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## ON THE ISSUE OF THE DEVELOPMENT OF LINGUOCULTURAL COMPETENCE

*This article presents a theoretical model of the formation of linguocultural competence by applying a linguocultural approach in foreign language classes, which was developed as part of the master's thesis “Linguocultological aspects of foreign language teaching based on media materials”. The article presents the history of the emergence of linguoculturology as a science, as well as the relationship of this science with “linguistic anthropology”, “anthropological linguistics”, “sociolinguistics” and “ethnolinguistics”. Aspects of the application of the linguocultural approach in the context of the formation of linguocultural competence are considered. Also, the advantages of using electronic authentic media resources for the purpose of forming this competence are indicated due to their fullness with certain markers - linguoculturemes, which are represented in the form of linguistic phenomena. It is noted that within the framework of the educational process, electronic media texts can be used to form reading skills in foreign language lessons. As an example of the application of a linguoculturological approach using linguoculturemes taken from electronic media texts, the practical training section offers an excerpt of an English lesson for students of non-linguistic specialties of the 1st year of the university based on the materials of the article “Meet the people who took an evening class ... and changed their life” from the online newspaper The Guardian.*

*Key words: linguoculturology, linguocultural approach, linguocultural competence, authentic materials, electronic media resources, The Guardian.*

## MAIN PROVISIONS

The formation of linguoculturological competence is based on the science of linguoculturology, the emergence of it as an independent field of research in the 90s of the XX century was the result of the works of Humboldt and Potebnya.

Studies in linguoculturology were conducted by foreign researchers such as Telia, Vorobyov, Maslova, Karasik, and others.

The problem of the formation of linguoculturological competence in teaching foreign languages

is considered by such foreign researchers as Khaleeva, Sasina, and Kazakh researcher Duisekova.

Linguocultural competence refers to a person's ability to understand and effectively navigate the cultural aspects of a language. The formation of linguocultural competence involves several main provisions:

- **Cultural awareness:** developing linguocultural competence starts with raising awareness of the cultural context associated with a language. Learners should become attuned to cultural norms, values, beliefs, and customs of the target culture.
- **Language proficiency:** achieving a high level of language proficiency is crucial. Learners need to be fluent in the language to understand and communicate effectively within the cultural context.
- **Cultural immersion:** immersing oneself in the culture is essential for developing linguocultural competence. This can involve living in a country where the language is spoken or engaging in activities that expose learners to cultural experiences.
- **Cultural knowledge:** learners should actively seek knowledge about the target culture through reading, research, and interaction with native speakers. Understanding historical and contemporary cultural developments is important.
- **Cross-cultural communication skills:** developing the ability to communicate effectively across cultures is a key provision. This includes understanding nonverbal cues, adapting communication styles, and being sensitive to cultural differences in communication norms.
- **Cultural empathy:** learners should cultivate empathy towards members of the target culture, striving to see the world from their perspective. This helps in building meaningful relationships and avoiding cultural misunderstandings.
- **Intercultural experiences:** engaging in intercultural experiences, such as studying abroad, working with diverse groups, or participating in cultural exchange programs, can significantly enhance linguocultural competence.
- **Reflective practice:** regular self-reflection and self-assessment are important. Learners should analyze their own cultural biases and how these might affect their interactions and perceptions within the target culture.
- **Cultural adaptability:** being adaptable to different cultural contexts is essential. Learners should be able to adjust their behavior and communication style based on the specific cultural situation.
- **Continuous learning:** developing linguocultural competence is an ongoing process. Learners should continue to engage with the language and culture, staying up-to-date with cultural developments and evolving language trends.

These provisions underscore that linguocultural competence is not just about language skills but also about understanding and embracing the cultural nuances associated with a language. It's a dynamic and lifelong process of learning and adaptation.

## INTRODUCTION

English has become the paramount tool of intercultural communication in the modern multinational, multilingual world. That is the reason why English learning has become the important part of main vectors of the educational paradigm of Kazakhstan.

According to the State Educational Standard of the Republic of Kazakhstan, the content of the subject "Foreign language" should be aimed at the formation of a multilingual, multicultural personality as well as at the improvement of communicative competence by enriching vocabulary through the content of authentic texts of different styles. Consideration of these aspects allows to provide the socio-cultural enrichment of world perception and worldview in the process of developing foreign language communicative competence [1].

One of the means of the subject “Foreign language” is the use of socio-cultural material, which is the basis for the formation of linguocultural competence as part of a unified foreign language communicative competence.

The result of the formed linguocultural competence is the successful implementation of innovative ideas, the solution of tasks aimed at improving the quality of life of all humankind, international business, diplomatic relations, the coordinated work of mechanisms included in the global chains of the world economy and other global processes related to intercultural interaction.

The formation of linguocultural competence occurs through application of a linguocultural approach in foreign language classes.

The relevance of this research lies in the analysis of modern media texts of “The Guardian” online newspaper and selection of the material with linguocultural potential for application of a linguocultural approach in English classes.

The purpose of this study is to develop a set of exercises for teaching reading to the 1st-year students of non-linguistic specialties in order to form linguocultural competence as an integral part of the process of foreign language learning.

## MATERIALS AND METHODS

The research is due to the purpose of solving the following question: “How can linguocultural competence be effectively developed in language learners, and what pedagogical approaches and methods can best facilitate its acquisition within the context of foreign language education?”

The exercises proposed in this article, designed for event-personal analysis and the cultivation of students' individual perspectives on the content they engage with, are expected to facilitate the practical integration of the material into both their oral and written communication. Leveraging 'The Guardian' electronic resource, we anticipate that students will gain exposure to foreign media, specifically in the form of newspaper articles. Through this exposure, we hypothesize that students will develop the capacity to articulate their personal viewpoints, particularly concerning their professional aspirations. Given the scarcity of a native language environment, we posit that these newspaper articles represent a highly effective tool for nurturing linguocultural competence in language learners.

To address this hypothesis, a set of the following methods was thoughtfully employed in the course of this study:

1. The methodology employed for this research involved a comprehensive examination and synthesis of existing literature. Through this method, we delved into and explored various critical concepts such as “linguoculturology”, “linguocultural approach”, and “linguocultural competence”. Furthermore, we substantiated the importance of incorporating media texts as a potent tool for applying the linguocultural approach in foreign language instruction.

2. In order to identify materials brimming with linguocultural significance, a meticulous method of contextual and linguistic analysis was applied. This material comprises linguoculturems, which functioned as the foundational elements for devising a collection of exercises specifically tailored to enhance students' reading skills in the context of English language lessons. These exercises were meticulously designed to facilitate the development of students' linguocultural competence, aligning with the primary phases of working with texts.

The material for creating the exercises was a fragment of the article “Meet the people who took an evening class ... and changed their lives” from “The Guardian” online newspaper [2]. The material is rich with linguocultural insights. It promotes language proficiency, and encourages learners to engage with real-world content in a meaningful way. It enhances their linguocultural competence by exposing them to the diverse and dynamic aspects of the English language and culture.

## RESULTS

The concepts of “linguocultural competence”, “linguocultural aspects”, “linguocultural approach” are associated with the science of linguoculturology, which arose at the junction of linguocultural studies due to development of world socio-cultural processes. The founder of linguoculturology as a science is the Russian researcher, Vorobyov [3].

According to Sharipova, linguoculturology is a science that studies the manifestations of the culture of the people, which are reflected and entrenched in the language [4].

“Linguoculturology” is a term that combines the words “linguistics” and “culture”. However, the term “linguoculturology” is not usually used in academic circles. The study of the relationship between language and culture is a well-established field known as “sociolinguistics”, “anthropological linguistics” or “linguistic anthropology”, as well as “ethnolinguistics”. These areas explore how language and culture interact and influence each other. These terms in the context of this problem are used by such foreign scientists as Duranti, Bayurt, Nurova [5,6,7].

Proceeding from this, linguoculturology as a science arose as the need to study this issue in the context of the realities of the modern globalized world.

The result of research in the field of linguoculturology was the need to apply a linguocultural approach in foreign language education.

The linguocultural approach in teaching a foreign language combines the study of a language from the point of view of the culture of the country of the language being studied. This approach recognizes the need to study and effectively use language through the prism of the worldview and attitude of its native speakers.

It is impossible to disagree with Kazakh researchers Nurmukhanbetova, Tsyganova and Issabayeva, who emphasize that the linguocultural approach avoids a simplified, factual, fragmentary approach when introducing students to certain aspects of culture, forming a complete picture of foreign-language reality through the study of both linguistic and non-linguistic content of cultural areas [8].

As Hasanova claims, the use of a linguocultural approach is necessary in the context of the formation of linguocultural competence of students as part of their communication. Linguocultural competence includes the study of linguoculturology, a cultural phenomenon that is implemented in a specific way in the semantics of a linguistic unit, but is not a phenomenon of language [9].

The formation of linguocultural competence is aimed at eliminating the stereotyping of thinking among students, at overcoming the phenomenon of xenophobia, as well as at instilling a tolerant attitude towards representatives of other languages and cultures.

The presence of a formed linguocultural competence among students is determined by their respectful attitude to another culture, the ability to communicate in a foreign language within the framework of generally accepted socio-cultural behavior, the presence of an idea of the world as an integral multilevel system of countries and peoples united together by the processes of globalization. Thus, cognitive, educational, practical and developmental goals are realized through the formation of linguocultural competence. These goals are the main vectors in the paradigm of the modern educational process.

## DISCUSSION

Speech materials provided in the classroom play an important role in the formation of students' linguocultural competence. These materials should contain various markers that allow enriching knowledge about the culture of the country of the language being studied. Such markers will be linguoculturemes, represented in the form of linguistic phenomena, for example, such as certain lexical and phraseological units, features of the grammatical structure, various stylistic techniques and means.

Modern texts of printed and electronic media, saturated with socio-cultural and linguocultural material, have great importance among such speech materials.

The indisputable advantage of using media resources in foreign language lessons is emphasized by researchers Mazharova and Goltsova, who note possession of these materials with socio-cultural and didactic potential. In addition, researchers distinguish such qualities of media resources as “multifunctionality, authenticity, informativeness, enrichment of the educational process” [10].

It is impossible to disagree with the opinion of researchers Koptelova and Nechaeva about the importance of working with electronic media in process of teaching English. Such resources include the websites of news agencies and online versions of newspapers that contain reviews of international events, as well as informational and analytical articles. Such materials are of particular interest to students by providing the opportunity to listen to or watch news in video recordings or live reports, as well as to perform language tasks based on information messages [11].

As part of the educational process, electronic media texts can be used to form reading skills in foreign language lessons. It is also worth noting that according to the opinion of Bagais, reading is one of the effective methods, which can help learners expand their vocabulary [12].

We have developed an excerpt of an English lesson for the 1st year university students based on the materials of the article “Meet the people who took an evening class ... and changed their life” from “The Guardian” online newspaper as an example of the application of a linguocultural approach using linguoculturems taken from electronic media texts [13].

The text of this article is focused on the Intermediate / Upper-intermediate level. The difficulty for understanding the information contained in the text is the presence of special lexical units (linguoculturems), which require linguocultural knowledge to understand.

Creating these exercises, we are based on the traditional methodology, which includes performing exercises at all stages of text work. The work with this fragment is carried out within the framework of one lesson.

Examples of exercises for the **pre-text stage**:

1. Match the following words to their Russian equivalents (Table 1).

Table 1 – Words

1. Гериатрическое отделение.	A. Flat-share.
2. Ресторан, отмеченный звездой Мишлен.	B. Housemate.
3. Делить квартиру с соседом.	C. Gig.
4. Сосед по дому.	D. Michelin-starred restaurant.
5. Работа.	E. Geriatric ward.

2. Translate these expressions into Russian and explain what they mean.

1. To learn from scratch.
2. To do smth artsy.
3. To learn to be jugglers.

3. Match the phrases to their meanings (Table 2).

Table 2 – Phrases

1. Daytime courses.	A. Evening classes.
2. Night courses.	B. It contains programs that prepare students for careers through many different types of classes.
3. Local college courses.	C. Courses are available between 8.30 and 18.30.
4. Adult education college.	D. Courses in a community college.

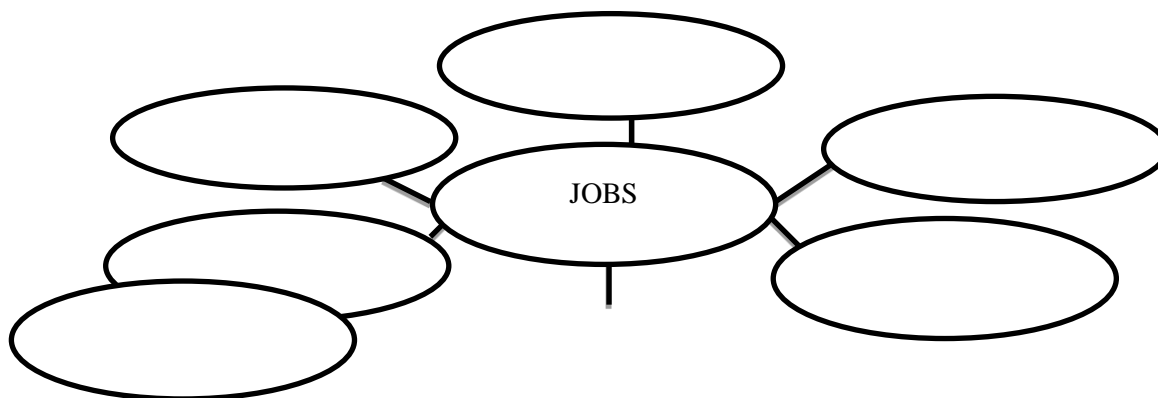
These exercises are aimed at forming an idea of the cultural and social context in relation to professional self-determination, as well as at the study of new lexical units.

Examples of exercises for the **text stage**:

1. Read the text and answer the questions.

- 1) Who offered Baneta Yelda the gig?
  - 2) What kind of business did Baneta Yelda have At Companio?
  - 3) What kind of job did AJ Wilkinson find in a hospital geriatric ward?
  - 4) What made Wilkinson realise that he did have something to express, ideas to explore and share?
  - 5) What kind of new things did Deborah Brett try?
2. Find the words related to the word “jobs”. Create a cluster (Рис. 1).

Picture 1 – Cluster: Jobs



3. Fill in the gaps with the right preposition.

1. Living in London I took a job **working** \_\_\_\_ the NHS (National Health Service).
2. When I missed home most, cooking and food helped me **stay** \_\_\_\_ touch with my heritage.
3. It’s a humble craft, which takes patience and time. It **slowed** me \_\_\_\_\_, changing my perspective on cooking.
4. He was planning to leave and thought I might be a good fit to **take** \_\_\_\_\_.
5. I **immersed** myself \_\_\_\_ this world, learning from scratch a totally new skill.

The use of these exercises is aimed at achieving a complete understanding of the content of the text for its further interpretation.

Examples of exercises for the **post-text stage**:

1. Translate the following sentences into English.

1. Независимо от того, застряли ли вы в колее или у вас есть амбиции, которые вы все еще хотели бы реализовать, образование для взрослых дает вам второй шанс.

2. Я готовилась там к получению диплома, интенсивно, в течение шести месяцев. Большая часть блюд была посвящена выпечке – кондитерским изделиям и блюдам по-венски.

3. Мы делаем все виды закваски, выпечку, обеды. И мы снабжаем предприятия - от маленьких кафе до ресторанов, отмеченных звездой Мишлен.

4. Я наткнулся на курс местного колледжа. Я ходил на занятия один вечер в неделю и изучал основы.

5. Я мог бы сделать это с закрытыми глазами. Мне нужен был новый вызов – следующий рубеж.

2. Read the text and write three main facts about each hero of the stories:

1. Baneta Yelda.
2. AJ Wilkinson, photographer.
3. Deborah Brett, ceramicist.

3. Briefly describe the stories from the text. Use the information from ex. 2.

## CONCLUSION

The exercises outlined in this article have a clear focus on fostering event-personal analysis among students, encouraging them to form their own perspectives on the material they read, and

facilitating the application of that material in both spoken and written communication. These exercises play a pivotal role in language education for several reasons.

First and foremost, by utilizing “The Guardian” electronic resource, students have the invaluable opportunity to engage with foreign media, particularly in the realm of newspaper articles. This exposure to authentic foreign content helps students not only enhance their language skills but also acquaints them with the specific genre of newspaper articles. This familiarity is instrumental in nurturing the ability to express personal opinions, which is an essential skill for professional self-determination. Such texts from reputable news sources offer a rich and dynamic source of linguocultural content, even in the absence of a physical language immersion environment.

It is our expectation that the comprehensive set of exercises presented in this article will serve to ignite students’ linguistic curiosity and, in turn, boost their motivation to learn English. As these exercises are thoughtfully integrated into the curriculum, we anticipate that students will find the material engaging and relevant. This newfound interest, coupled with the practical applicability of the exercises in real-world situations, can significantly contribute to students’ enthusiasm for the English language.

Our plan involves implementing this excerpt of the lesson within the classroom environment, specifically targeting first-year students pursuing non-linguistic specialties. The goal is to assess whether the hypothesis holds true – that these exercises indeed have a positive impact on linguistic engagement and motivation. This pedagogical experiment can provide valuable insights into the effectiveness of the approach and its potential to improve students’ linguistic skills and cultural awareness.

Ultimately, the expected outcome of these exercises is twofold. Firstly, it is expected that students’ linguistic horizons will broaden significantly. They will gain exposure to a diverse range of vocabulary and language structures, not to mention the development of their language proficiency in reading, listening, and speaking. Secondly, these exercises aim to enrich students’ linguocultural knowledge. By interacting with content from a foreign media source, students gain insight into the socio-cultural aspects, perspectives, and issues prevalent in the English-speaking world. This, in turn, fosters a more profound understanding of linguocultural competence, enabling students to navigate linguistic and cultural diversity more effectively.

In summary, these exercises are designed to provide a holistic and immersive learning experience. They empower students with the skills and knowledge required to engage with foreign media, form their own opinions, and confidently express them in both spoken and written forms. This, we believe, will not only enhance their linguistic abilities but also deepen their appreciation of different cultures and languages.

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### **Лингвомәдени құзыреттілікті дамыту туралы мәселе жөнінде**

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*Бұл мақалада “Бұқаралық ақпарат құралдары материалдары негізінде шет тілін оқытудың лингвокультурологиялық аспектілер” магистрлік диссертациясы аясында әзірленген шет тілі сабақтарында лингвокультурология тәсілдерін қолдану арқылы лингвокультурология құзыреттіліктерін қалыптастырудың теориялық моделі келтірілген. Осы мақалада лингвомәдениеттанудың ғылым ретінде пайда болуы, сондай-ақ осы ғылымның “әлеуметтік лингвистика”, “лингвистикалық антропология”, “антропологиялық лингвистика” және “этнолингвистикамен” байланысы көрсетілген. Лингвокультурологиялық құзыреттілікті қалыптастыру контекстінде лингвомәдениетті тәсілді қолдану аспектілері қарастырылды. Сондай-ақ, лингвистикалық құбылыстар түрінде ұсынылатын белгілі бір маркерлер-лингвомәдениеттермен толықтырылуына байланысты осы құзыретті қалыптастыру мақсатында электрондық түпнұсқалық медиаресурстарды пайдаланудың артықшылықтары көрсетілген. Білім беру үдерісі шеңберінде электрондық БАҚ аутенттік мәтіндері шет тілі сабақтарында оқу дағдыларын қалыптастыру үшін түрлі әдістер мен жолдарын пайдаланылу мүмкін екендігі атап өтілді.*

*Электрондық БАҚ мәтіндерінен алынған лингвомәдениеттерді пайдалана отырып,*



лингвокультурологиялық тәсілді қолданудың мысалы ретінде практикалық дайындық бөлімінде “The Guardian” онлайн газетінен “Meet the people who took an evening class... and changed their life” мақаласының материалдары негізінде университеттің I курс тілдік емес мамандықтарының студенттеріне ағылшын тілі сабағының үзіндісінің талдауы беріледі.

Кілт сөздер: лингвомәдениеттану, лингвомәдениеттану тәсілі, лингвомәдениеттану құзыреті, аутенттік материалдар, электрондық медиа ресурстар, The Guardian.

## ӘДЕБИЕТТЕР ТІЗІМІ

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### К вопросу о развитии лингвокультурной компетенции

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*В данной статье представлена теоретическая модель формирования лингвокультурологической компетенции путем применения лингвокультурологического подхода на занятиях по иностранному языку, которая разработана в рамках магистерской диссертации “Лингвокультурологические аспекты иноязычного обучения на базе материалов СМИ”. В статье представлена история возникновения лингвокультурологии как науки, а также обозначена связь данной науки с “социолингвистикой”, “лингвистической антропологией”, “антропологической лингвистикой”, “социолингвистикой” и “этнолингвистикой”. Рассмотрены аспекты применения лингвокультурологического подхода в контексте формирования лингвокультурологической компетенции. Также, обозначены преимущества использования электронных аутентичных медиаресурсов с целью формирования данной компетенции ввиду их наполняемости определенными маркерами – лингвокультурами, которые представляемые в виде лингвистических явлений. Отмечено, что в рамках образовательного процесса тексты электронных СМИ могут быть использованы для формирования умений чтения на уроках иностранного языка. В качестве примера применения лингвокультурологического подхода с использованием лингвокультурем, взятых из текстов электронных СМИ, в разделе практической подготовки предлагается отрывок занятия по английскому языку у студентов неязыковых специальностей I курса университета на основе материалов статьи “Meet the people who took an evening class... and changed their life” из онлайн газеты The Guardian.*

*Ключевые слова: лингвокультурология, лингвокультурологический подход, лингвокультурологическая компетенция, аутентичные материалы, электронные медиаресурсы, The Guardian.*

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## ҚАЗАҚ ТІЛІН ҮЙРЕТУДЕ ҚАТЫСЫМДЫҚ ЖАТТЫҒУЛАРДЫ ҚОЛДАНУ ӘДІСТЕМЕСІ

Мақалада қазақ тілін үйретуде қатысымдық жаттығуларды қолданудың нақты тәжірибесі сипатталып, қол жеткізген нәтижелерге талдау жасалды. Мақаланың мақсаты мен міндеттеріне орай зерттеу тақырыбына қатысты авторлардың көзқарастары мен пікірлеріне шолу жасалды. Сонымен қоса теорияға негізделген ғылыми еңбектер зерделенді. Бұл тақырып қазіргі өзекті мәселенің бірі – қатысымдық бағдарлы оқытумен тығыз байланыста қаралды. Қатысымдық жаттығулар тілді шынайы өмірде қолдануға бейімдейді. Яғни, тіл үйренушінің тілдік тәжірибесін қалыптастыруда маңызды болып табылатын тілді қолдану дағдысын қалыптастыруға және оны дамытуға негіз болады. Осыларды анықтау мақсатында мақалада сауалнама, бақылау, тестілеу әдістері қолданылды. Сауалнама әдісі арқылы білім алушылардың ынтымағы, қазақ тілін қолданудағы сенімділік деңгейі және қатысымдық жаттығуларды қабылдауы бағаланды. Бақылау әдісі арқылы білім алушылардың оқу үдерісіне қатысуы және қатысымдық жаттығуларды орындау барысы зерделенді. Тестілеу әдісі арқылы білім алушылардың қазақ тілінде жазу және сөйлеудегі қатысымдық құзыреттілік деңгейі анықталды. Оқу материалдары ретінде білім алушылардың қазақ тіліндегі қатысымдық дағдыларын дамытуға бағытталған арнайы мәтіндер, аудио және бейнематериалдар, жаттығулар мен тапсырмалар алынды. Нәтижесінде білім алушылардың қазақ тілінде қатысымдық дағдыларын дамыту, қатысымдық жаттығуларды қабылдауды бағалау, қатысымдық жаттығуларды қолданудың тиімділігі расталды. Қатысымдық жаттығуларды қолдану білім алушылардың қатысымдық дағдыларын дамытуға, тіл үйренуге деген ынтымағын, қызығушылығын арттыруға ықпал ететінін зерттеу жұмысының нәтижесі көрсетті.

*Кілт сөздер:* қатысымдық жаттығулар, қатысымдық бағдарлы оқыту, қатысымдық құзыреттілік, қатысымдық дағдылар, қатысымдық жағдаят.