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Culinaronyms in formatting linguocultural competence in teaching Russian as a foreign language

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Abstract

Linguocultural approach is the new teaching direction in teaching Russian as a foreign language (RFL). Based on this approach, students are aimed to form a linguocultural competence. Studying scientific research show that there is a lot of linguistic units that are suitable to help students in forming their linguocultural competence. The purpose of the research is to apply the topic "Russian culinaronyms" (known as the name of Russian food) in the formation of the linguocultural competence of Vietnamese students who are learning Russian as a foreign language. The research was conducted by surveying and interviewing 26 Russian teachers in Vietnam by verifying the applicability of theory and practice of the topic "Russian culinaronyms". The research results show that the teachers think that the application of this food topic in the formation of their linguocultural competence is appropriate with high survey results. Furthermore, it reveals the linguistic and cultural dimensions from Russian culinaronyms which can be used to form a linguocultural competence for Vietnamese students. The topic "Russian culinaronyms" can be applied in extracurricular sessions for language specialized students.

Key words: linguoculture competence, linguoculture, culinaronym, Russian, Russian as a foreign language (RFL)

1 Introduction

As is known, the process of globalisation contributes to linking the environment between individuals from different countries and languages. Today, imagining any activity of an individual without its integration into the 'world space' is impossible; individuals are forced to interact with the whole world, exchange experience, improve qualifications, and receive information from the outside. It is difficult to imagine this process without an intermediary language (Statsenko & Baskov, 2015). In addition, the goal of teaching a foreign language is not only the teaching of communication, but also the destruction of negative ethnic stereotypes by expanding and clarifying knowledge about representatives of other

ethnic groups. Moreover, expanding objective knowledge about another culture is an effective method of mitigating the cultural shock that often occurs in the process of immersion in a foreign ethnic culture. Therefore, the duty of teaching language, including teaching Russian as a foreign language (RFL), includes forming knowledge, ability, and skills for students.

The main purpose of foreign language teaching is to equip students with communicative competence. To meet this target, students need to develop other sub-competences to create communication skills. The Communicative competence includes the following skills: linguistic, linguocultural, cultural, strategic, conversational, and social competences (Statsenko & Baskov, 2015). Among these competences, linguocultural competence plays an important role in contributing to success in communication.

According to Tomakhin (1996), 'acquaintance with the culture of the studied country language has been one of the main tasks since antiquity'. He also notes that the teaching of languages today is not developed without cultural commentary.

Many researchers note that language acquisition without the knowledge of culture is not enough to ensure effective contact between representatives of different nationalities and languages. In addition, the problem of taking into account the characteristics of students as a subject of learning is also important from the standpoint of anthropocentrism. As a result, attention to three factors – language, culture, and personality – make it possible to form and improve linguocultural competence, which is understood as knowledge of the entire system of cultural values expressed in the target language (Baturina, 2003; Kiseleva, 2004; Vorobyov, 1997).

Researchers emphasise that a deep and comprehensive study of a foreign language is impossible without the student's acquaintance with national traditions, and without immersing them in the historical and cultural context of the country of the studied language. Thus, the problem of the formation and development of LC of foreign students is one of the most relevant in modern methods of teaching a foreign language and, in particular, Russian as a foreign language (Chechik, 2019).

One of the topical directions in the framework of linguoculturological research is the study of the interaction of languages and cultures, which reflects the complex process of comprehension and acceptance by native speakers of another culture—understood quite broadly: there are folk traditions, a national mentality, religious attitudes, etiquette rules, and much more (Mikheeva, 2013)

The formation of a secondary linguistic personality in the course of learning a foreign language, including Russian, is closely related to the development of a foreign culture. Therefore, the problems of intercultural communication are becoming especially relevant for foreign students studying within the walls of a

modern Russian university. As these problems as manifested here are rather specific, it is appropriate to go from general theoretical provisions to the practical side of the issue.

The purpose of this study is to build quality for students' RFL based on basic teaching materials, such as the names of Russian food. On this basis, in order to achieve the purpose of the research, it is necessary to satisfy a number of requirements such as: researching LC trends in teaching RFL, studying the properties of culinaryonyms in accordance with the application of LC teaching, and researching the benefits to the knowledge and skills of students after learning the subject of culinaryonyms.

2 Literature review

2.1 Linguocultural competence and its role in RFL

Linguocultural competence is an integrative, multidimensional, social, and individual-personal cognitive phenomenon. To denote this concept, Gorodetskaya proposed the term 'linguocultural competence'. According to the philologist, the difference between cultural competence and linguocultural competence is the difference between a part and a whole: linguocultural competence is that part of cultural competence that determines the communicative behaviour of a person within the framework of another linguoculture (Gorodetskaya, 2009).

LC is considered as the possession of basic characteristics, including both reflecting knowledge and the knowledge of language and culture, which reflects the mentality, spirituality, and the national specifics of the given society (Khalupo, 2012). This definition is considered reasonable as it reflects the link between culture and language and is arguably the most basic before fully approaching other LC issues.

LC's role in foreign language teaching is seen as the key to successful communication in the foreign language being studied. Only through the conscious mastering and motivated use of elements of linguocultural competence in the communication process is it possible for a future qualified specialist to participate in the 'dialogue of cultures' both at the everyday level and at the level of professional communication. Linguocultural competence includes knowledge and skills related to the selection, assimilation, processing, transformation, and use of information about linguoculture in practice, as well as the experience of intercultural communication and personal qualities necessary for its successful implementation in a different linguistic culture. Its professional aspect is knowledge about a different linguoculture and the norms of interaction with its representatives within the framework of a foreign language professional society, the ability to effectively communicate, and individual professional qualities necessary for the implementation of professional activities.

LC acquisition is said to be a long process in developing the connection between culture and language that makes up the second linguistic personality, after the linguistic character background created by the mother tongue. V.A. Maslova in a textbook on cultural linguistics notes that it is necessary to solve specific problems concerning this science, namely 'is there, in reality, the cultural and linguistic competence of a native speaker, on the basis of which cultural meanings are embodied in texts and recognized by native speakers. As a working definition of cultural and linguistic competence, we take the following: it is the natural possession of a linguistic personality by the processes of speech production and speech perception and, most importantly, mastery of attitudes to culture' (Maslova, 2001). Furthermore, linguocultural competence is one of the most important for a specialist in the field of linguistics, that is, language from the point of view of their theory and practice. Linguocultural competence involves the formation of a knowledge base of educational culturological material among students, the mastery of a minimum of general literary vocabulary, the knowledge of language means (phonetic, lexical, and grammatical), allowing entry into the process communication, the construction of one's life in accordance with the spiritual and moral, ethical, aesthetic, and creative potential of the conceptual sphere of national culture deployed in the linguistic consciousness (Zakirova, 2011). It provides a process of linking culture and language to help teachers reach individual students, helping them to perfect each step in order to achieve LC skills. LC is also aimed at the formation of ethnic tolerance, which is one of the most important tasks of teaching foreign languages in modern conditions (Tereshchenko at. el, 2018).

One of the options for minimising culture shock and facilitating the adaptation of a foreign student is to introduce a model into the learning process that can be integrated within the framework of teaching various disciplines when teaching foreign students to form objective ideas about the linguistic consciousness of native speakers and the characteristics of the national linguistic personality; skills of joint activity and communication according to the rules of a foreign language society; verbal communication skills using foreign language means. Thus, we see that linguocultural competence is aimed at an activity approach, allowing the acquisition of the ability to use the knowledge gained in practice during intercultural communication and in international communication (Tereshchenko at. el, 2018).

2.2 Culinaronyms as a linguistic unit for formation of linguocultural competence

The thematic based linguocultural units can be similar to the linguistic units of other nations and cultures, but often in essence and content, they will differ, since each culture and nation has its mentality, worldview, foundations, morals, customs, and traditions. This is due to various reasons such as historical

development, and the influence of political, social, cultural, and social factors. Basic linguocultural units should reflect both cultural, political, social, economic, educational, historical, and other aspects of life, as well as national consciousness, mentality, and a national idea of the modern society (Khalupo, 2012).

There are many ways of developing students' linguocultural competence, such as, for example, mastering speech etiquette and national stereotypes of speech behaviour; the study of linguistic units with a national-cultural component of semantics as sources of extralinguistic information; reading the original texts reflecting folk traditions, folklore, spiritual culture of the country of the target language; watching films in a foreign language, listening to radio broadcasts and reading articles from newspapers and magazines, performing linguistic and cultural tests, crosswords, conducting quizzes, and much more (Baskova, 2013). In fact, these theoretical issues can be found in some research which uses a linguocultural approach, such as: The study of toponyms in French lessons as a way of forming linguocultural competence (Kravchenko, 2018); Improving the linguocultural competence of Korean students in teaching Russian communication (Won Young, 2008); Forming linguocultural competence in the study of Russian literature (Krilova, 2015); Forming linguocultural competence in the study of the anthroponymicon of the novel *Crime and Punishment* by F.M. Dostoevsky (Vasilievna, 2012); The formation of linguocultural competence of foreign students on the basis of 'artistic culture' in St. Petersburg (Teremova, 2017); Music of Russian cinema as a means of socio-linguocultural adaptation of foreign students (Ignatiev, 2014); and Formation of linguocultural competence of foreign students by means of Russian phraseology (Ziryanova, 2014).

By the 'basic units of LC' (basic linguocultural units) we mean the main components of the language system (key words, phrases, phraseological units, and precedent texts) reflecting the national and cultural specifics of society, determined by the system values of society and allowing the individual to ensure the development of abilities, the formation of a worldview and spirituality, all worthy preparation for their life in society. Accordingly, the culinaryonym is a suitable vocabulary unit to deploy in the next direction that requires LC, as it relates to history, culture, and cuisine.

In Russian linguistics, the term 'realities-words' is used, which means an object of material culture (Akhmanova, 1966; Ozhegov & Shvedova, 2000). As is widely known, the names of dishes refer to this layer of vocabulary, since each name of a culinary product is followed by a dish. Consequently, the culinary name itself is closely related to the culture of the people. We can say that the culinary name is adequate for the teaching of a foreign language according to a linguocultural approach, in particular, in teaching Russian as a foreign language.

According to Tursunov, realities, including culinary names, contain content such as geographical, ethnographic, socio-historical, mythological, and folkloric

elements (Tursunov, 2015). Culinary names, in turn, reflect such contents as follows:

Contents	Culinaronyms
Geographic	Origin of dishes (original, borrowed dishes)
Ethnographic	What holidays accompany each dish?
Socio-historical	Time of the appearance of traditional dishes; what events are associated with such dishes?
Mythological	What myths are associated with traditional dishes?
Folklore	Type of folklore: sayings, phraseological units. What are the semantic meanings of culinary names in phraseological units?

Tab. 1: Realities and their related fields

An important element of the methodology for the formation of linguocultural competence is the means of assessing its formation. At the same time, the means of assessing the level of competence formation can be used not only to determine the level of competence formation achieved by the student, but also as a teaching material that expands students' knowledge of the linguistic culture of English-speaking countries, and for the self-reflection of all participants in the educational process. Analysis of the results of the implementation of the methodology, and analysis of the level of competence formation can affect the teacher's choice of materials for use in the process of organising work with students to increase the level of their linguocultural competence (Shanina, 2016).

Based on the direction of building a language culture for students in an environment other than a foreign language, knowledge and skills in foreign languages and cultures need to be achieved through the culinaronyms topic lectures.

a) Traditions (or stable elements of culture), as well as customs and rituals: The dishes are associated with the culture of a specific festival
b) everyday culture, closely related to traditions, as a result of which it is often called the traditional everyday culture: Dining culture in Russia
c) everyday behaviour (habits of representatives of a certain culture, norms of communication adopted in a certain society), as well as the associated mimic and pantomimic (kinesic) codes used by bearers of a certain linguocultural community: Dishes that often appear in Russian meals; the order of the food in Russian culture
d) 'national pictures of the world', reflecting the specifics of the perception of the surrounding world, national peculiarities of thinking of representatives of

a particular culture: The role of traditional dishes in the Russian mind, the symbolic meaning of each Russian food name
e) artistic culture, reflecting the cultural traditions of a particular ethnic group: The value and meaning of the idioms in the names of Russian food

Tab. 2: Cultural knowledge and skills based on the material of Russian culinaronyms

The above tables shows that culinary names are closely related to the cultural values of the people, and also express cultural content in a multifaceted sense.

3 Methods

First stage: This phase investigated the linguocultural characteristics of "Russian culinaronyms" to provide the foundation for building questionnaires for lecturers. In terms of linguistics, the names of Russian food relate to theoretical aspects such as vocabulary origin, idiomatic meaning, inner meaning and the syntactic relationship between the elements in the name of a dish, all of which are developed into linguistic theories that can be communicated to students at the elementary level.

In terms of cultural knowledge, it is possible to introduce culinary and culinary related topics such as: traditional Russian festivals, culinary customs, and cultural concepts of the name of the dish.

From the linguistic and cultural theoretical foundation, teaching models were built including various implementation forms such as presentations, games, role-playing, watching videos and cooking to create an environment for students to develop their literary language skills on the basis of the theme "Russian culinaronyms".

Second period of research: the study explores the views of teachers of Russian language in Vietnam on the appropriateness of the topic "Russian culinaronyms" in the formation of linguocultural skills of students. To serve the design of highly effective extracurricular lessons, teachers' wishes about the contents of the future lectures were investigated. To this end, the questionnaire builds on similar previous studies on appropriateness determination when constructing a new learning topic for students, but with different subject topics. This questionnaire was then evaluated for content suitability by a linguist and an educator. The questions are logically organized, and designed according to the standards of sociology. The questionnaire consists of 2 parts (Appendix A). The first part contains a question related to the necessity of the topic (Need, Required, Normal, Not really necessary, Don't need). The second part consists of 16 questions divided into 4 themes (categories): theme A - the expectation of knowledge contents with 4 questions (Origin of word; Meaning of phraseologism; Etymology of Russian

culinaronyms; Syntaxis relation between component's culinaronyms); theme B - cultural knowledge and skills (Russian traditional festivals; Russian etiquette; Reaction to every traditional culinaronyms); Theme C - forms of organizing an extracurricular course on food vocabulary (slideshow, discussion, games, quiz, cooking); theme D - desired goals (Linguistic knowledge; Cultural knowledge and skills; Atmosphere of class with a variety of form organizing; Communication with the others). The questions in the second part are only used on the audience. To objectively evaluate the suitability of the topic "Russian culinaronyms" in the formation of cultural and language skills, each question is evaluated by lecturers on a Likert scale of 5 points from 1 (very unlikely) to 5 (very likely).

Subjects participating in this study are 26 Russian lecturers from 4 major universities in Vietnam including Ho Chi Minh City University of Social Sciences and Humanities, Ho Chi Minh City University of Education, Danang University and Hanoi University of Foreign Languages. Participants were recruited through an online survey from July 7, 2020 to July 24, 2020 using an online questionnaire developed by the Google Form platform. Links to the online questionnaire will be sent to participants via email provided by the university, via messages on Facebook, or posts in student study groups in the above schools.

Collected data are processed via Excell version 2013 system. Descriptive statistics calculation includes mean value, standard deviation, and frequency to represent the inter-inverter of the study. In addition, over 26 lecturers among the trainers who responded to the survey were interviewed to gain a deeper understanding of the contents and reasons for their choices to help increase their credibility, and form a theoretical basis for the research results of the topic.

4 Results and discussion

4.1 The appropriateness of the topic "Russian culinaronyms" in the formation of linguocultural competence:

As noted above, forming LC for specialist language is a very important task in RFL training, in which the transmission of information towards personality formation in a second language is of particular interest. So what information is recommended to students in order to achieve the above aim? With the topic of culinaronyms, it is necessary to exploit in any aspect to achieve the purpose of this direction. The research results on the names of Russian food have shown two important areas: linguistics and culture.

In this way, the implementation of approaches and forms with linguistics and culture is specifically considered to indicate the appropriateness of the culinaronym topic in developing a second cultural capacity for foreign students.

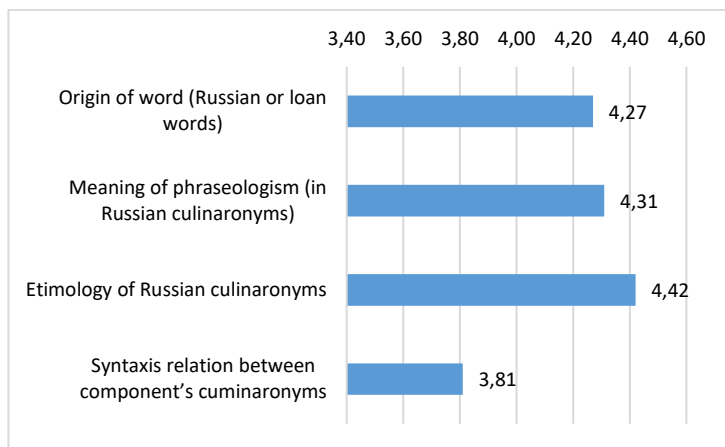


Fig. 1: Level of the adequation from language knowledge

The general average point of language ability formation through the topic "Names of Russian food" is appreciated by the teacher as high (overall mean: 4,2). The item "Etymology of Russian culinaryonyms" is selected as the highest one compared to other items (Mean: 4.42). This explains that specialized knowledge appeals to students and it opens the closeness behind the complexity of the lexical meaning; students learn that the first meaning of traditional names is very closely associated with culinary content. Interviewee 10 thinks that "the inner meaning" is the most interesting part of the linguistic aspect, which can be reached by students since its peculiarities lie in the fact that every inner meaning of traditional Russian culinaryonyms is related to the culinary field. This makes students aware that from lexical perspective a lot of words can not be understood by modern Russian language as long-time existence in language takes out their lexical meanings". Other items which follow closely behind are "vocabulary origin" and "idiomatic meaning" (Means: 4.27 and 4.31 respectively). These two contents are relevant, and easy to grasp to convey to students. The least expected point is "Syntactic relationship between the elements in the name of the dish" (Mean 3.81). Regarding teaching RFL, Baltayeva et al stated that syntaxis is the most complicated discipline. Introducing syntaxis aspects is under consideration in this context. Sharing the same idea about teaching syntaxis from Russian culinaryonyms the interviewees responded as follows: Interviewee 10: "I think syntaxis relation between components' culinaryonym is the less important dimension. It is not suitable to be introduced to students in the context of the lesson "; Interviewee 5: "The three first dimensions could get more attention from students while syntaxis may be skipped in the context of applying this topic to form LC".

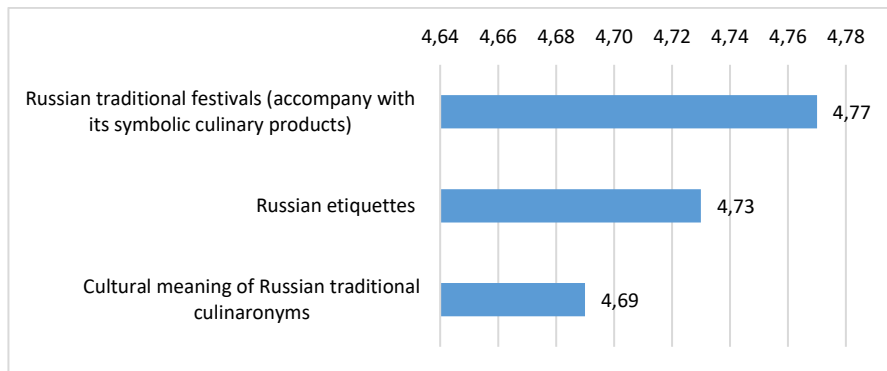


Fig. 2: Level of the adequation from cultural knowledge

The overall mean of cultural knowledge is exceptionally high (4.73), which indicates the teacher's desire to form students' cultural competencies in language communication. Terms of application of the topic show the importance level in the formation of linguocultural competence. Interviewee 8 said: "Extremely suitable! Cuisine is the crystallization of culture and through the name of a dish, we are introduced to and learn more about that culture, not just the ingredients, taste, and processing of that dish. Therefore, the introduction of cultural factors to students such as names of Russian dishes associated with traditional festivals, behaviors in culinary culture and cultural significance of the dishes' names are inseparable steps in the formation of cultural and linguistic competencies in Russian language students". All 3 items of cultural dimensions obtained from Russian culinaronyms have high means with the first position occupied by "Russian traditional festivals" (4.77), following closely behind are "Russian etiquettes" (4.73) and "Cultural meaning of traditional food" (4.69). Interviewee 10 said: "In my opinion, the above contents are necessary to integrate into the lectures, making the lecture more lively and interesting. These contents provide students with knowledge about the country, people, culture, thinking, rituals, cuisine, and Russian traditions, which they can compare with Vietnamese culture to create meaningful and interesting arguments, seminars. In my opinion, all 3 contents above are attractive, important and practical". The content believed to be most likely to convey are "Russian cultural festivals". This is intriguing information that specialist language students should grasp. In terms of communication, students can easily exchange, grasp the situation and psychology and communication situations when mastering this cultural knowledge.

The other dimensions, namely "Russian etiquette" and "cultural meaning", represent behavioral capacity which is very important when students know

cultural information related to the topic of "cuisine" such as the culture of dining in the cafeteria, banqueting, and behavior when being invited as a guest. These knowledge foundations will help students to behave appropriately in different communication situations.

4.2 The ability to form cultural and linguistic competencies at the practical level

The important task of language culture direction is to create conditions for students to practice and create situations for students to apply knowledge of language literature, from which students will have more advantages in language communication with cultural and linguistic capacities formed through the content of the lectures applying the topic "Names of Russian food". Regarding the methods of transmitting information for the topic of culinaronyms, in addition to presenting vivid visual applications (such as projectors and videos), attention should be paid to combining this with other methods such as games and role-playing to increase classroom interaction and maintain the pace of the lectures, as shown in the table below:

Presentation	Linguistic and cultural knowledge
Games	-match the name of the dishes and the corresponding festivals; -match the name of the dishes and their original meanings
Role-playing	Organise seminars and role-playing situations so that students have the opportunity to use the knowledge of cuisine in communication, such as: + in a cafeteria + at a restaurant + while having dinner at a Russian house
Watching video	About cultural issues in Russian daily life
Cooking	Cooking simple, Russian traditional dishes in class

Tab. 3: Types of activity in the context of teaching culinaronyms

Therefore, one of the tasks of the initial learning process becomes overcoming communication barriers, that is, preparing students for effective intercultural contacts at the level of everyday interpersonal communication, in real speech situations (communication with teachers, employees of the dean's office, dormitory workers, classmates, etc.). It is no coincidence that at this stage a lot of attention is paid to oral speech methodological techniques such as role-playing games, and a variety of dialogues that stimulate students to have active speech activities. For the same purposes, periodically a lesson or part of it is held in the library, in the university museum, and even in the buffet. Also, Russian students

are sometimes involved in the work to create natural conditions for intercultural communication.

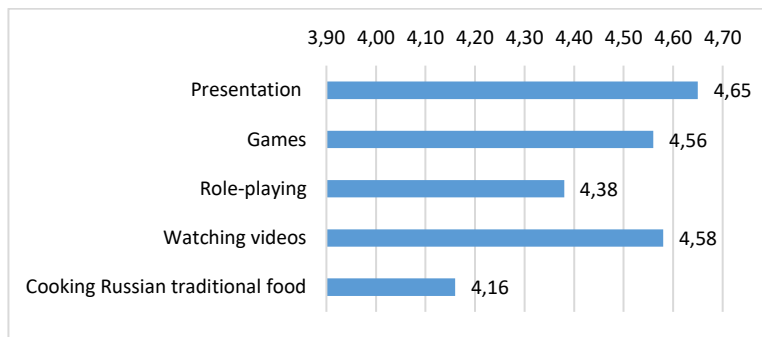


Fig. 3: Types of activity using in the lesson

The survey results show that the overall mean of “types of activity using in the lesson” is 4.47. Teachers’ responses show that the most important form in organizing a lesson on the topic “Names of Russian food” is a presentation (Mean 4.65). They thought that presentation is a form that can convey all the content, helping students to use all skills to convey information. They assumed that watching a video is a less effective form because it takes up a lot of time, the teacher is very passive, and the information is wasted from the video.

In addition, in the framework of LC, students can experience theory and practice plans, of which practical skills are an important factor in forming linguocultural competence. This means that learners are allowed to participate in a real environment to experience the cultural values they are learning. After this process, learners will use the experience and knowledge to convey in their professional activities. Through the teaching model of Russian food names, students directly gain experience through communication activities in different situations related to cuisine. Familiar communication situations such as ordering food in the cafeteria, ordering food in a restaurant, being invited as a lunch guest at a native's house help students of RFL develop communication skills, behavioural integrating knowledge of culinary culture from the language learned. In addition to role-playing communication, the classroom should have the facilities to provide a real culinary experience, in other words, the organisation of cooking and enjoying traditional Russian dishes in the classroom space. The effect of this experience will help students to become acquainted with the Russian culinary worlds through their senses. The more senses involved in the perception of culinary phenomena, the longer the students are likely to remember the linguistic and cultural elements of the lesson (Shaklein, 2008).

4.3 Targets student can get in the context of this topic

The overall average rate of the will to achieve goals for language knowledge, cultural and interpersonal skills, and classroom space experience is 4.58 (instructors). This rate is relatively high, demonstrating the ability that the title "Russian food names" brings to students through the formation of cultural language skills. Teachers believe that students will gain more cultural skills than others (4.86). It has been proved that the material "Names of Russian food" will bring appropriate cultural knowledge and skills to help staff meet the requirements in forming language skills in the subject context of cuisine.

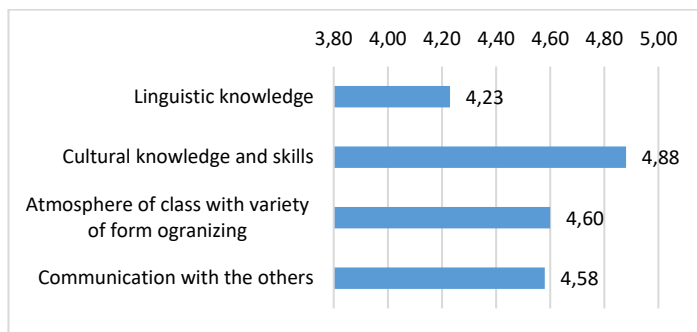


Fig. 4: Targets of students' achievement

Interviewee 11 said: "With the topic related to the names of the dishes, in my opinion, the knowledge that students gain most will be related to culture, because often with this topic, teachers will use images to make students remember the characteristics of the dishes, which is easier than remembering the names of those dishes. Thus, after acquiring cultural knowledge, students can acquire vocabulary items related to the topics, make conversations or presentations, improve listening and speaking skills (mainly to achieve the purpose of communication without paying too much attention to grammar) The least optimal solution is reviewing language knowledge. The reason, in my opinion, is that with the mentality of Vietnamese students, for such interesting topics, cultural knowledge will be more easily accepted than language knowledge, and this topic is more oriented towards cultural knowledge"

The teachers thought that reviewing foreign language knowledge is the least desired goal (4.19). Therefore, it is necessary to design the linguistic and cultural content arrays appropriately for this model to be implemented effectively. The allocation of time and content should be studied on the development of cultural knowledge and skills from the topic "Russian culinaronyms". This section may be

divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation as well as the experimental conclusions that can be drawn.

Conclusion

The approach to language culture is considered to be a new, practical trend in foreign language teaching methods, especially the teaching of Russian as a foreign language. The approach aims to equip students with cultural knowledge and skills on the linguistic basis of that culture so that students can understand the second personality of that foreign language. It is not just language theory and basic communication; it seeks to create an understanding of thinking, and the worldview of the language created by native speakers. This helps to reach other cultures without any barriers. Based on the topic "Names of Russian food", the cultural and linguistic arena is conveyed through the Russian culinary cultural space, creating a premise for the development of other topics in the process of teaching Russian as a foreign language, thus promoting the exploration and discovery of cultural aspects based on language materials, asymptotic to new foreign language teaching methods. The results of the study provide one more topic that can be applied to the teaching of the Russian language to help students form linguocultural competence.

Recommendations:

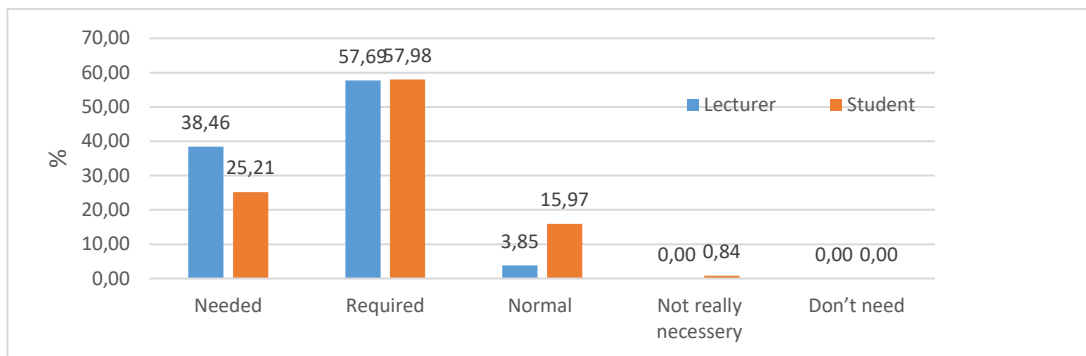


Fig. 5: The necessity to develop the topic

The results of the survey show that there is a negligible difference in the opinion that the topic "Names of food" is suitable to develop in the direction of developing cultural and language skills for students. 95.25% of lecturers and 83.19% of students confirmed that the level "very necessary" and "necessary" to

hold the lesson with the topic "Russian culinaryonyms" in Vietnamese audience. Only 4.76% of faculty members and 15.97% of students said that at the "normal" level. At the "not really necessary" and "unnecessary" levels, no teacher and only 0.84% of students chose this category. It shows that from a pedagogical perspective, lecturers think that the topic "Names of Russian food" should be organized and this topic is necessary to develop to form students' cultural and linguistic skills. In addition, the majority of surveyors see the compatibility level of this topic with the deployment of the linguistic culture model and find that the theoretical basis of this topic is suitable for implementing the linguistic culture model.

Limitations

In this study, we only survey the opinions of Russian language teachers in Vietnam about the appropriateness of the topic "Names of Russian food". If possible, in future studies, we will investigate the appropriateness of this topic when being taught face-to-face at language-specific students' classes.

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Appendix A: Questionnaire

Using culinaronyms for forming linguocultural competence in teaching Russian as foreign language.

Please fill the blanks below. This questionnaire includes 5 questions.

Question 1: Choose the most suitable answer.

Questions 2 to 5:

Very unlikely 1 – 2 – 3 – 4 – 5 very likely

Question 1: Which degree do you think is necessary to develop the topic "Names of Russian food" to form cultural and language skills of RFL students?

- Needed
- Required
- Normal
- Not really necessary
- Don't need

Question 2: What level of the following language knowledge do students want to achieve through the topic "Names of Russian food":

Origin of word (Russian or loan words)	1	2	3	4	5
Meaning of phraseologism (in Russian culinaronyms)	1	2	3	4	5
Etimology of Russian culinaronyms	1	2	3	4	5
Syntax relation between component's culinaronyms	1	2	3	4	5

Question 3: To what extent do students want to achieve the cultural knowledge and skills below:

Russian traditional festivals (accompany with its symbolic culinary products)	1	2	3	4	5
Russian etiquettes	1	2	3	4	5
Cultural meaning of Russian traditional culinaronyms	1	2	3	4	5

Question 4: To what extent do students want the following types of class organization to develop

Presentation	1	2	3	4	5
Games	1	2	3	4	5
Role-playing	1	2	3	4	5
Watching videos	1	2	3	4	5
Cooking Russian traditional food	1	2	3	4	5

Question 5: What goal can students achieve in the lesson with the topic "Russian culinaryonyms" and to what extent?

Linguistic knowledge	1	2	3	4	5
Cultural knowledge and skills	1	2	3	4	5
Atmosphere of class with a variety of form organizing	1	2	3	4	5
Communication with the others	1	2	3	4	5