



Approaches to Developing Foreign Students' English Language and Cultural Competence

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Abstract

This article discusses the need for effective methods to develop the linguo-culturological competence of international students studying the English language. Literature offers an excellent resource for methodologists and teachers to observe the unique linguistic features and cultural aspects of the writer's world. It also provides a glimpse into the language of the writer as a native speaker, expressed in its highest form. Additionally, it sheds light on the linguistic norms and traditions of the era in which it was written. The article discusses a scheme model and its application in developing linguistic and cultural competence while writing students' research qualification work. The effectiveness of the model was demonstrated through the stages of working on a literary text during scientific guidance, which was evident in numerous student scientific studies. By following the proposed model, the supervisor can guide the student toward achieving a complete and adequate understanding of the literary work systematically.

Keywords: Linguo-Culturological; Foreign Students; English Language.

1. Introduction

Teachers are increasingly using literary works as a tool for teaching English to international students and when writing research papers. This is due to the fact that the text of a work of art is not only the highest manifestation of all the properties and features of the national language and the result of the creativity of a talented writer but also a storehouse of national culture, a "kaleidoscope" of a certain historical stage in the development of society and the person himself. At one time, Vinogradov (1959) very shrewdly predicted that the study of a literary text would become the basis for understanding the history and culture of societies through language: "Understanding and interpreting a literary text is the basis of philology and at the same time the basis for studying spiritual, and partly material culture. The path to achieving a complete and adequate understanding of a literary work is indicated and determined by three related disciplines: history, linguistics and literary studies, and their harmonious interaction". Notably, when teaching foreign languages, effective teaching of English as a foreign language follows two principles: "from the facts of language to the facts of culture" and "from the facts of culture to the facts of language."

The significance of methodologists and practicing educators having a clear understanding of how the process of developing the linguistic and cultural competence of international students studying English using a competence-based approach determines the relevance of the stated topic. Educators who engage with pupils recognize that fostering linguo-cultural competence is an excellent long-term strategy. Just as they prepare international students today, they will be able to (figuratively speaking) acquaint their pupils with the historical and cultural intricacies of the English linguistic culture as representatives of the future, with shining examples of English art of literature.

2. Literature Review

Modern methodological principles of teaching English as a foreign language (hereinafter referred to as the EFL) aim to create a harmonious polylingual personality (Palekha & Egorov, 2015). We read about this in the works of outstanding linguists of the early and mid-twentieth century: Vinogradov (1959), Vinokur (1959), and Likhachev (1979). Amid the influence of anthropocentric linguistics, there has been a surge in interest in studying the language of literature

as a means of developing linguistic and cultural competence, particularly in recent decades: Gumbold established the anthropocentric view of the world in the eighteenth century and major contemporary works from this perspective are, of course, the works of (Vereshchagin & Kostomarov, 1995).

"The ability to isolate the most important, conceptually significant semantic blocks in the studied texts" is one of the difficulties in teaching EFL, which is an important stage in the formation of linguistic and cultural competence. Numerous English and international scholarly works discuss the intricacies surrounding the development of linguo-cultural competence. In their work, Shkurat (2020) is unequivocal regarding the necessity of developing linguo-cultural competence when instructing foreigners in all types of speech activities and provides illustrative instances of engaging in phonetic tasks that possess significant linguo-cultural potential. Furthermore, it is worth highlighting the application of genuine video fragments, art excerpts, and folklore samples as "effective methods of shaping the culture, mentality, and knowledge values of native speakers in a foreign language" (Palekha et al., 2015).

The scientific literature presents a wide variety of approaches to the allocation of competencies and, accordingly, the competence paradigm. The difficulty lies in the ambiguity of understanding the structural essence of the term "core competencies" itself: such competencies are often called key, universal, basic, systematic, and trans-subject competencies, among others. Consider two distinct classifications as an illustration. Zimnaya (2003) presented the classification of competencies "based on the category of activity: competencies that relate directly to the individual as a person, subject of communication and activity; competencies that relate to what happens between the individual and the social environment (social interaction); competencies that relate to the activity carried out by the individual."

Personal self-improvement competencies, information competencies, educational and cognitive competencies, social and labor competencies, communication skills, and value-semantic competencies are the categories into which Khutorskoy (2003) classifies core competencies.

Next, we come to understand the concept of linguo-culturological competence. Even more diverse viewpoints exist in the scientific literature concerning this term, indicating its increased significance and interest. "Linguo-culturological competence is the capacity to perceive the cultural and national characteristics of native speakers," according to Telia (1993). Shkatova (2009) defines linguo-culturological competence as "a system of basic knowledge that is represented in stable phrases, phraseological and precedent units that cover all spheres of human activity and reflect the modern picture of the human world."

Kiseleva (2004) defines the term as "a set of knowledge, skills and personal qualities that are acquired in the process of immersion in the cultural knowledge of other people." Gorodetskaya (2007) speaks of a part of the cultural competence of the person that "manifests in communication and represents a set of interrelated representations about common norms, rules and traditions of verbal and non-verbal communication within the framework of a given linguistic culture" (Varlamova, & Miftakhova, 2016). We consider Makarova's (2009) term to be the most comprehensive and inclusive, as it incorporates subject and social experience, linguistic and cultural knowledge, abilities and skills, the capacity to execute professional activities, theoretical and applied readiness, and methods of operation, in addition to personal qualities and a system of cultural knowledge.

3. Methodology

The fundamental method for the study of the stated topic is a comprehensive analysis of the basic concepts of "linguoculturology" and "linguo-culturological competence" and the synthesis of the analyzed phenomena into a single methodological model based on the competence approach. Linguo-cultural competence can be formed or significantly improved not only through the educational process of learning a foreign language but also through the process of writing a research paper. This approach includes not only the student's theoretical and practical knowledge, skills, and abilities but also his research potential. This, in turn, allows for generalizations and synchronic-diachronic understanding of the English language's development, as well as the country's cultural and historical situation.

4. Results

The developed model has been repeatedly and successfully tested by Chinese students studying at Kazan (Volga Region) Federal University's Department of English as a Foreign Language in writing and defending final qualification papers and master's theses. Several examples of such works (the materials are posted in the Electronic Library System

[ELS] include *Sun Idan's* "Linguo-culturological originality of the concept of Patience in English and Chinese," *Guan Qingling's* "Linguo-culturological features of translation of political discourse texts in official business documents of the Chinese language," *Yue Dewei's* "Journalistic discourse of Solzhenitsyn: linguo-culturological aspect," *Khafizova's* "Author's song: semantic and linguo-culturological aspects," *Joy Qin's* "Linguistic methods of modeling the world picture (based on the texts of Abgaryan: linguo-culturological aspect) (Abgaryan, 2014), *Diaoo Shengwei's* "Linguistic and cultural distinctiveness of the concept Soulfulness in the English language," *Gao Hongfang's* "Linguistic and cultural features of the image of the children's world in the works of the XX-XXI century," and *Yang Jie* "Linguo-culturological portrait of a character in a work of Art by a Candidate of the XIX–XX centuries." Students are offered the following model for analyzing a literary text.

- Study of theoretical material: Understanding of the term linguoculturology and linguoculturema; Understanding of the term world picture, language picture of the world; Understanding of the term author's idiosyncrasy.
- Language features of a work of art: functional and grammatical aspects; lexical and semantic aspects; genre and stylistic aspects; linguistic and contextual factors.
- The author's linguistic worldview and idiosyncrasy.

Consider each of these points separately. The analysis of theoretical material makes it possible to use the knowledge accumulated in the scientific literature more confidently and professionally, from understanding the essence of the object of research to reaching the vision of how it was reflected in the writer's artistic words. A detailed examination of the linguistic features of the text through almost all language levels helps the student to see the cause-and-effect of cultural and linguistic processes and connections. Language and speech units, or linguoculturema, are introduced at this point. They can also be called "non-equivalent vocabulary, background vocabulary, quotations, winged expressions, nationally fixed symbols, linguistic and cultural concepts."

Linguo-cultural concepts are categories that enable the identification of national characteristics. Stepanov (1997) defines the concept as "exists in the human consciousness, not in the form of clear concepts, but as a set of representations, knowledge, associations, and experiences." All of the concepts studied should provide international speakers with a comprehensive understanding of English culture, mentality, and national character traits. Linguoculturology's objects have recently expanded to include the complete set of speech actions, events, and situations in which a culturally significant set of language tools is manifested, thereby maximally expanding the linguo-culturological discourse.

5. Discussion

Linguoculturema, according to Vorobyov, is a combination of the form of a language sign, its content, and the cultural meaning associated with that sign. Linguoculturema is classified into several types based on the method of linguistic expression. It can be represented by a single word (round dance, porridge, among others), a phrase (English man character; English stove, bathhouse, hut, and others), a paragraph (description of the battle of Austerlitz in Tolstoy's novel), several paragraphs, or even the entire text (the prose poem "The English Language" by Turgenev). Linguoculturema, unlike the word and its lexical-semantic variant, "includes segments not only of language (linguistic meaning) but also of culture (extra-linguistic cultural meaning)." We should consider the problem of establishing the corpus, composition, and fundamental (basic) national and cultural concepts as one of the most important problems of linguoculturology. Here are some examples of linguistic cultures and their decoding/interpretation from international students' research papers at Kazan Federal University:

"*We really wanted to know what he used to cut the stove because this is very useful information for inquisitive and always ready for the feat of Soviet children!*" Soviet children are a very broad linguoculturema, as it not only characterizes the chronological period of our heroes' lives but also allows us to predict the characteristics of their upbringing and education in the Soviet space of life in advance. "When Manka was in the first grade, she somehow jumped home intrigued and dumbfounded from the threshold of the grandmother with the question: "Ba, a who does Dad work: a collective farmer or a worker?". "- And why does he declare collective farmers and workers first of all? - we asked mom,". This context broadens the reader's understanding of our little heroines' political maturity. Collective farmer-worker - all of these are Soviet realities, and encountering them in the text expands the reader's chronotopic perception of what is going on. There is a reference to Russia's historical past.

We discovered linguoculturological facts in all three works of the Manyuna trilogy: proverbs, linguoculturema, precedent text, toponyms, and cultural facts." They all contribute to the formation of a linguistic picture of the adult world. Consider each of the linguo-culturological components that we discovered in turn. There are examples of proverbs and sayings used in the novels:

"– As many as you need," - Dad said."

" My mother's admonitions to leave this matter for tomorrow were answered with the traditional: A woman's hair is long; her tongue is longer. "

"- Give me! She took for memory! For long memory, yeah. You are bitter woe; you are a miracle in feathers!". All of these sayings allow us to convey the speaker's emotional uplift while also raising (updating) the linguistic and cultural context.

Because the story in these novels takes place in the Soviet era, examples of linguoculturema were found when reconstructing the worldview of an adult in the trilogy. Through the transcoding of data by linguoculturema, readers immediately understand that the events described took place in Soviet times, for example: "There is so little of this monstrous Soviet lie," he shouted into the phone."

Thus, the English proverbs, quick-talking, and winged expressions that the student seeks in the artistic text provide the EFL teacher with an excellent opportunity to significantly broaden the international students' views of English traditions and customs, the cultural and historical process of the country, the creation of their linguistic competence, which facilitates students' entry into a new linguistic and cultural environment and enables them to participate fully in intercultural communication.

6. Conclusion

The complex work on forming students' ideas about the linguoculturological aspect of a literary text and linguoculturological competence, as well as the synthesis of the analyzed phenomena into a coherent, unified methodological model based on the competence approach, allows students to be effectively introduced to the English language and cultural environment. The approaches proposed in the article allow international students' research work to be organized most effectively and with predictable results at each stage.

The authors draw the following conclusion as the main result of the study: the development of linguoculturological competence of international students at pedagogical universities should be carried out not only on the basis of a competence-based approach but also with maximum immersion in English linguistic culture, which will be facilitated by the authors' examples of writing research papers for international students of language specialties.

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Author Contributions

The authors contributed equally to the article's creation.

Conflict of Interest

The authors have no conflicts of interest to declare.

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