



**DEVELOPMENT OF LINGUOCULTURAL COMPETENCES OF A PERSON
AS A PEDAGOGICAL PROBLEM**

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ABSTRACT

This work is devoted to the problem of the development of linguistic and cultural competencies of a person in the context of pedagogical activity. The author explores the importance of developing students' skills and knowledge necessary for effective interaction with representatives of other cultures through language. The methods and approaches that contribute to the development of linguistic and cultural competencies, as well as problems arising in the learning process, are considered. The paper focuses on the role of the teacher in the formation of these competencies among students and offers practical recommendations for the successful solution of this problem.

KEYWORDS

Linguoculturology, linguoculture, competence, skills, abilities, personality, modern education.

Introduction

The development of linguocultural skills of personality is an important task in modern education. This process is aimed at forming a person's ability to adequately use linguistic and cultural codes in communication with representatives of other cultures. Linguocultural skills are necessary for successful interaction with diverse cultures, as well as for adaptation in a multinational society. The main objectives of pedagogy in this area are to develop students' cultural understanding, to develop communicative skills, to recognise the influence of cultural stereotypes on communication, and to develop tolerance and respect for differences. To achieve these goals, it is necessary to develop special educational programmes that include the study of languages, literature, history and culture of different countries.

One of the key strategies in developing linguocultural skills is intercultural learning, which helps students to immerse themselves in the cultures of other nations, understand their values and traditions, and compare them with their own. An important element of this process is the use of authentic materials in the original language, which facilitates a better understanding of the cultural context. For successful development of linguocultural skills it is necessary to take into account the individual characteristics of each student, his/her interests and preferences. It is important to create conditions for independent study of culture and language through reading fiction, watching films, visiting exhibitions and museums.

Thus, the development of linguocultural skills of an individual is a complex task that requires an integrated approach on the part of teachers and educational institutions. This process contributes not only to the improvement of language literacy and communicative skills, but also shapes a person's respect for different cultures and contributes to his or her cultural awareness.

Modern language learning is unthinkable without introducing students to the culture of the country whose language they are learning. The process of learning different languages not only provides information and develops skills, but can also have a direct impact on the formation of personality. When learning a foreign language, one is simultaneously immersed in a new national culture. Language learning should serve as an environment where cultural values are ingrained and the foundations of culture are transmitted. Increasing motivation to learn a foreign language, expanding the vocabulary with specialised terms in accordance with the needs and interests of students, in our opinion, will lead to a more conscious approach to language learning. Our practice of teaching a foreign language to linguistics students has shown that the lexical component really stimulates motivation at the initial and intermediate stages of learning. Knowledge of general and professional foreign language promotes the development of freedom and openness in communication, allows to act independently and realise communicative goals. Optimisation of professional training of linguistics students implies the establishment of conditions for their successful assimilation of a system of knowledge, skills and abilities in the field of linguistics, sociolinguistics, culture, strategy and discourse, which will allow them to interact effectively in various communicative situations, as well as to use the acquired knowledge in the field of pedagogy, psychology and methods of teaching a foreign language.

Linguocultural discipline considers multifaceted problems related to understanding the ethno-linguistic picture of the world, the image of the world, language consciousness, the peculiarities of the cultural and cognitive space of the language. So, *linguoculturology* is a scientific discipline, the subject of study of which is the representation in language of the facts of culture, a peculiar product of which is the so-called linguoculture [1]. This discipline studies the origin of a particular language and the cultural impact of language on the individual. In the dictionary of foreign words 'competence' (from Latin competence - capable) is understood as a range of issues in which a person has knowledge, experience. [2] In relation to foreign language teaching the concept of 'competence' in the dictionary of methodological terms is considered as a set of knowledge, skills, abilities formed in the process of teaching a discipline, as well as the ability to perform any activity and is characterised by a certain level of language proficiency [3]. The general concept of competence is interpreted as a characteristic given to a person as a result of evaluation of efficiency and effectiveness of his actions aimed at solving a certain range of significant tasks. [4] Thus, the concepts of 'competence' and 'competence' are not identical. A. I. Surygin distinguishes these concepts in relation to the training of foreign language specialists. Competence is the content of education, which forms the competence of the student in any activity, and competence, in turn, represents education, i.e. the result of learning [5]. In view of the importance of various forms of communication for the existence and development of human civilisation, it is reasonable to separate this part of cultural competence into a separate aspect, for the designation of which L.A. Gorodetskaya proposed the term linguocultural competence. V.A. Maslova in her manual on linguocultural science notes that it is necessary to solve specific problems concerning this science, namely 'whether in reality there is cultural-linguistic competence of a native speaker, on the basis of which cultural meanings are embodied in texts and recognised by native speakers. As a working definition of cultural-linguistic competence we accept the following: it is the natural possession by a linguistic person of the processes of speech production and speech perception and, what is especially important, the possession of cultural attitudes' [6].

As can be seen from the above examples, researchers look at the problem of the relationship between language and culture from different perspectives, with one goal - to improve and enhance the understanding, experience, outcome that will affect the overall culture of the nation. Life increasingly dictates the conditions under which an important part of our life becomes not the accumulation of knowledge, but the development of certain skills, competences, which will help to orientate in a huge flow and find the right solutions, to react adequately to various life situations, to contact with other people. Therefore, it is necessary to prepare a person to master such skills that will allow him to socialise and adapt to any realities of our time.

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