

Scientific Herald of Uzhhorod University

Series "Physics"

Journal homepage: <https://physics.uz.ua/en>

Issue 55, 712–720

Received: 20.10.2023. Revised: 31.01.2024. Accepted: 19.02.2024



DOI: 10.54919/physics/55.2024.71do2

Development of linguocultural competence in teaching a foreign language

Anara Zhumasheva

Toraighyrov University

140000, 64 Lomov Str., Pavlodar, Republic of Kazakhstan

Galina Demessinova

Pavlodar Pedagogical University

140000, 60 Mira Str., Pavlodar, Republic of Kazakhstan

Saule Beisembayeva

L. N. Gumilyov Eurasian National University

010008, 2 Satpayev Str., Astana, Republic of Kazakhstan

Assel Mekezhanova

Pavlodar Pedagogical University

140000, 60 Mira Str., Pavlodar, Republic of Kazakhstan

Aliya Zhetpisbay*

Pavlodar Pedagogical University

140000, 60 Mira Str., Pavlodar, Republic of Kazakhstan

Abstract

Relevance. Teaching a foreign language is associated with the assimilation of a number of educational competencies, including linguoculturological, it performs a system-forming function in learning the basics of a foreign communicative culture by students. In this regard, the programmes/technologies of mastering a foreign language by students are focused on optimising practical activities, considering the resources of intercultural dialogue, and reducing the risks of communication barriers. However, in scientific practice, there is a pronounced shortage of systematic studies concerning the problem of the development of linguocultural competence among foreign language learners. These circumstances determine the relevance of studying the stated problem.

Purpose. The purpose of the study is the theoretical analysis and systematisation of scientific and methodological data, the implementation of a linguocultural approach in teaching foreign languages.

Methodology. For an in-depth study of the stated problem, general scientific logical methods and methods of cognition were used. In particular, the analysis and synthesis of the material under study, induction and deduction were used as methods of clarifying scientific conclusions and expanding ideas about the possibilities of a linguoculturological approach in teaching foreign languages.

Results. The study presents scientific data on the application of the linguoculturological approach in teaching foreign languages, considering various aspects of its application within the framework of the personality-oriented vector of the development of students' communicative competencies.

Suggested Citation:

Zhumasheva A, Demessinova G, Beisembayeva S, Mekezhanova A, Zhetpisbay A. Development of linguocultural competence in teaching a foreign language. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(55):712-720. DOI: 10.54919/physics/55.2024.71do2

*Corresponding author



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

Conclusions. The obtained scientific data on the application of the linguoculturological approach in teaching foreign languages allow considerably optimising the assimilation of the methodological foundations of successful intercultural interaction, choosing the optimal ways of applying knowledge in a multicultural dialogue by students. Furthermore, the theoretical developments of this problem can be used in choosing the optimal strategies for increasing the professional motivation of students studying foreign languages.

Keywords: linguoculturological approach; communicative competence; educational process; teaching a foreign language; student.

Introduction

Modern society is aimed at developing a socially useful and self-effective personality capable of optimal fulfilment of individual potential, building a successful path of life prospects. In this regard, one of the priorities in the development of an intrinsically valuable, harmonious personality is the use of the full range of educational services provided by the state. An important factor in the accessibility of assimilation of a huge layer of knowledge presented in world culture is the effectiveness of multicultural communication, knowledge of one's own and other cultures, their values, which in turn stimulates the need of an individual to master international languages. This circumstance allows a modern person to use free communication to build effective interaction, achieve desired goals beyond the boundaries of the otherness of partners in social contact [1].

Student youth is the most active social group with a high willingness to search for innovative ways of self-development, self-determination in all spheres of life. This group is focused on expanding the field of social interaction, constructive reflection on the view of the world, ways and means of achieving prosocial goals. The study of foreign languages contributes to the variability of the choice of strategies for achieving and effectuating the achievement of vital goals [2-4].

Notably, multicultural interaction considerably facilitates the factor of the world community's choice of the principle of uniformity in the field of communication, expressed in the promotion of the English language as a universal means of social ascertainment. There is no doubt that it is about focusing attention on the possibilities of reducing communication barriers and preserving the sovereign value of any foreign language, the traditions of the cultural heritage of each ethnic group. Modern realities have determined a pronounced trend towards the integration of various cultures, societies, representatives of national and ethnic groups. For example, the priority area of the European Economic Community is, currently, the development of social, economic, research contacts in the multicultural field of interaction to create conditions for improving welfare, national security, and insightful use of the human potential of countries. Such an approach optimises the ability of everyone to achieve the desired goals, correlate them with prosocial values and requirements, and feel subjective satisfaction with a life scenario.

In this regard, the expressed need to master foreign languages is currently becoming a milestone, relevant for every country of the world community. In particular, in the countries of Kazakhstan and Ukraine, systematic, mass study of foreign languages acts as a format of acceptance by the mass consciousness of the need to enter a new phase of development of the cultural level of the population,

expanding the possibilities of presenting one's self to the world, fulfilling the crucial life prospects. Based on the above, the unconditional aspect of the university educational system of Kazakhstan and Ukraine is the inclusion of multilingual education in the structure of compulsory disciplines for students. The relevance of this vector of student learning is associated with the need to reduce the shortage of professionals – specialists capable of performing professional activities in a multicultural field [5; 6].

Admittedly, multilingual education not only contributes to the personal growth of young people, but it also considerably strengthens the prestige of countries on the world stage and acts as an indicator of social responsibility, maturity of the civic position of young people. This position is reflected in the legal regulations on education in Ukraine, which address the issues that the leading marker of the quality of education of a modern person is a system of knowledge, skills, characteristics that determine social competence, unity of personal, social attitudes, expectations, and professional values aimed at self-development and development of society.

Notably, foreign language mastery, in particular English – is a long process of acquiring knowledge, involving the inclusion of multilingual education in all levels of education for a maturing person. The coevolutionality of this process allows receiving timely feedback, clarifying the nuances, specific features of multicultural interaction, and considering interference and the risks of absorbing the identity of cultures with two or more languages in everyday contact. These achievements are possible with the effective use of the linguoculturological approach in multilingual education.

Materials and Methods

Teaching foreign languages is a context enshrined in the international standard of requirements for the levels of competent mastery of the language base. The system concepts of the core of language competence acquisition were approved in 2001 by the Council of Europe. The main characteristics of this legal regulation are a prerequisite for focusing on an activity-based approach in learning and level differentiation (from "newcomer" to "close to a native speaker" and the format of using the language basis in practice). Notably, the requirements of the international standard are universal and do not carry total restrictions in the areas of using methods and means of teaching foreign languages. This circumstance is regulated by the absence of a fixed focus on a definite linguistic conceptual theory and contributes to the initiation of opportunities for the variable use of combined technologies and ways of teaching foreign languages. In this regard, it would be reasonable to expand the scope of approaches in teaching and use the activity approach along with the linguocultural

approach, which considerably clarifies the training path and methodology for the development of communicative competencies among students.

In scientific practice, research in the field of teaching foreign languages was conducted at different times: I.I. Khaleeva, N.I. Gez, N.D. Galskova, S.S. Kunanbayeva, E.I. Passov, M. Byram, M. Fleming, K. Rehbock, et al. Researchers, upon considering the aspects of the technology of developing the language foundations of students, noted a general, mandatory formula, where knowledge of a foreign language is associated with an understanding of the culture of native speakers. Thus, for example, in the study, N.D. Galskova and N.I. Gez [7] note that communication barriers are activated in the absence of objective cognitive representations of the integral culture of the ethnic group of native speakers. The authors specify that the use of a linguoculturological approach, in this regard, reduces the risks for communicants in building interaction in a multicultural field.

A similar opinion can be found in the study by M. Byram [8], in which the author indicates the importance of inclusion in multicultural exchange of conscious perception and understanding of the value foundations and traditions of the studied language, acceptance of the mentality of foreign culture representatives. An important condition for learning, according to the researcher, is the preservation of the balance of the equivalence of one's own language culture and foreign language culture. This circumstance allows developing the skills to build an effective multicultural dialogue and achieve the desired goals that satisfy each interaction partner.

In this regard, the opinion of academician S.S. Kunanbayeva [9] should be noted, who focused her attention on the fact that the field of learning a foreign language is associated with a holistic linguistic culture. In other words, the author noted that the technicality of mastering a foreign language is only part of the skill of full proficiency in it. Expressed readiness for multicultural interaction is associated with the development of language competence, the ability to build a communicative field of interaction, to be aware of cognitive attitudes, emotional reactions of the subject outside the boundaries of linguistic otherness. The principle of understanding multicultural communication was investigated by M.M. Bakhtin, as a necessary component of mastering a foreign language. In the study, A. I. Viktorova [10] indicates that the conceptual position of M.M. Bakhtin reflects the needs of the present time in an equal dialogue, as a condition of an inclusive society, a society of equal opportunities.

The correlation of language and cultural heritage as an important connecting characteristic of learning is noted by A.V. Konyshova, N.A. Kachalov [11]. Researchers advance the opinion according to which, immersion of students in a foreign culture allows them to become more aware of the nuances of the linguistic foundations, to understand the motivational structure of the dialogue. In their study, A. I. Sergeeva and G.V. Pokhodzey [12] present methodological developments regarding the use of a linguoculturological approach in the framework of students' extracurricular activities. The authors of the monographic study state that the development of language competence is stimulated by immersion in the environment

of systematic contact with native speakers of the studied language, through interpersonal, existential interaction.

It is advisable to note similar positions in understanding the problem of learning foreign languages and mastering the cultural skills of language speakers in the study of foreign researchers. G. Fischer [13], M. Handford [14], L. Samovar and R. Porter [15], A. Knapp-Potthoff [16] state that intercultural communication is stimulated by knowledge in the field of value representations of native speakers of the studied language and it considerably optimises mastering professional competence and its use in practice. To conclude a brief review of the research analysis, the use of a linguoculturological approach in the training of specialists in linguistic and non-linguistic specialities can considerably expand the boundaries of language acquisition, assimilation of the culture of the country of the studied language and increase the professional competence of future specialists capable of multicultural dialogue in the practical sphere.

Results

The leading area in the educational sphere is the development of a comprehensively literate, socially useful, and intrinsically valuable personality capable of optimally solving prosocial tasks and building a successful life path. In this regard, a natural fact is the specificity of language and foreign language education as part of the educational sphere of young people. The features of mastering foreign languages in Kazakhstan are innovative technologies based on a linguoculturological approach that stimulates the development of a multicultural personality. One of the main measures to implement this area in the educational environment is the policy of trilingualism, enshrined by legal regulations. The regulatory requirements for the mandatory study of the set of targets of Kazakh, Russian, and English languages are at the heart of this area. The programme ensuring trilingualism focuses on the conceptual positions of the linguoculturological approach, theories of intercultural communication, concentration on competence modelling in implementing foreign language education, and variability in the choice of training complexes. In particular, special emphasis is placed on three components in developing students' language competencies: the logic of continuity and consistency of the language base choices, speech presentation, and the format of language communication [17].

Based on the experience of working at the higher education institution, it can be noted that the main problem area at non-linguistic faculties is the lack of variability in the choice of teaching material that considers the professional orientation of students. Such difficulties are associated, as a rule, with the insufficient reflection of the stimulating information layer possible for students to study. Therewith, the purposeful search for suitable teaching material is a special layer of responsibility for timely monitoring of the relevance of sources and requires permanent control, on the part of the teacher and students. Conscious reflection, advanced skills of working with new information create a special developing field for rooting an objective view of the foreign-speaking world in the minds of students. In other words, using V.P. Furmanova [18] terminology, students must master the "frame presupposition", the required amount of background

knowledge. This circumstance allows accelerating the immersion in a foreign language environment and optimising the consciousness of a secondary linguistic personality. The reasonableness of this training format is associated with the fact that in that way students learn to think, perceive linguistic otherness as a typical scheme of perception of the world and the risk of blocks in understanding partners in multicultural communication is reduced.

I.I. Khaleeva [19] notes that an important point in teaching foreign languages is the use of frames bearing national and cultural signs. This circumstance activates the immersion in the foreign environment and stimulates the images of the studied language culture in the mind. O.L. Digina [20] expresses a similar opinion in her research, noting that the national-cultural aspects reflected in fragments of stimulating, educational material allow initiating the construction of interdisciplinary connections, promoting consistency, a harmony of language perception among students. The author indicates that the possibilities of effective assimilation of background information should be accompanied by a logical correspondence of educational tasks and have a developing context. In other words, narrowly applied goals related to the formal transmission of a fragment of a different culture will have no effect. The success of the impact can be achieved precisely in the format of a combination of educational and developmental tasks that have access to the practical application of the acquired material that stimulates students' thinking.

S.G. Ter-Minasova [21], upon investigating the problem of students' language learning, noted that the development of students' language competencies should have a fundamental basis and contribute to the future specialist being able to solve highly specialised tasks and modernise the overall path of achievements to obtain optimal results in professional activity. It can be argued that language communication skills are an extensive and effective factor of personality development, a means of influencing the social field of interactions and, in fact, part of the culture of the surrounding world.

In this regard, the implementation of the linguoculturological approach is most effective in the block construct: CLC (cognitive-linguoculturological complexes), teaching speech schemes of language presentation, typical models of communicative interaction. As mentioned above, the type of stimulating complexes should be associated with educational goals and objectives and have a national-cultural aspect of the presentation of the material.

It is advisable to draw attention to one of the powerful factors influencing the optimisation of students' education in general, and the mastery of foreign languages in particular – digital educational resources (DER). The use of these resources allows the teacher to considerably expand the field of educational impact on students by stimulating all systems of perception of the surrounding space by the personality.

The very fact of using colour, sound effects in the formats of text and audio and video presentation, graphic images integrates and optimises the individual resources of students in learning foreign languages. The possibilities of presenting educational material and monitoring the

assimilation of information are considerably expanded in the format of digital educational resources. In addition, the DER can be actively used in extracurricular activities, as a format for the presentation of educational background material. Evidently, the relationship between academic and extracurricular activities in teaching foreign languages is strongly supported by the potential of digital educational resources, especially during the period of blended learning (conventional and distance) in case of the pandemic processes in society. In this regard, the possibilities of the DER and the use of interactive methods of educational impact on students can be considered the most effective in the provision of educational services in general and in language education in particular.

Notably, the formal use of the DER does not stimulate the language competence of students and does not create effective conditions for the development of communication skills. The achievement of effectiveness is associated with a clear logic of the tasks and goals of training and the logical use of case methods. A characteristic feature of the implementation of this training format contributes to a more effective immersion of students in the language environment, it varies the ways of mastering the skills of free foreign language communication, allows consolidating the existing experience of speech interaction, developing anticipatory consistency, by analysing possible situations clearly presented in the format of stimulating material, activating goal-setting and the objectivity of probabilistic forecasts.

In the study, A. E. Niyazova notes that the combination of two stages of using the case method (application and discussion) will allow students to activate the analytical work of consciousness in mastering the educational programme. This circumstance, according to the author, is determined by the educational premise of case methods - to provide information for analysis, and not to submit a ready result of possible conclusions [22-24]. Moreover, the use of case methods in the study of foreign languages initiates the independence and motivation of students, expands their horizons, and varies the ways of mastering language culture. Admittedly, the creation of a kind of artificial professional environment (through the analysis of possible situations) in teaching foreign languages concretises the scope of speech forms, deepens the communication experience of students. The solution of the set educational tasks and goals is carried out effectively, considering the logic of immersion in a foreign language environment.

An important stimulating moment for learning is the inclusion of a reflexive component in the structure of this method. Students can use brainstorming, discussion studies when covering individual fragments of situations. This feature of the training cases is to stimulate the conscious perception of the situation, not to devalue the artificially created professional environment for establishing possible solutions and actions. In addition, students can easily reflect on the construct of interactions with communication partners, develop stylistic features of presenting their own position using a foreign language. This is facilitated by the created conditions of the provision of educational services, competitive work, and collaborative actions. Students individually choose the

most acceptable option of reflection, acquiring knowledge, skills of mastering foreign languages.

Thus, the inclusion of a variety of methodological tools of the linguoculturological approach stimulates mastering language competencies among students.

Discussion

Admittedly, communicative competencies in teaching foreign languages within the framework of the linguoculturological approach should be developed based on the principles of the activity approach and cultural conformity. The activity principle allows students to be included in the set of practical actions when mastering a foreign language culture, to reflect on the accumulated speech experience in a timely manner, to correlate speech messages with dialogue partners. Based on the conceptual provisions of S.L. Rubinstein and A.N. Leontiev, concerning the reasonableness of applying the activity approach in teaching practice, it can be stated that combining theoretical material with the reflection on activity builds a special content of interactions in the "memorisation-assimilation-consolidation" system, where students are included in the field of coevolutionary contacts, exchanging experience, receiving instant feedback.

In turn, the principle of culturology, conformity is associated with the activation of considerable moments of teaching foreign languages. Scientific provisions of V.V. Safonova [25], concerning the idea of applying this principle in teaching foreign languages, provide the methodology for the development of communicative competencies in foreign language learners with special characteristics, essentially diversifying the core of the educational material and methods of immersion in the educational field of activity.

This principle acquires special importance in the context of the implementation of an integral system of linguocultural approach. V.V. Safonova notes that the structure of building a successful educational process in teaching foreign languages should be combined with certain scientifically based methodological inclusions that stimulate the mastery of the multicultural basis of the language being studied by the students. The main provisions implemented in this case, according to V.V. Safonova [25], are:

- clarity of the value-motivational base of the studied material. In other words, when selecting educational information, it is necessary to rely on considerable cultural aspects that activate the motivational impulse of students. In this case, the expressed interest of students is associated with the elaboration of key valuable meanings of foreign language culture in their minds, fixing the importance of acquiring new knowledge and skills in the mental field;

- conformity to current realities and the absence of distortions in the view of the foreign language field should be considered in the educational fragments offered to students. It can be noted that V.V. Safonova focused on the possibilities of maintaining a balance between the importance of the native language, the sovereign culture of students, and the importance of a different culture, outside the traps of interference. An important point here is the possibility of preserving the uniqueness of the perception of one's own language culture and the development of an

equivalent attitude to another culture. This circumstance allows students to maintain their status of importance, self-worth in multicultural dialogue. Such a learning context contributes to the development of students' communicative competencies, which actualise professionalism in interaction, based not only on knowledge of language basics but also on constructive partner dialogue, including collaborative content;

- the embeddedness in the minds of foreign language learners of the basic, key meanings of multicultural interaction, reflected in the concepts of "culture of inherent worth", "culture of diversity", "multicultural dialogue", "ethno-aggression", "ethno-tolerance". Students, in this case, gain invaluable experience of accepting the entire world culture as a resource for self-development, the ability to achieve desired goals in the mode of participatory interaction, that is, communication beyond the boundaries of linguocultural differences. The readiness of the mass consciousness for a multicultural dialogue based on the idea of co-acceptance allows students to develop the qualities of a multicultural personality with pronounced skills of timely resonating with partners and mobility for the modernisation of social and professional interaction;

- individual consideration of the age and cognitive capabilities of students is also an important basis for prolonged reflection on the selected educational material for learning foreign languages. An unmotivated educational load with a foreign cultural information flow will reduce the effectiveness of mastering language culture. A logical movement along the route of educational material based on maintaining the motivation of studying, responsible acceptance by students of the information from the materials, control and systematic reflection of the acquired values of a different culture within the framework of the linguocultural vector of learning seems an optimal option [25-27]. Thus, it can be stated that the format of the educational material, its essential basis and learning strategies should be correlated with the educational tasks of teaching foreign languages, including full-fledged originality of the linguocultural approach.

Notably, the consistent and effective promotion of students along the route of mastering foreign languages is also associated with a competent selection of methods and tools that allow them to successfully implement the tasks in practice. Undoubtedly, the variability of methods of teaching foreign languages allows minimising the difficulties of learning and focusing students' attention on a responsible, scientific perception of the studied material. In this regard, it can be stated that currently in the countries of Ukraine and Kazakhstan, an extensive format of research methods is actively used in teaching foreign languages, which allows not only accepting the full range of features of the new multicultural space but also actively clarifying and analysing the nuances of the development of communicative competencies among students within the framework of the linguoculturological approach.

Admittedly, the use of authentic fragments of materials for students to study is already established practice of teaching foreign languages. However, current realities have allowed introducing methods of stimulating personal development into the educational process. These include the expanded use of Internet resources: news feed materials, thematic audio-video and text reports, posts

about events, dialogue communication on forums and educational chats. There is no doubt that the issue of critical perception of the information received remains, but students gain invaluable experience in developing the skills of constructive processing of information, building their own judgments, reflection and strengthening their position on the issue under study. Information technologies presented in the format of educational games, participation in forums, colloquiums, conferences, and Olympiads, etc. allow students to considerably expand their understanding of the culture of language interaction, strengthen the experience of multicultural communication. This circumstance is associated with the fact that students assimilate the nuances of folklore, cultural characteristics, stylistic attitudes of speech interaction in real-time and are able to use the means of modernising the impact on the content of the statement.

In the study, T.V. Mikhailova and K.K. Duisekova [28] note that the importance of situational analysis of educational matters, reflecting the possible professional interaction, is most pronounced and effectively represented among case-study methods. Their diversity and variability of application in the educational process have a pronounced and sustained positive effect. Solving situational problems in the format of case methods allows students to get as close as possible to the status of a real native speaker of the studied language through reflexive immersion in the core of the multicultural field. Students learn to choose their own effective strategies in multicultural interaction, reflect on self-presentation sketches, use analysis and synthesis in building a dialogue. The basic point is the clarity and awareness of speech interaction, acceptance of different experiences, nuances of speech constructions.

In scientific practice, researchers note that case methods are the most optimal system of teaching elements of the linguoculturological approach to the study of foreign languages. The researchers indicate the importance of focusing the attention of students at all stages of the implementation of this method. In particular, J. Zheng [29] notes that the process from the preparation of substantial educational information correlated with the goals and objectives of teaching foreign languages to its implementation implies the active involvement of all subjects of the educational field. Informing students about the norms and format of this training content reduces the risks of inefficient use of educational information and optimises the motivation of students. A similar opinion can be found in the studies of G.M. Gadzhikurbanova [30]. The author indicates that using case methods allows students to reflect on their communication and research skills during an interaction, clarify ideas, and explain their own position in understanding the subject of the dialogue in detail. This is initiated by the fact that students understand that the discussion of the presented tasks does not have strict formats of a certain conclusion. Reflection and the final conclusion are formed in collaborative interaction, which allows students to feel responsible for the activity inclusions in the interaction process. In this regard, the stimulating factor is not only the group work of the students but the variable process of creating a project, modelling the effects of the proposed situation.

In their study, A. Strelchonok и I. Ludviga [31] present a detailed training route, the inclusion and completion of which allows students to develop goal-setting and modelling skills, the ability to predict possible outcomes of the problem being solved. The researchers note the importance of orienting students on problems proposed for study, detailed elaboration of role positions, methods of generating a general vector for solving problems. The authors of this study are certain that a considerable role in the development of communicative competencies in the multicultural field of interaction in the format of case methods will allow students to perform analytical studies in dialogical communication. This factor affects the objectification of the understanding of the proposed educational situation and allows students to consider the risks of similarities and differences in the opinions and positions of each interaction partner.

The implementation of case methods in teaching foreign languages was considered in the study by E.K. Vulfovich [32] where the author detailed the process of deploying the stages of applying this impact on the training activity construct. The position of the researcher is that the use of this technology in teaching foreign languages contributes to the constructive thinking of students who activate their skills in goal setting and searching for the most effective strategies for mastering a new layer of information. This circumstance is solved due to the expressed share of analytical work of students in mastering the material. In this regard, an important point is the detailed preparation and consideration of the nuances of the possible outcomes of the interaction of students, as this allows the teacher to make timely methodological inclusions into the learning process and, at the same time, not to become a mentor, but rather an accomplice in the training process, provided that there are the necessary correction powers.

An interesting idea was offered in the study of P. Daly [33], where the author variably expands the construct of the impact of case methods on the division of students into groups, the author also supports the opportunity to hold discussion platforms with a large number of interaction partners. This circumstance allows expanding the dialogue field and obtaining large-scale material for in-depth reflection.

To summarise the results of the analysis of research positions concerning the use of the linguoculturological approach in teaching foreign languages, its essential methodological component, the specific features of the content, the format of stages and methods, it can be stated that the basic provisions imply the correlation of a meaningful multicultural layer of information that should be consistent with the goals, objectives of the educational process; that the core of the training information flow should be focused on the culture of the country of the native speaker of the studied language and contain relevant, objective facts about cultural heritage; the provisions should also actualise goal-setting in the format of case methods, forecasting, and analytical work of students, stimulate an effective exchange of opinions between partners, focus on the progressive development of a culture of language interaction. These provisions correlate with the world requirements for teaching foreign languages, adopted and enshrined in the legal regulations

of many countries that consider the implementation of the Bologna learning process, in particular in Kazakhstan and Ukraine [34; 35].

Evidently, the priority outcome of teaching a foreign language is the development of qualities of a multicultural personality, professionally competent and capable of self-advancement, achieving prosocial and personal goals in the space of an equivalent constructive multicultural exchange of creative ideas that are formed among students within the effective use of the linguocultural approach in teaching.

Conclusions

As the analysis of research concerning the problem of teaching foreign languages shows, a large layer of theoretical and applied developments is centred in the field of teaching the methods of mastering the technical side of the process. Admittedly, there are variations that are used in modern educational practice. However, it can be stated that the modern world requires a more innovative approach to learning a foreign language by students. This circumstance is due to the fact that global economic and socio-cultural processes have activated the need for the development of a multicultural personality, a professional specialist, socially useful and effective. In this regard, in teaching foreign languages, the emphasis is on the vectors of the professional identification of students and on the developed competencies for the fulfilment of the personality in the professional field.

In other words, the higher education institutions focus their attention on teaching the "Foreign language" discipline, on the strategy of orienting students on the professional training, for linguistic and non-linguistic specialities. This important aspect of training is related to the fact that future specialists can successfully operate in the field of intercultural interaction, not only convey the

formal content of the statement but also be a unique interaction strategist, understand and appreciate their own sovereignty, the uniqueness of cultural heritage and accept, appreciate the integral layer of world culture.

The modern personality currently focuses their resources on building a successful route of life prospects, is inclined to experiment in the field of social contacts, consumption of new information enriching the potential. For that reason, it is important for young people to find their own way to apply individual resources fully and timely to feel satisfied with their life path, their own unique personality, capable of high achievements in all spheres of social life.

In this regard, teaching foreign languages allows a person to fulfil their expectations, to achieve the desired goals. Young people need not only to actively take part in the educational field of interactions, but they also need an innovative construct of technologies, programmes, and developing ways to optimise cognition of the world to become successful in the global context of interactions. In the given study, this issue is considered through the use of innovations of the linguoculturological approach, which forms the basic grounds for the actualisation of mastering foreign languages and foreign culture by students as a means of achieving cultured and educated personality.

Acknowledgements

None.

Conflict of Interest

None.

References

- [1] Zhumasheva ASH, Zhumabaeva ZE. Lingvoculturology as science at the present stage linguistics developments. *Life Sci J.* 2014;11:556-559.
- [2] Zhumabaeva ZE, Zhumasheva ASH. On the Role of elective Disciplines in the Formation of Professional Competence of Students as Future Teachers. *Int J Env Sci Educ.* 2016;11(15):6671-6686.
- [3] Kvasnytskyi V, Korzhyk V, Kvasnytskyi V, Mialnitsa H, Dong C, Pryadko T, Kurdyumov GV, Matviienko M, Buturlia Y. Designing brazing filler metal for heat-resistant alloys based on ni3al intermetallide. *East-Eur J Enter Tech.* 2020;6(12):6-19.
- [4] Bieliatynskyi A, Yang S, Pershakov V, Shao M, Ta M. The use of fiber made from fly ash from power plants in China in road and airfield construction. *Construct Build Mater.* 2022;323:126537.
- [5] Fialko N, Dinzhos R, Sherenkovskii J, Meranova N, Navrodska R, Izvorska D, Korzhyk V, Lazarenko M, Koseva N. Establishing Patterns In The Effect Of Temperature Regime When Manufacturing Nanocomposites On Their Heat-Conducting Properties. *East-Eur J Enter Tech.* 2021;4(5-112):21-26.
- [6] Horoshko O-I, Horoshko A, Bilyuga S, Horoshko V. Theoretical and Methodological Bases of the Study of the iImpact of Digital Economy on World Policy in 21 Century. *Tech Forecast Soc Change.* 2021;166:120640.
- [7] Galskova ND, Gez NI. *Theory of teaching foreign languages. Linguodidactics and methodology.* Moscow: Publishing center "Academy"; 2006.
- [8] Byram M. *Cultural studies in foreign language education.* Toronto: Multilingual Matters; 1989.
- [9] Kunanbayeva SS. *Theories and practice of modern foreign language education.* Almaty: Publishing House: DP "Edelweiss", Kazakh University of International Relations and World Languages; 2010.
- [10] Viktorova LG. The dialogical concept of culture by M.M. Bakhtin – V.S. Bybler. Paradigm. *J Intercult Commun.* 1998;1:30–41.
- [11] Konysheva AV, Kachalov NA. On the question of the correlation of language and culture in teaching a foreign language. *Bull Tomsk State Ped Uni: Sci J.* 2014;8(149):56-60.
- [12] Sergeeva NN, Pokhodzey GV. *Development of foreign-language intercultural competence of students of non-linguistic specialties in the system of professionally-oriented language education: Monograph.* Yekaterinburg: Ural. state Pedagogical University; 2014.

- [13] Fischer G. Interkulturelle Landeskunde. *Deutsch als Fremdsp.* 1990;3:141-146.
- [14] Handford M. Developing socio-cultural competence in the ESL classroom. *Nottingham Ling Circul.* 2002;2:207-210.
- [15] Samovar L, Porter R. *Intercultural communication. A reader.* Boston: Wadsworth; 1994.
- [16] Knapp-Potthoff A, Liedke M. Intercultural communication skills as a learning objective. *Asp Intercult Commun Skill.* 1997;12:56-64.
- [17] Gonera J, Vrublevskiy O, Napiórkowski J. Modelling of floorpan wear in passenger vehicles using artificial neural networks. *Eng Failure Analys.* 2021;127:105482.
- [18] Furmanova VP. *Intercultural communication and linguistic and cultural studies in the theory and practice of teaching foreign languages.* Saransk: Publishing house of the Mordovian University; 1993.
- [19] Khaleeva II. On gender approaches to the theory of teaching languages and cultures. *Izvest Rus Academ Educ.* 2000;1:11-12.
- [20] Digina OL. The influence of the linguoculturological approach on the formation of intercultural communication in teaching a foreign language. *Ling Mobil.* 2009;4(18):99-105.
- [21] Ter-Minasova SG. *Languages and intercultural communication: A textbook.* Moscow: Slovo; 2000.
- [22] Niyazova AE, Musa DT. On the issue of the use of information and communication educational technologies in English lessons. *Lang Cult – Lang Cult.* 2016;3(35):176-189.
- [23] Babak VP, Shchepetov VV. Wear Resistance of Amorphous-Crystalline Coatings with Lubricants. *J Frict Wear.* 2018;39(1):38-43.
- [24] Korzhyk V, Illiashenko E, Khaskin V, Peleshenko S, Perepychay A. Forecasting the results of hybrid laser-plasma cutting of carbon steel. *East-Eur J Enter Tech.* 2020;2(1-104):6-15.
- [25] Safonova VV. *Principles of communicative education in the context of the dialogue of cultures and civilizations. Dialogue of cultures. The culture of dialogue: A person and new socio-humanitarian values.* Collective monograph. Moscow: Neolithic; 2017.
- [26] Babak V, Kharchenko V, Vasylyev V. Using generalized stochastic method to evaluate probability of conflict in controlled air traffic. *Aviat.* 2007;11(2):31-36.
- [27] Gryglewski P, Ivashko Y, Chernyshev D, Chang P, Dmytrenko A. Art as a message realized through various means of artistic expression. *Art Inq.* 2020;22:57-88.
- [28] Mikhailova TV, Duisekova KK. Teaching a foreign language: A linguoculturological approach. *Bull Moscow State Ling Uni. Educ Ped sci.* 2019;4(833):122-135.
- [29] Zheng J. Teaching business English with cases – an application of case method in Business English teaching. *J Contemp Manag.* 2013;7:73-76.
- [30] Gadzhikurbanova GM. Methodology of using the case study method in the educational process of the university. *Bull Uni.* 2013;9:263-271.
- [31] Strelchonok A, Ludviga I. The use of case studies in business English language teaching. *Social Natur Sci J.* 2013;7(1):10-14.
- [32] Vulfovich EV. The role of mobile learning in optimizing the teaching of foreign languages. *Izvest Volgograd State Ped Uni.* 2014;6(91):161-164.
- [33] Daly P. Methodology for using case studies in the business English language classroom. *Intern TESL J.* 2013;8(11):88-94.
- [34] Andreev AL. The competence paradigm in education: The experience of philosophical and methodological analysis. *Ped.* 2005;4:19-27.
- [35] Beliuchenko D, Tishechkina K, Hannichenko T, Salamatina O. Study of Humidity During Sand Dewatering Using a Cone-Shaped Installation. *Key Eng Mater.* 2023;953:43-51.

Розвиток лінгвокультурологічної компетенції у викладанні іноземної мови

Анара Жумашева

Торайгиров університет
140000, вул. Ломова, 64, м. Павлодар, Республіка Казахстан

Галина Демесінова

Павлодарський педагогічний університет
140000, вул. Миру, 60, м. Павлодар, Республіка Казахстан

Сауле Бейсембасва

Євразійський національний університет імені Л. Н. Гумільова
010008, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

Асель Мекежанова

Павлодарський педагогічний університет
140000, вул. Миру, 60, м. Павлодар, Республіка Казахстан

Алія Жетпісбай

Павлодарський педагогічний університет
140000, вул. Миру, 60, м. Павлодар, Республіка Казахстан

Анотація

Актуальність. Навчання іноземної мови пов'язане із засвоєнням низки освітніх компетенцій, у тому числі лінгвокультурологічної, вона виконує системоутворюючу функцію в оволодінні студентами основами іншомовної комунікативної культури. У зв'язку з цим програми/технології оволодіння студентами іноземною мовою орієнтовані на оптимізацію практичної діяльності, врахування ресурсів міжкультурного діалогу, зниження ризиків виникнення комунікативних бар'єрів. Однак у науковій практиці відчувається явний дефіцит системних досліджень, присвячених проблемі розвитку лінгвокультурологічної компетенції у тих, хто вивчає іноземну мову. Зазначені обставини зумовлюють актуальність вивчення заявленої проблеми.

Мета. Метою дослідження є теоретичний аналіз і систематизація науково-методичних даних, реалізація лінгвокультурологічного підходу у навчанні іноземних мов.

Методи дослідження. Для поглибленого вивчення заявленої проблеми використано загальнонаукові логічні методи та прийоми пізнання. Зокрема, аналіз і синтез досліджуваного матеріалу, індукція та дедукція використовувалися як методи уточнення наукових висновків і розширення уявлень про можливості лінгвокультурологічного підходу у викладанні іноземних мов.

Результати. У дослідженні представлено наукові дані щодо застосування лінгвокультурологічного підходу у навчанні іноземних мов, розглянуто різні аспекти його застосування в рамках особистісно-орієнтованого вектору розвитку комунікативних компетенцій студентів.

Висновки. Отримані наукові дані щодо застосування лінгвокультурологічного підходу у навчанні іноземних мов дозволяють значно оптимізувати засвоєння методологічних засад успішної міжкультурної взаємодії, обрати оптимальні шляхи застосування студентами знань у полікультурному діалозі. Крім того, теоретичні розробки цієї проблеми можуть бути використані при виборі оптимальних стратегій підвищення професійної мотивації студентів, які вивчають іноземні мови.

Ключові слова: лінгвокультурологічний підхід; комунікативна компетенція; навчальний процес; викладання іноземної мови; студент.