feelings (positive or negative) without rational evaluation of the situation. This is a strong phenomenon that can be seen in political systems around the world. Some politicians, by acting on this component of human orientations, very quickly come to power and consolidate their positions through appropriately chosen and formulated narratives. As examples we can mention the victory of D. Trump, which was not clear from the beginning. He based his campaign on human passions and emotions by opening sensitive issues such as relations with Mexico and the issue of illegal migration, US-EU relations as unequal partners, pointing out that the US is the largest contributor to the NATO budget,

disadvantageous trade policies and agreements, etc. Similar examples can be found in Central Europe (McClory, 2017). V. Orbán's policy in Hungary builds on emotions and passions, which he adapts to his populist rhetoric. It also influences and thinks of Hungarian thinking through historical experience and their appropriate interpretation. Historical Hungarian injustices, such as Trianon, still uses V. Orbán to mobilize his voters and at the same time contributes to tense Slovak-Hungarian relations. Strong passions and emotions also ruled in the Slovak presidential election in 2014, and to a much greater extent in 2019. The murder of a young journalist and his fiancée disrupted the subject orientation of citizens who, under constant pressure from the media, transformed the political culture of the Slovak nation from below passive citizens to active protesters. Protests in Central Europe, as a tool of political struggle, have been gaining momentum and importance in recent years.

Based on our observations, we have attempted a general overview of the characteristics of current types of political systems, and these are as follows:

- New societal values and orientations such as environmental protection, homosexuality, migration, gender equality and opportunities, regulation of same-sex partners, etc., which polarize society are at the forefront;
- Citizens are aware of their role and importance in society as a source of power which they "only" delegate to their representatives in elections,
- Possibilities and ways of civic participation in political issues are expanding - mainly thanks to information technology and digitization
- Non-traditional actors such as media, multinational corporations, international organizations, non-governmental organizations, business entities, individuals gain influence on policy;
- New political parties gain political power and influence, without an ideological anchorage on the left-right axis;
- The important role of individuals - through impact on social networks (instagram, twitter, facebook, etc.);
- The media become part of the private sphere and are politically oriented, do not offer objective information, spread fake news and hoaxes, and are used as manipulation tools;
- Unlimited speed and quantity of dissemination of information, via the Internet and social networks, irrespective of its truthfulness;
- -Enforcing the political accountability of political elites through media, economic or civic pressure and public opinion formation;
- Dominance of affective orientations in political decision-making.

It is only a brief overview of the characteristics that, in our opinion, currently determine most the political systems and their elements, including political culture. The crisis is currently being experienced by traditional political parties, which were value-based on a dominant ideology as liberal, conservative or social democratic parties divided into right-wing and left-wing parties. This division is no longer very relevant at present. Most support is given to parties defined as center parties or new political parties that have built on "new" faces without previous political experience (especially in the Central European area, where politicians associate with various cases that fragment and radicalize society). As a result, people with no previous political experience enter politics. Oftentimes, without an adequate education that previously worked in visible positions (show business). In addition, the concept of political culture in the study acts as a 'catch all' theory, which may include an unlimited number of variables depending on the observer. For this reason too, it is very difficult to identify a generally valid model of political culture that would be applicable to different political systems and states.

States no longer exist on the principle of one nation for which a political culture could be identified. There are a huge number of subcultures and groups in the nation and state that are governed by their own value standards and rules. Typology itself seems no longer so important for political culture research. Political culture, however, affects dimensions of political behavior that can help to elucidate the many political processes taking place in the system and can have an explanatory character.

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IMPOSSIBILITY OF REALIZATION OF DIRECT DEMOCRACY OF GREEK TYPE IN MODERN SOCIETY ACCORDING TO THE THEORY OF G. SARTORI

NATÁLIA KOVÁČOVÁ

Abstract: The article generally points to the phenomenon of democracy, its exclusion from the point of view of several important philosophers within the individual historical period of social development and its main principles, with a specific emphasis on direct type democracy. The main aim is thus to bring the essence of direct democracy closer and according to the prominent political scientist G. Sartori, to answer the question why a democracy of today's type cannot function in line with the ideal of ancient democracy.

Key words: democracy, direct democracy, Sartori, voters, public interest, public policy

Introduction

A century of democracy can be considered the twentieth century, when the ideas of the rule of law came to the forefront in global and democracy has become a standard for the population. The complexity of the democratic mechanism lies in the reflection on how to achieve all-society satisfaction. How to eliminate its weakness, strengthen citizens' rights and freedoms, and achieve public interest. Democracy must not stagnate, but must evolve systematically. It is its own diversity, what we mean by pluralism, divergent views, needs, goals of society. In the industrialist world (countries of Europe, North America, or Australia) we come across the concept of liberal democracy, whose primary basis is based on the idea of a "government of consent" (Kulašik, 2007). The government's mission is to meet the needs of citizens who have handed over power to do it. The theory of liberal democracy also draws attention to certain principles relating to the electoral cycle. These must be regular, free, competitive and equal. In the absence of a uniform definition of democracy in the theory of politics, it is most often referred to the submission of a minority to the majority, the recognition of the principle of freedom and equality of citizens.

The concept of democracy in theoretical context

For the efficient functioning of society, the principles of respect and tolerance must be applied, since democracy creates a space for changing groups in power. Which group or political party (s) in representative democracy has power in their hands depends on the free choice of voters. The elected deputies represent the will, interests of the electorate in the elections, and this is the main principle of representative democracy. It narrows to a narrow circle of rulers, which means that public affairs are decided by elected parliamentarians. Citizens are thus freed from participation in political laws and norms. Advocates of unwanted participation, such as Weber, Downs, Schumpeter, have also identified this idea, which can also be described as adherents to the modern economic theory of democracy (Kováčová, N., 2014). They sympathize with the ideas of representative democracy, where primary decision-making rests with elected representatives, as they more easily arrive at some compromise and consensus. If decision-making in society were not eliminated to a narrow circle of rulers, it would be very difficult to reach the conclusions of decision-making, as there would be chaos in society. Proponents of this theory limit the activities of citizens in the political sphere to voting and the subsequent passing of voters.

Citizens' interest in public affairs is important for existence of democracy. This also strengthens the very essence of democracy, which speaks, in a significant way, of the people's rule. *“The civic participation incorporates the idea of active participation of citizens who are interested in making better and more transparent decisions”* (Kováčová, S. 2011, p.52). Citizens' engagement and rejection of indifference to socio-political events is prevention of the good functioning of public affairs and of a constantly evolving and advancing society.

The democratic system gives citizens certain rights and, as they have several options to intervene in public affairs and thus influence social events, they are also responsible for decisions that determine the direction in which the public interest will go. The roots of public interest date back to Ancient Greece, when it was associated more with public or social welfare. Its content dimension has been gradually modified in the light of a changing society. In philosophy, the public interest identified itself with the common good. *“An essential element of public welfare is to be enlightened in an understanding where every citizen has sufficient and equal choices in decision-making matters. The basic element of achieving well-being is therefore the choice he has chosen from his own experience. For the Enlightenment philosophy, the general well-being was represented, for example, by individual freedom, happiness of all citizens, law, freedom, property ”*(Kováčová, Králik, 2017, p.45).

In the Christian era, public interest tied to love for to neighbor. The essence of the general well-being was outlined by the already known work of the 1752 *Social Contract* in which J. J. Rousseau accentuated the association of persons. By concluding a memorandum of association, the individual enters into civil status, thereby becoming accessory to the common interest of the public. The public can be understood as an association of citizens, respectively parts of civil society linked by common goals participate in solving certain problems. If we consider the goals of this society to be the goals of the majority, then we can speak of the public interest. It always ties to a certain time and place, so it has no timeless validity. Public interest can be described as a social interest, as a sum of individual interests, collectivized interests, as an extra-individual interest (Adamcová, Klus, 2006).

If we go back to the social contract, it cannot exist without the presence of laws. Every state is a republic which is governed by law, because only then can we speak of dominance of public interest. The effective functioning of society depends on the interest of the population to gather, associate, and solve public affairs (Kulašik, 2006). The longing for profit may be a threat to the social balance.

The modification of the public interest was influenced in the 20th century by the events of the war, the great economic crisis in the 30s, new ideologies, which recorded their arrival after the World War II, globalization, feminist currents. For example utilitarians “*defined politics as a distribution of values*” (Briška, 2010, p.40). The prominent representative, J. Bentham, defined the public interest as “*an act of activity that results in the greatest possible benefit for the maximum number of entities*” (Kováčová, Králik, 2017, p. 47).

Since this is an inexhaustible topic, we have only referred to a few definitions of the public interest, which is inevitably linked to public policy. It is a relatively young scientific discipline that originated in the 1960s and it was first used by H. Lasswell (Adamcová, 2011). The actual implementation of public policy can only take place in a democratic society, based on links between individual government departments. Civil participation enhances the quality of democracy and protects it from advocating the interests of a narrow group of people. In this sense, therefore, democracy can be described as the rule of the majority, because, given the diversity of the social spectrum, it is never possible to speak of maximum unity. Modern democracy rests on certain postulates that cannot be denied. There are part of democracy such as citizens' rights, for example the right to freedom of life, property, to express one's opinion, to associate, to pursue a profession, etc. (Dahl 2001).

The second principle of modern democracy is based on the conviction that democracy—the rule of people, is realized by people for people. If we will the based on these postulates,

democracy can be described as a state form, or a government system that guarantees citizens' rights and freedoms to its citizens. It is a system in which there should be a balance of public interests, groups, political parties' participation in the realization of political will. The democratic principles we have mentioned do not only relate to the state-political sphere, but should also operate and be applied outside it, for example in the sphere of economy, federal form and therefore we can speak of democracy as "*a life form, a social lifestyle*" (Kulašik, 2007).

The human in modern democracy is not only part of public life as an individual with rights, but also enters public life as a member of various political entities (organizations, parties, trade unions, interest groups, associations). These are political organizations which, to a certain extent, reflect the social structure of society by drawing attention to the interests and needs of citizens (Briška, 2010). Cooperation between the government and these political entities leads to the creation of an institutional base, which is the basis of the political system. It is characterized by its plurality. Pluralism as a political-sociological term and it can be understood as a certain social phenomenon, which is explained by the existence of various competing groups in society. In political science, pluralists understand the association of political English and French theorists who published their work after the First World War. They reject the authoritarian state. According to Dahl, a modern democrat must be a pluralist (Dahl, 1995).

In contrast to pluralistic thinking stands the concept of J.J. Rousseau, because according to pluralism, the general will is not given a priori, but is the result of constant competition between competing opinions and interests. Pluralism can be seen as the primary criterion for free democracy. This notion emphasizes the personal freedom of individuals who participate in public life. The mission of pluralist democracy is to create an institutional framework for optimizing the realization of citizens' interests while respecting the interests of the majority and while protecting the interests of the minority. The equilibrium of the democratic system depends on the extent to which political entities - institutions, the state, political parties, interest groups, movements, self-government bodies, etc. are capable responding to needs and coming from civil society. The essence of the functioning of the political system was presented in theory by Easton. The model is based on inputs, outputs and feedback. Inputs in the form of demands are directed to the government, political representatives, who transform them into outputs in the form of laws. They generate feedback based on how they interact with the entourage. The functioning of the system is endangered, if there are too many public requests for government and decision-making capacity is overloaded (Kulašik, 2007).

Criticism of direct democracy according the theory of G.Sartori

Participatory theory of democracy as a modern theory of democracy was based on direct democracy. Its roots go back to the period of Ancient Greece, when Kleistenes appealed to the participation of social groups in public life. During this period, there were institute of direct democracy which was called ostracism. It was a decision to prevent tyranny. Citizens of Athens have written on ostracone (shrapnel) the name of who they think is the most threat to democracy. After crossing the set limit - 6000 ostracon, there was a counting of names and the Athenian, whose name dominated the shards had to leave Athens for a period of 10 years. According to many, Athens democracy was the ideal of direct democracy. Direct democracy is thus the opposite of representative democracy, in which public affairs are primarily decided by representatives elected by the people. As a result of a more critical assessment of representative democracy, a wider theoretical discourse has been developed in recent decades on those models of democracy in which citizens acquire not only a feeling but also a real belief in the weight of their voice and the power to decide on political matters. In order for direct democracy to exist, it requires a civic-conscious society, politically active citizens interested in interfering in socio-political life. F. van den Enden is the first theoretician of direct democracy (Verhulst, Nijeboer, 2007).

He eliminated the differentiation in society between the groups and denoted the term "people" only to those who can take care of themselves and have the right to vote. The concept of direct democracy was also developed by Rousseau, mentioned by us, with the idea of a united and inseparable people, which became part of the French Constitution in 1793. The citizen who elects does not seem to be his choice of the right to remain a bearer of power (Říchová, 2002). The role of Members is to exercise the will of those who have decided to elect them. MEPs only become interpreters. He spoke about the importance of referendum, plebiscite, direct democracy. *“The existence of direct democracy is conditional on social equality and the elimination of all barriers in social, political, economic, and life that undermine equality”* (Kováčová, N., 2014, p. 33).

Sympathizers of direct democracy criticize the representative principle of governance because, in their view, it reflected the demands of the past when the human's individuality was not as visible as it is today. They note that in the past it was very difficult to come to final solutions and make decisions because the society was too heterogeneous. Therefore, the introduction of representative democracy, when was decided by a narrow circle of elected answers to the question of how to reach a united view. Direct democracy is, according to its

supporters, the answer to the demands of modern times. It is important to note, however, that advocates of direct democracy do not look strictly skeptical about representative democracy. They accept the role of representative body when certain decisions need to be taken, but citizens do not show interest in public affairs. However, there is a hierarchy in which decisions taken by the will of the people (laws adopted by referendum) over decisions by the representative body (parliamentary laws) (Verhulst, Nijeboer, 2007). According to Robertson, "*in principle, participatory democracy can be defined as an alternative term to direct democracy*" (Székely, 2018, p. 136). That active citizens who are interested in public affairs do not threaten state structures it is important that they meet the following prerequisites: (Višňovský, 2010)

- be capable of dialogue, to control of power,
- be informed
- be critical of decisions, face pressure
- cooperation of citizens, third sector, networking.

An important Italian political scientist, G.Sartori, stated that "*direct democracy is a democracy without representatives and without ties*" (Székely, 2018, p. 137).

He criticized the participatory theory of democracy because: (Kováčová, N. 2014).

- is empirically unverifiable
- human is idealistic, but the theory does not take into account his egoistic side
- civic participation threaten the stability of society
- is narrowly oriented and one-dimensional
- too many competences available to citizens.

Sartori concludes participatory democracy by "*it can be included in any model (representative, direct, referendum democracy) and none of them, because it is within their cross-sectional area*" (Székely, 2018, p. 137)

G. Sartori was a critic of direct democracy and tried to explain why Greek type of democracy is not possible at present. Today's society has no experience in direct management, respectively, with the ideal of democracy that was typical of Ancient Greece. Sartori points out that direct democracy has had its gaps in the past, as in Greece there was a division of society between liegeman and rulers. But it is approaching to the ideal because these two different layers have worked together. Democracy of today's type further deepens the differentiation between the ruling and the controlled, which in the past between the main subjects - the state

and the citizen - was not so visible. Sartori stated that Greek democracy was not resilient. Democracy did not apply to civil society as a whole. For example, Aristotle linked democracy to the government of the poor. In the fourth century before Christ, there were in the Polis, the differentiation between the rich and the poor so perceptible that they resulted in the fall of ideal democracy. The individuality of the human was in Greek democracy in the background, and there was important to sacrifice for the benefit of the public, to be humble with the state. Citizens' lives were governed by this motto, which logically the citizen neglected his identity and was so called "total citizen" (Sartori, 1987).

In his theory, Sartori draws attention to the benefits of the representative system, which are often overlooked:

- the presence of certain barriers, security valves that were absent in ancient democracy
- admits a positive sum, not just a zero-sum policy as in antiquity
- today's democracy does not carry too much potential to overthrow or fall the system, resulting in a state of war as a result of the class conflict of the rich against the poor
- Due to the present day, it is impossible to identify with Aristotle's idea "*if a person is part of the work process, he is not a citizen*" (Kováčová, N. 2014, p.41). The past welfare society has freed the citizen from work, which cannot be identified with modern times, because work is the main source of welfare.

Conclusion

Based on the participation, Sartori says that the more people show interest in participating in public affairs, the harder it is to reach a certain consensus, because every citizen, respectively, the groups have their own specific needs and interests. Therefore, the concept of direct democracy is easier to implement within a narrower place / smaller number of people. Modern democracy must accept the ideas of limited democracy, which has elements of direct democracy in the sense of a referendum, but on the other hand, the exercise of power relates to the political elite (Sartori, 1987). Today's democracies emphasize what was not possible in a Greek type of democracy and it is 'freedom', because in it the citizens did not follow their consciousness but acted on the basis of moral respect for the state. The citizen was connected with the city and had a common destiny.

It cannot be denied that we regard Ancient Greece as the cradle of direct democracy, but it was unspecified because the Greek citizens did not know the value of their own 'I'. As Sartori argues, direct democracy of the ancient type has come into its own in the past, and it's the end of debate, because realization in the form presented by us is not possible given today's circumstances.

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DOMINATING PROCESSES IN SELF-GOVERNMENT MANAGEMENT

DUŠAN MASÁR - NADEŽDA JANKELOVÁ

Abstract: In opinions of the expert community, in the Human Resource Management in the territorial self-administration, there dominates the traditional approach to its management based mostly on administrative personnel activity. Within the performed research, we were investigating if these opinions were identical with the existing method of personnel management in the context of the territorial self-administration consisting of municipalities and higher territorial units. The main goal was to identify quality of personnel departments and personnel work in terms of synergy of four new roles of these departments in investigated territorial self-administration subjects.

Keywords:

Introduction

At present Human Resources are the most important asset of each organisation. However, they are often taken for granted by many managers and in this sense underrated in a certain way in matters of investments into their development. The academic community, but also a variety of empirical researches, confirm that the Human Resource Management belongs unquestionably to strategic activities because it is exactly people, their knowledge, skills and extent, in which they give this potential of theirs for the benefit of organisation that decide on its success.

Public administration is a field, which used to be connected in the field of the Human Resource Management with certain formal and strictly laid down principles; and for long years this management field existed in perception of personnel agenda or administration. Public administration reforms on the one hand, but also increasing demands of citizens as clients for rendered services, pose higher requirements on management of public administration organisations also in the field of the Human Resource Management. These requirements follow from the need of changed view and perception of employees, approach to them and change of way of thinking; and thus represent a significant qualitative change in the management method.

By mentioned reasons we decided to deal with the topic of the Human Resource Management in conditions of the territorial self-administration in Slovakia. Our intent was to assess quality of Human Resource Management Departments in the context of application of new personnel trends within the framework of the territorial self-administration, to find strengths and to name problems with outlining the way of their solution.

Theoretical Principals

The Human Resource Management is a concept that is used only for several years and social and political development of the society points to qualitative changes in this understanding. Many authors deal with the topic of Human Resource Management in terms of its development, shifting in perception and new trends. Of Slovak authors, we will mention Joniaková, Blštáková (2013) dealing with trends in remuneration and readiness of Slovak organisations for management of new generation of employees. Authors Antalová (2011), Kachaňáková (2011) deal with the field of company culture and its relation with the Human Resource Management. Juhászová and Kollár (2013) Čajka (2011, 2012) warn that current significant demographic decrease could easily affect employment policy. Kováčová N. (2009) emphasizes the importance of a participatory aspect in a democratic society, which is a guarantee of the development of local self-government. Jankurová (2014a, 2014b) suggests on the need of interpersonal and social competences development of managers in the context of effective management and also points to demand of continuous education in this field (2014c) Košta (2011) investigates trends in the Human Resource Management in the view of current problems of the labour market. Majtán (2009), Suntingerová (2010) deal with creativity in the Human Resource Management. Of the Czech authors, Lubasová (2001), Adamcová (2014), Dvořáková (2007, 2012), Hroník (2007), Koubek (2004, 2007) deal with the mentioned topic. A group of authors Pomahač and Vidláková (2002), Wright and Němec (2003), Heger (2005), Hendrych (2003) focus on the personnel field in public administration. Veber (2009) and Stýblo (2008) analyse the Human Resource Management in the context of managerial function and a new view of this function. Partial trends are described by Franková (2011) and Hospodářová (2008) dealing with creativity and creative management. Horváthová (2011) describes talent management. Kouřim (2014) analyses relation of organisational culture and organisational values.

Foreign authors complete wide representation of Slovak and Czech experts in the Human Resource Management. Notable authors are Armstrong (2007), Foot and Hook (2005), Ulrich (2009), Kazanský (2009), Werner and Desimone (2011). Capelli (2000) deals with talent management and Hartz (2003) investigates specially „job revolution“ trend. The research of Schein (1993), but also of Snell and Bohlander (2012), is dedicated to organisational culture and leadership in relation to the Human Resource Management.

All above-mentioned authors analyse the subject topic and offer their opinions on management of human resources and changes constantly arising in this important managerial function. The mentioned changes substantially influence methods, tools and ways, in which this function is carried out in practice. They proceed from trends in the world of work and from changes of all-society social and demographic environment.

The analysis of quality of individual personnel departments must be based on a definite complex tool pointing to partial processes to the New, but primarily to the need of unity of all mentioned partial aspects. It is so-called mixed roles model that includes four important roles, namely strategic management of human resources, management of organisation infrastructure, management of transformation and change, management of employees' contribution (Ulrich, 2009, p. 45). These matters of facts are particularly important in the public sector where the Human Resource Management has certain specifics and just the mixed roles model is able to cover them fully.

Research Methodology

There is a prevailing opinion that, in the Human Resource Management in the territorial self-administration, the traditional approach to their management dominates, which is mostly based on administrative personnel activity. We were investigating within the performed research if opinions of wide expert community were identical with the existing method of personnel management in the context of the territorial self-administration consisting of municipalities and higher territorial units (VÚC).

47 subjects created a research sample for needs of our research on the topic of personnel trends in the territorial self-administration. Those were five self-governing regions and 42 cities. Subjects were selected based on satisfaction of pre-selected criteria of classification in the territorial self-administration as well as based on their willingness to disclose information on the investigated topic. We obtained primary data by means of a structured questionnaire that was sent by email communication to respondents – heads of personnel departments, or

employees in charge. In some cases we were enabled to supplement answers by controlled interviews with personnel managers. The return on questionnaires made 75%. In case of self-governing regions, they were sent to all eight subjects. Only five higher territorial units answered. In case of the municipal level, we selected cities with number of population over 10,000 for research. The reason was the fact that, in our opinion, in smaller subjects of municipal self-administration, the personnel activity is aimed mainly at traditional personnel administration; and data on new trends in the Human Resource Management, which would reflect a higher degree of their quality, would not be relevant. In case of cities, questionnaires were sent to 55 cities. We received them returned and filled-in in case of 42 cities.

The main goal of the performed research was to identify quality of personnel departments and personnel work in terms of synergy of four new roles of these departments in investigated subjects of the territorial self-administration. At the same time we were interested, which one of roles is dominant and on the contrary which one the most suppressed. The theoretical basis of the concept of our research is the above-mentioned model of mixed roles of Human Resource Management Departments, which, in our opinion, is an efficient and flexible tool of determination for purposes of assessment of the role of personnel department and its quality in the context of new challenges and trends. The model was compiled by Ulrich, namely in such manner that different roles are ascertained in an organisation, which can be performed by personnel department and personnel work; and their quality is assessed, or given points by the scale in range from 1 to 5 where 1 is low evaluation and 5 is high evaluation. Individual roles are divided into four groups. (Ulrich, 2009). We used and adjusted the model for needs of our research.

Research Results

Obtained data provided us a picture on quality of Human Resource Management Departments in individual Offices. At the same time they provided us level of individual roles in each Office, but also in total for cities or higher territorial units and for research sample altogether. The lower the number, the lower is quality of personnel work, or one of the roles. If each Office rated all statements with 5 points (hence as highly significant), then the result would be 50 points within each role and 200 points for the entire Office. The author of the mentioned model presents that the total number of points exceeding number 160 can be considered as high and indicative of high quality of services rendered by the Human Resource Management Department to the Office. The total number of points amounting to less than 90 shows that personnel department activities are perceived as low-quality and irrelevant.

Our investigated sample reached the total score of 101.9 points. The reached count of points refers rather to lower quality of personnel departments, which is held on a higher level only by the role of personnel administration that achieved the total score of 47.1 points, which is excellent in regard to the maximum possible number of 50 points. Even though, it is the traditional personnel role, it is not possible not to develop it. On the contrary, the task of personnel officers is to propose and apply efficient personnel processes, methods and tools in order to efficiently perform all basic functions of the Human Resource Management, which are recruitment and selection of employees, education, valuation, remuneration and suchlike. Even if this role uses to be suppressed by many experts in the personnel management theory by reasons of shifting to strategic management, partnership and other shifts mentioned also in our paper, we believe that its successful performance keeps adding a value to the organisation. Almost the same point evaluation was ascertained from the view of higher territorial units and cities; and we did not notice any significant differences in perception of this role on the part of both types of territorial self-administration subjects.

The role of fighter, or advocate of employees placed second in the point evaluation. In average it was rated count of points 25.1 of the total possible number of points 50 whereas personnel departments of cities assigned higher significance to this role. We believe that a reason for this difference may be organisational culture, which is less formal in smaller Offices, helps employees feel a component part of the organisation and have also respect and trustworthiness in the personnel department itself. The contribution of employees increases if they have a feeling that there is free exchange of opinions in the Office; when they are persuaded that community or region officials and representatives bear their interests in mind; and when they feel to have a really strong and worthwhile relation with the Office. Even though, personnel officers have no direct responsibility for the contribution and commitment of employees because it is mostly on line managers, they can assist managers in this duty and create all conditions for provision of employees' contribution on a high level.

In most organisations, and that not only in the public sector, we see indistinctive or, more aptly, inactive work of the Human Resource Management Department in the strategic management of these organisations. This trend was confirmed in investigated Offices whereas much more expressively in cities compared to higher territorial units. The strategic role of personnel department is not dominant in cities, which means that personnel officers are not perceived as strategic partners. Consequences may show themselves in the process of implementation of the Office strategy when personnel procedures assist in performing its

objectives. However, it is questionable if this declaration to be the strategic partner is not only formal in higher territorial units either. Many Offices write or have elaborated more strategies than they need, or how many they actually follow. Voluminous documents are elaborated, but they always contain so many thoughts and ideas that in the final end they get lost and are not implemented. We found also in our sample of Offices that personnel officers did not see themselves in the role of active strategic partner, but only of specific intermediary of the Office strategy into personnel programs. They answered completely vaguely the question if credibility of the Human Resource Management Department originates from assistance in performance of the Office strategic goals, thus their attitude towards significance of their department is completely in a different field. Probably in personnel administration.

Change agent and personnel department present no advantageous connection in the investigated sample of territorial self-administration Offices. A change represents certain transformation, thus modification of culture in the Office; and personnel officers should be involved in management of these changes. They should assist to recognize and implement processes leading to a change. Higher territorial units, but also cities, presented a very low significance of this role. Personnel officers do not take it for important to assist the Office to foresee future problems and to adapt to them. They do not feel to be a partner in implementation of changes of the Office; and have no interest to be an active participant of renewal or change of the Office either. Of course, they do not consider it important that their credibility follows exactly from the efforts to implement a change.

Conclusion

The Human Resource Management is an important component part of the overall management of Offices. In addition to personnel officers, also line managers participate therein who should create together new ways of thinking in the sense of orientation at client – citizen. Therefore, also all activities in the field of Human Resources should be strictly predefined according to needs and criteria of clients and those not only external, but also internal ones, accordingly own employees. Quality of personnel departments in investigated Offices is for now on insufficient level in the context of new trends. The role of personnel expert dominates while other roles, which mean a certain shifting in understanding of the Human Resource Management, are markedly suppressed in these Offices. In management of the Office as a whole, an active approach of personnel officers is lacking, which creates value and brings results in the form of

satisfied employees and clients. Within the meaning of new trends, personnel officers must orientate themselves more to merits of their work than thereto how to do their work better. In our opinion personnel departments in Higher Territorial Units and in cities are stricken by certain myths preventing them to be professionals in their field in the sense of above-mentioned tendencies. In order to overcome these myths, they should be more proactive, show initiative. They should act more and not only be a department that reacts within the context of problems and carries out orders.

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III. SECTION OF INTERNATIONAL RELATIONS

SPORT DIPLOMACY WITHIN US INTERNATIONAL AND NATIONAL POLITICAL ACTIVITIES

IVAN ŠTULAJTER- JURAJ KALICKÝ

Abstract: US international political activities and sport policy account for very closely related topics regarding the efforts of US citizens in this spheres. Presumably, sport as such plays a very important role in the US home as well as foreign policy not only recently, but it was also crucial in the past. This fact can be proved by, e.g. ping-pong or baseball diplomacy or, better to say, by making use of basketball during the long US history in order to enforce American values. The article is aimed at an integral role of sport, mainly in relation to a great number of immigrants to the US, wherein socialising processes are crucial. Furthermore, a level of transparency and significance of four aspects of sport policy incorporated in the US foreign policy will be taken into consideration, i.e. sport emissaries, visitors, grants and the enhancement of girls' as well as women's status achieved via American sport diplomacy.

Key words: sport diplomacy, the United States of America, foreign policy, national activities, international activities, ping pong diplomacy

1 US Sport Policy

Since the end of 19th century until now, professional and school sports served as the two most influential institutions for the nation and community building by helping to define national identity in that as it did Hollywood. Within a great nation and multi-ethnic nation, which experience immigration waves, the fight with racism, permanent economic changes, the role of sport cannot be ignored. Incidentally, sport helped the Americans eliminate the hardness of life. One of the key sport dimensions is contribution to the socialising and Americanisation of migrants and their children. For instance, professional box and basketball became an important tool to integrate immigrants into the American society, and people from diverse cultures were given a possibility to turn into icons of that society. Boxers such as John O' Sullivan, Jim Corbett, Benny Leonard, Rocky Marciano, baseball players like Joe DiMaggio and Hank Greenberg, became symbolic representatives, who proved the potential of Irish, Italians and American Jews to achieve success and to be socially acceptable in the society in which they had been previously ignored and not fully accepted. (Naison, 2016)

Box and baseball produced exclusively American heroes that were Afro-Americans. Particularly these two sports at the Olympic Games in Berlin in 1936 and 1938 proved that those Afro-Americans fought for their national interests, thus celebrated their success as their own triumph. This step helped trainers at schools recruit Afro-American players to baseball and football teams, which helped to a change of political climate within the nation and sport integration. During the period of segregation since 1930 til 1940, the best basketball and baseball players were aware of the qualities of Afro-American players as the sport matches were won thanks to them. In the 30s, the legendary basketball team New York Celtics triumphed over and, at the same time, they were beaten by the Harlem Renaissance Five. Later the Harlem Globetrotter impressively won a majority of matches when confronted with professional teams. (Naison, 2016)

Sport diplomacy confirmed itself to be an inseparable part of the US effort to enhance internal relations as well as the relations with other countries. The US started to make use of a universal passion for sport in order to unify the nations and to overcome language and socio-cultural differences. Generally speaking, sport improves team work, leadership, communications skills, and helps young people be successful in social life. US sport diplomacy serves for the bettering of cultural dialogue and deepening of mutual understanding among people across the world. The US uses sport as a platform to inform participants from abroad about American culture and, at the same time, it offers a possibility to form a link between American sport professionals and their colleagues from other countries.

On the other hand, young Americans are informed about other cultures and challenges young people face in those foreign countries. What is more, US sport is used to improve capabilities and skills of the young generation along with the improvement of their study skills. To achieve this, a US programme was set off in 2002 and since then thousands of participants from 140 countries have joined it. [5] A basis of this programme is incorporation and access to sport and has four pillars:

[Sport emissaries – programme which sends Professional sportsperson abroad to set up sport camps and to participate in a dialogue on important life lessons such as education, knowledge, conflict solving, respect of diversity. Since 2005, the](#) US Department of State has already sent 300 sport emissaries to more than 70 countries including Afghanistan, Burma, Japan, and Venezuela. Those emissaries were, e.g. Michelle Kwan, Carl Ripken Jr, and Ken Griffey Jr.

Sport visitors – represented by non-elite athletes and trainers coming to the US in order to participate in sport meetings and to get first-hand information on American culture and society. This programme provides young people with an opportunity to get know success in athletics

transferred into the development of life skills and life success. Since 2003 more than 1100 young athletes and trainers from more than 140 countries have participated on this programme. **Sport grants** – programme involving a yearly run competition for American non-profit organisations related to sport and non-elite young sportsmen at home and abroad. These grant programmes deal with topics such as Sport for social changes, Sport and health, Sport and physical disability. Between the years 2002 and 2012 this programme awarded around 90 grants for American non-profit organisations, which work in more than 60 countries.

Enhancement of the status of women and girls via sport initiatives – initiative began in February 2011 as a partnership between the U.S. Department of State and espnW. In order to increase the number of women and girls, the U.S. Department of State mobilises all the above-mentioned programmes. A cornerstone of this initiative is the Global Sports Mentoring Program, which unites women and girls from across the world with woman-managers or woman-representatives in the sport sector. In 2012 and 2014, 17 people participated in this programme. Between 2012 and 2014, women from 38 countries participated in it, which resulted in an action plan realised in a home country).

The US Department of State via Sports United division restarted the programming of sports in 2002, focusing on the Muslim community. In 2003 State Department brought to the US a group of Iraqi archery team in order to compete in the World Archery Championship. For the first time the programme of sport emissaries was realised in 2007 via the partnership between NBA and Reebok. In 2006 “World Cup Sports Initiative” pointed to huge efforts of sport diplomacy by at that time coming into existence a new Sports United Division.

This initiative brought to the US 30 young people from 13 countries in order to take part in the World Cup with a main motto: “the time to make friends“. This programme resulted in a visit of Germany where this archery team met with the team of the hosting country. Since then Sports United encompasses people from more than 100 countries met in sport events in order to highlight the ideas of sport diplomacy. (Sports United, 2016)

One of the recent activities is Beyond Sports United. This activity is held every year focusing on the topics from professional sport, which are topical and relevant. In relation to the topic from 2014, which represented the involvement of young people via digital and social platforms, the year 2015 focused on a thorough insight: “Power of Sportspersons“. Sportspersons and sport stars have a huge influence, and particularly this fact is fully realised in the US. There is still a question if sportspersons, leagues and clubs, can make use of it. (Beyond Sport United 2015) In August 2016, another incorporation focused on diversity was realised wherein the biggest teams and leagues were united in order to make conversation on how to incorporate people into

sport regardless of their origin, religion, or race. The founding partners MLB, MLS, NBA, NFL, NHL and WNBA once again confirmed their common resolution related to better understanding of how sports can be used to solve key social problems such as racism, homophobia, bullying, violence, nutrition, and the access to safe spaces. This was sponsored by Global Partners, Barclays, Time and UNICEF; National Partners, Equinox, Guardian, along with official sponsors like WWE and World Boxing Council. (Naison, 2016)

2 US International Activities

Sport diplomacy reflects the vision of the vice chairman Clinton as “intelligent diplomacy“, which contains the use of the whole series of diplomatic tools including those related to sport aimed at the unification of people and their mutual understanding. [9] It is one of the most important roles of sport emissaries¹ where the US is very effective in its application. For instance, the U.S. Department of State’s Bureau of Educational and Cultural Affairs (ECA) in 2005 together with the US embassy to Nigeria, Senegal, Algeria and the NBA (the National Basketball Association) with their partner Reebok who sponsored basketball for young boys and girls in Africa. Each of the twelve thousands of children got a pair of trainers thanks to this partnership. What is more, sport emissary of NBA and basketball players Jim Jackson from Phoenix Suns and Cynthia Cooper, a player from Women’s National Basketball Association (WNBA) from Houston Comets joined a three-day camp where basketball rules and skills were presented, and in that way they offered opportunities for African young generation to get involved into the dialogue with American players and coaches. [1] In 2011, the NBA legends like Sam Perkins and Dikembe Mutombo travelled to South Sudan as sport emissaries to improve school and sport conditions within this country. [9] In 2012, US sport emissaries-professional basketball players were sent to Burma in order to enhance cultural links and to highlight the importance of academics, cooperation and respect of diversity. [12] One of the important figures was Barry Larking-a basketball star, who worked as a long-term US ambassador. He visited Ecuador in order to work together with young people over there on topics such as the respect of diversity, importance of health and academic results.

¹ **The complete list of American sport emissaries: <http://eca.state.gov/programs-initiatives/sports-diplomacy/sports-envoys-and-sports-visitors/sports-and-public-diplomacy>**

2.1 Ping Pong Diplomacy

An informal friendly interchange between the players of table tennis from the US and China signalled a *détenté* policy between those two countries and a new chapter of their diplomatic history. In 1971, the Chinese representatives unexpectedly invited the US table tennis team in order to join them with players from other countries when doing together sightseeing across China. When the US side accepted this offer, the US officials also invited Chinese table tennis representatives. Since then the media representatives started to use the term - ping pong diplomacy. [10] In case of Sino-American relations, the role of sport and sport exchanges was important as a crucial tool to support bilateral links. Hardly are there better examples how to make use of sport diplomacy as particularly ping pong diplomacy initiated in the 20th century when the US was involved in the Vietnam War and China had an ongoing cultural revolution. The bipolar political division of the world reflected the relationship between the US and China. Historically, when American table tennis players were invited to China, it can be concluded that it was ping pong diplomacy which helped to bring closer these two countries. In 1972 the Chinese table tennis team visited the US. Both these interchanges thus changed mutual of attitude both countries. (Orlins, 2012) Incidentally, those national sport teams exchanges opened a way and enabled US president Nixon to visit China in 1972, and in 1979 to establish diplomatic links between the US and China. [10] These events established trust in sport that it would play an important role in bilateral US-China relations. In the following decades the National Committee went on making use of sport diplomacy by sending or hosting teams in almost all kinds of sport.

Subsequently, this committee sent tennis players, swimmers, basketball players, and hosted volleyball and football teams as well as acrobats and martial art fighters from China on their tour across the US. It can be argued that nothing has influence more the American perspective on China than the Beijing Olympic Games in 2008, when the Americans got impressed by the opening ceremony as well as by the number of gold medals gained by Chinese sportspersons. According to Stephen Orlins (President of the National Committee for Sino-American relations), it has been one of the most important relation in the world, since it is inevitable that both countries make use of the opportunities which the international sport interchange. Today, sportspersons have ability to establish a basis for peace and stability in Asia as well as in the rest of the world. It is inevitable to highlight a unique role of sport in the relation of China and the US by pointing to the “ping heard round the world.”(Orlins, 2012)

2.2 Baseball

Baseball was for the first time marked as “national enjoyment“ in the 50s of 19th century. Since then this game tried to keep this status. In order to succeed in this activity, baseball activists attempted to join this sport game with the values American dream (especially the baseball league). This game was to be presented in connection with American patriotism and machismo especially in national war and interventions, e.g. it was in the US army where baseball was played while US soldiers intervened in the Caribbean and Pacific area, and Asia and, where baseball was a regular part of the American “civilisation mission“ abroad either economically or militarily. It exported American culture, thus playing an important role in the globalisation of the world. In US foreign policy, baseball is frequently termed as a nation’s “moral equivalent of war.” On the US territory, baseball was used in order to strengthen patriotism and nationalism. The United States of America has a long war history with a substantial and frequent involvement of baseball in it.

Baseball forms were already in practice during the American Revolution, played even by George Washington himself. Baseball was played during the war in 1812, when American played it in British military camps. It was also played in American Civil War. In WW2 baseball players represented “a vivid aspect of a military machine“, where those players became symbols of heroism. It was introduced not only because of military morale, but also because of military training during this world war when baseball “batting eye” was connected with “shooting eye,” and when baseball was used as a training method to throw grenades with a motto “That Arm, Your Country Needs It.” The Ministry of War adopted a slogan “every American Soldier a baseball player.” Baseball was used for the goals of American foreign policy and for a very long time it has been now seen as a tool to maintain peace and diplomacy. To illustrate, during the decades of the Cold War conflicts between the US and Cuba, Peter Angelos and Baltimore Orioles proposed a baseball diplomacy with Cuba and its leader Fidel Castro in the 1980s. Although this proposal was rejected by the US Department of State, baseball series were respected and contributed to *détenté* policy between these two countries. (Elias, 2011)

Even uncovered documents from the year 1975 point to secret negotiations between the US and Cuba, about historical contests of baseball teams of both countries in Havana. National Security Archive revealed a collection of documents that detail the origin of baseball diplomacy, with opinions that baseball diplomacy could have removed and obstacles and political animosity between two nations in the same way as ping pong diplomacy did it between the US and China. American officials believed that the choice of sport activity in which Americans were able to

win, would encourage those Americans who were disappointed with the victories of communists at the Olympic Games. [2]

3 Conclusion

As presented above in the text of the article, sport definitely plays a major role not only in the US home, but in foreign policy as well. US international activities account for an extensive and almost ever present agenda in US history as well as in the contemporary period of US policy. This can be undoubtedly proved by ping pong or baseball diplomacy, which confirmed the importance of sport within the US society.

Sport diplomacy forms four key aspects of its interest: sport emissaries, sport visitors, sport bodies, sport grants and the enhancement of girls 'and women's status via sport initiatives. All four elements form a substantial element in creation of foreign policy. Sport emissaries create cultural awareness at home as well as abroad. They spread American culture, customs and values. On the other hand, sport visitors allow the presentation of other cultures and thus to encourage the attitude of tolerance among the nations of the world.

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