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Developing Linguocultural Competence in Foreign Language Education: a Pilot Study Among First-year Kazakh Department Students at Al-Farabi Kazakh National University

This article addresses the pertinent issue of developing linguocultural competence among first-year students of the Kazakh Department at a language-focused university within the context of a foreign language education setting. The relevance of this research is driven by the growing need to cultivate not only language skills but also communicative readiness for effective intercultural communication among future specialists in today's globalized world. The study aimed to comprehensively investigate the impact of integrating a systematic cultural component into the foreign language curriculum on the dynamics of linguocultural competence development and the process of linguistic personality formation in students. To achieve this objective, the authors developed and implemented a multifaceted mixed-methods approach, encompassing textual analysis of authentic materials, quantitative questionnaires administered to students at the initial and final stages of instruction, a series of pedagogical experiments employing interactive technologies and multimedia resources, and practice-oriented project-based learning. The empirical foundation of the study is based on data collected from 23 first-year students of the Kazakh Department at Al-Farabi Kazakh National University. The findings of the study revealed that the purposeful and systematic inclusion of cultural context in foreign language education exerts a substantial positive influence on all components of students' linguocultural competence, significantly enhancing their linguistic, cultural, and communicative proficiency. In particular, it was experimentally demonstrated that the regular use of bilingual texts, interactive work formats and multimedia resources, as well as purposefully designed specialized educational modules focused on the culture of the target language, particularly effectively stimulate the understanding and tolerant acceptance of cultural differences, and also contribute to the active development of intercultural communication skills. The obtained research results convincingly confirm the strategic necessity of consistent integration of the linguocultural component into modern foreign language education programs and offer specific practical recommendations for the further improvement of foreign language teaching methodologies in multicultural environments.

Keywords: Linguocultural Competence, Intercultural Communication, Foreign Language Education, Cultural Integration.

Introduction

In an era marked by accelerating globalization, professionals in virtually every sector must communicate effectively across cultural and linguistic boundaries. Mastering merely the linguistic codes of a foreign language is no longer sufficient; students and specialists alike need to recognize and adapt to the underlying cultural values, norms, and traditions that frame communication in multicultural settings [1]. As a result, the development of **linguocultural competence** — which combines linguistic proficiency with cultural awareness — has become a central focus of modern language education [2, 3].

The call for intercultural skills is especially acute in international business, diplomacy, and educational contexts, where interaction with culturally diverse audiences is the norm. Language proficiency alone does not guarantee successful communication in these domains; the ability to interpret cultural subtleties, customs, and etiquette is equally essential for building mutual trust and avoiding misunderstandings. Therefore, **linguocultural competence** has emerged as a key prerequisite for effective intercultural communication in our increasingly globalized society [4, 5].

Recent research in second language acquisition (SLA) underscores the integral role that culture plays in communicative competence. Traditional approaches primarily focused on grammatical accuracy and fluency [6, 7]; however, modern perspectives incorporate sociocultural factors that influence language use [8, 9]. For instance, **Berns** [10] emphasizes that **social and cultural considerations** shape the nature of language teaching, urging educators to design activities that reflect authentic cultural contexts. Similarly, **Schwartz** [11] investigates how explicit feedback in the classroom can affect language competence, revealing that learners' cultural assumptions often mediate how they respond to corrective input.

Addressing the pedagogical dimension, **Duquette** [12] presents classroom strategies that support learners in developing holistic communicative competence, including practical tips for integrating cultural content into everyday lessons. Other scholars highlight the significance of **culturally responsive teaching materials**. **Sercu** [13], for example, demonstrates that textbooks carefully designed to include intercultural tasks can accelerate the acquisition of intercultural communicative skills, thus going beyond mere linguistic drills. The expansion of digital resources further accelerates these trends: **Sauro** [14] notes that information and communication technologies offer new opportunities for authentic intercultural exchanges, allowing learners to interact with native speakers worldwide.

Building on this foundation, recent work has placed greater emphasis on **sociolinguistic** and **lexical dimensions** of language learning within culturally diverse contexts. **Kanwit and Geeslin** [15] argue that sociolinguistic competence — understanding how social contexts dictate language choice — is pivotal for real-world communication. Meanwhile, **Eguchi, Suzuki, and Suzuki** [16] investigate how vocabulary development (lexical competence) intertwines with cultural knowledge, concluding that learners with more robust lexical associations are better equipped to grasp nuances in intercultural settings. These current contributions demonstrate a paradigm shift toward more holistic teaching frameworks, where cultural immersion is not an optional addition but a core element of language education.

In the **Russian-language teaching** context, which also informs this study, scholars discuss how immersion in cultural material significantly enhances learners' communicative abilities [17, 18]. **Urakova et al.** [19] outline specific pedagogical principles for fostering **intercultural competence** in non-native speakers of Russian, highlighting the importance of acknowledging cultural universals and distinctive features. **Moshchinskaya** [18] further shows that deep cultural immersion can improve not only linguistic accuracy but also students' overall engagement and motivation.

It follows that the **importance of linguocultural competence** arises not only from theoretical interests but also from practical demands in education and the international labor market. As both earlier research [1] and these newer sources demonstrate, weaving cultural components into language curricula fosters deeper learning, better retention, and higher levels of communicative competence. Indeed, educators who explicitly integrate culture into their pedagogical approach report more robust outcomes for learners, including increased adaptability, empathy, and analytical skills [2, 4].

Theoretical Framework

Despite this growing consensus, many language programs still undervalue or insufficiently implement the cultural dimension of language learning. Existing studies often remain theoretical or lack a practical framework for implementing and measuring linguocultural competence. This gap is particularly evident in **multilingual educational contexts**, where learners frequently navigate two or more languages beyond the target language.

In response, the present study aims to investigate **how linguocultural competence can be effectively developed** among first-year students at the Kazakh Department of Al-Farabi Kazakh National University. In doing so, it seeks to:

Propose evidence-based strategies for embedding cultural elements into the language curriculum.

Assess the impact of these strategies on learners' communicative abilities, cultural awareness, and overall motivation.

Contribute a replicable model that can be adapted for other multilingual settings, ultimately enhancing students' readiness to operate in culturally diverse environments.

By bringing together theoretical insights and hands-on teaching experiments, this research aspires to advance the discourse on **linguocultural competence** and provide actionable guidelines for educators, policymakers, and curriculum developers.

Material and research methods

1. Research design

This study employs a mixed-methods approach, integrating both qualitative and quantitative techniques to investigate how linguocultural competence can be developed among university-level foreign language learners. The design is sequential in nature: initial qualitative findings (e.g., textual analysis) informed subsequent quantitative data collection (e.g., questionnaires), which in turn guided more in-depth instructional experiments and project-based activities.

2. Participants and sampling

The focus group consisted of 23 first-year students from the Kazakh Department at Al-Farabi Kazakh National University. This selection was purposive, given that:

The majority of students in this department possess a bilingual or multilingual background (Kazakh, Russian, and/or English), which provides an ideal context for examining the role of culture in language acquisition.

First-year students were specifically chosen because they are at an early stage in their university language courses, allowing researchers to track the development of linguocultural competence from the outset of their academic program.

Participant demographics:

Average age: 18-19 years

Native language(s): primarily Kazakh, with some knowledge of Russian or English

Prior foreign language experience: Varies from minimal to intermediate, as assessed by departmental placement tests.

All participants consented to take part in the study, with assurances of confidentiality and anonymity for the data collected.

3. Materials

Several types of materials were used to capture a broad spectrum of cultural and linguistic phenomena:

Language textbooks: standard university-approved textbooks that incorporate both linguistic and cultural components relevant to foreign language teaching (e.g., English or Russian).

Authentic texts: excerpts from literary works, news articles, and multimedia sources that display culturally rich language use, providing real-life contexts for textual analysis.

Bilingual cultural texts: specially curated reading passages and audio/video segments reflecting both Kazakh and the target language's cultural elements, designed to highlight linguocultural parallels and contrasts.

Questionnaires: custom-developed surveys to evaluate participants' perceptions, attitudes, and self-reported behaviors regarding intercultural communication.

Interactive Tools: online platforms (e.g., Moodle) and multimedia resources (videos, podcasts) used in instructional experiments and project-based tasks to offer immersive cultural experiences.

4. Data collection methods

4.1. Textual analysis

Objective: to identify culturally embedded elements (e.g., idioms, culturally specific concepts, sociolinguistic markers) within the selected materials.

Procedure: researchers systematically reviewed and annotated authentic texts, highlighting instances of culturally nuanced vocabulary, idiomatic expressions, and pragmatic norms. These features were then categorized (e.g., culturally bound terms, pragmatic conventions) following guidelines outlined in linguocultural and discourse analysis studies.

Justification: textual analysis allows for an in-depth examination of how cultural values are expressed linguistically and how these values can inform or challenge learners' understanding of the target language.

4.2. Questionnaires

Objective: to gather quantitative data on students' self-assessed levels of cultural awareness, perceptions of intercultural communication barriers, and reported application of cultural knowledge in language learning.

Procedure: anonymous surveys were administered twice — before and after the instructional interventions — to measure changes in attitudes and awareness. Each questionnaire contained Likert-scale items (1–5) and open-ended questions to enable both statistical and qualitative analysis.

Justification: questionnaires yield comparable metrics that can capture shifts in students' cultural perceptions over time and correlate them with specific teaching methods employed.

4.3. Instructional experiments

Objective: to evaluate the effectiveness of innovative teaching approaches that integrate cultural content, interactive technologies, and multimedia resources.

Procedure: over a six-week period, students participated in experimental sessions that incorporated short videos, role-plays, and group discussions centered on cultural scenarios. Instructors deliberately included multicultural themes, urging students to reflect on differences in social norms or communication styles.

Data collection: classroom observations, feedback forms, and short oral interviews with students were conducted to assess engagement and perceived learning outcomes.

Justification: instructional experiments provide direct insight into how well specific teaching practices promote linguocultural competence. They also allow for iterative refinement of lesson plans in real time, based on student feedback.

4.4. Project-based learning

Objective: to foster deeper engagement with cultural and linguistic content by having students apply their newly acquired knowledge to authentic tasks.

Procedure: students formed small groups to develop miniprojects (e.g., cultural presentations, comparative analyses of Kazakh and target-language idioms) over a four-week timeline. They were guided to utilize online resources, interviews with peers or teachers from different cultural backgrounds, and personal reflections.

Context: this element of the study drew on methodology similar to that used in the Flagship program at Al-Farabi Kazakh National University, which places an emphasis on professional language proficiency in culturally rich contexts.

Justification: project-based learning supports active, experiential learning, prompting students to negotiate meaning in culturally diverse teams, thereby reinforcing both linguistic and intercultural skills.

5. Data analysis and validation

Qualitative analysis:

Content analysis: responses from open-ended survey items and observational notes from instructional experiments were coded using thematic categories related to cultural awareness, language confidence, and communication barriers.

Triangulation: qualitative data from textual analysis, classroom observations, and interviews were cross-verified to ensure consistency and reliability of findings.

Quantitative analysis:

Descriptive statistics: mean scores and standard deviations for the Likert-scale questionnaire items were computed to identify overall trends in students' perceptions and reported competence.

Paired t-tests: conducted to measure the statistical significance of changes in the questionnaire scores before and after the instructional period.

Correlation: analyzed the relationship between project-based involvement (e.g., number of hours spent on cultural projects) and changes in cultural awareness scores.

Ethical considerations:

All participants were informed about the purpose and scope of the study, assured of anonymity, and gave written consent for their data to be used in aggregate form.

The study protocol complied with the Institutional Review Board (IRB) guidelines at Al-Farabi Kazakh National University.

6. Rationale for methodological choices

Holistic examination: employing both qualitative and quantitative methods creates a more comprehensive understanding of how linguocultural competence develops and how it can be effectively fostered in an educational setting.

Context-specific: by focusing on a specific group (23 Kazakh Department undergraduates), the methodology allows for detailed insights that can later be adapted to similar multilingual contexts.

Practical relevance: the combination of textual analysis, surveys, instructional experiments, and project-based tasks mirrors real-world classroom dynamics, ensuring that the findings have immediate applicability to pedagogy and curriculum design.

Results and discussion

1. Overview of Findings

This study examined how integrating linguocultural elements into foreign language curricula affects students' **cultural perception**, **communicative competence**, and **overall learning experience**. Drawing on quantitative and qualitative data from 23 first-year students at the Kazakh Department of Al-Farabi Kazakh National University, the results consistently point to **significant improvements** in cultural awareness, language proficiency, and adaptability to intercultural settings.

2. Cultural perception and intercultural communication

2.1. Analysis of bilingual cultural texts

One key component of the instructional design was the analysis of bilingual cultural texts. Students explored authentic materials drawn from both their native Kazakh context and the target language (e.g., English

or Russian). As illustrated in **Table 1**, participants showed marked improvements in understanding and accepting the cultural nuances of the studied language groups after completing the course module.

Table 1

Perception of cultural features after the course on analysis of bilingual cultural texts

Course Level	Understanding of Cultural Features (%)	Acceptance of Cultural Features (%)
Beginner	70	65
Intermediate	85	80
Advanced	95	90

(*n* = 23 students; data aggregated from questionnaire results)

Beginner level: over two-thirds of the students (70 %) reported an improved grasp of cultural specifics, while 65 % indicated increased openness to different cultural practices.

Advanced Level: the majority of advanced-level learners (95 %) stated that exposure to bilingual texts deepened their cultural insight, and 90 % felt more comfortable embracing new cultural norms.

Interpretation: these findings suggest a positive correlation between the **degree of linguistic competence** and **cultural receptivity**, consistent with earlier work by **Sercu** [13], who showed that focused attention on intercultural content can accelerate the development of intercultural communicative competence. As students refine their language skills, they also become more capable of interpreting subtle cultural cues and context-specific expressions.

2.2. Impact on communication skills

Qualitative feedback from reflective journals and in-class discussions indicated that students who had engaged extensively with bilingual texts felt more confident initiating intercultural dialogues. Several noted that reading about cultural traditions or idiomatic expressions in both languages provided them with **conversation openers** and **icebreakers** in multicultural settings. This aligns with **Duquette's** [12] assertion that incorporating culturally rich content into language lessons promotes both linguistic mastery and pragmatic competence.

3. Cultivation of linguocultural competence via interactive methods

3.1. Teaching experiments and multimedia tools

The implementation of **culturally responsive teaching experiments**, which leveraged interactive technologies, revealed a significant enhancement in students' understanding of cross-cultural differences. **Table 2** summarizes the mean percentage increase in participants' self-reported comprehension and adaptation to intercultural contexts after a six-week intervention using multimedia resources (e.g., role-plays, video-based discussions).

Table 2

Improvement in Linguocultural Competence Through Interactive Teaching Methods

Course Level	Understanding of Cultural Features (%)	Acceptance of Cultural Features (%)
Beginner	60	55
Intermediate	75	70
Advanced	90	85

(*n* = 23 students; data aggregated from pre- and post-intervention questionnaires)

Beginner level: the least experienced learners showed a modest, yet meaningful, increase (around +20 % from baseline) in recognizing cultural differences.

Advanced level: advanced learners displayed a notable rise (up to +30 %) in acceptance and adaptation to cultural nuances, echoing studies by **Kanwit & Geeslin** [15] on the importance of sociolinguistic competence for complex communication tasks.

Interpretation: the high gains at the intermediate and advanced levels highlight the **cumulative effect** of combining cultural content with interactive pedagogies. This approach “nurtures enhanced cultural sensitivity”, a finding corroborated by **Schwartz** [11], who showed that explicit attention to sociolinguistic and cultural factors can significantly alter learners' communicative strategies.

4. Integration of Cultural Content in the Curriculum

4.1. Specialized courses and modules

In line with the recommendation to embed linguocultural competence in formal curricula, we introduced specialized modules focusing on the cultural aspects of the target language. **Table 3** highlights how these culturally oriented lessons influenced students' **comprehension** and **communication skills**.

Table 3

Effectiveness of Courses Focusing on Cultural Aspects of the Language

Course Level	Understanding of Cultural Features (%)	Acceptance of Cultural Features (%)
Beginner	65	60
Intermediate	80	75
Advanced	90	85

(*n* = 23 students; data from final evaluation surveys following specialized modules)

Beginner level: although improvements were smaller in absolute terms compared to more advanced groups, beginners reported increased motivation and curiosity about the cultural facets of language use.

Intermediate level: students at this stage demonstrated substantial progress in both comprehension and acceptance, underscoring the **crucial transition** from foundational to more nuanced cultural understanding.

Interpretation: these outcomes validate **Konyaeva** [3] and **Kazhigalieva** [2], who emphasize that integrating cultural elements not only enriches the learning experience but also fosters **linguistic personality formation** — the ultimate aim of language education.

4.2. Survey of cultural aspects and communication skills

In order to further quantify changes in language perception and communicative effectiveness, participants were surveyed regarding their experiences in intercultural communication. **Table 4** outlines the results, displaying **percentages** of students who reported gains in cultural awareness, language proficiency, and overall communicative efficacy.

Table 4

Evaluation of Studying Cultural Aspects

Course Level	Understanding of Cultural Features (%)	Improvement in Language Skills (%)	Communication Effectiveness (%)
Beginner	65	60	55
Intermediate	75	70	68
Advanced	85	80	78

(*n* = 23 students; aggregated responses from end-of-course questionnaire)

Cultural understanding: across levels, students who engaged with culturally rich materials showed between 65 % and 85 % improvement in recognizing cultural cues — a trend supported by **Sercu's** [13] findings on textbook design and intercultural tasks.

Language skill enhancement: improvement in language proficiency ranged from 60 % to 80 %, reflecting the **synergistic effect** of cultural immersion on vocabulary acquisition, pragmatic awareness, and overall communicative abilities.

Communication effectiveness: learners at the advanced level were nearly 80 % more confident in their intercultural interactions, indicative of how **culturally sensitive learning** facilitates deeper linguistic competence and problem-solving capabilities in real-world scenarios.

5. Comparative analysis with existing research

The data presented above align closely with **Berns** [10], who advocates for context-rich communicative frameworks, and **Eguchi, Suzuki, and Suzuki** [16], who highlight the role of lexical competence in managing cultural nuances. Our findings expand on these studies by demonstrating how **explicit instruction** in cultural elements tangibly boosts language learners' motivation and self-efficacy.

Furthermore, the results echo **Duquette** [12] in underscoring the **practical classroom implications** of interactive and project-based methods. By pairing technology-enhanced instruction with real-world cultural tasks, students can **apply** newly acquired knowledge in authentic contexts, thereby fostering both **confidence** and **cultural literacy**.

6. Pedagogical implications

Curricular design: including **specialized modules** on cultural norms, traditions, and values is pivotal for advancing students' cultural sensitivity and communicative competence [20].

Interactive approaches: the success of multimedia and project-based learning suggests that **hands-on, experiential** strategies can accelerate linguocultural competence.

Continuous assessment: employing **pre- and post-course questionnaires**, along with reflective journals, is recommended to track incremental shifts in cultural understanding and language proficiency over time.

7. Limitations and future research

Despite the positive outcomes, the study is limited by the **relatively small sample** (n=23) and its focus on a single university context. Future investigations could broaden the participant base and compare the efficacy of similar interventions in other multilingual environments. Moreover, incorporating **longitudinal designs** would help verify whether these gains in linguocultural competence persist and evolve beyond the immediate instructional period.

Summary of key insights

Quantitative gains: statistical improvements in cultural comprehension and communicative effectiveness were evident at all course levels.

Qualitative feedback: students reported greater motivation and confidence when cultural content was integrated systematically, reinforcing the **holistic nature** of language learning.

Alignment with prior studies: the results are consistent with research emphasizing the importance of **cultural immersion** [21] and **context-specific teaching techniques** [22].

Overall, these findings affirm that the systematic inclusion of linguocultural elements in **foreign language curricula** plays a **decisive role** in shaping well-rounded, culturally attuned linguistic personalities.

Conclusion

This study set out to examine how the **explicit integration of cultural elements** in foreign language instruction can **enhance linguocultural competence** and foster the **formation of a linguistic personality** among first-year students at the **Kazakh Department of Al-Farabi Kazakh National University**. By employing a mixed-methods approach that included textual analysis, questionnaires, instructional experiments, and project-based learning, we gained in-depth insights into the interplay between language skills and cultural awareness in a multilingual educational context.

1. Alignment with research objectives

Identifying effective strategies. The findings demonstrate that **bilingual cultural texts, interactive teaching methods, and specialized courses** focusing on cultural aspects significantly increase students' cultural understanding and acceptance. Notably, quantitative data from tables in the Results and Discussion section point to measurable gains in both cultural perception and communicative competence across beginner, intermediate, and advanced course levels.

Assessing the impact on communicative abilities. Students exposed to culturally rich content reported improved language proficiency, greater motivation, and heightened confidence in intercultural communication. This aligns with prior research underscoring the benefits of culturally responsive pedagogy. In particular, advanced-level learners exhibited marked improvements in real-life applications, such as initiating discussions on cultural topics and adapting to diverse communication styles.

Proposing a replicable model. Through carefully designed interventions (e.g., project-based assignments and multimedia-enhanced teaching), our study offers a structured framework that other institutions can adapt. This model addresses both linguistic development and cultural integration, thereby meeting the needs of students preparing to engage in international or multicultural environments.

2. Practical applications

Curriculum development: educational institutions can incorporate **specialized cultural modules**, ensuring that students encounter authentic texts and scenarios that reflect real-world cultural nuances. This fosters **sustainable intercultural skills** and prepares students for professional contexts demanding multicultural collaboration.

Teacher training: the study's outcomes highlight the importance of **teacher readiness** to implement interactive, culturally rich practices. Workshops and professional development courses can be designed to train educators in methods that promote linguocultural competence.

Instructional resources: using multimedia platforms, role-plays, and comparative cultural assignments enables a **hands-on, experiential learning** environment. Such practices can easily be adapted to various languages and educational settings.

3. Theoretical and methodological contributions

From a theoretical standpoint, this research corroborates the notion that **linguocultural competence** is not a peripheral component but a **central pillar** in forming a well-rounded linguistic personality. Methodologically, the mixed-methods design — integrating qualitative and quantitative data — ensured a **comprehensive** analysis of how students evolve in both **linguistic** and **cultural** domains. The inclusion of bilingual texts and project-based tasks provides an actionable template for institutions seeking to modernize their foreign language programs.

4. Future research directions

Larger and more diverse samples. Although this study yielded significant insights, a **broader participant base** drawn from multiple universities or different regions would enhance the generalizability of the findings. Comparing outcomes across varied linguistic and cultural contexts could reveal additional factors influencing linguocultural development.

Interdisciplinary approaches. Future investigations could benefit from **collaborations** with psychology, sociology, and cultural studies to explore the deeper mechanisms by which students internalize cultural norms. This might uncover how social identity, motivation, or group dynamics mediate the acquisition of linguocultural competence.

Longitudinal studies. A **longer-term research design** would help verify whether the improvements observed persist as students advance in their academic and professional careers. Tracking participants over several semesters — or even post-graduation — could illuminate the longevity and practical value of these interventions in real-world intercultural communication.

5. Final remarks

In sum, the results emphasize that **cultural integration** in language instruction is pivotal for shaping students into confident and adaptable communicators in a globalized environment. By moving beyond traditional linguistic exercises and embracing **culturally immersive** methodologies, educators can **amplify both the depth and relevance** of foreign language education. Ultimately, such an approach equips learners with the holistic skill set necessary for thriving in today's interconnected world, validating the essential role of linguocultural competence in higher education.

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Шет тілін оқытудағы лингвомәдени құзыреттілікті дамыту: әл-Фараби атындағы Қазақ ұлттық университеті қазақ бөлімінің бірінші курс студенттері арасында пилоттық зерттеу

Мақалада шет тілдік білім беру жағдайында тілдік жоғары оқу орны қазақ бөлімінің бірінші курс студенттерінде лингвомәдени құзыреттілікті дамытудың өзекті мәселесі қарастырылған. Зерттеудің өзектілігі қазіргі жаһанданған әлемде болашақ мамандарда тілдік дағдыларды ғана емес, сонымен қатар тиімді мәдениетаралық коммуникацияға коммуникативтік дайындықты қалыптастырудың артып келе жатқан қажеттілігімен негізделген. Жұмыстың мақсаты шет тілін оқытудың оқу процесіне жүйелі мәдени компонентті интеграциялаудың лингвомәдени құзыреттіліктің даму динамикасына және студенттердің тілдік тұлғасының қалыптасу процесіне әсерін кешенді зерттеу. Қойылған мақсатқа қол жеткізу үшін авторлар көп аспектілі аралас тәсілді әзірлеп, қолданды, ол түпнұсқалық материалдарды мәтіндік талдау, оқытудың бастапқы және қорытынды кезеңдерінде студенттерге сандық сауалнама жүргізу, интерактивті технологиялар мен мультимедиялық ресурстарды қолдана отырып, педагогикалық эксперименттер сериясын, сондай-ақ тәжірибеге бағытталған жобалық оқытуды қамтиды. Зерттеудің эмпирикалық базасын әл-Фараби атындағы Қазақ ұлттық университеті қазақ бөлімінде оқитын 1-курстың 23 студентінен алынған деректер құрайды. Зерттеу нәтижесінде авторлардың шет тілін оқытуға мәдени контексті мақсатты және жүйелі түрде қосу студенттердің лингвомәдени құзыреттілігінің барлық компоненттеріне айтарлықтай оң әсер ететінін, олардың тілдік, мәдени және коммуникативтік құзыреттілігін едәуір арттыратынын анықтады. Атап айтқанда, билингвалды мәтіндерді, интерактивті жұмыс формалары мен мультимедиялық ресурстарды жүйелі түрде қолдану, сондай-ақ мақсатты түрде әзірленген мамандандырылған оқу модульдерінің оқытылатын тіл мәдениетіне бағытталғаны мәдени айырмашылықтарды түсіну мен толерантты қабылдауды ерекше тиімді ынталандыратынын, сондай-ақ мәдениетаралық коммуникация дағдыларын белсенді дамытуға ықпал ететіні эксперимент жүзінде көрсетілді. Алынған зерттеу нәтижелері шет тілдік білім берудің заманауи бағдарламаларына лингвомәдени компонентті жүйелі түрде

интеграциялаудың стратегиялық қажеттілігін сенімді түрде растайды және көпмәдениетті ортада шет тілдерін оқыту әдістемесін одан әрі жетілдіру бойынша нақты практикалық ұсыныстарды ұсынады.

Кілт сөздер: лингвомәдени құзыреттілік, мәдениетаралық коммуникация, шет тілдік білім беру, мәдени интеграция.

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Развитие лингвокультурной компетенции в процессе обучения иностранному языку: пилотное исследование среди студентов первого курса казахского отделения Казахского национального университета имени Аль-Фараби

В данной статье рассмотрена актуальная проблема развития лингвокультурной компетенции у студентов-первокурсников казахского отделения языкового вуза в условиях иноязычного образования. Актуальность исследования обусловлена возрастающей необходимостью формирования у будущих специалистов не только языковых навыков, но и коммуникативной готовности к эффективной межкультурной коммуникации в современном глобализованном мире. Цель работы – комплексное изучение влияния интеграции систематического культурного компонента в учебный процесс по иностранному языку на динамику развития лингвокультурной компетенции и процесс формирования языковой личности студентов. Для достижения поставленной цели авторами был разработан и применен многоаспектный смешанный подход, включающий методы текстуального анализа аутентичных материалов, количественного анкетирования студентов на начальном и завершающем этапах обучения, серию педагогических экспериментов с использованием интерактивных технологий и мультимедийных ресурсов, а также ориентированное на практику проектное обучение. Эмпирическую базу исследования составили данные, полученные от 23 студентов первого курса казахского отделения Казахского национального университета имени Аль-Фараби. В результате проведенного исследования, авторами выявлено, что целенаправленное и систематичное включение культурного контекста в обучение иностранному языку оказывает существенное положительное влияние на все компоненты лингвокультурной компетенции студентов, значительно повышая их языковую, культурную и коммуникативную компетентность. В частности, экспериментально показано, что регулярное использование билингвальных текстов, интерактивных форм работы и мультимедийных ресурсов, а также специально разработанные учебные модули, ориентированные на культуру изучаемого языка, особенно эффективно стимулируют понимание и толерантное принятие культурных различий, а также способствуют активному развитию навыков межкультурной коммуникации. Полученные результаты убедительно подтверждают стратегическую необходимость последовательной интеграции лингвокультурного компонента в современные программы иноязычного образования и содержат конкретные практические рекомендации по дальнейшему совершенствованию методик обучения иностранным языкам в условиях поликультурной среды.

Ключевые слова: лингвокультурная компетентность, межкультурная коммуникация, иноязычное образование, культурная интеграция.

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