The Formation of Linguacultural Competence of Students in the Process of Teaching

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Abstract*:* Modern Kazakhstani multilingual space is a unique phenomenon. It represents positive experience of coexistence of the different people and cultures. Multilingual education in the Republic of Kazakhstan is the major strategy and one of the main directions of the state development. With the designing of new statehood of a multinational society as the Republic of Kazakhstan, the issues of formation of linguacultural competence are of particular relevance. Linguacultural competence is the complex structure, which includes a set of the lexical and stylistic items of cultural semantics with ability to apply them in situations of multilingual communication. All programs of educational institutions of the Republic of Kazakhstan support the idea of Kazakh, Russian and English language proficiency at the level of "human culture". Therefore, the article demonstrates an attempt to solve the issues of linguacultural competence formation from linguistic and methodological point of view.

Keywords: multilingual space, language situation, multilingual education, linguacultural competence, literature masterpieces.

I. INTRODUCTION

The President of the Republic of Kazakhstan Nursultan Nazarbayev proclaimed the project of trinity of languages in October 2006 at the XII session of the Assembly of people of Kazakhstan. In 2007, the President of the Republic of Kazakhstan in his annual Letter "New Kazakhstan in the New World" offered to start a phased implementation of this cultural project. He noted that Kazakhstan should be perceived all over the world as a highly educated country, whose population speaks three languages: Kazakh language as the state language, Russian as the language of interethnic communication and English as the language of successful integration into the global economy.

Therefore, the trinity of languages will act as a guarantee of the competitiveness of citizens of Kazakhstan and the country as a whole, demonstrating a balanced language policy that makes the expected results real. According to O. Altynbekova, Kazakhstan has a unique situation, as it demonstrates a combination of all the most common types of language policy and language ideology: *vernaculization* (the state restores the functions of the local language and declares it to be a state or official language). *Monolingualism* (one language is associated with a national or state identity, and every citizen is obliged to learn it). *Multilingualism* (all peoples and their languages and cultures are equal, this policy is often carried out together with multiculturalism), *internationalization*(if a non-native language is used on the territory of the state to prevent all conflicts and is declared to be public or official). In other words, the language policy in the Republic of Kazakhstan can be characterized as balanced one, since on the one side of the scale – are vernaculization and monolingualism, aimed to make a homogeneous multilingual country. On the other

side of the scale – are multilingualism and internationalization, which support all languages [1, P. 86–91].

Speaking about intercultural communication, it is impossible to ignore the linguacultural competence, since the subject areas of linguacultural conceptology and intercultural communication do not only intersect, but also have the same object of study - the ethnic mentality of the bearers of a particular culture. In this regard, we should focus more detailed on the linguistic and cultural features of modern Kazakhstan. Each of more than one hundred nationalities living in a multicultural and polylingual Kazakhstan trying to preserve its identity, culture, and at the same time they are all included in the inevitable process of integration, conditioned and amplified by social, political, technocratic and many other reasons. The result of this interaction is that with the functioning of two languages on the same territory, Kazakhstani people are actively forming a common Eurasian culture, which outlines an integrated socio-cultural space and shares a common national idea. This is stated in the scientific works of Kazakhstan's researchers Sabitova Z., Zhuravleva E., Sklyarenko K., Shetiyeva A.

It should be noted that the concept of Eurasianism is based on the idea of it as of a fusion of the western and eastern features that are explicable in the individualism of the Western culture and collectivism of the Eastern. Rationalism and civilization of Europe, spirituality and wisdom of Asia, while the scale does not lean towards one side, here it demonstrates the principle of the equivalence of all cultures and peoples of the world. So, the Eurasian sociocultural type was described, first, on the example of Russia, as it is geographically located at the crossroads of Europe and Asia and accumulates in its mentality the traits of both civilizations. It was not by accident that in Kazakhstan the idea of Eurasianism found its response and got its further spread, as it had been close to the Turks for a very long time: they had willingly adopted the European and consecutively hollowed their own eastern traditions. Long-term residence in one vital living, a common historical fate, had a special effect on the mentality of the peoples of Kazakhstan, which should be characterized as Eurasian. Firstly, the participants of communication do not feel "foreignness" or otherness of the communication partner, there is no clash with other norms, attitudes and behavior. In the communication within the Eurasian culture, communicants have a common cultural code, common moral and ethical norms, a common system of values. The signs of this culture are read automatically, so it is not strange to them; constant work of consciousness is required to understand it [2, P.80-85].

II.   ANALYSIS OF THE PROBLEM

Therefore, multilingual education implying the formation of language personality, and the manner in which it can be implemented for the benefit of all societies in the Republic of Kazakhstan, remains a topic of much concern. Perhaps the most serious problem is that multilingual education is mainly designed for teaching "different" language user rather than for creating a population of multilinguals. Our students – future language personalities - are the participants of the transitional multilingual educational program, which suggests English language acquisition as well. The implementation of such policy imposed a heavy burden on educational system. We argue that the modern approaches, methods and techniques should be realized in the process of linguacultural competence development. The emergence of it as an independent scientific-pedagogical system has afforded the opportunity of presenting itself as a dynamically-developing research and teaching field and places a whole range of interconnected issues on the agenda of the day.

Therefore, in accordance with the target indicators of the country's cultural project "Trinity of languages", by 2020, 100% of the population of Kazakhstan should speak Kazakh, 95% - Russian and 25% - English. Trilingualism as a strategically important issue of the development of education is also reflected in the State program of functioning and development of languages for 2011-2020 where trilingualism, Eurasian multiculturalism, communicativeness and technocracy are among the basic competencies [3, 4]. However, there are some objective risks of polylingual education in RK, which need to be operated: language folklorisation is when a native language is not integrated into all spheres of life, turning into a language of

informal conversation, short phrases, proverbs and sayings; language confusion - people who speak two or more languages, sometimes mix them unwittingly. Predominance of economic feasibility over the desire to preserve and develop the state language [5]. Despite a wide range of publications [6, 7, 8] and other relevant works on a subject of our research [9, 10] many issues concerning purposeful, system research of the phenomenon of multilingual education have begun relatively recently, except for the search of effective methods of foreign language teaching. Indeed, the efforts of researchers have so far been focused mainly on problems of multilingual education (studying a native and a foreign language) as on the most common form of it. The processes connected with studying the third language and, especially, greater number of languages, are least studied and have become a research object only recently - in connection with plans of the European Commission to legalize trilingual education.

The methodology of multilingual education in modern conditions is primarily defined by historical and social-pedagogical prerequisites and by linguo-didactic concepts. The first of them are because the language situation of the Soviet Kazakhstan has historically defined Russian-Kazakh (not Kazakh-Russian) bilingualism therefore scientific and methodical base of the Russian language teaching as a native and as a nonnative language has a high level of development [11]. Prior to its independence in Kazakhstan the share of schools with studying in Russian, where Kazakh was not studied considerably prevailed, such peripheral position of Kazakh became a limiting factor of development of its functional activity and has provoked deficiency of pedagogical experience in issues related to the Kazakh language teaching including as to a non-native language. Declaring the state status of the Kazakh language and actual level of its functional use gave the possibility to increase the volume of academic hours in standard curricula, however the lack of theoretical and applied researches of linguo-didactic aspects of the Kazakh language still does not allow enhancing its scientific and methodical base. Modern linguistic situation is complicated by the fact that the linguo-communicative space of the Kazakh community with the dominance of Russian-language actively includes English, which requires studying to the extent necessary for integration into the world economy [12, P. 168-172].

All positions stated above on an equal basis with other ideas of development of language policy became prerequisites on the way of integration of Kazakhstan into the world community. Multilingual education in the Republic is also inseparably connected with performance of key parameters of Bologna Process, correlation and standardization of curricula with the European standards of education. Trilingualism is being implemented in higher educational institutions: in 2016, the center of development of trilingual education in National Academy of Education named after Y. Altynsarin was opened; regional program of development of trilingual education is developed and is being implemented; in 42 higher educational institutions the plans of measures for development of trilingual education are developed; from 2012-2013 academic year, polylingual groups have been opened in 32 higher educational institutions; the schedule of transition to English language of study in high school and higher educational institutions is developed; since 2017-2020 admission by the state order to a profile magistracy (500 places) is carried out, a bachelor degree (900 places) for studying in English.

As an implementation of the Concept of 12-year education, it is proposed as one of the solutions, to implement the foundation program (a real 12th form) with an increased focus on multilingual space and studying basis of fundamental sciences, which will be mastered during the first year of study at the university. In this case, the full bachelor's course of study will be 5 years (1 year of the foundation program + 4 years of bachelor's degree program). Starting from the second year, studying specialized disciplines is offered. Specialized disciplines should be studied in the following proportions: ½ in the state language, ¼ in Russian and ¼ in English for groups with the Kazakh form of study. For Russian-speaking groups ¼ in the state language, ½ in Russian, ¼ in English. In this case, students can undergo a general education unit and enhanced language training [13, P. 121-123]. Thus, one of the priority tasks in education and in life is

the preparation of a multilingual personality as a competitive basis of our state.

In this regard, the number of credits for language studies was increased (model curricula have been amended (10 credits are planned for «English Language», 5 credits are planned for «Professional Foreign Language»; "Kazakh (Russian) Language" - 10 credits; "Professional Kazakh (Russian) Language" - 5credits; "Applied Foreign Language" - 5 credits; "Information and Communication Technologies" in English language - 5 credits). Higher education curricula have been supplemented in terms of the introduction of English Language course throughout the learning period. The curricula and standards of higher education have been changed with regard to the introduction of at least 20% teaching subjects in the second language from the first course of study (for the Russian department - in Kazakh language, for the Kazakh department - in Russian language). Adjustments have been made to the curricula and standards of higher education with regard to the introduction of at least 30% English-language cycles of basic and profiling subjects from the third course of instruction.

At the same time, the preliminary monitoring of the state of training of multilingual personnel in universities of Kazakhstan showed that 42 universities of the country have special multilingual departments under the programs of bachelor's degree, master's degree and doctoral studies. Training is provided in Kazakh, Russian and English languages in three main areas of personnel training: pedagogical, engineering, technical and natural science. The provision of pedagogical direction of bachelor's degree by teachers conducting classes in English language is about 48%, master's degree – is 35.3%. Multilingual education covers 2 per cent of the total number of students (10,800 out of 557,226). These indicators show the need for quality training of teachers with knowledge of several languages. The lack of professional standards and uniform requirements for teachers' educational programs with multilingual training leads to a different interpretation of the teacher's language competences and a selection of methods and forms for measuring learning outcomes.

According to the research of B.H. Ismagulova, A.S. Bazarbayeva and F.T. Sametova conducted in 2011-2013, since 2007, the Kazakhstani society has undergone very tangible changes. For example, Kazakh-Russian bilingualism is the most common thing among Kazakh-speaking students when receiving information (watching films, TV shows and reading newspapers), which characterizes Russian language as one of the important channels of information. Active bilingualism, which includes speaking Russian language along with the native Kazakh language (when communicating at home, with friends and relatives), is inferior in frequency to passive bilingualism, which arises from the perception and understanding of other people 's speech when watching films, TV shows, reading newspapers (the maximum digital indicator is 45%). This is also an objective pattern, as speech production (speaking) in another (studied) language, as scientists note, is more difficult to perceive and understand. The years of independence are characterized by the emergence of a new component of the language situation in the Republic: English and English-speaking Kazakhstanis.

With the purpose to identify the level of English language speaking ability we conducted a poll among students of three universities – Nazarbayev University (NU), al-Farabi Kazakh National University (KazNU), Kazakh-British Technical University (KBTU) and among pupils of 11th grade at № 141 Almaty Secondary School. The results of survey are presented in Figure 1:

**Quantity of students with English speaking ability**
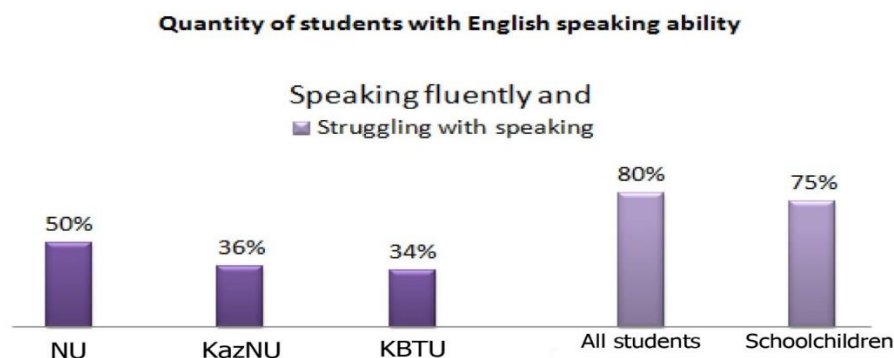
Figure 1. Quantity of students with English speaking ability

Perhaps students are more responsible and demanding to themselves, strict in self-esteem than high school students, who are characterized by the desire of children to overestimate their knowledge and skills. The study revealed that the modern language situation is characterized by changes in the public consciousness of young Kazakhstanis. They in the relaxed domestic sphere and in the field of education use Russian and foreign language (40% of respondents watch films, TV shows in two languages, 50% of respondents do it in Russian language and 36% of respondents receive information in foreign language) [14].

The above-mentioned study showed that today all first-year students and schoolchildren are obliged to learn these languages with the only difference that students learn either Russian (if they studied in Kazakh) or Kazakh (if they studied in Russian), and schoolchildren study them simultaneously. Curiously, both students and schoolchildren are equally self-critical in assessing their skills to communicate in the language being studied.

The quantity of students with Russian and Kazakh speaking abilities was demonstrated in Diagram 2:

Quantity of students with Russian and Kazakh speaking abilities
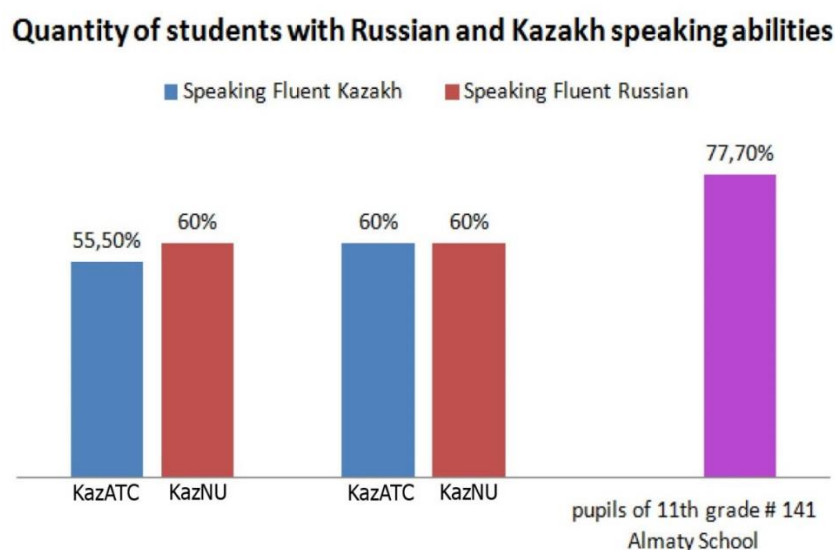
Diagram 2

Thus, it is considered that 55.5% of Kazakh Academy of Transport and Communication (KazATC) students and 60% KazNU students speak fluent Kazakh language. Fluent Russian – language have 60% of KazATC students and 60% of KazNU students, 77.7% pupils of 11 th grade of № 141 Almaty School [14].

In procedural terms, the units of multilingual education are all courses provided by the State's general educational standards. However, the familiar concept of "language of instruction" for hearing is violated, it takes a different content and now refers not to the institution of education, but to the subject of study.At this stage, the organizational foundations of multilingual education in universities are remaining, but have acquired their specificity. Languages related to the status of the mother tongue do not function in this sphere. With the credit system of teaching for a multilingual student, it is not important to be focused on language of instruction, the course is important itself and the professional level of the teacher is more significant than the language of presentation. Thus, the process of transmitting the educational content to native speakers is organized and carried out, and at the same appropriate level, this task should be carried out in conditions of foreign (multilingual) education.

A theoretical and methodological basis for multilingual training of pedagogical personnel has been formed, which provides a basis for a competent approach to the content of multilingual education. The methodological value of the competency approach in the training of multilingual teachers equally covers the coordination of all components of the pedagogical process. It also defines the purpose of education, the results of pedagogical activity, including both the process of determining the content of multilingual pedagogical education and the processes of creating the practical linguistic skills and skills necessary for professional activity. The emphasis in the training of future specialists should be placed not much on knowledge, but on the formation of ways of thinking, the presentation of own views and positions, to self-training of students for unpredictable, problematic situations requiring mobility, extraordinary thinking and professionalism from the teacher should be of paramount importance.

Required changes for teacher's professional and pedagogical activities: a support on independence of the child in training. Creation of conditions for manifestation of activity, creativity and responsibility of the child in training; creation of conditions for expansion of life experience of the child and acquisition of experience of training from life; formation of motivation to continuous training; initiative, creativity and corporate culture of the teacher.In addition to these criteria, the Intellectual Schools offer a set of the requirements for teacher: to his knowledge, creative use of the acquired knowledge; management of the process "teach to learn," show flexibility, mobility, extraordinary, high professionalism in the organization of educational activities. To be a responsible citizen, to show benevolence and respect for others, to different opinions; readiness to improve the professionalism, to create a personal brand, passion for new ideas. To carry out constant reflexive practice; to love children and be open, empathize the success and problems of pupils. Be motivated to learn throughout life; the ability to critically evaluate teaching experiences and to capture their practices through mini-research. Readiness to work as a team, to use all the possibilities of modern technology for cooperation in the professional environment and in the community; have perfect knowledge of at least three languages; have a high level of computer literacy.

There is a certain experience in the implementation of multilingual education in Nazarbayev Intellectual Schools, in which, taking into account the analysis of modern international experience, a model of trilingual education based on a layered system of learning languages is being developed and implemented. This model is based on the fact that students can fully understand oral and written language in Kazakh, Russian and English. At the same time, not only the rules of introducing the second and third languages into the educational process should be taken into account, but also the possibility of interactive methods of immersion in a foreign language environment.

Since one of the essential directions of modernization of the system of training innovative personnel is the

training of multilingual personnel for our state. For these purposes, the preparation of English-speaking teachers for secondary, technical and vocational education, higher education has become possible within the framework of the international scholarship of the President of the Republic of Kazakhstan "Bolashak". At the present stage of the implementation of the scholarship, emphasis is made on the master's and doctoral training programs, as well as the training of technical and medical specialists, who are the most popular for our country. In addition, today scholarship holders have the opportunity to study in 630 leading universities in 32 countries of the world. It should be emphasized that in world practice, Kazakhstan is the only state that provides funding for academic mobility, due to this international scholarship.

Guided by the developments and experience of domestic and international scientists, in accordance with the instructions of the Head of State, since 2019 a phased transition to teaching some subjects in English in 10-11 forms begins. In classes with a socially humanitarian direction, there are two subjects - STEM (integrated learning) and ICT, with a natural-mathematical direction there are four of them - physics, chemistry and biology and computer science. This solution contains elements of multilingual education, since we are not talking about the transition to English as the language of instruction of a significant part of subjects, but only of a few of them. In addition, this approach should also facilitate the admission of young people regardless of the language of instruction and location of their school (city or village) to the leading universities in the country where the main language of instruction is English. In general, the study of the readiness of universities and secondary schools to implement teaching in three languages allowed to draw the following conclusions: the public, school and universities personnel support training in three languages. However, preparatory measures are mainly aimed at retraining and advanced training of existing teachers, and re-equipping schools, pedagogical training requires more attention. Insufficient quality of language teaching is the main reason for the low level of readiness of schools and universities for learning in three languages. Outdate reproductive grammatical approach to language teaching still prevails in schools and universities. There is a regional imbalance in the level of Kazakh and Russian languages, the teachers have a wrong understanding of the essence of teaching in three languages; stage-by-stage introduction of studying in three languages requires the formation of llinguacultural competence.

III.   APPROACHES OF THE RESEARCH

Linguacultural competence is the complex phenomenon, which includes a set of the lexical units of cultural semantics with ability to apply them in situations of cross-cultural communication. All programs of educational institutions of the Republic of Kazakhstan support the idea of cross-cultural communication, which implies Kazakh, Russian and English language proficiency at the level of "human culture". In other words, a high level of language education should meet requirements of modern social order of intercultural socio-communicative skills.

Several approaches will help us to see how far they influence the process of linguacultural competence development. Communicative approach starts from a theory of language as communication and originated as a result of change in the British language teaching tradition dating from the late 1960s. The functional analysis of the communicative approach identifies the models of communication. Jacobson's model occupies an intermediary position between the linguistic, pragmatic and socio-psychological approaches to modeling communication. The complex nature of this model is based on the six-component scheme of communication. According to Jacobson, the six components fulfill six communicative functions: the emotive (addresser), referential and poetic (context, message), phatic and metalingual (contact, code) and conative (addressee)[15, P.350-377].Lotman's psychological-culturological model postulates that an essential requirement for the generation of new knowledge during communication is the presence of dissimilar codes since if both sides possess the same information then there is no exchange of information and thus, by definition, no communication actually takes place)[16].

The desirable goal here is a cross-cultural communication that presupposes correct and adequate use of linguistic system. Thus, learning occurs through interaction between students and teacher. The range of exercises and activities compatible with a communicative approach is unlimited. Exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. A variety of games, role-plays, simulations, and task-based activities have been prepared to support classes. Many proponents of communicative language teaching have advocated the use of "authentic" materials in the classroom, including literary texts with metaphors. It should be mentioned that principles of communicative approach include the following statements: learners learn a language through using it to communicate; authentic and meaningful communication should be the goal of classroom activities; fluency is an important dimension of communication; communication involves the integration of different language skills; learning is a process of creative construction and involves trial and error [17, P.48-50].

The main reason, supporting the importance of cultural approach is that language is not an autonomous construct but social practice both creating and created by the structures and forces of the social institutions within which we live and function. Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted. Culture is the foundation of communication. This approach will help students to understand the fact that all people exhibit culturally conditioned behaviors and social variables such as life, time, happiness and place of residence influence the ways in which people speak and behave. It will help to increase their awareness of the cultural metaphors in the target language, to develop the necessary skills to locate and organize information about the target culture. Finally, it stimulates students' intellectual curiosity about the target culture and encourages empathy towards its people. At any rate, the foreign language classroom should become a cultural island, where the accent will be on cultural experience and cultural awareness.

The person-centered approach was developed from the concepts of humanistic psychology. The humanistic approach views people as capable and autonomous, with the ability to resolve their difficulties, realize their potential, and change their lives in positive ways. The psychologist Carl Rogers (1902 - 1987), who proposed new humanistic ideas for counseling, developed the person-centered approach. Person-centered education, with a counseling-originated model, embraces a constructivist learner-centered model. Learner-centered model aims to make teachers more sensible to their learners' need as the students undertake a more participatory and a more active role in language learning. The attention switches from teaching language form to teaching function in accordance with the learners' needs. Hence, the individuality of every learner, their learning styles, and multiple intelligences begin to be acknowledged by the educators. Likewise, the traditional teaching manner, in the learner-centered approach, the teacher has the role of knower and active organizer. Although in the learner-centered approach responsibility of the learning is on the shoulders of the learners. Learning in learner-centered model is a non-linear, recursive, continuous, complex, relational, and natural, which is enhanced in contexts where learners have supportive relationships, have a sense of ownership and control over the learning process, and can learn with and from each other in safe and trusting learning environments [18, P.57-60].

IV.   METHODOLOGY OF THE FINDINGS

Taking into consideration all approaches mentioned before, it should be emphasized that the formation of linguacultural competence could be carried out in three stages; each stage has its own challenges due to its objectives. The first stage is "motivational", i.e. providing psychological readiness to communicate. M.I.Dyachenko and L.A. Kandybovich and other scientists highlighted the problem of readiness at different times and from different positions in their research. Thus, readiness is a particular mental state

that allows to perceive a certain situation or to act [19, p.6]. The objective of this stage is to interest students in gaining knowledge about different peoples and their cultures, to show how diverse both the world is and the people living in this world, to achieve a positive attitude towards learning about other cultures and to awaken in them the desire to interact with other cultures. P.P. Stepanov states that the main goal of a teacher is not only to give information on different cultures, but also to change trainees' treatment of other cultures [20, P.152-156]. At this stage, the native languages are used along with English because the information given in the native languages quickly comes to mind. Reading feature literatures with a number of stylistic devices, helping to understand the way of life, traditions and customs of different nationalities and discussing them appears to be effective.

Students are more motivated and stimulated in the foreign language classroom when authentic materials (rhymes, songs, realia) are used. Authentic materials increase the students's level of cultural awareness and concentration. Exposing students to such language forms will enable them to cope with genuine interaction, whether it is inside or outside the classroom. There is an important reason is that rhymes make up a powerful means of linguacultural competence formation at all stages as they show many aspects of the culture of each society as they occur in all phases of our life, from birth to death. During 1765-1780, John Newbery published a collection of rhymes called "Mother Goose's Melody" in England. It witnessed an instant success and copies were soon being sold throughout England and in America. Some of the rhymes have a rich historical background and "hidden" messages. Consider the following verse; it is thought to refer to the Black Death, or the Plague, which killed about twenty-five percent of the population of England in the fourteenth century: "Ring around the roses", "Pocket full of posies", "Ashes, ashes", "We all fall down". The ring around the roses refers to the rash of an infected person; the pocket full of posies refers to the alleged protection flowers offered against polluted air, which was believed to spread the sickness; and the ashes and falling down refer to the sudden dramatic death of plague-stricken people whose bodies were piled up and burned [21, p. 171]. Another example gives three perspectives: the bully's (Jack), the victim's (the little boy) and the witness's (Gye), and offers a valuable lesson about the role of bystanders in the prevention of bullying:

Jack and Gye

Went out in the rye,

And they found a little boy with one black eye.

Come, says Jack, let's knock him on the head.

No, says Gye, let's buy him some bread;

You buy one loaf and I'll buy two,

And we'll bring him up as other folk do [22, p. 265].

In senior classes we for the formation of linguacultural competence, students can analyze OlzhasSuleymenov's masterpieces. His creativity represents some kind of synthesis of the Kazakh spirit and a bicultural (multicultural) view of the world. In his works, we can observe traditions and freedom-loving spirit of the Kazakh poetry. The poem "Black Lark" is an example of such poetry. A black lark, in Kazakh "karatorgai" is a symbol of the Kazakh steppe. The ordinary looking settled bird subdued steppe people by firmness, commitment to the homeland and love of freedom. One of the Kazakh national songs is devoted to it. In O. Suleymenov's poem karatorgai is linguistic cultural theme, which in consciousness of representatives of the Kazakh culture, the residents of Kazakhstan generates the following associative row: karatorgai is the sky, freedom, the song of a lark, the steppe, the homeland. Karatorgai cannot sing in a

cage, the bird sings freely only in native steppe.

Eduard Bagritsky loved the birds.

In a small room they shouted

Parrots, canaries, ulbilas,

But -

Karatorgai kept silence

Lark from the Turgai region,

Became so boring for his steppe.

We say: "Fly to the south!"

He does not want. He is hiding,

He is shivering in the Turgai region.

The main image of the poem is a karatorgai. He is a symbol of homesickness. The national and cultural, bicultural originality of this work is constructed on "the linguocultural translation" of the Kazakh ornithonym of karatorgai. Black in this poetic context gets the symbolical value, which is possible only in Kazakh language as *kara* has several meanings. The linguocultural translation transfers the following idea: karatorgai means "strong, strong-willed". the understanding of esthetics, figurativeness and emotionality of the work is important for the perception of the poetry and these aspects in most of the cases absorb the national world-view and culture. It is possible to understand the text at the superficial language level, but not to perceive its linguistic art originality. For example, the linguistic and cultural commentary is required for understanding of the PavelVasilyev' poem "Serke" (1909-1937) (the famous Kazakhstani Soviet poet) by monolingual representatives of Russian culture.

There was a girl

*She was **as white as goose**,*

She was as smooth, as a goose on water.

There was a girl

With eyes as night,

Gentle, as sky

Before a dawn;

***With eyebrow is thinner**,*

Than an arrow,

***Catching up an animal**;*

With light fingers,

As the first snow,

Touching the face.

There was a girl

With the temper of a tarantula,

Old, shaggy,

Stinging for anything.

The comparative poem is organic, for example, the comparison of the girl, her beauty with a goose. Such zoomorphic figurativeness is typical for Russian language and Russian poetry but often takes place in Kazakh poems of Kazakh poets and Kazakh bilingual poets.

Discussion takes a specific place in the sphere of dialogic communication. The main objective of the discussion is the development of communicative culture in the search for the truth. Awareness and understanding the problems and contradictions, identification of available information, revision of knowledge, development of skills to argue and justify the point of view, inclusion of knowledge in a new context are the main substantial objectives of discussion. We assert that skillfully organized discussion is the most important form of the methodical development of tolerance. In the spotlight is the fact that sensible people all around the world, regardless of their nationality or religion, show tolerance, respect each other, and appreciate the cultural heritage of the community. The core values of all peoples are the same. Discussing the literature helps students to penetrate the essence of the question, and gives them a chance to ask questions and express their opinion. This work makes it possible to achieve the goal – to form a new quality of a person – a willingness to cooperate.

The second stage of the formation of linguacultural competence is "informative" one. The main objectives of this phase are the collecting and processing of learning material, which is the content of training. We consider the content of training as a constantly changing and evolving category connected with the process of learning. An interrelation of the activities of teaching (the activity of the teacher) and learning (student activities) is addressed in the material, or in other words, in the content of the subject. The content of education is not only the subject of what you can hear or see in the lesson that is explicitly expressed or clearly represented by a teacher or a student, but also what they think, feel and experience. The mental processes occur in their "heads" when one opens up and the other develops the world of a different culture. We are not talking about the formation by a trainee of a new consciousness, identical to the host consciousness of the target culture. The task is to enrich the student's consciousness through initiation into the image of linguistic consciousness of his peers abroad – carriers of other conceptual systems of the world. The perception of any material has a bright personality color. A preliminary analysis of the materials is worked up by using one's own experience and available knowledge. Students prepare a monologue speech on the issue, and make up questions. Thus, it is not only familiarizing the student with living but also enriching the vocabulary, broadening the outlook, "immersing" in a foreign cultural environment and increasing the motivation for learning language. Training material, in our opinion, must meet the following criteria: cross-cultural content, modernity, actuality and credibility. The next step is to organize cooperation on the basis of subject-oriented, motivated communication activities between students themselves and with the teacher.

The final stage of the work is the formation of the concept of "linguacultural competence" together with

the students, defining the means of its manifestations in contemporary conditions and its practical consequences. The students make up some possible strategies to oppose prejudice and preconception. The process of linguacultural development is quite complex process and requires the desire and perseverance.

The comparative study of languages received in recent decades a widespread circulation. Various phenomena of various language levels are compared. Thus, according to the researchers, one of the most difficult and least developed in terms of a comparative analysis is a stylistic level [23, P.147-159]. The famous Swiss linguist Sh. Balli advanced the idea of a comparative study of stylistic features of native and foreign languages at the beginning of the 20th century. "The study of stylistic means of other languages will allow to realize more deeply expressional opportunities of the native language which we pretty often use unconsciously. Big differences can be found in the nature of images, in the figurative speech generally; at last, the language facts causing idea of a certain social environment a symbolical and social painting of the expressional facts of different languages would prompt many interesting outputs" [24, P. 42-44]. In 50-60 years, the French linguists A. Malblan, the Zh.Viney and Zh. Darbilne made the significant contribution to development of comparative stylistics. A. Malblan emphasized that the comparative research of languages allows not only to resolve methodical issues of teaching foreign languages, but becomes important for the development of the theory of language. Malblan developed the method of a comparative synchronous research of expressive means in genetically unrelated languages. The comparative lexicology have gained a certain development in works of domestic linguist of V.G. Gak [25, P. 39-41] and others. Now the comparative stylistics develops three directions: theoretical - translational, literary and linguistic. In our understanding, in connection with objectives of the research we have to proceed from the general principles of a comparative research, including the principles of systemacity; comparability; terminological adequacy and typological proximity of the compared languages. We proceeded from the aspects of a comparative research at the lexical level planned by R. Lado [26, P.64-69]. Another study examined how aspects of the Russian and Kazakh languages were instruments of socialization and valuable representatives of their national linguistic personalities. Through comparative linguacultural analysis, it was determined that the main values, symbols, and stereotypes of Russian and Kazakh linguistic personalities were defined by social and economic organization, culture, and traditions. In addition, fundamental reforms in ideological, political, and social spheres had transformed the national linguistic personality of both these regions [27, P.71-78].

V. CONCLUSION

Thus, due to versatility and multidimensionality the attention of scientists of various scientific schools is focused on the problem of multilingual education. A certain experience in the area of multilingual education is accumulated. The strategic objective of multilingual education in Kazakhstan is in creating necessary conditions for simultaneous learning three languages in accordance with contemporary methodology. With the designing of new statehood of a multinational society as the Republic of Kazakhstan, the issues of formation of linguacultural competence are of particular relevance.We argue that the modern approaches, methods and techniques should be realized in the process of linguacultural competence development. Communicative approach suggests that learners learn a language through using it to communicate; authentic and meaningful communication should be the goal of classroom activities; fluency is an important dimension of communication; communication involves the integration of different language skills; learning is a process of creative construction and involves trial and error. The main reason, supporting the importance of cultural approach is that language is not an autonomous construct but social practice both creating and created by the structures and forces of the social institutions within which we live and function. Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various

messages may or may not be sent, noticed, or interpreted. Culture is the foundation of communication. This approach will help students to understand the fact that all people exhibit culturally conditioned behaviors and social variables such as life, time, happiness and place of residence influence the ways in which people speak and behave. It stimulates students' intellectual curiosity about the target culture and encourages empathy towards its people. The person-centered approach was developed from the concepts of humanistic psychology. The humanistic approach views people as capable and autonomous, with the ability to resolve their difficulties, realize their potential, and change their lives in positive ways. Taking into consideration all approaches mentioned before, we emphasized that the formation of linguacultural competence could be carried out in three stages; each stage has its own challenges due to its objectives. The first stage is "motivational", i.e. providing psychological readiness to communicate. The objective of this stage was to interest students in gaining knowledge about different peoples and their cultures, to show how diverse both the world is and the people living in this world, to achieve a positive attitude towards learning about other cultures and to awaken in them the desire to interact with other cultures. At this stage, reading feature literatures with a number of stylistic devices, helping to understand the way of life, traditions and customs of different nationalities and discussing them appears to be effective. Students are more motivated and stimulated in the foreign language classroom when authentic materials (rhymes, songs, realia) are used. Authentic materials increase the students' level of cultural awareness and concentration. The second stage of the formation of linguacultural competence is "informative" one. The main objectives of this phase are the collecting and processing of learning material, which is the content of training. The final stage of the work is the formation of the concept of "linguacultural competence" together with the students, defining the means of its manifestations in contemporary conditions and its practical consequences. The process of linguacultural development is quite complex process and requires the desire and perseverance.

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