

# **The ideas about the profession of "teacher" in the naive picture of the world of native speakers of the Russian language according to the data of the associative experiment<sup>1</sup>**

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## **Abstract**

The research is devoted to the analysis of the "teacher" fragment in the representations of Russian speakers on the basis of associative dictionaries created as a result of a psycholinguistic experiment. It is generally accepted that associative dictionaries, which are a projection of linguistic consciousness, reflect a naive picture of the world of native speakers. As a result of the analysis of the associative field "teacher" in the Russian Associative Dictionary (RAD) and the Electronic Associative Dictionary of the Yenisei Siberia (EADYS), the model of the ideal teacher and the portrait of the "bad" teacher, formed in the naive picture of the world of the native speakers of the Russian language, are presented.

## **Keywords**

Profession, teacher, associative vocabulary, associative field, associates, "from reaction to stimulus".

In the context of the intensive introduction of reforms in the general education system, the figure of the teacher is becoming more and more relevant. On the part of the state, the necessary set of competencies is determined by the Professional Standard of a teacher; on the part of society, its requests are presented in relation to this profession. The professional qualities of a teacher are studied by teachers, psychologists, sociologists using various methods and techniques. Within the framework of psycholinguistics, research is proposed experimentally, by the method of a free associative experiment, recognized by researchers as the most objectified way of studying linguistic consciousness (a naive picture of the world).

The use of such a method as a free associative experiment allows obtaining data on the implicit, hidden meanings of consciousness, in particular, value orientations, the fundamental features of the worldview, the mentality of the people [Ufimtseva, 2015, p. 115-119]. In this case, we refer to the materials of associative dictionaries containing the results of a mass associative experiment.

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Objective of the study: to reveal the specifics of the "teacher" fragment in the linguistic consciousness (naive picture of the world) of Russian speakers by the method of analyzing the formal and content structure of the associative field "teacher" in the "Russian Associative Dictionary" [RAD] and the regional database "Electronic Associative Dictionary of the Yenisei Siberia "[EADYS].

In modern Russian, the word "teacher" is defined by the verb "to teach" - the one who teaches.

In special dictionaries, the functions and role of the teacher are significantly specified. Let's highlight the keywords of the considered definitions.

The shortest and, in our opinion, the most succinct definition: a teacher is "a pedagogical worker whose tasks include teaching and upbringing of students, taking into account the specifics of the subject being taught, the formation of a general culture of personality" [Dictionary of psychological and pedagogical concepts].

The key words that can convey the essence of the definition are: training, education, personality formation. Other of the definitions reviewed include some additional keywords: thinker, helping [A Brief Dictionary of Contemporary Pedagogy]; organizer [Pedagogical dictionary-reference book, 2016]; spiritual guide, mediator between the general cultural experience of mankind and the new generation [Fundamentals of Spiritual Culture]; personal growth; a researcher, a sophisticated psychologist, implements innovative processes [Student's Dictionary of Terminology, 2016].

Based on the above definitions, we present a general set of keywords characterizing a teacher as a representative of the teaching profession: 1) teaching, 2) education, 3) personality formation, 4) thinker, 5) helping, 6) organizer, 7) exercising spiritual leadership, 8 ) an intermediary between the general cultural experience of mankind and the new generation, 9) personal growth; 10) a researcher, 11) a subtle psychologist, 12) implements innovative processes.

We will assume that this list represents the demands of society for the value (axiological) model of the teacher. The axiological and social aspects convey the idea of value problems from the point of view of "the possibility of predicting the social behavior of people, adherents of certain values, as well as the problem of the formation of value orientations that perform the function of feedback between the individual and society" [Samoilova, 2011, p. 10].

Analyzing the associative field "teacher" in two dictionaries "from reaction to stimulus", we reveal a fragment of the value picture of the world of Russian speakers. It is important to note that the time of creation of RAD (1994–1998) and EADYS (2013–2017) and the EADYS region differ markedly, so we can assume the presence of specific features of regional linguistic

consciousness from the data of the all-Russian associative thesaurus [Vasilieva, Vasiliev, Mamaeva, Ustyantseva, 2017, p. 22 - 23].

An associative field (AF) is understood as an analogue of a semantic field, an extensive association of words related in meaning, conditioning and predetermining each other's meanings, reflecting connections and dependencies between elements of reality - objects, processes, properties, therefore, naturally, it includes the vocabulary of significant parts speech - nouns, adjectives, verbs. Each semantic field has a semantic core - a certain concept expressed by a word called "field archilexeme" around which vocabulary is grouped, forming the center and periphery of the field [Zherebilo, 2016]. The ratio of stimulus and response in the associative field (S - R) can be considered from different points of view: formal, semantic, pragmatic, cultural, psychological [Goroshko, 2015]. We are primarily interested in the formal and semantic structure of AF "teacher".

The formal grammatical structure of AF "teacher" is shown in the diagrams.

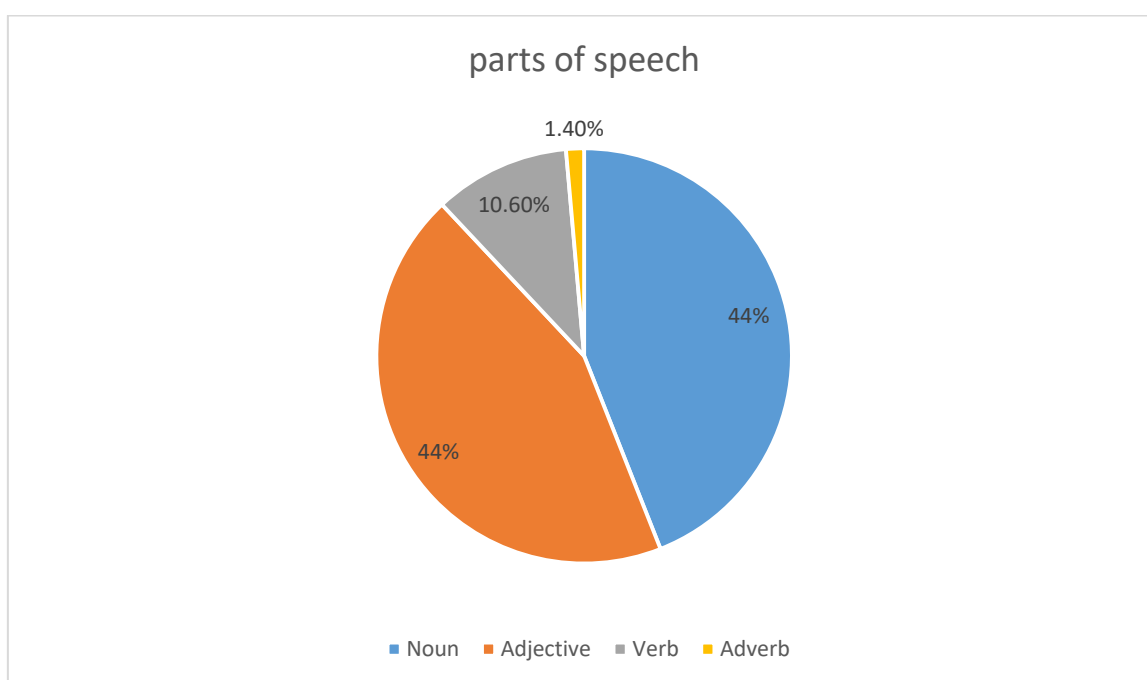


Figure 1. Formal grammatical structure of AF "teacher" (RAD).

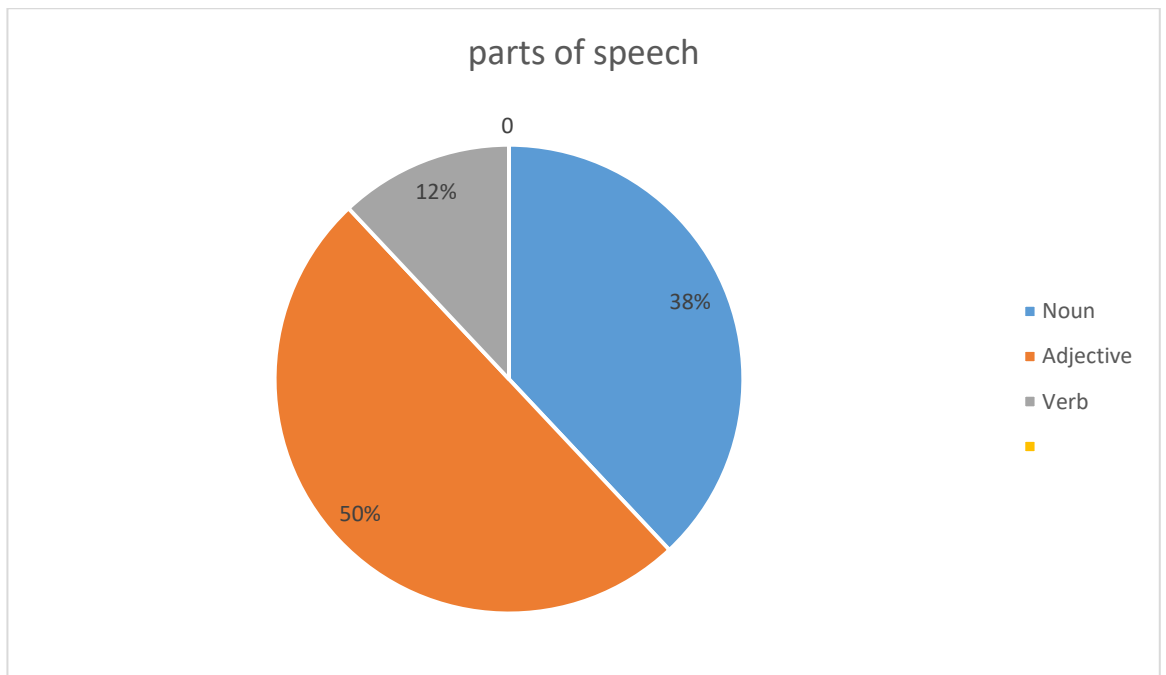


Figure 2. Formal grammatical structure of AF "teacher" (EADYS).

Despite the fact that the name of the profession "teacher" is motivated by a verb, there are much fewer verbs in the structure of AF "teacher" than nouns and adjectives, both in the general Russian linguistic consciousness (RAD) and in the regional (EADYS). It is logical to assume that the naive picture of the world of native speakers of the Russian language is thought of as substantive, objective, including the qualities of conceivable objects.

Next, we will focus on the semantic structure of the nuclear zone (most AF "teacher." The nuclear zone of the associative field is represented by the most frequent associates.

Analyzing the ranking of associates by quantitative indicators, we identify the axiological dominants of the linguistic consciousness of speakers and possible dynamic processes associated with extralinguistic factors (era, social, political and economic situation of a particular time), as well as regional specifics that are relevant for our study [Vasilieva, 2020, p. 32].

The first three most numerous associates of the AF nuclear zone "teacher" can be read as text: in RAD teacher – *strict mentor, tormentor*; in EADYS teacher – *wise intellectual*.

Note that in the general Russian linguistic consciousness (RAD), the teacher is represented as a subject whose action is directed at the object of learning (subject-object relations). In the regional (EADYS), it is an evaluative characteristic of an independent subject who is on an equal footing with the object (subject-subject relationship), emphasizing a high degree of intelligence, culture and professional skill.

In the Explanatory Dictionary of the Russian Language, the word "intellectual" is interpreted with reference to the word "intelligentsia": "People of mental labor with education and special knowledge in various fields of science, technology and culture; the social stratum of people engaged in such work "[Ozhegov, Shvedova, p. 889].

The core zone of the associative field "teacher" RAD (the number next to the word indicates the frequency): mentor 35, future 27, strict 18, tormentor 13, school 12, rural 11, persistent 8, instructor 8, lesson 8, student 8, miss teacher 7, you are 6, young 6, serious 6, cool 5, experienced 5, profession 5, fellow student 5, physicist 5.

The core zone of the associative field "teacher" EADYS (the number next to the word denotes the frequency): intelligent 8, school 7, wise 4, fellow student 4, teach 3, smart 2, you 2, ask 2, chief 2, student 2, master 2, best 2, future 2, laconic 2, authority 2.

In the semantic structure of the nuclear zone AF "teacher" in both dictionaries there are 4 general semantic groups of associates out of 7: **1) identifying, 2) designating the object of learning, 3) time and place, 4) evaluative.**

The RAD nuclear zone associates are distinguished by the fact that they include two more semantic groups that are not in EADYS: **gender** associates (*lady teacher*), **subject specialization** (*physicist*). And in EADYS there is a semantic **action** group (*teach*), which is not represented in the RAD core zone.

There are coincidences and differences in the composition of semantic groups. In the semantic structure of identifying associates, as we have already noted, in RAD the word *mentor* dominates in frequency, in EADYS it is an *intellectual*. In the semantic group, the **time and place** of the teacher's activity, we note the coincidences: *future, school, school*. In addition, in RAD this group is more numerous and supplemented with the words: *lesson, rural*. Note that in the associative field EADYS, the word *lesson* is in the marginal zone, and the word *rural* is not represented at all. As you can see, the concept of a *rural teacher* has left the regional linguistic consciousness, despite various programs aimed at attracting young initiative specialists to a rural school. These are the programs "Zemsky Teacher" [Zemsky Teacher Program], "Teacher for Russia" [Teacher for Russia Program] and others.

The most interesting is the semantic group of **evaluative** associates. This is how teachers imagine the carriers of the general Russian language consciousness (RAD): *strict, persistent, young, serious, cool, experienced*. In the first place in terms of frequency are the definitions of *strict and persistent*. At the same time, the teacher appears to be *young, serious and experienced*. There is also a characteristic with an expressive connotation - *cool!* However, one cannot fail to notice that in the semantic group of identifying associates of the nuclear zone RAD there is a negative evaluative word - *tormentor*. We think this phenomenon requires a comment: firstly, there is a phonetic coincidence of the *teacher-tormentor* verbal complexes in Russian, and secondly, the semantics due to the verb torment cannot be ruled out, that teaching can be understood as torment, and the teacher, respectively, as a tormentor.

The regional linguistic consciousness (EADYS) is dominated by the emphasis on the intellectual characteristics of the teacher: *wise, intelligent*; the leading role is noted - the *main* one; speech characteristics - *laconic*; expression is expressed by the superlative degree of the adjective - *the best*, which is supported by identifying evaluative nouns: *master, authority*.

It is obvious that the nuclear zone of the linguistic consciousness of native speakers, according to the two associative dictionaries, contains mainly positive characteristics.

The RAD near-nuclear zone is expressed by the following negative definitions: *boring, bad, angry, old, harmful, arrogant, malicious, pompous, nervous*.

The marginal zone (single associates) of RAD includes the following set of negative definitions: *inactive, brainless (colloquial), shameless, formless, sick, arrogant, stupid, deaf, rotten, cruel, frozen, angry, obnoxious, retarded, lousy (colloquial), sneaky, suspicious, disgusting, empty-headed, drunk, nasty, stupid, sick*.

The EADYS near-nuclear zone includes definitions: *insidious, beggar*.

The marginal zone of EADYS is represented by definitions: *arrogant, unpredictable, stubborn*.

As you can see, the negative characteristic of the teacher's image in the general Russian linguistic consciousness (RAD) is presented more vividly in quantitative and semantic diversity.

Based on the associations represented in the nuclear and marginal zones, we will try to present a portrait of a teacher with a negative characteristic, one that causes rejection in society.

Obviously, in both RAD and EADYS, the set of negative characteristics of a teacher reflects the following parameters of the personality of a "bad" teacher, ranking in descending order of associates: 1) **behavior** (*boring, harmful, arrogant, arrogant, insidious, inactive, arrogant, cruel, unpredictable, stubborn*); 2) **intelligence** (*brainless (colloquial), stupid, frozen, retarded, empty-headed, dumb*), 3) **expressive-evaluative characteristics** (*bad, rotten, obnoxious, lousy (colloquial), nasty, nasty*), 4) **emotional and psychological condition** (*angry, malicious, nervous, shameless, angry,*), 5) **health** (*sick, deaf, sick*), 6) **age** (*old*) and **financial situation** (*beggar*).

Thus, it is obvious that not only the set of positive characteristics of the teacher's image is important in the analysis, but also the set of negative ones, representing the teacher's model "by contradiction", focusing on which teacher is in demand and which is not.

*Conclusions.* Analyzing the formal and content structure of the associative field "teacher" in the "Russian Associative Dictionary" (RAD) and the regional database "Electronic Associative Dictionary of the Yenisei Siberia" (EADYS), we found a number of general and specific regional features.

According to the formal characteristics of the composition of associative fields, a common feature is the representation of the nominal parts of speech, the noun and the adjective, with 44% of nouns and adjectives in RAD, and 50% of adjectives in EADYS, 38% of nouns. The verbs in RAD are 10.6%, in EADYS - 12%. Other parts of speech are present only in RAD - 1.4%.

As a result of the semantic analysis of the nuclear zone of the associative fields of both dictionaries, 4 coinciding semantic groups of associates out of 7 were found, which represent a model of the image of an ideal teacher in the naive picture of the world (linguistic consciousness) of Russian speakers: 1) identifying (*mentor, intellectual*), 2) designating an object learning (*pupil, student*), 3) time and place (*lesson, school*), 4) evaluative (*strict, wise*).

The specificity of the RAD nuclear zone differs in that it also includes gender associations (*lady teacher*) and specialization in the subject (*physicist*). And in EADYS there is a semantic action group (*teach*), which is not represented in the RAD core zone.

In the semantic structure of identifying associates in RAD, the word *mentor* dominates in frequency, in EADYS, the word *intelligent*.

At the level of the perinuclear and marginal zones of the associative field, the "teacher" presents a set of negative characteristics, which can form a portrait of a "bad" teacher, including those features that are rejected by the collective consciousness. In the first place is the assessment of the behavior of the "bad" teacher: (*boring, harmful, etc.*), in the second, the deficiencies of the intellect (*brainless (colloquial), stupid, etc.*) are assessed, then: expressive-evaluative characteristics (*bad, rotten, obnoxious and etc.*), emotional and psychological state (*grumpy, nervous, angry, etc.*), health (*sick, deaf, ailing*), age (*old*) and financial situation (*beggar*).

Thus, it is obvious that in the analysis it is not only the set of positive characteristics of the teacher's image that matters, but also the set of negative ones, representing the teacher's model "by contradiction", focusing on which teacher is in demand by the collective and which is not.

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