

## **Editor's foreword**

In universities, cultural anthropology and is usually taught in the form of a narrative about various great ideas sanctified by time and/or by a certain tradition. And the actual methodology of describing different cultures is not taught at all, the semiotic methods themselves are not taught. For instance, when they speak about semiotics they tell a story about Saussure, Peirce, and then there were structuralists, and so on. This way of teaching cultural anthropology is completely wrong and simply harmful. Such an approach does not teach students semiotic methods, does not give students a firm base, but only gives a confusion, a mess of various ideas, and as a result, people, even after leaving the university, are left with the idea that semiotics is just a collection of different opinions and idle reflections. In order to teach semiotic methods, students should be engaged in practical semiotics, i.e.: analysis of the mechanisms of different cultures. However, the analysis of cultures can also be reduced to idle fruitless theorizing, for example, endlessly reading and re-reading the so-called 'classics' – all this is completely useless.

To learn semiotics, one should do the following: firstly, to study different cultures through acquaintance with the primary sources (with the texts created by the culture for itself), i.e.: to read texts in the language of the studied culture and to parse / to analyze them.

And, secondly, it makes sense to do semiotic role-playing. After getting familiar with the system of concepts of a certain culture, students should try to describe the world in terms of this culture, as if they were people of this culture.

If one practices this for three-four years, then semiotic and source study skills will be laid down very firmly.