

DOI 10.22363/2618-8163-2020-18-4-486-488

**Review on an educational dictionary  
for Chinese philology students:  
Li, Yuejiao, & Vasileva, G.M. (2020). *The botanical culture code  
in vocabulary of a language (phytonyms)*. Saint Petersburg:  
Herzen State Pedagogical University of Russia**

**Yunsha Du**

Shanghai International Studies University  
1550 Wenxiang Rd, Shanghai, 201620, People's Republic of China

**Article history:** received: 28.04.2020; accepted: 05.07.2020.

**For citation:** Du, Yunsha. (2020). Review on an educational dictionary for Chinese philology students: Li, Yuejiao, & Vasileva, G.M. (2020). *The botanical culture code in vocabulary of a language (phytonyms)*. Saint Petersburg: Herzen State Pedagogical University of Russia. *Russian Language Studies*, 18(4), 486–488. <http://dx.doi.org/10.22363/2618-8163-2020-18-4-486-488>

The referred to dictionary published in the autumn of 2020 is the first issue of the learner's dictionary series “Verbal culture codes in vocabulary of a language”.



This series is created with support from Russkiy Mir Foundation and is intended for Chinese students and postgraduates. As is commonly known, an important task in the process of education of philology foreign students is to make sure they develop philological competence.

It is the students' ability to read and understand the most significant culture texts of the foreign language being learned that testifies their developed philological competence. This task cannot be achieved without a thorough insight into the content of culture-specific vocabulary. The idea behind the upcoming series of dictionaries is to assist Chinese students in understanding the essence of Russian vocabulary that evinces apparent as well as the implicit cultural meanings, which are often ethnic and culture-specific, characterized by concealed metaphoricality and idiomaticity.

The subject of the series of dictionaries is formed on the basis of the verbal culture code phenomenon that accumulates and systemizes the philological potential of Russian vocabulary. The researchers outline several dozens of culture codes

© Du Yunsha, 2020



This work is licensed under a Creative Commons Attribution 4.0 International License  
<https://creativecommons.org/licenses/by/4.0/>

including anthropic, zoomorphic, botanical, landscape and many others. This creates a necessity to introduce a description of culture codes into lexicographical practice. This problem is solved by the series of learner's dictionaries "Verbal culture codes in vocabulary of a language" dedicated to the "nature-related series" of codes: botanical, atmospheric, astronomical, landscape. Thus, we have a learner's dictionary oriented at a specific country and intended for Chinese students of philology that will allow them to "decode" one of the verbal codes of Russian culture.

The first issue of the series is dedicated to phytonyms (naming of flowers and grass plants). Botanical (vegetational) verbal code is designated by linguists as one of the most significant ones in any culture as phytonymic vocabulary possesses a substantial symbolic and artistic potential, acts as custodian and a broadcaster of culture and frequently used in literary texts and idiomatics of a language. Floral symbolism has a great importance in any culture that places emphasis on the symbolism of flowers and grass plants. However, the symbolism of plants has universal as well as culture-specific characteristics. For example, researchers point out a different perception of a rose in different cultures: this flower that traditionally symbolizes feminine beauty, love and passion in Western cultures does not elicit similar associations among Chinese respondents. Researchers also draw attention to the importance of field and wild-growing flowers in the Russian linguistic world view, which is completely different from the perception of Chinese nationals. Due to the climatic differences between Russia and China the seasonal symbolism of flowers also varies.

Lexicographic description of phytonyms with a linguoculturological orientation, as reasonably considered by the authors of the dictionary, implies consideration of their axiological, imaginative and metaphoric potential.

Imagery of the Russian language includes epithets, that the authors designate as the golden reserve of the language. Epithets included in the learner's dictionary allow students to get the idea of the scent of flowers; of their condition and appearance; of the impression and the psychological perception of flowers; of the assessment of a flower (flowers), etc. Similes and common figures of speech are part of the Russian language imagery that adds colorfulness, expressiveness and emotiveness to the language. An important goal of developing philological competence of foreign students is to form a capability to distinguish positive and negative assessments that are enclosed in common similes, as well as the ability to unveil the foundations of these assessments. When educating philology students, it is necessary to consider the articulated evaluativity of common similes that form the artistic world view. Connotative content of phytonyms is vividly manifested in the language idiomatics (idioms, proverbs and folk sayings).

Executing a sequence of consecutive lexicographic procedures authors of the dictionary developed a multicomponent structure of a dictionary entry aimed at a step by step decoding of cultural meanings enclosed in phytonyms, which brings students into proximity with an adequate perception of the foreign language culture texts.

It appears that the referred to dictionary is not only a source of very important and interesting knowledge but also a relevant means of teaching Chinese philology students. This dictionary will certainly be actively used by Chinese students

studying Russian and by Russian students, future educators of Russian as a foreign language, as well as teachers of the Russian language both in Russia and in the People's Republic of China.

**Bio note:**

*Yunsha Du*, senior lector at the Shanghai International Studies University. She graduated from the postgraduate studies at the Department of Intercultural Communication of the Herzen State Pedagogical University of Russia. In 2017 she defended a candidate's dissertation on the teaching methods of Russian as a foreign language. *Research interests*: teaching methods of Russian as a foreign language, linguoculturology. E-mail: dys325@shisu.edu.cn

DOI 10.22363/2618-8163-2020-18-4-486-488

**Рецензия на учебный словарь  
для китайских студентов-филологов:  
Ли Юецзяо, Васильева Г.М. Растительный код культуры  
в лексике языка (фитонимы). СПб.: Изд-во РГПУ  
имени А.И. Герцена, 2020. 68 с.**

**Юньша Ду**

Шанхайский университет иностранных языков  
*Китайская Народная Республика, 201620, Шанхай, ул. Вэньсянлу, 1550*

**История статьи:** поступила в редакцию: 28.04.2020; принята к печати: 05.07.2020.

**Для цитирования:** *Du Yunsha*. Review on an educational dictionary for Chinese philology students: Li, Yuejiao, & Vasileva, G.M. (2020). The botanical culture code in vocabulary of a language (phytonyms). Saint Petersburg: Herzen State Pedagogical University of Russia // Русистика. 2020. Т. 18. № 4. С. 486–488. <http://dx.doi.org/10.22363/2618-8163-2020-18-4-486-488>

**Сведения об авторе:**

*Ду Юньша*, кандидат педагогических наук, старший преподаватель Шанхайского университета иностранных языков. Окончила аспирантуру на кафедре межкультурной коммуникации Российского государственного педагогического университета имени А.И. Герцена. В 2017 году защитила кандидатскую диссертацию по методике обучения русскому языку как иностранному. *Сфера научных интересов*: методика обучения русскому языку как иностранному, лингвокультурология. E-mail: dys325@shisu.edu.cn