

INTEGRATING STRUCTURAL AND CONTENT COMPONENTS OF FOREIGN LANGUAGE FORMATION TO IMPROVE FUTURE SPECIALISTS' LINGUISTIC AND CULTURAL COMPETENCE

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Abstract. The article discusses scientific research conducted by both domestic and international researchers on the issue of prospective foreign language instructors' linguistic and cultural competence. The article uses various approaches to explain the definition and its structural components.

The need for specialists and professionals who can perform intercultural communication at a high level is growing as modern society, thus it is important to pay special attention to the development of future specialists' linguistic and cultural competence at the stage of professional education.

Educational program in a foreign language must include knowledge of that language's culture, history, and nation.

The development of linguistic and cultural competency is based on the study of a foreign language through the lens of cultural understanding; the difficulty of teaching the language is secondary; learning the language itself is merely a "tool" for learning a foreign language culture. Learning a foreign language is closely tied to becoming familiar with the history and culture; one must be aware of these elements.

Thus, in the contemporary approach of teaching a foreign language, the issue of the development of linguistic and cultural competence of future professionals is significant.

Keywords: linguistic and cultural competence, communicative component, future foreign language teachers, sociocultural component, intercultural communication, foreign language education, linguocultural methodology, sub-competence.

Basic provisions

Developing experts (a.k.a Specialists) of the “new formation”, primed and capable to conduct intercultural communication under the unconventional, rapidly transforming circumstances of contemporary education, determined the priority for the formation of linguistic and cultural competence. In other words, the integration of the system of foreign language education necessitates the training of new-level specialists with a high level of development in linguistic and cultural competence, capable of making independent responsible decisions and anticipating the potential effects of those decisions in the rapidly changing context of professional interaction.

The Law of the Republic of Kazakhstan «On Education» [1] states that «the main task of the education system is the introduction of new learning technologies, informatization of education, access to international communication networks, creation of necessary conditions for obtaining knowledge aimed at the formation,

development and professional improvement of the individual on the basis of national and universal values, achievements of science and practices».

Introduction

The link between education and culture was the subject of in-depth debates and theoretical analysis in the writings of S. I. Hessen at the beginning of the XX century. He points out that there should be a perfect alignment between education and culture, as they both cover the three pillars of modern human life: education, citizenship, civilization [2, p.11].

According to Hessen, the aspiration to be a part of the «Culture-man» system is an equilibrium and a harmonious relationship between external influences and an individual's inner readiness and ability to perceive them. This method is the best from the standpoint of teaching a foreign language as a source of speech activity in culture and education since it addresses all the essential elements of this idea in the linguodidactic aspect. [3, p.15].

The author emphasizes the importance of language in the language-culture-personality triad, since understanding the value of the tasks involved in learning a foreign language through language is connected to the phenomenon's versatility, which is not only interesting, but is also the point of view of linguodidactics. To prepare someone for continuous self-improvement, it is necessary to change a number of components in the system for teaching a foreign language at a university. As a result, the scientist considers this phenomenon from various angles, solves the problem, and pushes for further implementation of the theory of a foreign language and multilingual education.

Moreover, the interdisciplinary construction defines the “foreign language - foreign culture - personality” as a synthesized object classified under the umbrella term "linguo-culturology." Consideration of the triad "foreign language - foreign culture - personality" as an object of teaching a foreign language and "cognitive-linguocultural methodology" finds in it the true meaning of the primary purpose of teaching a foreign language, known as cognitive aspect and joint study of the language and culture of a foreign society (aspect of linguocultural methodology), among other things. It is well known that the second cognitive-linguistic discipline focuses on anthropocentric linguistics in its formulation. In the methodology we analyze, language education forms a linguistic identity, including Kazakh and Russian languages, but in foreign language education, the subject of linguo-cultural linguistics is formed. [3, p.52].

The subject of intercultural communication is a communication that demonstrates the formation of a "second cognitive consciousness of the subject" in a person with a high level of cognitive and activity-based communication foundations and ensures the ability of a person to adequately carry out intercultural communication while reflecting a strong fixation of linguistic and cultural components. The process of language education, which is based on cognitive consciousness as a picture of the world of other people, is characterized for representatives of this linguo-culturologist by the student's exposure to another linguistic community [4, p. 51].

The formation of a picture of a different linguistic and cultural world is characterized, first of all, by the subject's reliance on the framework of his culture as the primary cognitive images for understanding elements of a different culture. Secondly, by his use of previously established framework cognitive images and knowledge of the new culture of the country of the studied language. Thirdly, he pays attention to new knowledge about his own culture, discovered in the process of mastering a foreign culture [5, p.52].

As a result of such cognitive activity, the subject forms new cognitive structures in the mind, which reflect his perception and comprehension of the language and the world of a different society. The formation of cognitive structures can only take place in activity, during the process of language education, specifically in a setting of communicative activity. At the same time, human cognitive activity is considered a universal property.

Depending on the many approaches to forming a language portrait of the world, the subject nonetheless succeeds in achieving new vocabulary, cognitive-cultural abilities as well as creativity and communication skills.

Materials and methods

The concepts of "competence" and "expertise", also known as the competence approach, heavily rely on the studies of Russian and foreign researchers, such as L. A. Petrovskaya, T. G. Barinova, A. G. Bermus, E. A. Bystrova, O. E. Lebedev, I. A. Winter, N. V. Kuzmina, L. M. Mitina, O. E. Lebedev, E. V. Zelensky, A.V. Khutorsky, E. F. Zeer, B. Oskarsson as well as Kazakhstani researchers, such as S. S. Kunanbayeva, A. A. Zhaytapova, M. J. Jadrina, K. K. Zhanpeisova, K. L. Kabdolova, J. H. Salkhanova, K. U. Kunakova, G. D. Aulbekova, V. A. Bolotov, V. V. Serikov, J. T. Dauletbekova, A. B. Tumanova, B. A. Arinova, V. E. Abaev, Bisenbayeva Zh. N. et al. [6, p.23].

According to the competence approach, the graduate is seen as a subject of intercultural communication, who is prepared and capable of solving the problem independently in situations requiring professional activity while using professional training, knowledge, skills, creative abilities, and competencies. In this regard, it is not the knowledge of the prospective foreign language teacher that matters, but rather his experience in dealing with issues that arise throughout the educational process.

S.S. Kunanbayeva considers the competence approach to a foreign language education to be an integral characteristic of a person capable of independently solving professional issues, drawing on creative abilities and competencies as well as delving into a special "cultural and educational context" as professional training for an upcoming specialist. Professional education emphasizes that it is intended to form a new specialist capable of providing a new impetus to technology advancement in the strategic development of the country, to reach a qualitatively new level of innovative and professional potential of the country [7, p.45].

A.A. Zhaytapova demonstrates the professional competence of a specialist as an indicator of theoretical and practical readiness for professional activity and intelligence. She implies that a specialist's competencies are manifested in his skills

when speaking of the need for an inquisitive teacher who meets the requirements of the time, has sufficient scientific and methodological knowledge, and is profoundly proficient in pedagogy and psychology. [8, p.43].

We see this in the definition of V. A. Maslova's linguistic and cultural competence, who calls it «an integral, global image of the world in which the world connection, which is the result of all spiritual activity of a person, arises in a person during all his activities» [5, p. 21].

In numerous recent studies by V. Bepalko, O. Lomakina, V. Kraevsky, I. Lerner, et al mention that the end of the twentieth century is said to have been marked by the activity of such a social and cultural phenomenon as projectivity. The defining feature of modern thinking in general is one of the most significant etymological characteristics of modern culture because of its primary manifestations associated with human creative activity. Scientific design is regarded as the foremost avenue for the modernization of pedagogical education. Researchers unanimously identify the concept of design as a social phenomenon, a sociocultural phenomenon, and a particular form of activity related to forecasting and decision-making [9, p. 81].

According to scientists mentioned above, there is a normative model with a set of specific stages or stages of implementation. He argues that the leading principles of pedagogical and methodological design are the principles of priority and personal self-development. The projected (simulation) process, in accordance with the principle of human priorities, is aimed at the participant of the process, depending on his specific needs, interests and capabilities. This principle fully corresponds to the conceptual foundations of modern theory and foreign language education, which are based on humanistic philosophy, and are practically implemented through a student-oriented approach to learning. The principle of self-development of the designed systems implies that they become dynamic, flexible, capable of change, restructuring, complication or simplification throughout the course of their implementation. When designing didactic processes or systems, it is crucial to distinguish the three following stages:

- modeling
- design
- implementation [10, p.78].

Results

A theoretical and methodological review of the literature shows that researchers identify the main characteristics of the components of structural content of linguistic and cultural competence.

The article analyzed the survey for diagnosing the linguistic and cultural competence level of foreign language teachers. The paper uses the results of the survey conducted in the Zhambyl district, Almaty region. The study involved 150 government-run foreign language teachers. They were 20-60 years- old – 143 females and 7 males.

The diagnosis aims to identify the level of teachers' perception of linguistic and cultural competence, the need for its presence in a modern teacher, personal characteristics necessary for the successful formation, and further application of

linguistic and cultural competence in pedagogical activity in a multicultural educational space.

Teachers were asked to give complete, detailed answers that could reflect their understanding of linguistic and cultural competence and its features. Reliance on life and professional experience were allowed. Teachers were required to indicate what level of skills on these issues they possess. The questionnaire consisted of 5 questions.

Teachers were asked to rate their level on a 3-point scale:

1. High level- a system of these skills can perform high-quality operations;
2. Average level- skill system is formed at a sufficient level, but implementations of some actions cause difficulties;
3. Low level- the teacher does not possess linguistic and cultural skills.

The respondents' answers to the first question "How do you understand linguistic and cultural competence?" are presented

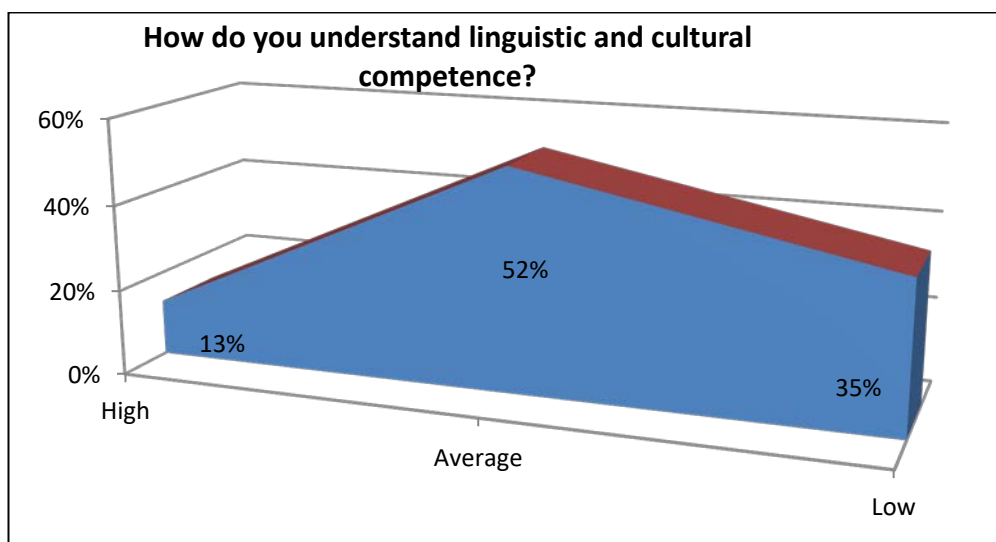


Figure 2 - How do I understand linguistic and cultural competence?

The questionnaire results allowed us to establish the degree of awareness of teachers' need to further improve their knowledge and skills, as linguistic and cultural competence. The results showed that 52% of teachers adequately assess themselves, 35 % have average, and 13% have low self-esteem. On the hand, people with high levels actively apply in professional activity knowledge and skills that help to select, assimilate, and process scientific information about linguistic and cultural competence.

Analysis of the diagnosing questionnaire of teachers

| <i>Indicator</i> | <i>Results</i> | | |
|--|-------------------|----------------------|------------------|
| | <i>High level</i> | <i>Average level</i> | <i>Low level</i> |
| Understanding the essence of multicultural space | 20% | 34% | 46% |

| | | | |
|---|-----|-----|-----|
| | | | |
| The idea of linguistic and cultural competence, its role in professional and pedagogical activity | 16% | 31% | 53% |
| Awareness of the importance of having a formed linguistic and cultural competence of the teacher | 18% | 37% | 45% |
| Perception of the process of formation of linguistic and cultural competence among teaching staff | 12% | 31% | 57% |

The data obtained during the ascertaining experiment allow us to conclude the presence of the surveyed teachers' ideas about linguoculturology and linguocultural competence. However, the average and low levels of formation of teachers' ideas about linguistic and cultural competence and the need for the formation of this competence within the framework of the development of personal characteristics of a modern teacher for successful use in teaching activities.

These structural components of professional competence are the set of competencies that underlie organizational, psychological, and pedagogical requirements for teaching staff in the modern multicultural educational space.

The didactic conditions for the optimal combination of various approaches (individual and group) in the organization of the process of professional development of teaching staff formulated;

The diagnostic tools for determining the level of formation of linguistic and cultural competence criteria of teaching staff has adapted and applied (A.D. Ishkov, E.I. Rogov, V.F. Ryakhovsky) [11, p. 184].

Qualitative characteristics of cognitive (knowledge) the criteria were determined by us on three levels:

A high level implies the consistency and depth of theoretical and methodological knowledge about linguoculturology and linguocultural competence, a confident command of the conceptual apparatus of this field of science, awareness of the role of successfully formed linguocultural competence in improving the effectiveness of pedagogical activity;

The average level is characterized by basic knowledge, the desire to fill gaps in knowledge regarding the essence of linguistic and cultural competence;

The low-level, incomplete, fragmentary knowledge in the field under study and elementary ideas about the patterns of interpersonal interaction with participants in the educational process is typical, but without the connection of this communication with the formed linguistic and cultural competence.

Thus, the level of forming cognitive criteria and an analysis of the degree of assimilation by teachers of knowledge about linguoculture, socio-cultural and socio-historical structure of the world were conducted.

Discussion

A formal version of the model of linguistic and cultural competence is presented. Components of the discipline of linguoculturology that are structurally formulated in terms of their structural and functional relationships:

- 1-Foreign language and linguoculturological subcompetence
- 2-Foreign language-meta-subject subcompetence
- 3-Foreign socio-cultural subcompetence
- 4-Foreign language communicative subcompetence

Before discussing whether skills should be qualified as linguoculturological, it is worth referring to the word's original meaning. This term is widely used not only in methodological works, but also in psychological and pedagogical research. The most common definitions of this concept include: the ability to perform actions effectively in accordance with the conditions of the activity, the willingness or ability of a person to find solutions to problems quickly or easily (V. V. Davydov). Suffice to say that skill is knowledge in action; the ability of an individual to perform work in new conditions productively, skillfully and at the time; and mastery of a comprehensive system of psychological and practical actions required for purposeful regulation of activity, etc.

The literature on psychology and pedagogy makes a distinction between basic and complex skills or generalized and specialized talents. A.V. Usova holds that acquired skills may be classified as a category of talents that are flexible in their qualities, easily transferred to new situations, and aimed at developing a student's intellectual abilities. Such abilities, in A.V. Usova and A.A. Bobrova's opinions are characterized by consciousness, intelligence, purposefulness, arbitrariness, planning, prodigiousness, practical reality, and a combination of mental and practical actions. In other studies, I. S. Yakiainskaya, V. I. Andreev, and M. Wertheimer exclusively interpret the concept of generalized talents as intellectual skills. The scientific and theoretical foundations of teachers' professional growth are viewed in A. A. Zhaytapova's works, who portrays methodological work as an integral component of the management of human resources and the development of the national model for continuing education in the context of universal quality management [12, p. 316].

According to G. I. Shchukina, intellectual abilities are adaptable, mobile, and changeable. Taking into account the unique characteristics of the communication skills and adding the linguistic culturology skills to the category of intellectual ability, their defining characteristics can be listed as follows: these are comprehensive intellectual abilities with wide rangeability, which act as a catalyst for application;

These are recognized methods when applying knowledge from social sciences to understanding various social situations, such as cultural phenomena, and addressing socio-cultural issues for they combine into different actions and actively influence the spiritual and intellectual potential of the individual. [8, p. 99].

In presenting a linguo-culturological dictionary, L. G. Sayakhova discusses the ways in which LCP is formed through the assimilation of culturally significant vocabulary - not identical, but rather a background, thematic connection that is stylistically differentiated into the main spheres of communication [13, p.61]

The methodological typology of the skill is one of the conditions for the controlled process of forming the competence of linguoculturology.

This combination includes the skills of obtaining linguistic and cultural knowledge necessary for further cognitive and communicative activity, as well as the management of one's personal attributes in the process of cognition.

Skills of this type include:

- The awareness of the system of concepts that make up an alien picture of the world;

- Combining the vocabulary of the national-level trademark abbreviations and neologisms;

- Identification of the concealed meaning of cultural materialism as expressed in aphorisms and winged expressions;

- The establishment of causal dependencies and determinants of cultural phenomena reflected in the language;

- Combining the difference ways of seeing the world;

- The establishment of morphological, structural, service properties and signs of socio-cultural phenomena manifested in units of language;

- Collection and synthesis of linguistic and cultural information;

- The ability to comment on and evaluate the phenomenon of an alien culture expressed in language.

- The ability to carry out analytical, semantic and evaluatively critical processing of linguistic and cultural information;

- Analysis of the value motives of meaningful texts;

- Identification and analysis of the value principles reflected in the text;

- Identification, analysis and evaluation of norms, images, stereotypes, imprints in the linguistic and cultural practice of the studied language.

There are also skills that enable effective search for answers to problem tasks through linguistic and cultural integration, necessitating the update of the entire structure of previously acquired knowledge as well as the consolidation of cognitive and rational-logical aspects of knowledge. This combination consists of the following skills:

- The ability to recognize and classify lexical units with a national-cultural component of semantics;

- Find important linguistic and cultural information for communication;

- Group units of linguoculturology on various grounds;

- Find the text, explain and systematize names, signs;

- Generalization of cultural phenomena, facts, events reflected in the language;

- Demonstration and systematization of linguistic cultural material in accordance with the traditions and customs of the studied language of the country;

- The ability to recognize and classify a system of concepts that reflect someone else's picture of the world.

- The ability to describe and interpret cultural facts expressed in linguistic units;

- Definition of the thematic and informational field of texts of various nature.

As in regard to reproductive and interpretive form of skills, there is a communicative and relevant unity. Skills of this type prepare the transition from

receptive-reproductive to productive-interpretive, and then to creative-constructive and communication action. Skills of this type include:

- The ability to choose facts from the text that express the author's thoughts;
- Describe and explain cultural facts using languages;
- Find details of cultural information of various texts;
- Specify the reason that caused the need for this type of text;
- Translation of the text from one code to another;
- Transformation of the received information into other speech forms, dialogue, monologue;
- Comparison of critical statements about information of text types;
- Request for additional information;
- The ability to comment on the given text of the postulate;
- Explain certain concepts of social phenomena;
- Isolation from the text and the use of specific means of linguoculturology in speech;
- Explanation of norms, images, stereotypes, perceptions in foreign linguistic culture;
- Choice of units of linguoculturology from the text and use them in various communicative, communicative-informational, communicative-regulatory, communicative-evaluative conditional activities.

As for the creative modeling unit, it is a form of talent that has evolved creatively. This kind includes the following skills:

- Creation of a logical and compositional basis for a certain type of text;
- Determination of the intention to formulate a communicative task;
- Prediction of counterarguments, build up of own strategies;
- Expression of one's own opinion, point of view on the content of foreign types of text;
- The ability to make a generalized explanatory statement from the point of view of the ethical aspect of textual information;
- Convince the interlocutor of the practical significance of textual information
- Find alternative solutions and actions for the proposed text types;
- Execution of types of texts of various nature;
- The ability to perform typical situations of intercultural communication based on information obtained from texts;
- Prediction on the consequences of actions of the proposed text types;
- Conduct a free conversation on information in the types of text;
- Free use of units of linguoculturology in various acts of intercultural communication.

The source of the formation of linguistic and cultural skills is a foreign language text of a variety of kinds, including linguistic units with a national-cultural blend of semantics.

Updated information has been provided on the importance of utilizing educational technologies and interactive methods in the learning process based on the competence approach. Competence is the capacity to apply knowledge, abilities, personal qualities, and practical experience for successful action in a particular field.

Competence entails a collection of internalized personal qualities (knowledge, skills, and methods of action) that are necessary for high-quality productive activities in relation to a certain range of objects and processes.

The structure of the linguistic and cultural competence of pre- service foreign language teacher, in our opinion, can be represented by a set of following competencies

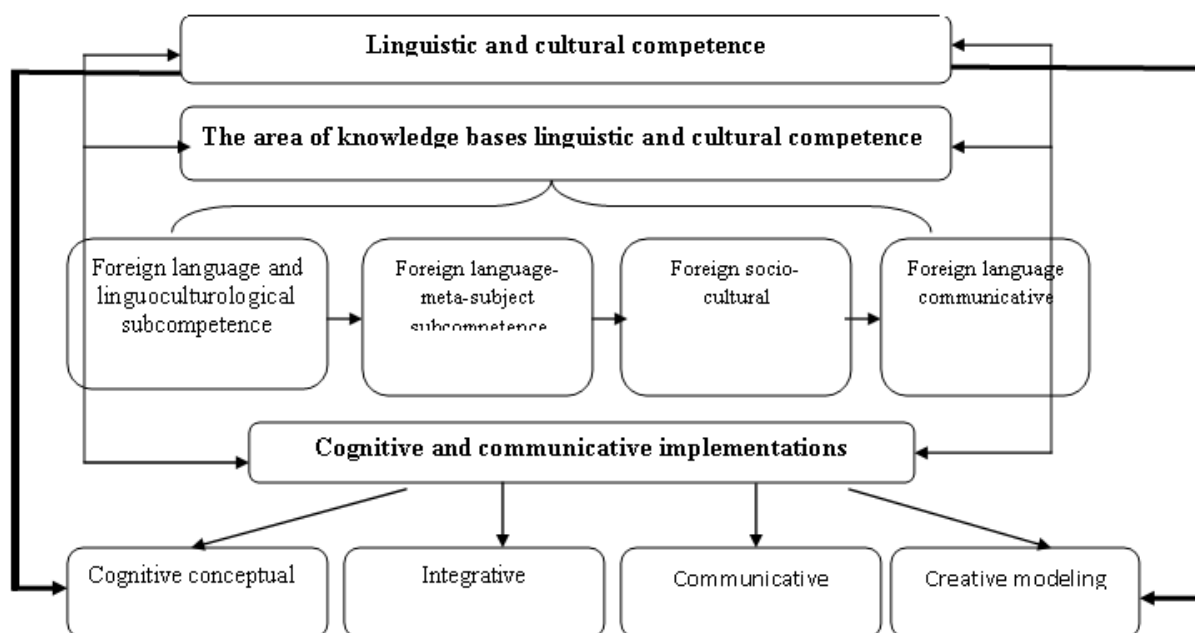


Figure 1 - The structural and functional model of linguistic and cultural competence of pre- service foreign language teacher

Conclusion

Competence is a dynamic set of knowledge, skills, and values necessary for effective professional, social, and personal development activities. It is also essential for assimilation and demonstration after the completion of any or all educational programs.

On the basis of the learning process, the linguoculturological approach is comprised of the following approaches:

- The emphasis in the field of theory of teaching a foreign language, consisting in focusing on the language;
- Formation of knowledge, skills and foreign language;
- Skills how to instill and master a different culture;
- The content of the new socioculture.

Thus, the modern practice of interpreting knowledge in a foreign language is primarily associated with the presence of a specific language, access to another culture and its representatives, a linguoculturological approach, and a simplified factual, fragmentary approach, which can reveal crucial cultural aspects, i.e. through the formation of a complete picture of reality in a foreign language.

From the standpoint of the linguoculturological approach, successful communication is not only the correct use of linguistic means, but also the mastery of the cultural composition of the speech segment. Thus, if at least one of the speakers does not possess the before-mentioned competencies, communication is difficult to perform.

The structural and functional model proposed by us consists of several interrelated and complementary structural components – target, methodological, technological, activity, and criteria-evaluation – the complex unity of which ensures high efficiency of the process of formation of linguistic and cultural competence of pre-service teachers and ensures the achievement of a high result of the method described by us.

It is vital to develop a model for the formation of linguistic and cultural competence to understand teachers' essential features (characteristics) of linguistic and cultural competence, i.e., those indicators to which it is necessary to strive, forming this type of competence. We have identified the essential features of linguistic and cultural competence: relevance, feasibility, integrity, consistency, and structurality. Taking into account these signs, following the logic of our study, we have determined the levels of formation of linguistic and cultural competence of teaching staff.

A low level (reproduction) indicates that the teacher has the basics of scientific knowledge about linguoculturology, has an idea of the sociocultural and socio-historical structure of the world, and can take a passive part in intercultural, interlanguage, and interpersonal interaction. However, the low level of linguistic and cultural competence formation does not allow him to interact effectively with the participants of the educational process in a multicultural educational environment. Sociocultural interaction is carried out formally, but the effectiveness of such communication could be much higher.

The average level reveals the teacher's possession of the basics of scientific knowledge about linguoculturology, about the sociocultural and socio-historical structure of the world. Based on the acquired knowledge and interpersonal interaction, but only as one of the participants, with the necessary skills to independently organize intercultural communication. Insufficiently formed linguistic and cultural competence limits the effectiveness of the teacher's interaction with other participants in the educational process in a multicultural educational environment.

A high level (of creativity) confirms the teacher's possession of a system of scientific knowledge about linguoculturology, about the sociocultural and socio-historical structure of the world. Based on the acquired knowledge system, the teacher successfully organizes intercultural, interlanguage, and interpersonal interaction, being its direct participant.

Thus, the structural and functional model developed can ensure high efficiency in forming future foreign language teachers' linguistic and cultural competence.

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БОЛАШАҚ МАМАНДАРДЫҢ ЛИНГВОМӘДЕНИ ҚҰЗЫРЕТТІН ҚАЛЫПТАСТЫРУ БАРЫСЫНДА ШЕТТІЛДІ БІЛІМ БЕРУДІҢ ҚҰРЫЛЫМДЫҚ ЖӘНЕ МАЗМҰНДЫҚ КОМПОНЕНТТЕРІН ИНТЕГРАЦИЯЛАУ

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Аңдатпа. Мақалада болашақ Шет тілдері оқытушыларының лингвомәдени құзыреті мәселесі бойынша отандық және шетелдік зерттеушілер жүргізген ғылыми зерттеулер мен ғылыми көзқарастар қарастырылады. Мақалада негізгі ой- түйіндемелерге анықтаманы және оның құрылымдық компоненттерін түсіндіру үшін әртүрлі әдіс пен тәсілдер қолданылады.

Мәдениетаралық коммуникацияны жоғары деңгейде жүзеге асыра алатын мамандар мен мамандарға деген қажеттілік қазіргі қоғамның дамуына қарай ұдайы артып келеді, сондықтан кәсіби білім беру кезеңінде болашақ шетел тілі мамандарының лингвомәдени құзыретін дамытуға және ғылыми ізденістер ерекше назар аудару қажеттілігі туындайды.

Шет тіліндегі кез-келген білім беру бағдарламасы барысында осы тілдің мәдениетін, тарихын және ұлтын білуді қамтуы керек. Алайда, қазіргі уақытта оқу орындарында шет тілі мәдениетін ескеретін шет тілін түбегейлі жүйелі оқыту жүйесі жоқ.

Лингвомәдени құзыретінің дамуы мен мәдени түсінігі призмасы арқылы шет тілін үйренуге басымырақ негізделген; тілді оқытудың күрделілігі қайталама; тілдің өзін зерттеу - бұл шет тілі мәдениетін зерттеудің "құралы" ғана. Шет тілін үйрену елдің тарихы мен мәдениетімен танысумен тығыз байланысты болуы; тиімді қарым-қатынас жасау үшін осы элементтер туралы білу қажет.

Бұл идеяның мәдени сипаттамаларын есекере отырып, эквивалентті емес тұжырымдардың едәуір санын түсіндіру мүмкін еместігі айқындалады.

Осылайша, шет тілін оқытудың заманауи тәсілінде болашақ шет тілі мамандардың лингвомәдени құзыретін дамыту мәселесі маңызды болып табылады.

Тірек сөздер: лингвомәдени құзырет, коммуникативті компоненті, болашақ шетел тілі мамандары, әлеуметтік-мәдени компоненті, мәдениетаралық коммуникация, шеттілдік білім беру, лингвомәдинеттану әдістемесі, субқұзыреттілік

ИНТЕГРАЦИЯ СТРУКТУРНЫХ И СОДЕРЖАТЕЛЬНЫХ КОМПОНЕНТОВ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ ДЛЯ ПОВЫШЕНИЯ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ СПЕЦИАЛИСТОВ

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Аннотация. В статье представлены исследования отечественных и зарубежных ученых по проблеме развития лингвокультурологической компетенции будущих учителей иностранных языков. Изложены различные подходы к определению и её структурных компонентов.

В процессе непрерывного развития современного общества все больше возрастает необходимость в специалистах и профессионалах, способных на высоком уровне осуществлять межкультурную коммуникацию, в этой связи необходимо обратить особое внимание на формирование лингвокультурологической компетенции у будущих специалистов иностранного языка на ступени профессионального образования.

Одним из обязательных компонентов любой образовательной программы по иностранному языку являются знания в области культуры, истории и страноведения. Однако, в настоящее время, методика обучения иностранному языку в аспекте иноязычной культуры в вузах остается до конца неразработанной.

В основе процесса формирования лингвокультурологической компетенции лежит изучение иностранного языка через призму культурологического знания, проблема обучение языку остается вторичной – овладение собственно языком является лишь «инструментом» для освоения иноязычной культуры. Обучение иностранному языку неразрывно связано со знакомством с культурой и историей страны, для осуществления успешной коммуникации необходимо знание культурных и этикетных особенностей нации.

Большое количество безэквивалентной лексики невозможно объяснить, прежде не раскрыв культурологические особенности данного понятия.

Таким образом, вопрос о формировании лингвокультурологической компетенции у будущих специалистов иностранного языка является актуальным в современной методике обучения иностранному языку.

Ключевые слова: лингвокультурная компетенция, коммуникативный компонент, будущие специалисты иностранного языка, социокультурный компонент, межкультурная коммуникация, иноязычное образование, методика лингвокультурологии, субкомпетенция

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