

UDC 378.14.015.62

SRSTI 14.01.45

<https://doi.org/10.48371/PEDS.2023.71.4.013>

FORMATION OF LINGUOCULTURAL COMPETENCE VIA THE CASE-STUDY METHOD

*Utegaliyeva B.B.¹, Zhumabekova G.B.²

*¹doctoral student, Ablai Khan KazUIRandWL, Almaty, Kazakhstan
e-mail: bibigul.utegaliyeva@bk.ru

²c.p.s, professor, Ablai Khan KazUIRandWL, Almaty, Kazakhstan
e-mail:zhuma@mail.ru

Abstract. Increasing the effectiveness of intercultural communication through the competence-based approach is an extremely complex and essential task of modern professional higher education. This study sets out to explore the impact of the case-study method on the enhancement of the linguocultural competence of future teachers of a foreign language. This article presents the results of an experiment on the implementation of the developed set of exercises based on the interactive case-study method and examines the effectiveness of this method for increasing the level of linguocultural competence as a body of knowledge about cultural values acquired by a linguistic personality. The research method is a two-stage survey with the experimental and control groups. The sample involved 44 senior undergraduate students of M.Utemisov West Kazakhstan University majoring in Educational program “6B01705 - Foreign Language: Two Foreign Languages” at Specialized Professional Foreign Language classes. Through the survey among future foreign language teachers, the features of their perception of linguocultural competence and the method used for its development were revealed. According to the participants of the experimental group, the case-study method was shown to significantly improve the intercultural and communicative and, in particular, the linguocultural competence of students, especially in comparison with the discussion of the authentic text read in the control group. The conclusions of the authors contribute to the development of active teaching methods in vocational education, focused on the formation of linguocultural competence. The materials of the article will be useful for teachers of English for specific purposes in the sphere of professional higher education.

Keywords: competence-based approach, intercultural communicative competence, linguocultural competence, case-study method, educational technology, foreign language teaching, pedagogical education, higher education

Basic provisions

The competence-based approach corresponds to the general concept of the educational standard adopted in most developed countries and is focused on establishing a connection between higher education and the requirements of the external environment and forming an active set of professional competencies in a future specialist [1]. Currently, much attention is paid to the study of the features of the formation of intercultural and communicative competence. Linguocultural competence is an integral part of intercultural and communicative competence along with sociocultural, conceptual, cognitive, personality-oriented and communicative competences [2]. It forms a linguocultural reflection of the national linguistic consciousness and mentality and is understood as a body of knowledge about cultural values acquired by a linguistic personality. The interdependence of language and culture serves as a crucial factor in teaching foreign languages [3], as

culture plays a crucial role in acquiring the pragmatic competence of students studying English as a foreign language [4].

Introduction

Although there have been numerous studies into the effectiveness and features of the application of various methods for the formation and development of intercultural and communicative competence, only a few recent studies in the sphere of language education have focused on linguocultural competence as a constituent of intercultural communicative competence. Thus, in the investigation of the criteria for the linguocultural competence of future professional philologists, the importance of the conceptual approach for the formation of the value linguocultural identity of students is emphasized [5]. In the analysis of the features of the development of linguocultural competence of future professional translators, the methods of its formation through the teaching of foreign literature at the university are considered [6]. In spite of the importance of linguocultural competence highlighted by researchers as a necessary component of the professional readiness of a university graduate, the methodological aspect of its formation and development remains little studied.

Moreover, scant attention has been paid to the use of active learning strategies such as the case-study method in order to form and develop linguocultural competence. Yet, many researchers note the need for introducing the case-study method into the practice of higher education. According to S. S. Kunanbayeva [2], this method is designed to improve skills and gain professional experience, since it contributes to the development of the ability to solve problems that arise in professional activities that require future professionals to be able to act in non-standard situations, promptly and creatively put forward optimal constructive solutions, and be effective action in times of crisis. In addition, by using the case-study method it is possible to apply theoretical knowledge to solving practical problems, promote the development of research skills and independent thinking [7].

The purpose of this article is to analyze the effectiveness of the case-study method as an active learning strategy for improving the level of linguocultural competence of future teachers of a foreign language. With the help of a questionnaire designed for this study, the features of the perception of linguocultural competence by students and the method used for its development are revealed.

Materials and methods

This article presents the results of an experiment during which a set of exercises was introduced for the formation of linguocultural competence based on the case-study method. The study sample involved 24 students of M. Utemisov West Kazakhstan University, who were in the fourth year of undergraduate studies with a major in two foreign languages (experimental group). Their level of English language proficiency was C1. To determine the initial level of linguocultural competence proficiency, a control group was also selected, which was not

subjected to experimental exposure. The control group consisted of 20 fourth-year undergraduate students in the direction of “Foreign language: two foreign languages”. Informed consent was obtained from the participants from both the experimental and control groups to take part in the study and to process the responses received.

The structure of the control group session was based on a discussion of a text from *The Guardian* on the language difficulties that refugees face in integrating into the British educational system. In the experimental group, work on the case took place in several stages. At the preparatory stage, the teacher developed the content of the case, taking into account the focus and level of professional training of students. The students were asked to read the primary text of the case in English with a minimum of information about the problem.

To conduct this experiment, the teacher developed a set of exercises based on the case study, which consisted of preparatory tasks, the case itself and the discussion of the case. As preparatory exercises, students were asked to discuss cultural definitions and approaches to communication that are specific to different cultures, as well as cultural differences that arise in a multicultural educational environment. Through language exercises, lexical and grammatical difficulties were removed, and the lexical and grammatical resources necessary for students to discuss the case were updated. Brainstorming was done to understand the key concepts.

While getting acquainted with the case, the students were asked to discuss the situation and identify the main difficulties faced by the participants in the situation. As materials for self-solving cases, links to Internet resources were provided, which describe the problems associated with the peculiarities of intercultural communication in the educational environment, as well as ways to solve them. The students were also given guidance on how to work on the case. The third block of tasks contained questions for subsequent discussion in groups, as a result of which each group presented its solution to the case in the form of a presentation. At the final stage, the results of the lesson were summed up.

Questioning of students was used as a research method in this study. The questionnaire consisted of two parts and was used at the beginning of the introductory lesson (part 1) and at the end of the main lesson (part 2). The first part of the survey consisted of three questions: (1) How do you understand the term “linguocultural competence”? (2) To what extent do you have linguistic and cultural competence? (3) In your opinion, what is the role of linguocultural competence in the professional activities of a foreign language teacher? A detailed answer was expected from the students to the first question. Questions 2 and 3 were answered on a Likert scale, which measures judgment on a scale of 1 (little) to 4 (high). Students also had to comment on their choice of answer to the third question in an extended form.

The second part of the survey included four questions: (1) In your opinion, how much has your linguocultural competence improved? (2) To what extent did the method used help you improve your linguistic competence? (3) In your opinion, how suitable is the method used for the development of linguistic and

cultural competence of future teachers of a foreign language? (4) How has your understanding of linguocultural competence changed? The variants of responses to all the four questions were based on a Likert scale; the fourth question was expected to have a detailed commentary on how and why, in the opinion of the students, their understanding of the studied competence had changed to the degree indicated by them.

Results

As a result of the first part of the survey, conducted at the preparatory stage of the experiment, it was shown that the participants in the experimental and control groups are at approximately the same initial level of linguocultural competence. Moreover, being fourth-year students, they are already familiar with such a concept as “linguocultural competence”. Thus, in response to the first question about their understanding of the meaning of the term, almost all respondents emphasized the connection between language and culture. Many students have defined linguocultural competence as “the understanding of the relationship between language and culture”, “the totality of knowledge about culture embodied in the language”, “the totality of cultural phenomena concentrated in the language being studied”. The results of the first part of the questionnaire (questions 2-3) are described in Figures 1 and 2 below.

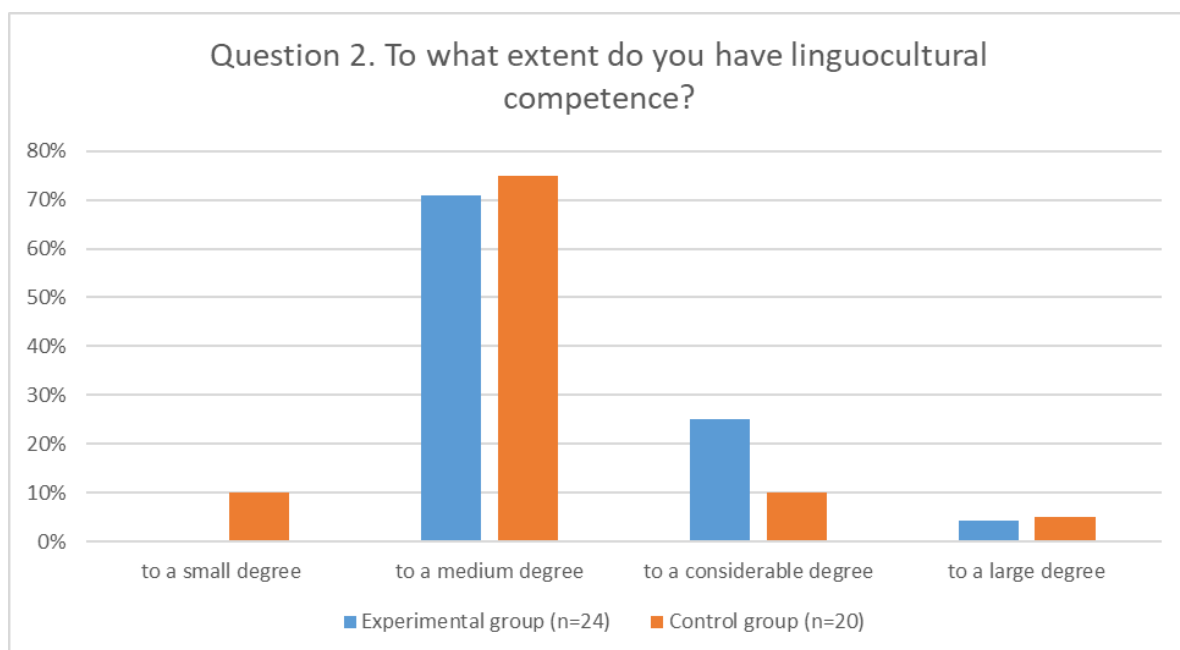


Figure 1 – Students’ perception of their initial level of linguocultural competence

Figure 1 illustrates the students’ answers to the second question about the initial level of proficiency in linguocultural competence. According to the figure, the majority of participants in both groups (70.8% in the experimental group and 75% in the control group) chose the answer “to an average degree”. A rather small number of students in the control group (10%) admitted they had linguocultural

competence to a small degree, whereas this option was not chosen by the participants of the experimental group. At the same time, the proportions of students preferring the “large degree” option were practically the same for the experimental and control groups, and they appeared to be insignificant, 4.2% and 5% respectively.

In answering the third question, the respondents showed that linguocultural competence plays an important role in their future professional activities: the majority of students (about 60% in each of the groups) indicated a significant role of linguocultural competence in the professional activities of foreign language teachers and about 30% chose the variant “to a very large degree”. These results can be seen in Figure 2 below.

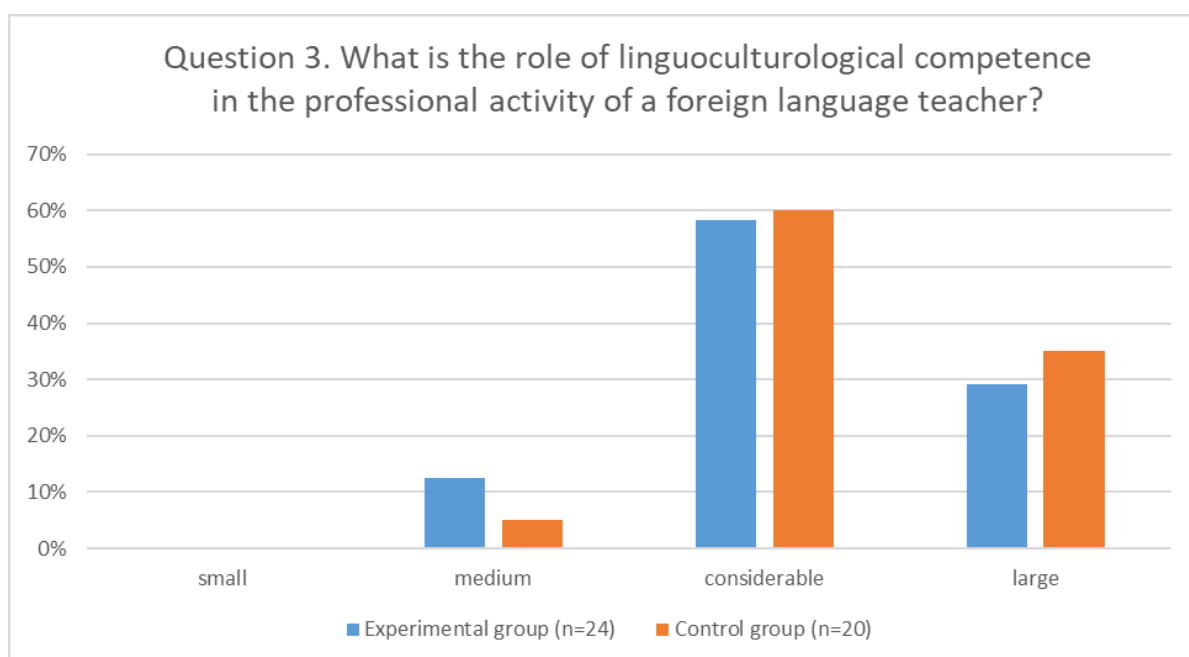


Figure 2 – Student’s perception of the role of linguocultural competence in their future profession

In the comments to the answers to the third question, the respondents explained how the importance of linguocultural competence is manifested. Despite different wordings, all respondents agreed that, first of all, it is necessary for a teacher of foreign languages to acquire linguocultural competence in order to further teach their students.

In the second part of the survey, significant differences are already observed between the experimental group, which was subjected to experimental exposure, and the control group, which was not subjected to experimental exposure, which indicates the reliability of the experiment. The results of the second part of the questionnaire are as follows.

None of the participants in the experimental group chose the answer “to a small extent” for any of the questions. On the other hand, the participants in the control group most often preferred the “medium degree” option, especially to the first question regarding the degree of improvement in their own linguistic and

cultural competence (50%). At the same time, almost all participants in the experimental group answered that their linguistic and cultural competence had improved to a significant or very large extent, and the method used in the lesson (the case-study method) helped them in this. They also believe that this method is largely suitable for the development of linguistic and cultural competence of future teachers of foreign languages.

Regarding the effectiveness of the method used in the control group, quite a lot of positive answers were given: 35% of respondents chose the option “to an average degree”, the same number of students chose the answer “to a large extent”, and one student (5%) is sure that reading and discussing the text helped him improve his linguocultural competence to a great extent. At the same time, the participants in the experimental group expressed much greater confidence in the effectiveness of the case-study method. Figure 3 shows that half of students in this group considered the case-study method helpful to a considerable extent, and 20.8% believed it was very helpful.

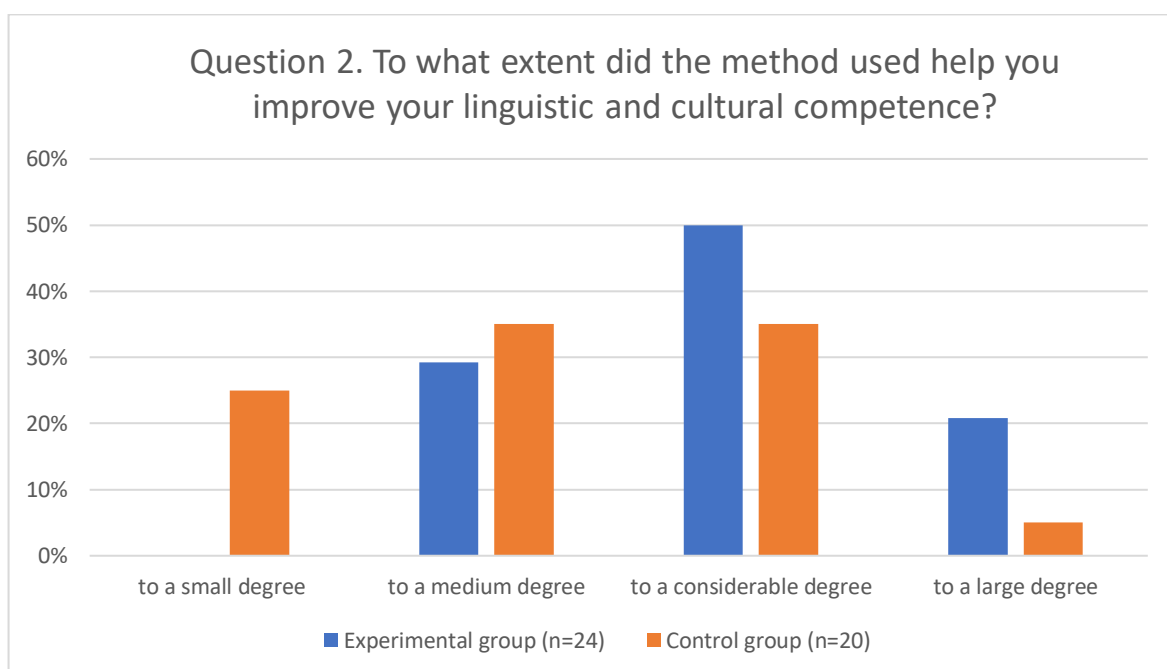


Figure 3 – Students’ perception of the effectiveness of the method applied

Moreover, the students of the experimental group asserted more confidently about the applicability of this method to the training of future professionals in the teaching of foreign languages. The absolute majority of their answers to Question 3 were positive: 66.6% chose the “considerable degree” variant and 29.2% preferred the “large degree” option. Most of them noted a significant change in their understanding of linguocultural competence: 62.5% chose the “considerable degree” option and 25% preferred the “large degree” option.

Discussion

In the second part of the questionnaire, of particular interest is the relatively large number of positive answers to the question on the effectiveness of the method employed in the control group. It should be noted here that the use of authentic texts, as well as other ways of forming and developing intercultural and communicative competence, is generally characterized by researchers as a fairly effective method [8; 9]. Therefore, it would be strange to expect only negative answers from the respondents.

The participants of both groups commented on their answers to the final question in the questionnaire, why they think that their understanding of linguocultural competence has changed to the indicated extent. Despite the presence of positive feedback on the construction of the lesson based on the discussion of the read text, many students in the control group were not satisfied with the effectiveness of the method used. Based on the responses of the participants in the control group, reading and discussing the text was not enough to understand the essence of linguistic and cultural competence and notice its serious improvement.

In contrast to the students from the control group, the participants in the experimental group noticed significant changes in their understanding of linguocultural competence. Thus, according to their comments, the case-study method helped them to better understand how language and culture are related and how it is possible to effectively interact with representatives of other countries and cultures.

The potential of the case-study method as an active learning technique in education is argued to be of great significance in the preparation of future teachers of foreign languages being able to make decisions in complex non-trivial situations of intercultural communication [10]. To achieve the effectiveness of intercultural communication is an extremely complex process that requires special knowledge and competences from both the teacher and the students. Therefore, the effect of the case-study method should be addressed with special attention. However, it must be remembered that the effectiveness of the case-study method largely depends on the level of training of the teacher, who must be familiar with the area of specialization of students, the methodology of teaching a foreign language for special purposes, as well as the theory and practice of the case-study method.

Conclusion

The present study was designed to investigate how the competent approach can be integrated in higher professional education and whether the case-study method can influence the development of linguocultural competence as a component of intercultural and communicative competence in senior undergraduate students. The analysis was carried out with an experimental and control groups in an institution in the Western region of Kazakhstan by using the method of questionnaire in two stages.

In general, the results of the study showed that, according to the participants of the experimental group, the case-study method appeared to be more effective in terms of the formation of linguocultural competence as compared to the discussion

of the authentic text read in the control group. Thus, it can be concluded that the case-study method can significantly increase the intercultural and communicative and, in particular, linguocultural competence of students.

REFERENCES

- [1] Кунанбаева С.С. Стратегические ориентиры высшего иноязычного образования. – Алматы, 2015.
- [2] Кунанбаева С.С. Компетентностное моделирование профессионального иноязычного образования. – Алматы, 2014.
- [3] Mirkosimova M.B. Methods of forming linguocultural competence in foreign language education // European International Journal of Interdisciplinary Research and Management Studies. – 2022. – №3(1). – pp.1-6. Access mode: <https://doi.org/10.55640/eijmrms-03-01-01> [Date of access: 15.03.2023]
- [4] Al-Sallal R.E., Ahmed M.O. The role of cultural background in the use of refusal strategies by L2 learners // International Journal of Society, Culture & Language. – 2022. – №10(2). – pp. 92-104. Access mode: <http://dx.doi.org/10.22034/IJSCL.2022.550928.2596> [Date of access: 15.03.2023]
- [5] Makshantseva N.V. Development of linguocultural competence in philology students Based on conceptual approach //Proceedings IFTE-2020. – 2020. – pp. 1561-1576. Access mode: <http://doi.org/10.3897/ap.2.e1561> [Date of access: 15.03.2023]
- [6] Guliyants A.B., Guliyants S.B., Ivanova A.M. Textbooks on foreign literature as means of students' linguocultural competence building //Proceedings TSNI-2021. – 2021. – pp. 396-411. Access mode: <http://doi.org/10.3897/ap.e4.e0396> [Date of access: 15.03.2023]
- [7] Чудайкина Г.М., Логинова Н.Ю., Костоварова В.В. Особенности применения метода case study в преподавании иностранного языка в высшей школе //Вестник Ассоциации вузов туризма и сервиса. – 2016. – №10(1). – С. 66-73. Режим доступа: <http://doi.org/10.1273717739> [Дата обращения: 01.03.2023]
- [8] Permatasari I., Andriyanti E. Developing students' intercultural communicative competence through cultural text-based teaching //Indonesian Journal of Applied Linguistics. – 2021. – №11(1). – pp. 72-82. Access mode: <http://doi.org/10.17509/ijal.v11i1.34611> [Date of access: 15.03.2023]
- [9] Ivenz P., Klimova B. A review study of activities used in the development of intercultural communicative competence in foreign language classes // International Journal of Society, Culture & Language. – 2022. – №10(2). – pp. 137-150. Access mode: <http://dx.doi.org/10.22034/ijsc.2022.556666.2681> [Date of access: 15.03.2023]
- [10] Tareva E.G., Tarev B.V. Cases on intercultural communication: new approach to design //Journal of Siberian Federal University. Humanities and Social Sciences. – 2018. – №11(10). – pp. 1699-1710. Access mode: <http://doi.org/10.17516/1997-1370-0329> [Date of access: 15.03.2023]

REFERENCES

- [1] Kunanbayeva S.S. Strategicheskiye orientiry vysshego ynoiazыchnogo obrazovaniya (Strategic guidelines for higher foreign language education). – Almaty, 2015. [in Rus.]
- [2] Kunanbayeva S.S. Kompetentnostnoe modelyrovanye professyonalnogo ynoiazыchnogo obrazovaniya (Competence-based modeling of professional foreign language education). – Almaty, 2014. [in Rus.]
- [3] Mirkosimova M.B. Methods of forming linguocultural competence in foreign language education //European International Journal of Interdisciplinary Research and Management Studies. – 2022. – №3(1). – pp.1-6. Access mode: <https://doi.org/10.55640/eijmrms-03-01-01> [Date of access: 15.03.2023]
- [4] Al-Sallal R.E., Ahmed M.O. The role of cultural background in the use of refusal strategies by L2 learners // International Journal of Society, Culture & Language. – 2022. –

№10(2). – pp. 92-104. Access mode: <http://dx.doi.org/10.22034/IJSCL.2022.550928.2596> [Date of access: 15.03.2023]

[5] Makshantseva N.V. Development of linguocultural competence in philology students Based on conceptual approach // Proceedings IFTE-2020. – 2020. – pp. 1561-1576. Access mode: <http://doi.org/10.3897/ap.2.e1561> [Date of access: 15.03.2023]

[6] Guliyants A.B., Guliyants S.B., Ivanova A.M. (2021). Textbooks on foreign literature as means of students' linguocultural competence building // Proceedings TSNI-2021. – 2021. – pp. 396-411. Access mode: <http://doi.org/10.3897/ap.e4.e0396> [Date of access: 15.03.2023]

[7] Chudaikina G.M., Loginova N.Yu., Kostovarova V.V. Osobennosti primeneniya metoda keis stadi v prepodavanii inostrannogo yazyka v vysshei shkole. (Application features of case study method in teaching a foreign language at high school) // Vestnik Assotsiatsii vuzov turizma i servisa (Bulletin of the Association of Higher Educational Institutions of Tourism and Service). – 2016. №10(1). – pp. 66-73. Rezhim dostupa: <http://doi.org/10.1273717739> [Data obrashheniya: 01.03.2023] [in Rus.]

[8] Permatasari I., Andriyanti E. Developing students' intercultural communicative competence through cultural text-based teaching // Indonesian Journal of Applied Linguistics. – 2021. – №11(1). – pp. 72-82. Access mode: <http://doi.org/10.17509/ijal.v11i1.34611> [Date of access: 15.03.2023]

[9] Ivenz P., Klimova B. A review study of activities used in the development of intercultural communicative competence in foreign language classes // International Journal of Society, Culture & Language. – 2022. – №10(2). – pp. 137-150. Access mode: <http://dx.doi.org/10.22034/ijsc.2022.556666.2681> [Date of access: 15.03.2023]

[10] Tareva E.G., Tarev B.V. Cases on intercultural communication: new approach to design // Journal of Siberian Federal University. Humanities and Social Sciences. – 2018. – №11(10). – pp. 1699-1710. Access mode: <http://doi.org/10.17516/1997-1370-0329> [Date of access: 15.03.2023]

КЕЙС СТАДИ ӘДІСІМЕН ЛИНГВОМӘДЕНИ ҚҰЗЫРЕТЛІКТІ ҚАЛЫПТАСТЫРУ

***Утегалиева Б.Б.¹, Жумабекова Г.Б.²**

***¹докторант, Абылай хан атындағы ҚазХҚ және ӘТУ, Алматы, Қазақстан
e-mail: bibigul.utegaliyeva@bk.ru**

**²к.п.н., профессор, Абылай хан атындағы ҚазХҚ және ӘТУ, Алматы,
Қазақстан
e-mail: zhuma_a@mail.ru**

Андатпа. Құзыреттілік тәсіл негізінде мәдениетаралық қатысымның тиімділігін арттыру қазіргі кәсіби жоғары білімнің аса күрделі және өзекті міндеті болып табылады. Бұл зерттеу кейс-стади әдісінің болашақ шет тілі мұғалімдерінің лингвомәдени құзыреттілігін арттыруға әсерін зерттеуге бағытталған. Мақалада интерактивті кейс-стади әдісіне негізделіп әзірленген жаттығулар кешенін жүзеге асыру бойынша жүргізілген эксперимент нәтижелері берілген және мәдени құндылықтар туралы білімдер жиынтығы ретінде лингвомәдени құзыреттілік деңгейін арттыру үшін осы әдістің тиімділігі қарастырылған. тілдік тұлға. Зерттеу әдісі – эксперименттік және бақылау топтарымен жүргізілген екі кезеңді сауалнама. Зерттеуге М.Өтемісов атындағы Батыс Қазақстан университетінің «6В01705 - Шетел тілі: екі шетел тілі» мамандығы бойынша бакалавриаттың 4-курсанда оқитын 44 студенті «Мамандандырылған кәсіби шетел тілі» пәнін оқыту аясында қатыстырылды. Болашақ шетел тілі мұғалімдері арасында жүргізілген сауалнаманың көмегімен олардың лингвомәдени құзыреттілігін қабылдау ерекшеліктері мен кейс-стади әдісі арқылы оның қалыптасу деңгейі, сонымен қатар құзыреттілікті дамыту үшін қолданылатын әдістің қажеттілігі анықталды. Зерттеу

нәтижесінде эксперименттік топ қатысушыларының пікірінше, кейс-стади әдісі студенттердің мәдениетаралық коммуникативті, атап айтқанда, лингвомәдени құзыреттілігін, әсіресе бақылау тобындағы оқылған түпнұсқа мәтін бойынша пікірталаспен салыстырғанда айтарлықтай жақсарта алатыны көрсетілді. Авторлардың тұжырымдары лингвомәдени құзыреттілігін қалыптастыруға бағытталған кәсіптік білім беруде белсенді оқыту әдістерін дамытуға ықпал етеді. Мақаланың материалдары кәсіби жоғары білім саласындағы нақты мақсаттар үшін ағылшын тілі мұғалімдеріне пайдалы болады.

Тірек сөздер: құзыреттілікке негізделген тәсіл, мәдениетаралық коммуникативтік құзыреттілік, лингвомәдени құзыреттілік, кейс-стади әдісі, білім беру технологиясы, шетел тілін оқыту, педагогикалық білім, жоғары білім

ФОРМИРОВАНИЕ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОЙ КОМПЕТЕНЦИИ ПОСРЕДСТВОМ МЕТОДА КЕЙС-СТАДИ

*Утегалиева Б.Б.¹, Жумабекова Г.Б.²

*¹докторант, КазУМОиМЯ им. Абылай хана, Алматы, Казахстан
e-mail: bibigul.utegaliyeva@bk.ru

²к.п.н., профессор, КазУМОиМЯ им. Абылай хана, Алматы, Казахстан
e-mail:zhuma_a@mail.ru

Аннотация. Повышение эффективности межкультурной коммуникации на основе компетентностного подхода является чрезвычайно сложной и актуальной задачей современной профессиональной высшей школы. В данном исследовании ставится задача изучить влияние метода кейс-стади на повышение лингвокультурологической компетентности будущих учителей иностранного языка. В статье представлены результаты эксперимента по внедрению разработанного комплекса упражнений на основе интерактивного метода кейс-стади и исследуется эффективность данного метода для повышения уровня владения лингвокультурологической компетенцией как совокупности знаний о культурных ценностях, приобретенных языковой личностью. Метод исследования представляет собой двухэтапное анкетирование, которое проводилось с экспериментальной и контрольной группами. В выборке исследования приняли участие 44 студента Западно-Казахстанского университета имени М. Утемисова, обучающихся на четвертом курсе бакалавриата по образовательной программе «6В01705 - Иностранный язык: два иностранных языка» в рамках преподавания дисциплины «Специализированный профессиональный иностранный язык». С помощью анкетирования среди будущих преподавателей иностранного языка были выявлены особенности восприятия ими лингвокультурологической компетенции и уровня ее сформированности посредством метода кейс-стади, а также необходимость используемого метода для развития компетенции. В результате исследования было показано, что по мнению участников экспериментальной группы, метод кейс-стади может значительно улучшить межкультурно-коммуникативную и, в частности, лингвокультурологическую компетентность студентов, особенно по сравнению с обсуждением прочитанного аутентичного текста в контрольной группе. Выводы авторов способствуют развитию активных методов обучения в профессиональном образовании, ориентированных на формирование лингвокультурологической компетенции. Материалы статьи будут полезны преподавателям английского языка для конкретных целей в сфере профессионального высшего образования.

Ключевые слова: компетентностный подход, межкультурно-коммуникативная компетенция, лингвокультурологическая компетенция, метод кейс-стади, образовательная технология, обучение иностранному языку, педагогическое образование, высшее образование

Статья поступила 30.03.2023