

# **Cultural Identity Construction in Russian Literature and Russian Language Teaching: from Traditional to Modern Perspectives**

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**Abstract:** The Russian culture has a long and deeply rooted tradition among the Russians that covers a wide range of cultural history from ballets, literature, classical music and painting. Our study investigated how Russian literature is used to teach cultural identity in a language learning environment at Ruslanguage School. Employing a mixed methods approach, we combined textual analysis of classic and contemporary Russian literature with content analysis of media sources, classroom observations, and surveys and interviews with teachers and learners. The findings showed that the Russian culture identity was expressed in literature and characters grapple with societal changes, moral complexities, and the search for meaning, offering a window into Russia's historical and cultural landscape. Teaching of Russian language should focus on cultural values and cultural background of the Russians to avoid possibilities of misunderstandings and increase the understanding of the language and its culture. Our study has implications for the increased adoption of cultural identity and values in the teaching of Russian language in various schools.

**Keywords:** Russian, Culture, Language, Literature, and Teaching

## **1. INTRODUCTION**

The Russian culture has a long and deeply rooted tradition among the Russians that covers a wide range of cultural history from ballets, literature, classical music and painting (Sebastian, 2018; Wu, 2019). The cultural traditions of Russia involve its coloured folk costumes and the ornamental religious symbols. The Russian culture has significant emphasis and values attached to the family and homeland. After the collapse of the Soviet Union, its cultural marks and impressions were left on the Russians and led to a sense of mistrust and fear from those outside these families. Significant challenges encountered under the communism rule made several Russians to become heavily dependent and reliant on the support of the family which was associated with combination of resources to offer support and

improve the survival outcomes of family members. The Russian Federation is the largest country by land mass in the world and has a population of about 144 million people based on a 2016 survey by the World Bank. Russia consists of approximately 190 ethnic groups and about 78% of the population are of Russian descent with 3.7% Tatar, 1.4% Ukrainian, 1.1% Bashkir, 1 % Chuvash, 10.2% others and an unspecified 3.9% (Gubaydullin; Yahdi et al., 2014). Russian is the official language of the Russian Federation followed by English as a second language; however, there are more than 100 ethnic minority languages that are spoken in Russia and in particular regions (Tian & Su, 2023).

Ballet constitutes a popular art among the Russians and was founded in 1776 at the Bolshoi theatre in Moscow before spreading to other parts of the World (Belova & Bocharnikova, 2021). Prominent composers such as Peter Ilyich Tchaikovsky of the 19<sup>th</sup> century was known for his works on the “Swan Lake”, and the “1812 Overture” and had built a personal museum in his home compound to store a collection of his musical artifacts and belongings (Whiting, 2019).

The Russian culture also consists of literature such as the works of Leon Tolstoy (for example, “War and Peace” or the “Anna Karenina”), and the works of Fyodor Dostoevsky (for example, “Crime and Punishment” or the “The Brothers Karamazov”). The Russian culture of nesting dolls is dominant throughout the country with notable signs and symbols such as the matrioshka dolls (wooden figures that can be separated apart to identify similar modes and smaller versions of the same image until six different images or more of the same doll is obtained (Goscilo, 2019). Moreover, the paintings of each doll can be distinct and made elaborate with symbols such as the Russian peasant girl in a traditional costume. Russian culture is dominated by coloured paintings of domes that were first observed during the rule of the Ivan the Terrible and has consistently dominated the Russian architecture the top of church structures (Sebastian, 2018). Studies have suggested that it is a representation of vaults or burning candles to heaven and appeared in several groups of three as a representation of the Holy Trinity.

Zhang suggested that the complexity and logic of the Russian culture is often obvious and improvements in the mastery of Russian language leads to difficulties during the learning process (Zhang, 2022). The ability to learn and communicate in Russian language requires complete understanding of the local Russian cultures, local connotations, Russian customs and the national style of Russia. The modern teaching of Russian language involves focusing on the situations and teaching environments around the Russian

schools and adopting current technological practices in improving the teaching practices and experience. Several colleges and universities in Russia have partially implemented and integrated the teaching of culture and languages leading to difficulties with students from other cultures and cross-cultural communication. The effectiveness in teaching of the Russian language involves incorporating cultural values and increased teaching practices while identifying the significance of the cultural penetration and cross-cultural analyses through culture and folklore. The Russian Language embodies the unique elements of the local traditions and folk culture besides being a significant tool for communication in Russia (Cheskin & Kachuyevski, 2019).

The Russian language shares a robust sense of local cultures and vitality that has lasted for thousands of generations and inheritance. Several studies have highlighted that language is a significant carrier of the cultural traditions and values of people through deeper cultural meanings. Effective teaching of the Russian language should consider deeper cultural penetration of the language involving the incorporation of local customs and the cultural background of the students. Cross-cultural achievements by students from other cultures can be enhanced and improved in an attempt to satisfy the essential requirements of the teaching process.

The actual teaching of Russian language in high learning institutions such as Colleges and Universities should adhere towards innovating and creativity of new teaching techniques and methods based on student centered and targeted approaches compared to the traditional classrooms of teacher oriented (Zhang, 2022). The student focused and centered learning can lead to flexibility in learning the Russian language and having real-time information and data on the advancement of communication efficiency and effectiveness. The capacity of students learning Russian Language to communicate without a proper comprehension of the connotations and folklore of the Russian culture, there is a possibility of causing misunderstandings and contradictions based on the application and meaning of sentences. In the era of globalisation, education is important in the society and the elements of learning language constitutes a significant culture of the people.

The teaching and learning Russian language have undergone significant transformation from the traditional approaches to modern approaches through transitioning from canonical literature into modern literature. The traditional approaches have neglected the minority groups and often resulted in a monolithic view of the Russian culture. The rationale of our study is to expound on existing studies on the Russian culture and teaching

of Russian language by analysing the trends from the past to the present. Our main objective is to examine the cultural identity construction in Russian literature and Russian language teaching from traditional to modern perspectives.

## 2. METHODS

### 2.1 Study Design and Sample Size

Our sequential mixed methods design involved gathering information using quantitative and qualitative data techniques in sequence. The first phase focused on quantitative data collection utilising surveys administered to a sample of Russian language learners and teachers. The second phase involved semi-structured interviews with a smaller group of purposefully selected teachers and learners. The study was conducted at Ruslanguage School with a total of 250 participants, including both students and teachers.

To ensure ethical research practices, the study received full approval from the Ruslanguage School's Institutional Review Board (IRB), guaranteeing informed consent and anonymity throughout the data collection process.

### 2.2 Data Collection

Textual Analysis involved examination of literary works across different historical periods and genres. We examined how Pushkin's portrayal of Eugene Onegin in "*Eugene Onegin*" reflects the struggles of the Russian nobility in the early 19th century, while Dostoevsky's characters in "*Crime and Punishment*" grapple with existential questions and the moral complexities of a rapidly changing society.

Furthermore, we utilized critical discourse analysis to explore how power dynamics and social structures are reflected in the language and narrative choices of these authors. Also, we conducted a content analysis of a range of contemporary media sources, including online newspapers like Russia Today, social media platforms such as VKontakte, and popular Russian films like "*The Brother*" by Aleksei Balabanov. We conducted classroom observations at Ruslanguage School to bridge the gap between theory and practice.

Our focus was on classrooms where literature was actively used as a tool for teaching cultural identity. We documented the types of texts chosen by teachers, the pedagogical strategies employed to facilitate discussions about

cultural themes, and the nature of student interactions during these lessons. Semi-structured interviews with a subsample of 25 participants from the 250 participants at Ruslanguage School were conducted. The subsample included a balanced representation of both teachers and learners. These interviews provided a platform to delve deeper into their perceptions of cultural identity as portrayed in the curriculum.

The interview schedule consisted of a mix of open-ended and closed-ended questions, typically lasting between 30-45 minutes. For example, closed-ended questions on a Likert scale (ranging from "strongly disagree" to "strongly agree") asked participants to rate their level of agreement with statements about the cultural relevance of the curriculum materials. Open-ended questions explored their preferred methods for learning about Russian culture through literature, allowing them to elaborate on their experiences and suggestions for improvement.

Additionally, we administered surveys to the broader group of 250 participants. These surveys also included a mix of open-ended and closed-ended questions, designed to be completed in approximately 15-20 minutes. The closed-ended questions utilized various response scales depending on the nature of the inquiry. Some questions used a multiple-choice format with pre-defined options, while others employed a rating scale (e.g., from "never" to "always") to gauge the frequency of specific experiences.

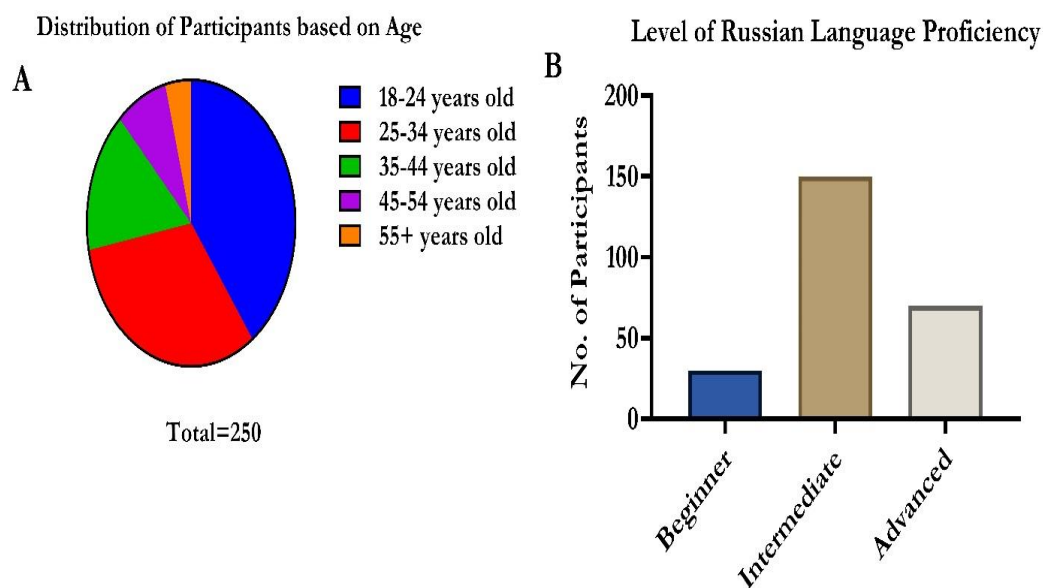
### 2.3 Data Analysis

The quantitative data collected in phase one was analysed using statistical methods in GraphPad Prism version 9.5.1 at a statistical significance of 5% involving measures of central tendency and dispersion for closed-ended questions and thematic analysis for open-ended responses. During phase two, qualitative data from the interviews was analysed thematically, searching for recurring patterns and meanings.

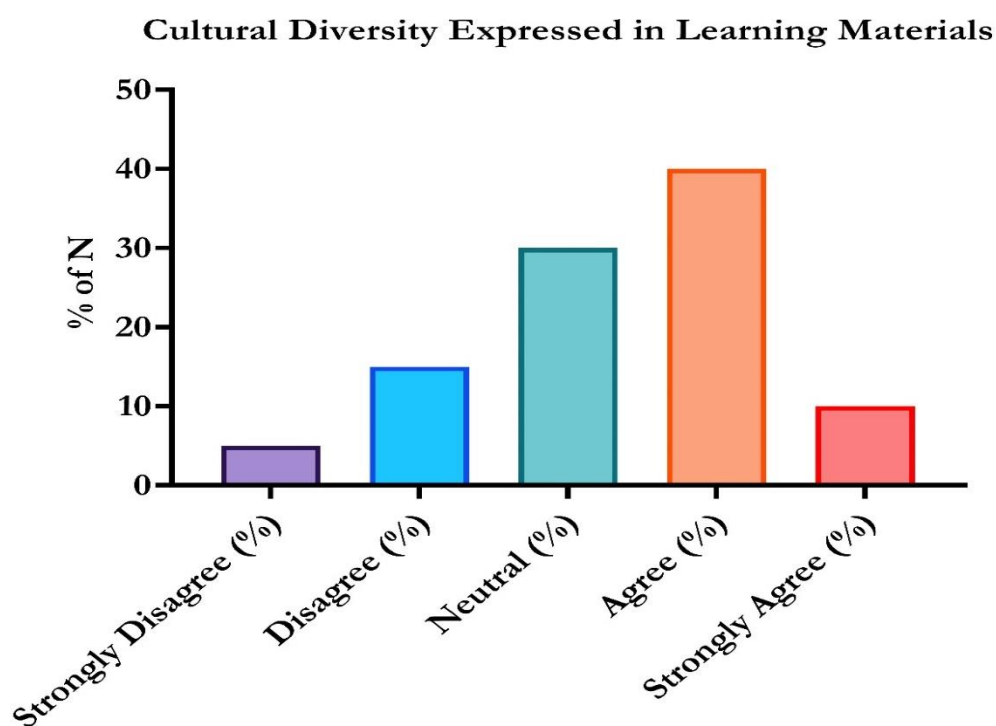
## 3. RESULTS

A total of 250 participants were surveyed, with the age range being fairly evenly distributed: 40% (100 participants) fell between 18-24 years old, 32% (80 participants) between 25-34, 16% (40 participants) between 35-44, 8% (20 participants) between 45-54, and 4% (10 participants) identified as 55+. In terms of proficiency level, the majority, 60% (150 participants), reported being intermediate learners, while 28% (70 participants) were

advanced, and 12% (30 participants) were beginners (see Figure 1).



**Figure 1:** The Distribution of Participants based on age categories (A) and the level of Russian language proficiency (B).



**Figure 2:** A column chart of participants perception of how the curriculum materials effectively portray the diversity of Russian cultural identities.

In Figure 2, in response to the statement "The curriculum materials effectively portray the diversity of Russian cultural identities," participant responses indicated a range of opinions: 5% strongly disagreed, 15% disagreed, 30% remained neutral, 40% agreed, and 10% strongly agreed.



**Figure 3:** A Line Chart showing the importance of Learning Russian Culture among the Participants.

In Figure 3, when asked about the importance of learning Russian culture as part of language studies, participants expressed a range of perspectives. While a small minority (2%) considered it unimportant, the majority viewed it as valuable: 15% found it somewhat important, 40% important, and 35% very important. A noteworthy 8% even deemed it essential.



**Figure 4:** A Horizontal Slices Chart Showing the Preferred Methods for Learning Russian Culture

In Figure 4, participants indicated a strong preference for incorporating a variety of methods to learn about Russian culture alongside language acquisition. The most popular choices were analysing films and documentaries (90%) and reading contemporary Russian literature (85%).

Classic literature remained important (70%), followed closely by discussing current events (80%) and exploring Russian music and art (75%). While less frequent, engaging with native speakers online held appeal for 60% of participants.

Table 1: Textual Analysis Table: Evolving Portrayals of National Identity

Author/Work	Time Period	Genre	Recurring Theme	Motif/Character Portrayal
Pushkin - Eugene Onegin	Early 19th Century	Novel in Verse	Disillusionment with Aristocratic Life	Eugene Onegin - Disconnectedness, Social Alienation
Tolstoy - War and Peace	Mid-19th Century	Epic Novel	Search for Meaning in Life	Natasha Rostova - Growth, Resilience, Importance of Family
Dostoevsky - Crime and Punishment	Mid-19th Century	Psychological Novel	Moral Complexity, Individual vs. Society	Raskolnikov - Isolation, Guilt, Redemption

In Table 1, Pushkin's early 19th-century novel in verse, *Eugene Onegin*, explores disillusionment with the aristocracy through the character's disconnection and social alienation.

Tolstoy's mid-19th-century epic novel, *War and Peace*, delves into the search for meaning in life, exemplified by Natasha Rostova's growth, resilience, and the importance of family. Similarly set in the mid-19th century, Dostoevsky's *Crime and Punishment*, a psychological novel, grapples with moral complexity and the struggle between individual and society, personified by Raskolnikov's isolation, guilt, and quest for redemption.

Table 2: Content Analysis Table: Contemporary Media and Identity

Source	Topic	Cultural Identity Construction
Online Newspapers (Russia Today)	Coverage of political events	Focuses on national pride, strength, and Russia's role on the world stage.
Social media (VKontakte)	User-generated content (memes, discussions)	Reflects diverse perspectives on social issues, regional variations, and popular culture.
Films ("The Brother" by Aleksei Balabanov)	Exploration of post-Soviet disillusionment and the rise of organized crime	Captures the complexities of contemporary Russian society and the challenges of navigating a new identity.



In Table 2, Online newspapers like Russia Today (RT) focus on political events, constructing a national identity centered on pride, strength, and global influence. Social media platforms like VKontakte, through user-generated content, offer a window into the complexities of social issues, regional variations, and popular culture. Films like "The Brother" delve into the disillusionment and social struggles of post-Soviet Russia.

Table 3: Classroom Observation Table: Strategies for Teaching Cultural Identity

Observation	Description	Observations
Teacher-led discussion of a scene from "Doctor Zhivago" by Boris Pasternak	Students analyse the societal changes depicted and their impact on the characters' identities.	Active learning fosters critical thinking about historical context and cultural shifts.
Group project comparing traditional and contemporary Russian folktales	Students research and present on the themes and values reflected in each type of story.	Project-based learning encourages exploration of cultural evolution and diverse perspectives.
Limited use of contemporary Russian music or film clips	Focus on classical literature might not resonate with all learners' interests.	Incorporating contemporary media can enhance engagement and connect to students' lived experiences.

In Table 3, Classroom observations revealed a mix of effective and improvable strategies for teaching cultural identity through literature. Teacher-led discussions of classic works like "Doctor Zhivago" fostered critical thinking about historical context and cultural shifts by analysing the characters' responses to societal changes. Group projects comparing traditional and contemporary folktales encouraged exploration of cultural evolution and diverse perspectives. However, the limited use of contemporary media like Russian music or film clips meant that the curriculum might not resonate with all learners' interests.

Table 4(a): Thematic Analysis from Interviews: Cultural Identity in the Curriculum

Theme	Description	Quotes
Representation of Diversity	Participants expressed varying opinions on the current curriculum's portrayal of cultural diversity.	"The curriculum focuses heavily on historical figures; it would be great to see more contemporary voices." (Learner); "While I appreciate the classics, including more regional literature would provide a richer picture." (Teacher)
Effectiveness of Materials	Some participants found the materials effective, while others called for more engaging approaches.	"The literature discussions help me understand the historical context of Russian culture." (Learner); "Relying solely on textbooks feels outdated. Interactive activities could enhance learning." (Teacher)

Table 4(b): Thematic Analysis from Interviews: Cultural Identity in the Curriculum

Theme	Description	Quotes
Focus on Historical vs. Contemporary	Opinions differed on the balance between historical and contemporary perspectives.	"Learning about the historical roots is important, but including modern works keeps the learning relevant." (Learner); "The classics offer timeless themes that are still applicable today." (Teacher)

In Table 4, semi-structured interviews revealed a range of perspectives on the curriculum's approach to cultural identity. Representation of diversity sparked discussion, with some (learners) desiring more contemporary voices and regional literature. The effectiveness of materials varied, with some (learners) appreciating literature discussions for historical context, while others (teachers) felt more engaging activities were needed. Disagreement arose on the balance between historical and contemporary content. Learners emphasized the relevance of modern works, while teachers valued the enduring themes of classic literature.

#### 4. DISCUSSION

Our findings on textual analysis of prominent Russian authors such as Pushkin, Tolstoy, and Dostoevsky revealed recurring themes that illuminate evolving notions of Russian identity. We observed how characters grapple with societal changes, moral complexities, and the search for meaning, offering a window into Russia's historical and cultural landscape. Our findings suggest that Russian literature has served as a reflection of the nation's evolving identity, grappling with questions of belonging, tradition, and place in the world. It offers a unique opportunity for Russian language learners acquire vocabulary and grammar and cultural understanding. Traditionally, Russian language teaching heavily relied on the literary works of Pushkin, Dostoevsky, and Tolstoy. These authors presented a relatively homogenous view of Russian identity, often centered around themes of national pride, historical struggles, and the search for meaning in a vast and complex landscape. Mastering these classics served a dual purpose: students gained language proficiency while internalizing a sense of shared heritage and cultural values.

The existence of contextual structures act as a point for the reference of specific phenomena whose frequency was determined by discursion such as Shishkin, Aivazov-sky, Yesenin, and Tchaikovsky. The complete comprehension of the Russian identity structures and the conceptual theories was enabled by Russian linguistic scholars (Boldyrev, 2014;

Karaulov, 2010; Krasnykh, 2016). Discursive forms of Russian culture have deep layers and does not always appear interesting to people from other cultures due to the significant dates back to distant eras. The interpretation of Russian culture should be based on two components of the nation and the national culture which encompasses the Russian Federation and its identity through folk culture and features (Baggioni, 1997; Potebnya, 1976). In contrast to the Russians, The French considers the basis of a nation as the voluntary communal of fellow citizens. The French concept has features and elements of progress, growth and the priority on the Bourgeois culture. Furthermore, they have often expressed indifference to several folk stories that embraces the traditional cultures and ways of life. However, it is important to note that the concept of the French about the nation and the Russian concept of the nation have been inherited and fused together in the national policies and communication since the era of the Soviet Union and the modern Russian Federation. These concepts share similarities such as declaring respect towards traditional cultures and the priority of building single nation or state. Previous studies (Lamazhaa, 2010; Solopova & Chudinov, 2019; Tishkov, 2021) found that the duality in the ideologies of the Soviet Union were based on culture, nationality in its form and a socialist content. In the present day, it is difficult to identify the basis of Russian cultures since it has been infused with modernity, it was nation and has constantly been shaped by its history.

Communication in Russian language involves formal daily based greetings and polite expressions. Several studies have proposed that the infusion of the Russian and Chinese cultures would allow learning of Russian language to become easy and cross-cultural barriers would be avoided. However, confusions between the two cultures can lead to chaos and misunderstandings. In the teaching of Russian language, the distinction between Russian and Chinese cultures can be improved by the application of Russian language in expression various forms of the Chinese culture such as idioms. In learning the Russian language there are often significant misunderstandings because several people always think that learning the language only requires an individual to be aware of the grammatical and rules of expression. Thus, on this basis amendments should be done to ensure that even if the main course involves learning the language, it can be revised to include the cultural background and details of Russia which constitutes a significant component of learning language. One possible explanation is that language and culture are closely related and thus, lack of adequate understanding of the national culture and aspects of the Russian makes it difficult to correctly apply the Russian language in daily

communication. Thus, we propose that the introduction of Russian culture into its language teaching would strengthen the language ability of students and permit them to understand the various process involved in the development of Russian language and its culture while ensuring effective and efficient expressions and easy communication.

Our analysis of contemporary media sources like online newspapers, social media platforms, and films further enriched our understanding. Russia Today, for example, emphasized national pride and global influence, while social media like VKontakte provided a glimpse into the complexities of social issues and regional variations. Films like "The Brother" explored the disillusionment and challenges of forging a new identity in post-Soviet Russia. In the late 1980s there was emergence of cognitive revolution that focused on analysing personality based on culture and the acquisition of language for various reasons. The issues surrounding cultural identity and linguistics are correlated to the challenges of inculturation and acculturation. A study by Moskvitcheva et al highlighted that the application of cognitive research in the analysis of language and individual personality offers several opportunities for the re-conceptualisation and social sciences (Moskvitcheva et al., 2023), structuralism, behavioural sciences and generativism (Cienki, 2010; Lakoff, 2008) that give rise to linguistic identity (Karaulov, 2010).

The identity of Russians is formed from the social discursive principles that gives meaning to the issues of linguistic and cultural identities (Moskvitcheva et al., 2023). Social discursion involves two principles, the first principle is based on the diachronic scales and time factor. In the first principle, achronic structures refer to the aspects of traditional cultures such as folklore, fairy tales, customs and traditions while historical structures refer to attaching values to specific facts and events, for example the Space Exploration or the Great Patriotic War. In contrast, the second principle involves the rate of generalisation and the type of field components and generally consists of structures of existential significance such as deeper structures of philosophy, equity for all individuals, universality, sense of nature or situational structures. Situational structures consist of key events and phenomena that were defined at a particular point in time such as the notable characters of *Cheburashka* that was launched in 2022 and had existed since the era of the Soviet Union or the works of *Pyrokinesis*.

Interviews and surveys with teachers and learners at Ruslanguage School revealed diverse perspectives on the curriculum's portrayal of cultural identity. While some participants found the current materials effective,

others called for a more nuanced approach. There was a desire for the curriculum to better reflect the diversity of contemporary Russian culture, including regional variations and the experiences of minority groups. According to Vyshegorodskaya et al. there has been innovative approaches in the teaching trends of the Russian language to future technocrats such as Engineers of foreign countries (Vyshegorodskaya et al., 2020). Innovative practices in teaching involves the introduction of new techniques and processes that adhere to the modern requirements of the Russian society. The adoption of interactive forms and joint creative learning activities improves the learning environments of both learners and teachers. The growth and development of independent work skills for acquisition of information should be applied in the teaching models of Russian language to foreign students who are non-philological. The requirements and objectives of teaching philological disciplines should involve the cultivation of independence of learning and a mutual enrichment of technical and professional knowledge.

Madinabonu and Nasiba proposed that literary texts have a significant role in teaching (Madinabonu & Nasiba, 2020). The modern Russian literature encompasses topics of interests to the general public and offers reflections on the classical and modern works of Russian scholars who have expressed love. Cheskin and Kachuyevski suggested that Russian speakers in Russia and those in the former states of the Soviet Union have diversities and complexities in cultural values and background (Cheskin & Kachuyevski, 2019). Usmanalievna suggested that the contemporary views on various methodologies and practices of teaching Russian language have transitioned from traditional-grammar based techniques to a communication and learner-based approach (Usmanalievna, 2024). There has been introduction of content-based instructions, task-based instructions and communicative language teaching. Moreover, there are significant benefits arising from the integration of technology into the teaching of Russian language and future possibilities of the incorporation of virtual reality, adaptive learning techniques and gamification. Kagan and Dillon proposed that teaching of Russian language should be focused on the heritage learners (people who are bilingual in English and English is their second language) (Kagan & Dillon, 2003). Heritage learners are considered as individuals who have a language of personal relevance and interest apart from English. Learners of Russian language who are non-native speakers learn the language after they have fully grown and developed in their native languages.

Our analysis revealed that some participants suggested incorporating

more interactive activities and contemporary media like music and film clips to enhance engagement and connect to students' lived experiences. In the modern times and era of digitalisation, the reference of culture in the teaching of foreign languages such as Russian language involves the aspect of linguacultural approaches. The linguacultural approach started in the 1990s and has been linked with studies associated with the objects and events of a culture and its ideas. Effective implementation of intercultural communication involves developing and cultivating sufficient linguacultural competence among students using the fundamental principles and techniques. The adoption of these approaches in teaching increases the cultural orientation of the Russian language, its modernisation process and modern values (Arypbekova, 2019). Novikova et al. suggested that there were significant differences in the lexical and semantic representation of cultural and linguistic concepts of the word "Rest" in German (Novikova et al., 2018), Russian and English languages. In the modern era, concepts across cultures have been extensively studied without a common basis for interpretation based on nature and essence.

Therefore, the learning of Russian language as a non-native or mother tongue or a foreign language must be driven towards the reflection of culture in the language and utilisation of the language as a representation of the Russian society and people based on their structures, and systems of values (Bolotnova, 2009). The linguistic picture of people's culture onto the world requires significant changes in the educational discourse of its language to incorporate cultural values and ideas of the world views and the language views. These two general concepts related to culture can be realised by the resources of the Russian language and its several texts. Although, culture limits the development and formation of language, the learning of any language without a focus on the cultural values and history is often monotonous and lead to inaccurate outcomes. Classroom learning of cultural introduction into the teaching of Russian language should involve sufficient resources of national culture, values and history. The dynamics of the language such as pronunciation, grammar or vocabulary should accompany the relevant cultural background and basics. Introductory classes of teaching Russian language should permit beginners to understand various phenomenon and factors associated with the Russian language that leads to positive outcomes and good virtues. In various countries there are different cultures and customs each with a unique background and history. Thus, it's possible to argue that a lack of understanding of the cultural background and basis of a nation such as Russia leads to a limited understanding of its language and cultural values.

One possible example is in China where it is common for people to say “*did you eat*” or ask questions such as “*Where are you going*.” However, in Russia it is considered as an invasion into the private life of an individual and they are used to phrases such as “*good night*”, “*good morning*”, “*how are you doing*”. Furthermore, the time division in Russia is distinct from the Chinese because it consists of four stages “4:00-11:00 hours, 12:00-16:00 hours, 17:00-23:00 hours, and 24:00-3:00 hours.”

ML found that studies of the Russian language should be combined with the Russian culture to allow individuals draw correlations between tools of speech and linguistic norms based on the cultural environment in which the language was examined (ML, 2012). Furthermore, it allows comparison and contrasting of the Russian culture and language to the foreign languages and offers an opportunity for the comprehension of foreign cultures.

In modern Russia, there have been changes in the geopolitical, social, economic and cultural perspectives due to the advancement in education, ICT technologies and the modern techniques used in the transmission of culture in the teaching of Russian language. Deikina et al. suggested that the modern educational content is affected by a uniqueness of the open techniques adopted in the transformation and translation of the educational curricula based on communication, subject and professional orientation (Deikina et al., 2020). The modern paradigm of education involves an orientation towards anthropology while culture constitutes the basis for perfection and measure of the educational process. Mitrofanova alluded that the modern education system is viewed as a translation of culture and digitalisation is an avenue for new possibilities and techniques of transmitting cultural content (Mitrofanova, 1999). Orientation towards culture and its values reflects the methodology of science, and diversity of the world.

## 5. CONCLUSION

Our study investigated the construction of cultural identity in Russian literature and its impact on language teaching at Ruslanguage School. The exploration of cultural identity through Russian literature remains a cornerstone of language acquisition. However, the move away from a singular narrative towards a more inclusive and multifaceted approach enriches the learning experience. By engaging with a wider range of perspectives, students gain a deeper understanding of the evolving Russian

culture, preparing them to navigate the complexities of the globalized world.

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