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Series «Philological sciences»
№ 1 (87), 2024

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FORMATION OF SOCIOCULTURAL COMPETENCE ON THE BASIS OF LINGUACULTURAL RESOURCES

Abstract

This research explores the nexus between linguacultural resources and sociocultural competence, investigating how individuals engaging in cross-cultural interactions perceive the interconnectedness of language and culture. Utilizing a mixed-methods approach, the study combines literature analysis with semi-structured interviews of 20 participants. Findings reveal a consensus among participants on the intertwined nature of language and culture, as evidenced by their experiences of feeling immersed in the sociolinguistic environment of English, engaging in cultural dialogues, and incorporating English language culture into teaching practices. The implications of the study extend to language education, emphasizing the significance of holistic language and cultural integration for the development of sociocultural competence.

Keywords: linguacultural resources, sociocultural competence, cultural dialogue, intercultural communication, language immersion, language teaching, sociolinguistic environment.

Ә.Ө. Бержан¹, Т.Т. Аяпова¹

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ЛИНГВОМӘДЕНИ РЕСУРСТАР НЕГІЗІНДЕ ӘЛЕУМЕТТІК-МӘДЕНИ ҚҰЗЫРЕТТІ ҚАЛЫПТАСТЫРУ

Аңдатпа

Бұл мақала мәдениетаралық өзара әрекеттесуге қатысатын адамдардың тіл мен мәдениет арасындағы қарым-қатынасты қалай қабылдайтынын зерттеу арқылы лингвомәдени ресурстар мен әлеуметтік-мәдени құзыреттің арасындағы байланысты зерттейді. Аралас әдістер тәсілін қолдана отырып, зерттеу 20 қатысушымен жартылай құрылымдық сұхбатты, осы тақырып аясындағы теориялық әдебиеттерді талдауды біріктіреді. Нәтижелер қатысушылардың тіл мен

мәдениеттің өзара байланысты табиғатына қатысты бірізділігін көрсетеді, бұл олардың ағылшын тілінің әлеуметтік-лингвистикалық ортасына ену, мәдени диалогқа қатысу және ағылшын мәдениетін оқыту тәжірибесіне енгізу тәжірибесімен дәлелденді. Зерттеудің салдары әлеуметтік-мәдени құзыреттілікті дамыту үшін тұтас лингвистикалық және мәдени интеграцияның маңыздылығын көрсете отырып, шеттілдік білім беруге үлесін қосады.

Түйін сөздер: лингвомәдени ресурстар, мәдениетаралық өзара әрекеттестік, мәдени диалог, мәдениетаралық коммуникация, тілге ену, тіл үйрету, әлеуметтік лингвистикалық орта.

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ФОРМИРОВАНИЕ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ НА ОСНОВЕ ЛИНГВОКУЛЬТУРНЫХ РЕСУРСОВ

Аннотация

Эта статья исследует связь между лингвокультурными ресурсами и социокультурной компетенции, исследуя, как люди, участвующие в межкультурном взаимодействии, воспринимают взаимосвязь языка и культуры. Используя смешанный подход, исследование сочетает в себе анализ литературы с полуструктурированными интервью с 20 участниками. Результаты показывают согласованность среди участников относительно взаимосвязанной природы языка и культуры, о чем свидетельствует их опыт погружения в социолингвистическую среду английского языка, участия в культурном диалоге и включения культуры английского языка в практику преподавания. Значение исследования распространяется и на языковое образование, подчеркивая важность целостной языковой и культурной интеграции для развития социокультурной компетенции.

Ключевые слова: лингвокультурные ресурсы, социокультурная компетенция, культурный диалог, межкультурная коммуникация, языковое погружение, обучение языку, социолингвистическая среда.

Sociocultural competence is a multifaceted construct that encapsulates the ability of individuals to effectively navigate and engage with diverse social and cultural contexts. Rooted in the intersection of language and culture, this concept goes beyond mere linguistic proficiency, extending into a deeper understanding of the cultural nuances, norms, and communicative practices that shape human interactions.

At its core, sociocultural competence involves the capacity to appropriately interpret and respond to social cues, adapting one's communication style and behavior in a manner that aligns with the expectations of a given cultural setting. This goes beyond surface-level awareness, delving into a more profound comprehension of the values, beliefs, and social structures that underpin different societies [1].

According to the opinion of domestic scholar S.S. Kunanbayeva "the main competence in foreign language education is intercultural communicative competence, that is, it is interpreted as a basis of foreign language education" [2]. S.S. Kunanbayeva distinguishes sub-competencies in her work. They are: linguistic and cultural competence, communicative competence, cognitive competence, conceptual competence, sociocultural competence, social competence, personally centered competence. Among these sub-competencies, we consider sociocultural competence. She defined sociocultural competence as "social and sociocultural subcompetence, which forms "secondary cognitive consciousness" in a linguistic person as a concept and image of the world of another linguistic society, and also forms "secondary constructions - knowledge" in his cognitive system, corresponding to knowledge about the world and the language of the "inophone". This type of subcompetency is formed as "new" on the basis of "given" - secondary cognitive awareness based on its own culture and language" [2, 110 p.].

Through the formation of these subcompetencies, the person reaches to the level of the subject of intercultural communication at the level of C2. In this regard, the role of the first and second language environments is special. In the book "The Ontogeny of Speech", T.T.Ayapova wrote about the formation of the first language environment. According to the scholar, before the child goes to school, he learns the mother tongue through his natural language environment and becomes the first language person. And after the second grade, when the child have mastered reading and writing, when the concept of the environment emerges, the first linguistic consciousness begins to form [3]. After the formation of the first linguistic consciousness, the process of formation of the second language person starts through the learning foreign language. That is, through the use of various linguocultural resources, videos, texts, individual enter the second language and get acquainted with the foreign culture.

Linguacultural resources play a pivotal role in the formation of sociocultural competence. These resources encompass not only language skills but also the cultural knowledge embedded in communication. The intertwining of linguistic and cultural elements creates a dynamic synergy that equips individuals to engage meaningfully across diverse cultural landscapes [4].

The development of sociocultural competence is not a static process but rather a continuous and evolving journey. Exposure to various cultural contexts, immersive experiences, and intentional educational interventions contribute to the acquisition and refinement of linguacultural resources. Through these experiences, individuals gain a deeper appreciation for the richness of diversity and the complexities inherent in cross-cultural communication.

Educational approaches aimed at fostering sociocultural competence recognize the need for a comprehensive integration of language and culture within pedagogical frameworks. Language teaching strategies, cultural immersion programs, and cross-cultural communication training serve as vehicles for individuals to enhance their linguistic and cultural proficiency. These approaches not only equip individuals with the necessary linguistic tools but also instill the cultural sensitivity required for effective intercultural communication [5].

Despite the evident benefits, the journey towards sociocultural competence is not without challenges. Cultural biases, language barriers, and intercultural misunderstandings pose obstacles that individuals must navigate. Acknowledging and addressing these challenges are crucial steps in the continuous refinement of sociocultural competence [6].

The formation of sociocultural competence on the basis of linguacultural resources is a dynamic and intricate process. It involves a deep understanding of the interplay between language and culture, requiring individuals to navigate diverse cultural landscapes with sensitivity and proficiency. Through intentional educational interventions and experiential learning, individuals can cultivate sociocultural competence, contributing to effective and harmonious cross-cultural interactions [7].

Linguacultural resources are integral components in the intricate process of developing sociocultural competence. The term encapsulates a broad spectrum of linguistic and cultural elements that individuals utilize to engage effectively in diverse social and cultural contexts. Beyond mere language proficiency, linguacultural resources encompass a rich tapestry of cultural knowledge embedded within communication. This fusion of linguistic and cultural elements creates a dynamic synergy that facilitates nuanced and contextually appropriate interactions [8].

In the context of sociocultural competence, linguacultural resources serve as the foundation for meaningful cross-cultural communication. Language proficiency alone is insufficient; individuals must also grasp the cultural nuances, norms, and communicative practices that shape social interactions. Linguacultural resources enable individuals to navigate the complexities of diverse cultural landscapes, fostering a deeper understanding of the values, beliefs, and social structures that underpin different societies [9].

The significance of linguacultural resources in developing sociocultural competence lies in their capacity to bridge the gap between language and culture. These resources empower individuals to adapt their communication styles and behaviors according to the expectations of specific cultural settings.

This adaptability is crucial for building rapport, establishing mutual understanding, and forging connections across cultural boundaries [10].

The acquisition of sociocultural competence through linguacultural resources is an ongoing and dynamic process. Exposure to diverse cultural contexts, immersive experiences, and intentional educational interventions contribute to the continuous refinement of linguistic and cultural proficiency. Educational approaches, such as language teaching strategies, cultural immersion programs, and cross-cultural communication training, play pivotal roles in equipping individuals with the tools needed to navigate the complexities of sociocultural interactions [11].

Linguacultural resources serve as the cornerstone for the development of sociocultural competence, enabling individuals to engage authentically and effectively in a globalized world. Through a deep understanding of the interplay between language and culture, individuals not only enhance their communicative abilities but also foster cultural sensitivity and adaptability. In this way, linguacultural resources contribute significantly to the cultivation of sociocultural competence, fostering harmonious and mutually enriching cross-cultural exchanges [12].

Research Question: How do linguacultural resources contribute to the development of sociocultural competence in individuals engaging in cross-cultural interactions?

Hypothesis: The acquisition and utilization of linguacultural resources significantly enhance an individual's sociocultural competence, enabling them to navigate diverse cultural contexts with greater effectiveness and adaptability.

Methods

The research design employed for this study involved a mixed-methods approach, combining a thorough analysis of existing literature with semi-structured interviews conducted with a sample of 20 participants. The aim was to investigate the relationship between linguacultural resources and the development of sociocultural competence in individuals engaging in cross-cultural interactions.

The interview protocol consisted of six key questions addressing various aspects of the participants' experiences and perceptions. The first set of questions focused on participants' engagement with English content, exploring whether exposure to texts, videos, and audio materials in English created a sense of being within the sociolinguistic environment of English-speaking countries.

The subsequent questions delved into the influence of linguistic resources on cultural understanding. Participants were asked about the extent to which watching video materials, listening to audio, and reading texts in English contributed to their immersion in English culture and social environments. Additionally, the study sought to understand the presence of a cultural dialogue in participants' minds when exposed to attractions in English-speaking countries.

Another dimension of the investigation revolved around the participants' teaching practices. Participants were asked whether they incorporated English language culture into their teaching methods, and if not, which culture served as the basis for their instructional approach.

The final set of questions explored the participants' perceptions of the natural language environment when engaging with content related to the social environment, culture, literature, and history of English-speaking countries. The participants were asked whether they felt immersed in a natural language environment when reading texts or viewing multimedia content in these domains.

One of the questions prompted participants to reflect on the concept of becoming a secondary language personality through the utilization of linguacultural resources. Specifically, participants were asked to express their agreement or disagreement with the idea that, despite the absence of a natural language environment for learning English, individuals can attain the status of a subject of intercultural communication by mastering the language and immersing themselves in English culture through texts, pictures, literary books, and videos.

This comprehensive research design and methodology aimed to provide insights into the intricate dynamics between linguacultural resources and sociocultural competence in the context of language learning and cross-cultural engagement.

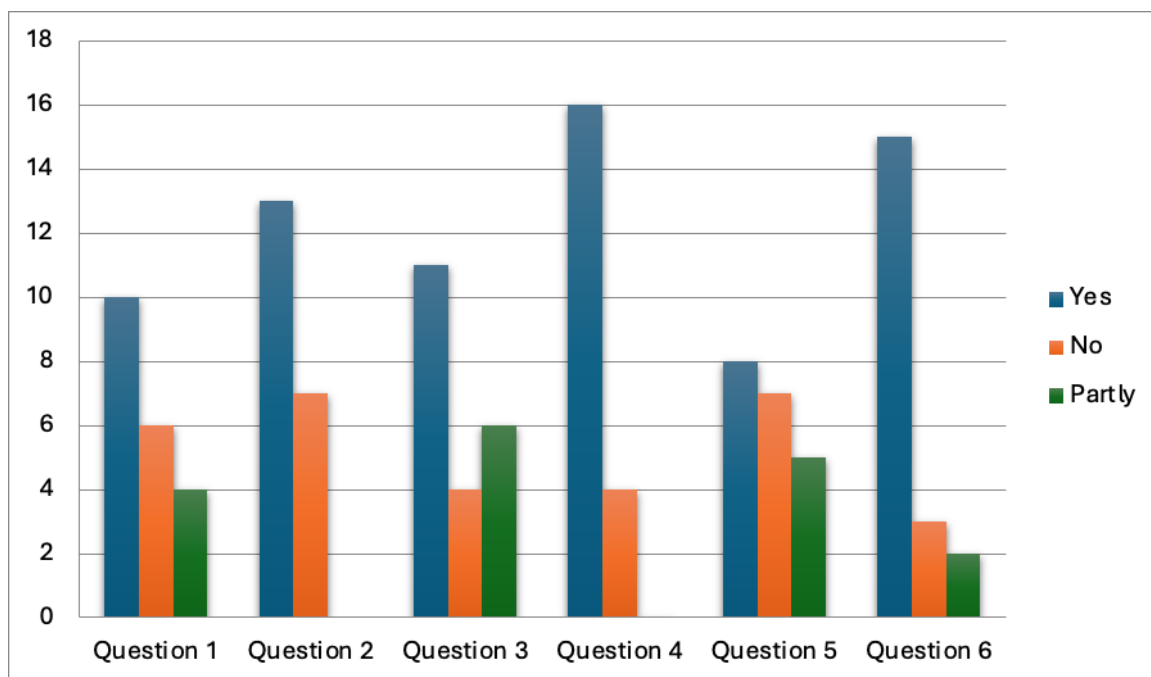
Results

The survey results strongly underscore the prevailing sentiment among participants regarding the interconnectedness of language and culture. A notable consensus emerged, with a significant number of respondents expressing agreement with the idea that language and culture are inherently intertwined. This alignment is particularly evident in responses related to feeling immersed in the sociolinguistic environment of English, experiencing a cultural dialogue when encountering attractions from English-speaking countries, and incorporating English language culture in teaching practices.

The acknowledgment that language and culture are interconnected aligns with theoretical frameworks in linguistics and cultural studies. It reflects an understanding that language serves as a vessel for culture, embodying the shared values, beliefs, and communicative norms of a community. The survey results affirm that individuals engaging with a second language, such as English, recognize the profound impact of cultural elements on their language experiences.

The widespread agreement on the interconnectedness of language and culture has implications for language learning and teaching methodologies. It emphasizes the importance of integrating cultural components into language education to foster a more comprehensive and meaningful understanding of the language. The survey results underscore the dynamic relationship between language and culture, indicating that individuals perceive language not merely as a set of linguistic structures but as a gateway to broader cultural experiences and expressions.

Figure 1. The survey results



The responses obtained from 20 participants regarding their experience of reading English texts and watching videos about English-speaking countries revealed varying perceptions. Out of the total, 10 individuals expressed that they did indeed feel like they were immersed in the sociolinguistic environment of English. On the other hand, 6 participants indicated that they did not experience such a sensation, suggesting a lack of perceived sociolinguistic immersion. An additional 4 participants provided responses categorized as "partly," implying a nuanced or mixed experience in feeling connected to the sociolinguistic environment of English. These diverse responses highlight the subjective nature of individuals' experiences when engaging with linguistic and cultural content in a second language.

Regarding the participants' engagement with cultural dialogue when observing attractions of English-speaking countries, 11 individuals affirmed that they did have a cultural dialogue in their minds. In contrast, 4 participants reported not experiencing such a cultural dialogue. Additionally, 5 participants indicated a mixed or partial engagement with cultural dialogue, suggesting that their experiences varied depending on the context or content of the attractions. These responses underline the diversity in the cognitive processes individuals undergo when confronted with cultural stimuli from English-speaking countries.

Regarding the participants' instructional practices in teaching English, a significant majority of 16 individuals confirmed that they do indeed teach through the lens of English language culture. In contrast, 4 participants indicated that they do not teach through English language culture, suggesting an alternative cultural framework may inform their instructional approach. However, the specific alternative culture or methodology was not detailed in this response. The predominant inclination towards incorporating English language culture in teaching highlights its perceived significance among the majority of participants.

The survey findings provide compelling evidence that a considerable number of participants share the perspective that language and culture are intricately linked. This recognition has implications for promoting a holistic approach to language learning and teaching that goes beyond linguistic proficiency, emphasizing the significance of cultural understanding in achieving sociocultural competence.

Discussion

The survey results align closely with existing literature on sociocultural competence and linguacultural resources, reinforcing key themes and insights from scholarly discourse in this field. The widespread agreement among participants regarding the interconnectedness of language and culture resonates with theoretical perspectives emphasizing the inseparable nature of these two elements in the development of sociocultural competence.

The acknowledgment by a substantial majority that they feel immersed in the sociolinguistic environment of English when engaging with texts and videos echoes research emphasizing the pivotal role of linguistic and cultural exposure in sociocultural competence. This aligns with literature underscoring the significance of authentic language experiences and cultural immersion in fostering a deep understanding of sociocultural dynamics.

Similarly, participants expressing a cultural dialogue in their minds when observing attractions from English-speaking countries resonates with literature highlighting the importance of cultural awareness and sensitivity in sociocultural competence. This finding reflects the capacity of linguacultural resources to evoke cultural dialogues, contributing to individuals' ability to navigate and interpret diverse cultural contexts effectively.

Moreover, the majority of participants incorporating English language culture into their teaching practices corresponds with literature advocating for a culturally integrated approach to language education. Scholars have argued that such an approach not only enhances linguistic proficiency but also cultivates sociocultural competence by bridging language and culture in the learning process.

The overall congruence between the survey results and existing literature underscores the robust connection between linguacultural resources and sociocultural competence. It affirms that individuals, when engaging with a second language like English, perceive language not in isolation but as a dynamic conduit to cultural understanding. This alignment with theoretical frameworks and empirical studies contributes valuable insights to the ongoing discourse on the interplay between language, culture, and sociocultural competence.

The findings from the survey bear significant implications for understanding the intricate relationship between linguacultural resources and sociocultural competence. The participants' consensus on feeling immersed in the sociolinguistic environment of English when engaging with linguistic and cultural content underscores the pivotal role of authentic language experiences and cultural exposure in

shaping sociocultural competence. This is the evidence that linguacultural resources are the basis of forming sociocultural competence, giving the opportunity to feel foreign language environment.

Moreover, the students' had cultural dialogues in their mind during the process of using different types of linguacultural resources in the language lessons. The appearance of cultural dialogues in individual's mind indicates that pictures, text or videos can affect on how student understands and use cultural awareness.

The majority of participants confirmed that English language should be taught by implementing cultural elements and through the English culture. As it was written before, it is important for students creating artificial language environment. Using English culture for teaching students helps to enter that artificial language environment.

To sum up, the findings in research proposes that linguacultural resources are necessary for developing sociocultural competence. The students' responses stipulate that these resources not only increase learners' linguistic knowledge but also help to gain cultural awareness. This is one of the reasons why linguacultural resources, especially video materials, pictures and texts should be used properly during the lesson.

Nevertheless, the concepts such as "cultural dialogue" or "feeling immersed" can be interpreted differently by participants. The interconnection between the terms "sociocultural competence" and "linguacultural resources" could be defined more competently by the diverse research methods.

Conclusion

This research delved into the dynamic relationship between linguacultural resources and the development of sociocultural competence, as perceived by participants engaged in cross-cultural interactions. The survey results revealed a notable consensus among respondents, indicating a shared understanding of the interconnectedness of language and culture. This alignment with existing literature underscores the significance of linguacultural resources in shaping sociocultural competence.

Participants' reported experiences of feeling immersed in the sociolinguistic environment of English, engaging in cultural dialogues, and incorporating English language culture in foreign language education contributes practical value as a new direction. These results provide an understanding of the basis and method of forming sociocultural competence, revealing all the possibilities of linguacultural resources.

The implications of the research findings extend to language education, suggesting that educators can leverage linguacultural resources to enhance sociocultural competence in learners. The recognition that language and culture are intertwined reinforces the need for a comprehensive approach to language teaching, one that goes beyond mere linguistic instruction to include cultural elements.

While the study sheds light on the perceived impact of linguacultural resources on sociocultural competence, it is essential to acknowledge its limitations. The survey relied on self-reported responses, and individual interpretations of concepts like "cultural dialogue" may vary. Additionally, the study focused on English language and culture, limiting the generalizability of findings to other linguistic contexts.

In conclusion, this research contributes to the ongoing discourse on the integration of language and culture in the development of sociocultural competence. The findings underscore the richness of linguacultural resources and their potential to shape individuals into effective communicators across diverse cultural landscapes. As we navigate an increasingly interconnected world, understanding the symbiotic relationship between language and culture becomes paramount, and this study provides valuable insights into this complex interplay.

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