

ТІЛДІҢ ЖӘНЕ ӘДЕБИЕТТІҢ ОҚЫТУ ӘДІСТЕМЕСІ
МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ
METHODS OF TEACHING LANGUAGE AND LITERATURE

IRSTI 14.25.09

DOI: [10.59102/kufil/2024/iss3pp205-215](https://doi.org/10.59102/kufil/2024/iss3pp205-215)

Zh. Atygayeva¹, Z. Temirgazina¹

¹A. Margulan Pavlodar Pedagogical University, Pavlodar, 140000, Kazakhstan

**FORMATION OF SOCIOCULTURAL COMPETENCE IN RUSSIAN LANGUAGE
LEARNING: CONTENT ANALYSIS OF A MODEL CURRICULUM**

Language serves as a crucial intergenerational translator of cultural information, encapsulating the spiritual, cultural, historical, and material development of a nation. Consequently, learning a language—especially as a non-native or second language—profoundly contributes to the development of students' sociocultural competence (SC). SC is vital for personal growth and social adaptation. A quantitative and qualitative content analysis of the Model Curriculum for the "Russian Language and Literature" subject for 5th-grade students in Kazakh-teaching schools reflects the current state of SC and its components. This analysis reveals that the curriculum's learning objectives, lesson topics, and the artistic works studied primarily focus on developing the linguistic aspect of SC. To align the educational process with modern societal demands, it is essential to enhance the pragmatic, ethical, aesthetic, and country studies components of SC within the curriculum's learning objectives.

Key words: linguodidactics, sociocultural competence, content analysis, Russian language, Model Curriculum.

MAIN PROVISIONS

Since gaining independence, the language policy of the Republic of Kazakhstan has reflected the desire to develop a multilingual and multicultural society, to respect the rights of all ethnic groups and languages, and to strengthen national identity and State unity. Russian is one of the official languages and plays an important role in society, especially in communication, education and culture. The study of Russian is an integral part of the secondary school educational system in Kazakhstan, providing students with the opportunity to enrich their cultural and linguistic experience in the context of national and world education. The review of domestic and foreign scientists' works testifies to the increasing attention of researchers and teachers to the problems of interaction between language and culture, to sociocultural problems of personality formation. W. von Humboldt observed the relationship between language and culture in its process and regression. [1, 48]. V.N. Toporov emphasized the fundamental significance of language, considering it to be "...a real participant in the development of culture" [2, 184]. Language is a keeper of cultural traditions, a translator of spiritual and material culture from generation to generation, thus playing a crucial role in the socialization and self-identification of the individual, contributing to its orientation in the surrounding sociocultural space [3]. That is why language learning is essential in the formation of a person's sociocultural competence.

Sociocultural competence is a heterogeneous complex phenomenon that includes knowledge and understanding of cultural characteristics, values, norms, and customs, and also the ability to interact adequately with representatives of other cultures. The problem of sociocultural competence formation is the subject of many linguodidactical studies. In justifying, linguodidactics as a science, scientists traditionally place significant emphasis on language as a means and purpose of learning.

For example, N.M. Shanskii`s thesis about monolingual and bilingual language description for educational purposes [4, 59]. G.I. Bogin emphasizes in his research that linguodidactical studies the rules and mechanism of mastering any language regardless of whether it acts as the first or the second language [5, 120]. In Kazakhstan, in Kazakh-teaching schools, Russian is the second language (L2), while the first language is Kazakh (L1). The language culture of post-Soviet peoples represents two sides: the culture of native language speech and the culture of Russian speech [6, 4].

INTRODUCTION

The aim and final result of students` learning is the formation of competences system [7, 11]. In teaching Russian as a second language (L2), the teacher develops students` communicative competence. It allows students to communicate primarily in interpersonal communication and in an intercultural environment. Communicative competence, as we know, as a multidimensional phenomenon consists of several types of competences: linguistic, speech, sociocultural, compensatory and learning competence [8]. The successful interaction in intercultural communication is conditioned, among other things, by the SC of students. It is intensively formed in the process of learning Russian as a non-native, second language. As this develops the student`s ability to analyze and compare native and foreign, non-native worldviews, revealing universal and specific linguocultural features. D. Hymes first used the term “sociocultural competence” in 1972, suggesting that linguistic competence cannot fully adequately describe human behavior and sociocultural life realities [9, 277]. There are several interpretations of the term “sociocultural competence” in scientific literature. E.G. Azimov, A.N. Shchukin offer the following definition of SC. It is “a set of knowledge about the country of the studied language, national-cultural features of social and speech behavior of native speakers and the ability to use such knowledge in the process of communication, following the customs, rules of behavior, etiquette norms, social conditions and stereotypes of behavior of native speakers” [10, 286]. The important aspect for our article is, in our opinion, the fact that this definition emphasizes the role of language in the composition of sociocultural competence. This is of particular relevance for our study of the Russian language`s importance as a non-native in Kazakh-language secondary schools. N.V. Kulibina discusses sociocultural competence in a broader context – as a person`s acquisition of worldview experience [11, 38]. T.V. Yakovleva`s position is characterized by a more specific linguodidactic approach. From her perspective, sociocultural competence includes the following aspects presented in Figure 1. [12, 132].

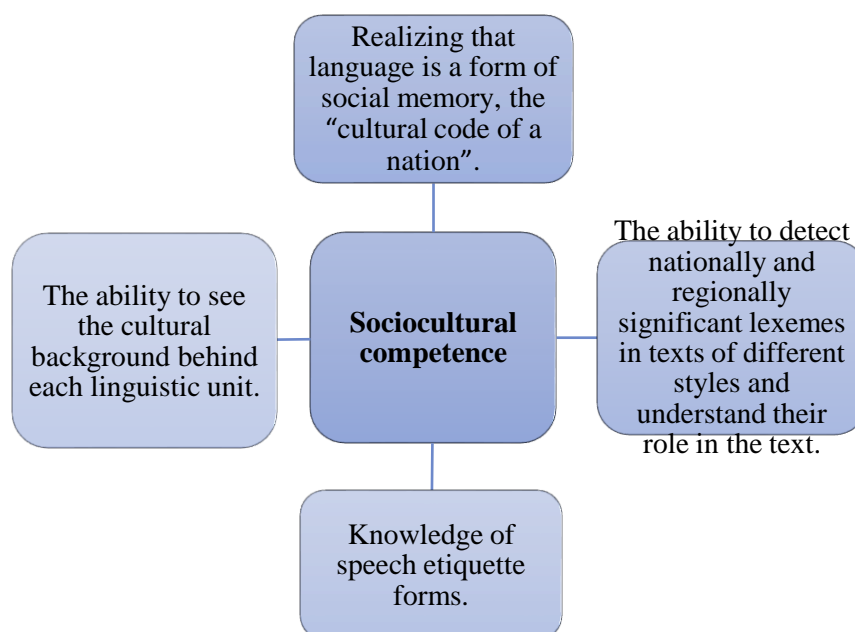


Figure 1. Aspects of sociocultural competence

The goal of sociocultural competence formation, according to A.N. Shchukin and G.M. Frolova, is to master:

- sociocultural information about the country, its geography, climate, culture, traditions, about the specifics of national mentality and behavior in communication with native speakers;
- methods of using language units based on acquired knowledge and skills of speech behavior in communicative situations in the sociocultural content of oral and written texts;
- intercultural communication capability [13, 158-159].

Sociocultural competence refers to complex, heterogeneous, multidimensional concepts. A.N. Shchukin and G.M. Frolova identify the following components as its constituents, see Figure 2 [13, 159].

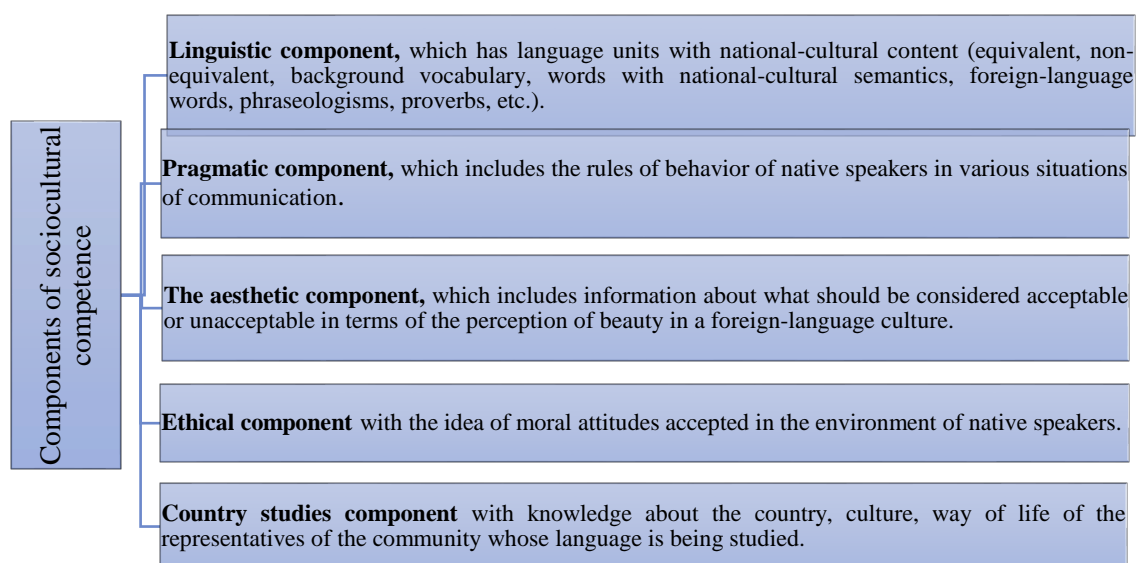


Figure 2. Components of sociocultural competence (according to A.N. Shchukin, G.M. Frolova)

The structure of sociocultural competence, methods and features of its formation have been sufficiently studied in Russian and foreign science. However, the relevance of our work that in Kazakhstani linguodidactics this problem is insufficiently investigated, especially when teaching Russian as a second language (L2) in schools with Kazakh language of instruction. The article conducts a content analysis of “The Model Curriculum” for the subject “Russian Language and Literature” (hereinafter MC RLL) [14] as taught to 5th grade students in Kazakh-medium schools.

The aim of our article is to determine to what extent MC RLL for 5th grade students presents components of sociocultural competence, primarily in the learning objectives and lesson topics.

MATERIALS AND METHODS

The main research method in the article is content analysis. MC RLL for 5th grade students in schools with Kazakh as the language of instruction is the subject of analysis. Content analysis is widely used in modern scientific research for working with textual materials. It is a research technique to obtain results through text reflection about the state and characteristics of social reality.

In the process of working on the article, we developed a certain algorithm for content analysis of the Model Curriculum. First of all, the objectives of the study were defined, i.e., within the context of this study, to determine the extent to which the components of sociocultural competence are represented in the Model Curriculum, particularly in the learning objectives and lesson topics. The next step was to analyze the theoretical material and choose a classification of the elements of sociocultural competence to evaluate the Curriculum content. The third step is to conduct a

quantitative and qualitative content analysis of learning objectives and lesson topics, by types of speech activities, which include components of sociocultural competence. The final stage is the interpretation of the results of the analysis, describing the conclusions about the content of the program, according to the purpose of the study, its strengths and weaknesses, as well as possible areas for development or improvement.

RESULTS

In the article we analyzed MC RLL for grades 5-9, approved by the order of the Minister of Education of Kazakhstan [14].

The reason of choice of “The Model Curriculum” for 5th grade students is the transition from primary to secondary education, students` social skills become extremely important. The process of adaptation is aggravated by the transition to a new teaching system, when instead of one teacher there are several subject teachers, to whom the students have to adapt to the different manner of teaching and communication. At the age of 10-11, children undergo significant development of cognitive abilities such as abstract thinking, analytical skills, problem solving and critical thinking. The development of a flexible system of social skills becomes more urgent. Students begin to interact more actively with others, form their social roles and attitudes. They ask questions about social justice, sense of justice, and values; show interest in understanding the meaning of their actions and events in the world. Teachers should emphasize the awareness of learning objectives and practical applicability of knowledge while working with 5th grade students. This deepens students` interest in learning and creates a connection between the learning material and its real-life application. Drawing students` attention to the practical relevance of academic subjects and skills can increase their motivation and demand in education for their future life.

MC RLL contains 2 chapters. The first chapter “Main Provisions” states the aim and objectives of it. In the second chapter “Organization of the content” there are three paragraphs. The first paragraph defines the number of academic hours in the course. It is 3 hours per week in the 5th grade, as a result 108 hours per academic year. The distribution of hours among sections and within sections for the quarter is determined by the teacher independently. The content is structured according to teaching sections, and include all types of speech communication and using language units. Paragraph 2 reflects the complex of study objectives. Learning objectives are coded using numbers. In the numerical code, the first number is the grade, the second and third numbers are the subsection, and the fourth number is the study objective describing in the first chapter. For example, Objective Code 5.1.2.1 “Understand the meaning of everyday and spiritually moral words” is decoded as follows: 5 indicates 5th grade, 1 indicates the speech activity “Listening”, 2 indicates the subsection of the learning objective, and 1 indicates the numbering of the learning objective.

Quantitative content analysis of learning objectives subsections presented in Figure 3 demonstrates that the largest number of objectives (8) is assigned to the speech activity “Reading”: understanding the meaning of the information, identifying styles and types of speech, formulating questions and answers, mastering different types of reading, making a plan, analyzing works of fiction, extracting information from various resources, comparative. The smallest number of objectives (2) is presented in the subsection “Using language units”: use of grammatical forms of words, use of syntactic constructions.

The learning objectives for listening as a type of speech activity have subsections such as understanding oral messages, audio and video materials, understanding the lexical meaning of words, the content of literary works, formulating the main idea of a text, and predicting the further content of a text. According to the “The Model Curriculum”, teaching speaking involves building a diverse vocabulary, adhering to speech norms, retelling listened to or read texts, creating a monologue, participating in dialogue, and evaluating oral expression. “Writing” is an important communication tool for sharing information, expressing thoughts and feelings, networking and building relationships. A student who has mastered written speech activity should be able to create texts of diverse genres

and styles, adapt and synthesize information from various sources, present information in various formats, including creative writing and essay writing skills.

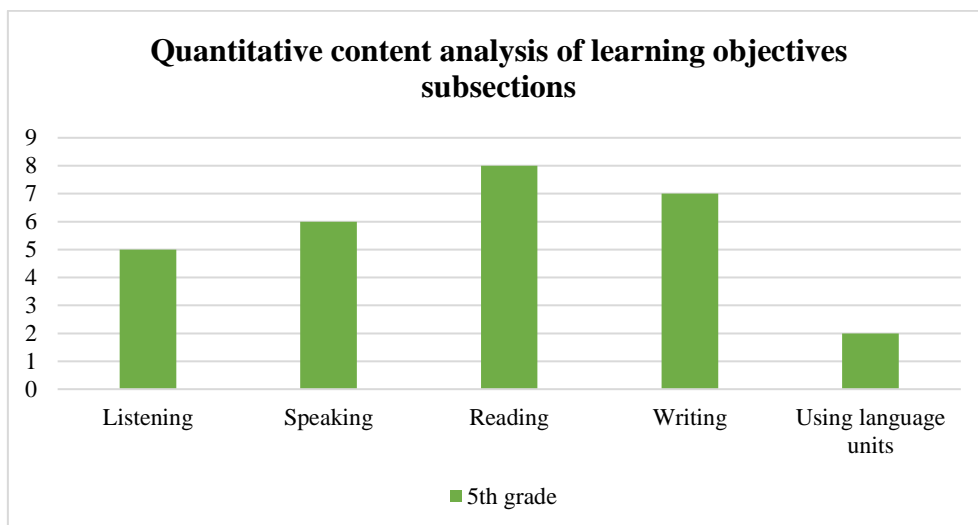


Figure 3. Quantitative content analysis of learning objectives subsections

Quantitative content analysis of learning objectives (Figure 4) showed that the largest number of objectives is represented in the categories “Reading” and “Using language units”. Reading educational authentic texts is the essential formation instrument of SC. Reading presupposes perception and comprehension of the text content. Authentic texts help in the formation of students` sociocultural competence, to know specifics of the country and culture, introduce them to the cultural values of other nations, and allow them to better understand the culture of their own country. Moreover, working with authentic texts not only positively impacts the emotional and psychological aspects of students` personalities but also serves purely pragmatic purposes. It leads to the activation and enrichment of students` thesaurus, activates the Russian language learning through additional motivation.

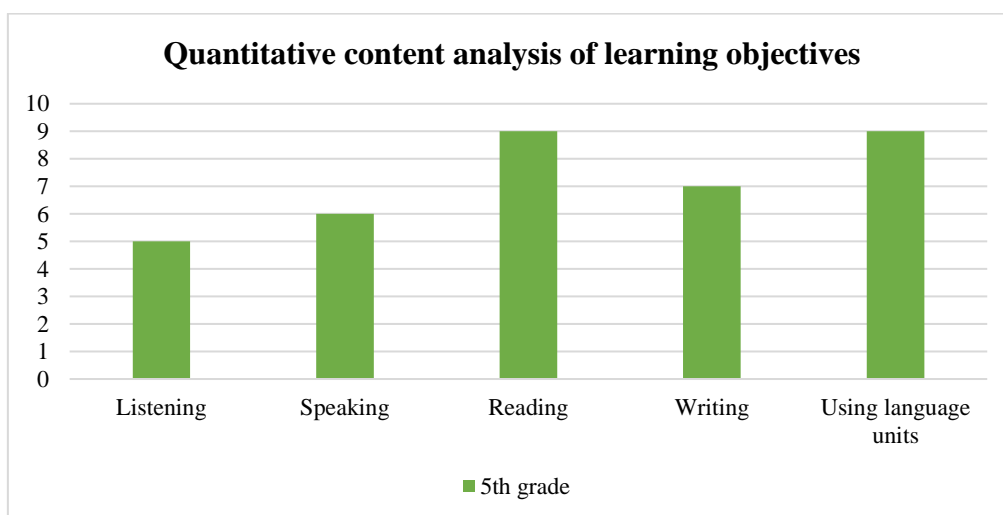


Figure 4. Quantitative content analysis of learning objectives

The qualitative content analysis of the learning objectives of MC RLL has shown that the total number of objectives is 36. Of these, 11 objectives are aimed at forming components of sociocultural competence such as linguistic, pragmatic, aesthetic, ethical, and country studies, which constitutes 31% (Figure 5).

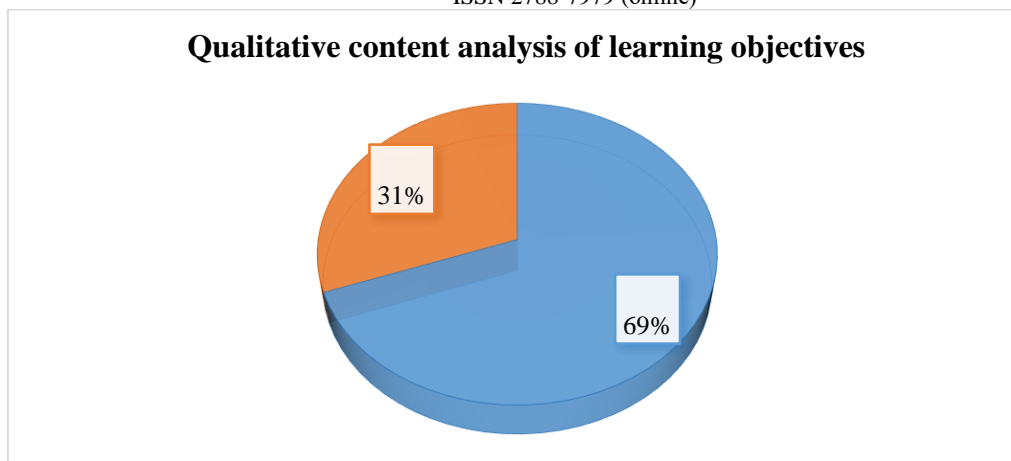


Figure 5. Qualitative content analysis of learning objectives

DISCUSSION

Table 1 clearly shows the learning objectives by types of speech activity that include components of sociocultural competence. It should be realized that one learning objective may contain several components of sociocultural competence. For example, learning objective 5.2.5.1 “Participate in a dialog by understanding the lines correctly and providing feedback” includes linguistic, pragmatic, and ethical components of sociocultural competence.

Table 1. Correlation between the types of speech activities, learning objectives and components of sociocultural competence.

№	Speech activity	Learning objectives	Components of sociocultural competence
1	Listening	5.1.2.1 understand the meaning of everyday and spiritually moral words	Linguistic component
		5.1.3.1 comprehend the key elements of folklore works and literature/fragments containing familiar lexical and grammatical units, identify the theme	Ethical, country studies components
2	Speaking	5.2.1.1 possess a vocabulary that includes synonyms, antonyms, and homonyms	Linguistic component
		5.2.4.1 make a statement (description, narrative) based on illustrations, comics	Pragmatic component
		5.2.5.1 engage in a conversation by comprehending the lines accurately and providing feedback	Linguistic, pragmatic, ethical components
		5.2.6.1 assess an expression (monologue/dialogue) in terms of its suitability to the proposed topic/situation	Pragmatic component
3	Reading	5.3.1.1 understand the general content of a text by identifying key words and phrases	Linguistic component
		5.3.2.1 identify stylistic features of fiction texts (poem/fairy tale); determine whether a text belongs to the narrative type based on characteristic features	Linguistic, aesthetic components
		5.3.2.1 identify stylistic features of conversational style texts (letters, diaries); determine whether a text belongs to the narrative type based on characteristic features	Linguistic component
		5.3.6.1 evaluate the content of folklore and literature works, identifying the theme and core idea	Ethical, country studies components

4	Writing	5.4.4.1 write art works, conveying their opinions toward characters in works of fiction or their actions using epithets and comparisons	Linguistic, pragmatic, aesthetic components
---	---------	---	---

According to the analysis, in the categories “Reading” and “Speaking” there is an equal number of learning objectives (4 each), which contain linguistic, pragmatic, ethical and aesthetic components of sociocultural competence; the speech activity “Listening” includes 2 learning objectives oriented on the development of SC; the least number of objectives is observed in the “Writing” category.

Further, the diagrams (Figures 6, 7) show the percentage of learning objectives, which include components of sociocultural competence, according to the sorts of speech communication, and the components themselves, reflected in the objectives.

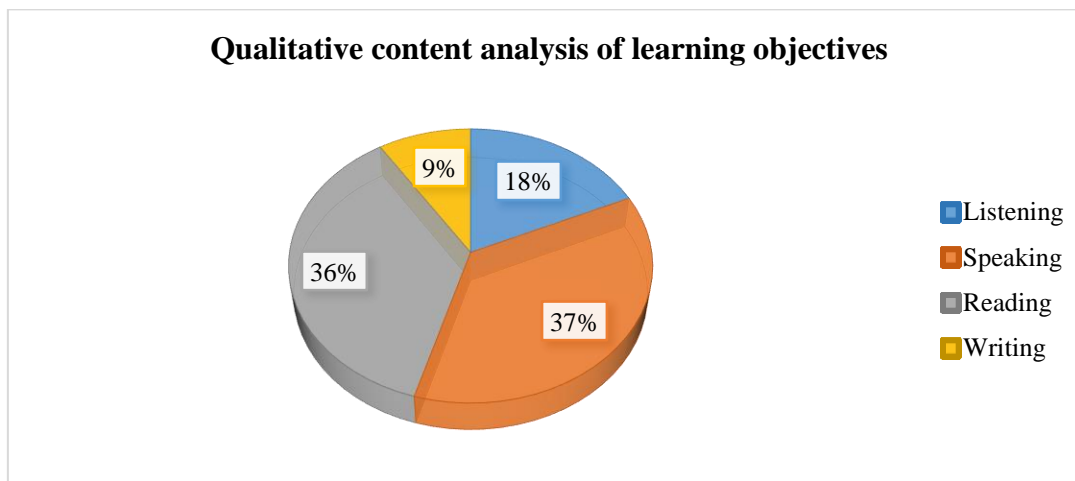


Figure 6. Qualitative content analysis of learning objectives oriented on the formation of SC

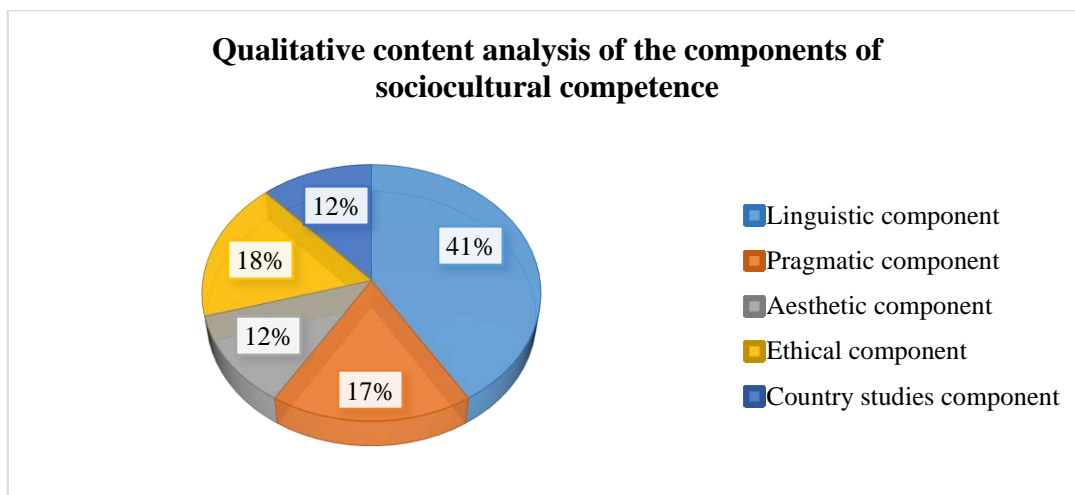


Figure 7. Qualitative analysis of the types of SC

Subsection 3 of MC RLL presents a long-term plan in which topics, art works to be studied (optional), and learning objectives by activity are distributed by quarter. The 5th grade MC RLL includes 9 topics: 1st quarter – “Climate and Nature”, “Family”; 2nd quarter – “Values: Friendship and Love”, “What do I want to become?”; 3rd quarter – “Life and Creativity”, “Clothing Culture”, “World of Fantasy”; 4th quarter – “We Choose Sports”, “Vacation and Rest”. As we can see, the topics and studied art works listed in the “The Model Curriculum” are purposed at developing the sociocultural competence of 5th grade students. Primary concentration is paid to the formation of the linguistic component – 41%, followed by the ethical (18%) and pragmatic (17%) components. At the same time, aesthetic and country studies components occupy the least space in the Curriculum – 12%

each. Accordingly, they require more attention and reinforcement in the Curriculum. The learning objectives also lack the item “Understand the meaning of words of sociocultural topics” which, in our opinion, seems important for the full sociocultural information of 10-11-year-old students. The predominance of the linguistic component of sociocultural competence in the learning objectives is due to the clarity of the language study.

CONCLUSION

The importance of SC in modern education is axiomatic; it influences the extent of students` self-improvement and socialization. The results of the content analysis of MC RLL for 5th grade students in Kazakh-teaching schools allow us to assert that the presented learning objectives, topics and studied art works significantly contribute to the development of different component of SC. “The Model Curriculum” is aimed not only at developing the language skills of 5th grade students, but also at comprehending the sociocultural aspects of language, when 10-11 years old children especially need increased attention to sociocultural skills and abilities to interact with the people around them and with society as a whole.

Although our content analysis of “The Model Curriculum” gave positive results and assessment of learning objectives in terms of sociocultural orientation, there is a need to revise learning objectives and update the Curriculum to adapt the educational process to the modern requirements of society. In particular, pay attention to strengthening the pragmatic, ethical, aesthetic, and country studies components of sociocultural competence in the Curriculum`s learning objectives. The integration of sociocultural competence components into the Curriculum contributes to deeper and more comprehensive development of students, providing them not only with knowledge and skills in subject disciplines, but also with the ability to function successfully in a variety of sociocultural contexts. Further research could focus on evaluating the effectiveness of specific methodologies for teaching Russian as a second language (L2), including analyzing the results of their application. One of the key directions is to create innovative approaches to teaching that take into account not only linguistic aspects, but also the development of sociocultural competence. These approaches contribute to a deeper and more comprehensive understanding of the language and its context, which is an important aspect of modern education.

Thus, our article emphasizes the significance of an integrated approach to teaching Russian as a second language (L2). This approach not only promotes the development of language skills, but also plays a key role in building and expanding students` sociocultural competence. This is a necessary condition for their successful socialization and adaptation in the modern multinational society in the present and future.

REFERENCES

- 1 Humboldt, W. von. (1984), *Izbrannyye trudy po yazykoznaniyu* [Selected Works in Linguistics], Translated by Ramishvili, G.V., Progress, Moscow, Russia.
- 2 Toporov, V.N. (1987), “On one archaic Indo-European element in Old Russian spiritual culture – *SVĚT-”, *Cultural languages and problems of translatability*, pp. 184-252.
- 3 Akosheva, M.K. (2023), “Non-verbal means of communication – possible causes of inadequate interpretation of speech”, *Language and Literature: Theory and Practice*, no. 1, pp. 6-13, DOI: 10.52301/2957-5567-2023-1-6-13
- 4 Shanskii, N.M. (1972), *Leksikologiya sovremennogo russkogo yazyka* [Lexicology of the modern Russian language], Prosveshenie, Moscow, Russia.
- 5 Bogin, G.I. (1980), *Sovremennaya lingvodidaktika* [Modern Linguodidactics], Kalinin, Russia.
- 6 Berdenova, S.Zh. (2006), Formation of communicative competence of polylingual personality of students of 5th grade of Kazakhstan general education schools with Russian language of instruction, Abstract of Ph.D. dissertation, Almaty, Kazakhstan.

- 7 Kunanbaeva, S.S. (2014), *Kompetentnostnoye modelirovaniye professional'nogo inoyazychnogo obrazovaniya* [Competency Modeling of Professional Foreign Language Education], Almaty, Kazakhstan.
- 8 Nurzhanova, R.M. and Temirgazina, Z.K. (2023), “Model of Philologist Graduate: Competence-Based Approach”, *Language and Literature: Theory and Practice*, no. 2, pp. 62-72, DOI: 10.52301/2957-5567-2023-2-62-72.
- 9 Hymes, D.H. (1972), “On Communicative Competence” In: J.B. Pride and J. Holmes (eds) *Sociolinguistics. Selected Readings*, Harmondsworth: Penguin, London, UK.
- 10 Azimov, E.G. and Shchukin, A.N. (2009), *Novyy slovar` metodicheskikh terminov i ponyatiy (teoriya i praktika obucheniya yazykam)* [New Dictionary of Methodological Terms and Concepts (Theory and Practice of Language Teaching)], IKAR, Moscow, Russia.
- 11 Kulibina, N.V. (1991), “Artistic Text in Russian Language Lessons: Goals and Methods of Use”, *Russian Language Abroad*, no. 2, pp. 34-38.
- 12 Yakovleva, T.V., Demicheva, V.V. and Yeremenko, O.I. (2007), Methodological Aspects of Sociocultural Competence Formation of Elementary School Students in Russian Language Lessons, *Integration of Education*, no. 2, pp. 130-136.
- 13 Shchukin, A.N. and Frolova, G.M. (2015), *Metodika prepodavaniya inostrannykh yazykov: uchebnik dlya studentov uchrezhdenij vysshego obrazovaniya* [Methods of teaching foreign languages: textbook for students of higher education institutions.], Akademiya, Moscow, Russia.
- 14 Model Curriculum for the academic subject “Russian Language and Literature” for grades 5-9 of the level of basic secondary education (with non-Russian language of instruction) (2022), available at: https://www.gov.kz/uploads/2022/9/21/4c8b0c62d7c7cd8075e84d7116d6930c_original.377333.docx?ysclid=lq20x7jux447662281 (Accessed 12 December 2023).

Received: 12.06.2024

Орыс тілін үйрену кезінде әлеуметтік-мәдени құзыреттілікті қалыптастыру: үлгілік оқу бағдарламаның контент-талдауы

Ж.Е. Атығаева¹, З.Қ. Темірғазина¹

¹Ә. Марғұлан атындағы Павлодар педагогикалық университеті, Павлодар, 140000, Қазақстан Республикасы

Тіл – ұрпақтар арасындағы мәдени ақпараттың маңызды таратқышы. Онда белгілі бір халықтың рухани, мәдени, тарихи және материалдық дамуының нәтижелері сақталған. Сондықтан тілді үйрену, әсіресе ана тілі емес, екінші тіл ретінде оқушылардың әлеуметтік-мәдени құзыреттілігін дамытудың тиімді ресурсы болып табылады. Оқушылардың тұлғалық дамуы мен әлеуметтік бейімделуінде әлеуметтік-мәдени құзыреттер үлкен рөл атқарады. Қазақ тілінде оқытатын мектептердегі 5-сынып оқушыларына арналған «Орыс тілі мен әдебиеті» пәні бойынша үлгілік оқу бағдарламаның сандық және сапалық контент-талдауы бізге ондағы әлеуметтік-мәдени құзыреттілік пен оның компоненттерінің дамуын көрсетеді. Оқытудың әлеуметтік-мәдени құзыреттілікке бағытталғандығы ең алдымен оқу мақсаттары мен сабақтардың тақырыптарында көрінеді. Жүргізілген контент-талдау нәтижелері оқытудың мақсаттары, тақырыптары мен оқылатын көркем шығармалар әлеуметтік-мәдени құзыреттіліктің лингвистикалық компонентін қалыптастыруға бағытталғанын көрсетті. Білім беру процесін қоғамның қазіргі заманғы талаптарына бейімдеу үшін бағдарламаны оқыту мақсатында әлеуметтік-мәдени құзыреттіліктің прагматикалық, этикалық, эстетикалық және елтану компоненттерін күшейту қажет.

Кілт сөздер: лингводидактика, әлеуметтік-мәдени құзыреттілік, контент-талдау, орыс тілі, үлгілік оқу бағдарламасы.

ӘДЕБИЕТТЕР ТІЗІМІ

- 1 Гумбольдт В. фон. Тіл білімі бойынша таңдаулы еңбектер / Г.В. Рамишвилидің алғы сөзімен, неміс тілінен редакцияланған аудармасы. – М.: Прогресс, 1984. – 397 б.
- 2 Топоров В.Н. Ежелгі орыс рухани мәдениетіндегі бір архаикалық үнді-еуропалық элемент туралы – *SVET- // Мәдениет тілдері және аударма мәселелері. – М.: Ғылым, 1987. – Б. 184-252.
- 3 Ақошева М.К. Тілдік емес байланыс құралдары – сөзді дұрыс түсіндірмеудің ықтимал себептері // Тіл және әдебиет: теория және практика, 2023. – №1. – Б. 6-13. DOI: 10.52301/2957-5567-2023-1-6-13
- 4 Шанский Н.М. Қазіргі орыс тілінің лексикологиясы. – М.: Ағарту, 1972. – 285 б.
- 5 Богин Г.И. Қазіргі заманғы лингводидактика. – Калинин, 1980. – 147 б.
- 6 Берденова С.Ж. Қазақстан жалпы білім беретін мектептерінің орыс тілінде оқытатын 5-сынып оқушыларының көптілді тұлғасының коммуникативтік құзыретін қалыптастыру: Дис. автореф.... пед. ғыл. канд. – Алматы, 2006. – 27 б.
- 7 Кунанбаева С.С. Кәсіптік шет тілді білім беруді құзыретті модельдеу. – Алматы, 2014. – 203 б.
- 8 Нуржанова Р., Темиргазина З. Түлек-филолог моделі: құзыреттілік тәсілі // Тіл және әдебиет: теория және практика, 2023. – №2. – Б.62-72. DOI: 10.52301/2957-5567-2023-2-62-72.
- 9 Hymes D.H. On Communicative Competence. In: J.B. Pride and J. Holmes (eds) Sociolinguistics. Selected Readings. – Harmondsworth: Penguin, 1972. – Part 1. – P. 269-293.
- 10 Азимов Э.Г., Щукин А.Н. Әдістемелік терминдер мен ұғымдардың жаңа сөздігі (тілдерді оқыту теориясы мен практикасы). – М.: ИКАР баспасы, 2009. – 448 б.
- 11 Кулибина Н.В. Орыс тілі сабақтарындағы көркем мәтін: мақсаттары мен пайдалану әдістері // Шетелдегі орыс тілі, 1991. – № 2. – Б. 34-38.
- 12 Яковлева Т.В., Демичева В.В., Еременко О.И. Орыс тілі сабақтарында бастауыш мектеп оқушыларының әлеуметтік-мәдени құзыретін қалыптастырудың әдістемелік аспектілері // Білім беруді интеграциялау, 2007. – № 2. – Б. 130-136.
- 13 Щукин А.Н., Фролова Г.М. Шет тілдерін оқыту әдістемесі: жоғары білім беру мекемелерінің студенттеріне арналған оқулық. – М.: «Академия» баспа орталығы, 2015. – 288 б.
- 14 Негізгі орта білім беру деңгейінің 5-9-сыныптарына арналған «Орыс тілі және әдебиеті» оқу пәні бойынша үлгілік оқу бағдарламасы (оқыту орыс тілінде емес). [Электрондық ресурс]. – URL: https://www.gov.kz/uploads/2022/9/21/4c8b0c62d7c7cd8075e84d7116d6930c_original.377333.docx?ysclid=lq20x7jux447662281 (жүгінген күні: 12.12.2023).

Материал 12.06.2024 баспаға түсті

Формирование социокультурной компетенции при изучении русского языка: контент-анализ типовой программы

Ж.Е. Атыгаева¹, З.К. Темиргазина¹

¹Павлодарский педагогический университет имени Әлкей Марғұлан, Павлодар, 140000, Республика Казахстан

Язык – это важнейший транслятор культурной информации между поколениями. В нем хранятся результаты духовного, культурно-исторического и материального развития того или иного народа. Именно поэтому изучение языка, в особенности как неродного, второго, является эффективным ресурсом развития социокультурной компетенции учащихся. Социокультурные компетенции играют большую роль в личностном развитии и социальной адаптации учащихся. Количественный и качественный контент-анализ Типовой программы «Русский язык и литература» для учащихся 5 классов в школах с казахским языком обучения

даёт нам картину отражения в ней развития социокультурной компетенции и её компонентов. Ориентированность обучения на социокультурную компетенцию выражается прежде всего в целях обучения и тематике уроков. Результаты исследования показали, что Типовая программа направлена на развитие лингвистических навыков учащихся 5 класса и на осмысление социокультурных аспектов языка. При этом авторы обращают внимание на необходимость усиления компонентов социокультурной компетенции в целях обучения программы. В целом данная статья подчеркивает важность интегрированного подхода к обучению русскому языку как второму, который не только развивает языковые навыки, но и способствует формированию социокультурной компетенции у учащихся, умения эффективно взаимодействовать в многонациональной среде.

Ключевые слова: лингводидактика, социокультурная компетенция, контент-анализ, русский язык, типовая учебная программа.

СПИСОК ЛИТЕРАТУРЫ

- 1 Гумбольдт В. фон. Избранные труды по языкознанию / пер. с нем. под ред., с предисл. Г.В. Рамишвили. – М.: Прогресс, 1984. – 397 с.
- 2 Топоров В.Н. Об одном архаичном индоевропейском элементе в древнерусской духовной культуре – *SVĚT- // Языки культуры и проблемы переводимости. – М.: Наука, 1987. – С. 184-252.
- 3 Акошева М.К. Невербальные средства коммуникации – возможные причины неадекватной интерпретации речи // Язык и литература: теория и практика, 2023. – №1. – С. 6-13. DOI: 10.52301/2957-5567-2023-1-6-13
- 4 Шанский Н.М. Лексикология современного русского языка. – М.: Просвещение, 1972. – 285 с.
- 5 Богин Г.И. Современная лингводидактика. – Калинин, 1980. – 147 с.
- 6 Берденова С.Ж. Формирование коммуникативной компетенции полиязычной личности учащихся 5 классе общеобразовательных школ Казахстана с русским языком обучения: Автореф. дис. ... канд. пед. наук. – Алматы, 2006. – 27 с.
- 7 Кунанбаева С.С. Компетентностное моделирование профессионального иноязычного образования. – Алматы, 2014. – 203 с.
- 8 Нуржанова Р., Темиргазина З. Модель выпускника-филолога: компетентностный подход // Язык и литература: теория и практика, 2023. – №2. – С.62-72. DOI: 10.52301/2957-5567-2023-2-62-72.
- 9 Hymes D.H. On Communicative Competence. In: J.B. Pride and J. Holmes (eds) Sociolinguistics. Selected Readings. – Harmondsworth: Penguin, 1972. – Part 1. – P. 269-293.
- 10 Азимов Э.Г., Щукин А.Н. Новый словарь методических терминов и понятий (теория и практика обучения языкам). – М.: Издательство ИКАР, 2009. – 448 с.
- 11 Кулибина Н.В. Художественный текст на уроках русского языка: цели и методы использования // Русский язык за рубежом, 1991. – № 2. – С. 34-38.
- 12 Яковлева Т.В., Демичева В.В., Еременко О.И. Методические аспекты формирования социокультурной компетенции учащихся начальной школы на уроках русского языка // Интеграция образования, 2007. – № 2. – С. 130-136.
- 13 Щукин А.Н., Фролова Г.М. Методика преподавания иностранных языков: учебник для студ. учреждений высш. образования. – М.: Издательский центр «Академия», 2015. – 288 с.
- 14 Типовая учебная программа по учебному предмету «Русский язык и литература» для 5-9 классов уровня основного среднего образования (с нерусским языком обучения). [Электронный ресурс]. – URL: https://www.gov.kz/uploads/2022/9/21/4c8b0c62d7c7cd8075e84d7116d6930c_original.377333.docx?ysclid=1q20x7jux447662281 (дата обращения: 12.12.2023).

Материал поступил в редакцию журнала 12.06.2024