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The Formation of Language Culture in Universities During the Process of Learning English Language

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Abstract

Contemporary changes in numerous areas of society create new demands for the education of experts qualified to foster cultural growth on a personal level. Therefore, the role of the university is to develop students who are not only capable of improving their social skills and meeting the demands of the modern world, but also of adjusting to the ever-changing circumstances of an international setting. In order to realize the possibility of preserving the identity of each national culture in the context of cultural diversity, an analysis of this issue within the framework of the current practice of teaching English language at a university revealed the need to create conditions for the formation of a culture in the educational environment of a university during the process of teaching English language in the context of its socio-cultural factors. In these circumstances, the goal of the educational system ought to be to develop a person with a strong interethnic communication culture and, as a culture, to foster positive interactions with members of other cultures. Regarding this, the article highlights the following important details: the social setting in which English is taught; taking into consideration cultural nuances when teaching English; the student as a cultural entity within the context of studying English; the significance of students' individual attitudes toward the language they are studying; validation of the circumstances that lead to the development of a culture in the university's learning environment when teaching English. Throughout the investigation, the outcomes of the conducted experiments demonstrated how critical it is to consider social and cultural factors when teaching English and elevating university students' language proficiency.

Keywords: English Language; Language Culture; Learning English.

1. Introduction

It is a prerequisite for teaching English in a social context that sociolinguistic and ethnographic components of language learning are present. These elements include exposing students to a system of social ties, a new social experience through the use of the English language, and the assimilation of specific norms and values that enable them to act and adapt in a multicultural setting. The very substance of the English language learning process is growing in the social context, which facilitates the realization of its developing potential.

Simultaneously, the social context suggests that the most crucial foundation for an individual's success in a multicultural world is the development of their sociocultural competence. The idea is that when students have sociocultural competence, they can structure their appropriate behavior in a given situation and social context when interacting with people from different cultures. This gives them the chance to accomplish the intended outcomes in the communication process. When a young person is proficient in both speech and non-speech actions, they can harmonize relations in intercultural communication and engage in productive interactions at the intercultural level.

And for this reason, the following factors need to be considered by the instructor when creating a culture in the university classroom: cultivate a tolerant attitude toward participants in communication of other cultures in order to adapt to the phenomena of English culture. To form students' knowledge about the value system of the culture of the language being studied. To impart knowledge about the principles of interaction of cultural norms in the communication of representatives of different cultures. Research analysis and university practice revealed that the following circumstances can lead to the successful development of a student's culture during the English language teaching process: The

sociocultural dimension of English language instruction is presented; Within the context of learning English, the potential for shaping a student's culture is disclosed; A comprehensive linguistic setting is offered to foster students' development of intercultural competency; It is possible for students to have a personal attitude toward the language they are studying; In the process of teaching English language at the university, conditions have been established and put into place for the development of a culture; A strong desire among students to become fluent in English is developed through cross-cultural communication.

2. Literature Review

Drawing from the issue of establishing a cultural topic within a university setting while teaching English, we consulted the writings of writers like Floriasti (2012) and Khusainova & Valeev (2018). The issues raised by Lantolf et al. (2015) regarding the social context of English language instruction were significant to us. Throughout the investigation, the works of Byram & Veronica (1991) and Buttjes & Byram (1991) pertaining to the issue of the cultural component of teaching English were examined. We looked to the research of Abrosimova & Kondrateva (2018) as part of the pedagogical level of work on the conditions for the formation of a culture within the framework of teaching English language. We also utilised data regarding different aspects of students' attitudes towards learning the English language from studies conducted by Cordova & Lepper (1996), Dev (1997), and Kim et al. (2013). Covington (1998), Kondrateva, et al. (2018) offered theoretical guidelines on how student subjectivity develops in a university setting. The psychological aspects of learning English, as examined by scientists Csapo & Nikolov (2002) and Dornyei (2005), are of interest. The authors Brosh (1996), Kondrateva & Valeev (2015) conducted theoretical investigations on the growth of students' professional competencies in teaching English language. The writings of Hamers & Blanc (1995) lay the theoretical groundwork for student autonomy in the study of the English language. The challenges of encouraging students to learn the English language are multifaceted, and Cheng & Dornyei's (2007) works show this (2007).

3. Methodology

This study's objectives included the following tasks: 1) To make the social context of English language instruction visible; 2) To pinpoint the cultural components of English language instruction; 3) To take into account the student's culture within the context of studying English; 4) To assess how important it is for students to have a personal attitude toward the language they are studying; 5) To outline the requirements for the establishment of a culture in the university's educational setting when teaching English. Theoretical methods (understanding the topic and key aspects of the study; modeling the educational process; theoretical generalization of the work carried out, considering specific provisions); empirical methods (questioning students; conducting a pedagogical experiment; providing a comparative analysis of the experiment's results); and mathematical methods (registration and statistical processing of the obtained results) were employed during the study of the stated problem.

The research was conducted at Kazan (Volga region) Federal University's Institute of International Relations and Institute of Psychology and Education. The research was carried out as a component of the "English Language" specialization course curriculum. There were two phases to the study's execution: First, as part of the English language study, students were shaped as cultural subjects, and their attitudes toward the language were noted. This was done in September 2021. The current state of this issue in higher education was examined, empirical data was gathered, students' attitudes toward the social context of the language they were studying was examined, etc. In the second stage (May 2022), a guide was put into place to investigate the effects of the English language on how students develop as subjects of culture. An experimental check was made to see how well the conditions that support this process were being implemented, as well as the opportunities for students to develop intercultural competence by taking into account its linguistic, speech, sociocultural, discursive, and compensatory components. The study's results were then systematized.

4. Results

The highly active role of the student in all of his manifestations must be considered in order to create a culture within the university's educational setting. In light of this, we provide the following requirements for the process' efficacy when creating a culture within the context of teaching English:

To foster a creative, intellectual dialogue between the instructor and students in the English language classroom with the goal of incorporating the students' sociocultural, academic, and research endeavors; to increase the university's

educational resources in order to establish a linguistic environment that supports students' right to cultural self-determination; to pique students' curiosity about the pursuit of originality in the language culture they are studying; To plan classroom discussions that boost motivation for English language speech activities; To consider the interests of the student when planning his English language communication; to establish the framework for students' independent work, which calls for the modeling of increasingly difficult linguistic and cultural tasks; to elicit an emotional response in the students that is centered on their fulfillment of success; to foster students' intellectual independence so they can take the initiative to plan their own English language learning activities.

This study demonstrated that the only way to assess the effectiveness of the conditions' implementation is through the use of diagnostic techniques, which involve questioning and testing students. Simultaneously, the experiment's diagnostic phase concentrated on identifying students' intercultural competency. In this context, we assumed that a graduate of a university should possess the following kinds of competences in addition to being able to comprehend the social and cultural content of communication: language competence, speech competence, socio-cultural competence, discourse competence, competence general special jurisdiction with compensation. This was the most important thing to do during the experiment. Upon comparing the outcomes of the experimental and control groups, it was evident that the former's students exhibited a significantly higher level of intercultural competence formation dynamics than the latter. This demonstrates how well the sociocultural component of English language instruction is included. Simultaneously, the experimental group's students exhibit a higher level of linguistic, sociocultural, and discursive competencies. They are also able to comprehend real English texts and modify their speech patterns to fit different communication contexts.

However, there are generally positive dynamics at play as students from both groups raise their level of intercultural competence. First and foremost, the linguistic and discursive competencies of the students in the experimental and control groups showed the greatest differences. Simultaneously, the students in the control group demonstrated a lack of proficiency in substituting written speech with oral speech, which ultimately led to their indecisiveness in planning communication in the English language. The experimental group's students demonstrated a strong ability to formulate coherent English language statements, which encouraged them to advance their intercultural competency. In this sense, the experimental group's students were more driven to learn the language as a means of acquiring personal property when they were studying English. As a result, the experimental group's students prioritized becoming authentically themselves as a culture, while the control group's students prioritized their command of the English language.

5. Discussion

Therefore, the social order for an individual with a high level of linguistic culture determines the relevance of the problem under consideration today. This calls for the improvement of the system for training language specialists, considering their formation as cultural subjects within the context of learning English. This necessitates the development of contemporary pedagogical tools targeted at enhancing the formation of students' attitudes toward the language they are studying, demonstrating the significance of deliberately integrating social context and cultural elements into English language instruction. Here, considering the student's culture within the context of English language education, it is necessary to establish the conditions for the student to realize his own potential; to boost his drive to acquire the language; to activate his English language competence as a synthesis of his communicative, linguistic, and cultural personality traits; and to develop a personal attitude toward the language being studied.

This specifically relates to the autonomous work that students do when they are learning how to organize their English language speech using the language material on their own. To boost students' verbal and mental activity as well as their social activity, it is crucial to incorporate a sociocultural and communicative orientation in English language instruction. To accomplish this, the teacher must continually inspire students to become fluent in the language and demonstrate persistence in overcoming obstacles posed by the unique features of the English language. This will result in the student displaying a personal attitude toward enhancing their learning environment and achieving success in their English language studies. Therefore, as we work to ensure the conditions outlined by us, young specialists' opportunities for professional communication are growing as well. In all cases, this should help university graduates recognize themselves as future specialists within the context of their cultural integration in a globalized world.

6. Conclusion

The study thus demonstrated that the following are critical conditions for the establishment of a culture in a university's educational setting when teaching English: first, a focus on the student as a subject of learning; second, ensuring that education conforms to cultural norms; third, the transition from education to the development of students' attitudes toward the language being studied; and fourth, establishing the framework necessary for the student to construct his own worldview based on his language proficiency. This suggests that the most significant educational resource for students' subject-practical activities is their daily experience at university, which encourages them to be engaged and continuously learn about the world around them. In order to achieve this, the university should, through the creation of an educational and sociocultural community for students, make every effort to support the growth of subjectivity in each student. This will enable them to become real actors in the English language classroom and, as a result, be able to enter the world and recreate their own subjective cultural characteristics in it. In this instance, English language instruction in higher education should also give students excellent communicative training; foster their ability to develop and implement their own educational pathway linked to the study of English language; foster their intercultural competence as a means of participating in any lingual interaction; foster the development of their critical thinking, etc.

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