

## FORMATION OF READING LITERACY IN ENGLISH LESSONS

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*Reading skills are absolutely necessary for successful adaptation in modern society. Reading in a foreign language as a type of speech activity is the most necessary for most people. Despite the fact that the issues of teaching reading in education have always been given great importance, the task of developing reading literacy is a new area for a modern school that solves the tasks of implementing the requirements of the state educational standard. The formation of reading literacy in foreign language lessons involves working on the development of the following skills in students: 1) the ability to find and extract the necessary information from the text; 2) the ability to integrate and interpret information; 3) the ability to comprehend and evaluate what is read in the text. Applying tasks for the formation of the reader's competence, the teacher helps to increase the motivation of students, expands their horizons, develops creative abilities, helps to realize the values of modern peace – all this is necessary for the harmonious development of the individual and further interaction with society.*

**Key words:** reading, reading literacy, foreign language, skills, motivation.

## TO THE QUESTION OF THE NECESSITY OF USING LINGUOCULTURAL APPROACH IN TERMS OF TEACHING A FOREIGN LANGUAGE AT A UNIVERSITY

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*This article reveals the concept of linguoculture in the study of foreign languages. The opinions of V.V. Vorobyov and M. Bayram are given. We considered the linguoculturological approach in foreign language education in Kazakhstan. To determine the role of linguoculture in the process of teaching foreign languages, a survey was conducted among students of the specialty «Foreign language – two foreign languages» of the Faculty of Foreign Languages of the Karaganda University named after Academician E.A. Buketov. 68 students of the faculty took part in the survey. The article presents the survey data with subsequent data analysis.*

**Key words:** approach, linguoculture, disciplines, teaching, language, culture.

The twenty-first century is a century of high qualitative standards. This is about not only the technology but the education as well. Language is the key to communication. A person who uses communicative skills has more opportunities in different spheres of life. There is a necessity in professionals who not only know the language but

are competent users of intercultural communication. According to this, there is a high need for a teaching approach, which will transmit the cultural aspects of the language whereas nowadays only grammar and lexis are taught.

The actuality of the problem in our research refers to the lack of linguocultural materials, the

oddness of teaching language and culture. Students of linguistic specialties sometimes lacking integration of cultural knowledge and cannot obtain the language knowledge in a full manner.

Methods.

During the research, we used both qualitative and quantitative research methods. The qualitative method in our research focuses on the theoretical perspective which we examined using literature analysis. When it comes to the quantitative method in this research, it should be noted that it emphasizes an empirical approach with the help of the survey.

What is Linguoculture.

The formation of global space, the development of international interaction in all spheres of the life of countries, and the dominant role of language both as an effective tool for intercultural interaction and as a translator of the national and cultural identity of peoples in the interaction and communication of various linguistic societies have put forward «intercultural communication» as a new scientific and educational object area with the basic category – linguoculture, synthesizing «language, culture, personality» into an organic whole. Linguoculture reflects the material and spiritual identity of linguistic ethnic groups, which allows the subject of intercultural communication to effectively interact in the world, using knowledge of the language and culture of communication partners as the basis for mutual understanding and cooperation.

S.S. Kunanbayeva claims that linguoculture is a reflection of the material and spiritual identity of linguistic ethnic groups, which allows the subject of intercultural communication to effectively interact in the world, using knowledge of the language and culture of communication partners as the basis for mutual understanding and cooperation [1].

V.V. Vorobyov believed that linguoculturology is a scientific discipline of a synthesizing type, the borderline between the sciences that study culture and linguistics. The main object of linguoculturology is the relationship and interaction of culture and language in the process of its functioning and the study of the interpretation of this interaction as a single system value. The subject of the study of linguoculturology is the material and spiritual culture created by mankind.

Linguoculturology focuses on a new system of cultural values put forward by new thinking, the modern life of society, an objective interpretation of facts and phenomena and information about various areas of the country's cultural life.

V.V. Vorobyov argues that the task of linguoculturology and its peculiarity is the systemic representation of the culture of the people in their language, in their dialectical interaction and development, which contributes to the formation of modern cultural thinking. The trend of teaching a foreign language forms the speech skills necessary to determine the complex of cultural knowledge that will allow students to use a foreign language in order to carry out intercultural and professional communication with native speakers of the foreign language being studied [2].

M. Byram believes that teaching culture in the process of teaching the language expands the horizons of students, which in general is of great educational and educational importance [3].

The purpose of our study was the theoretical analysis and implementation of the linguoculturological process in the educational process of linguistic specialties. Therefore, we studied the order «On approval of state compulsory educational standards for all levels of education».

The regulation «On approval of state compulsory educational standards for all levels of education» chapter number 2 reflects the requirements for the content of higher education with a focus on learning outcomes.

This chapter tells about the disciplines of the obligatory component of the cycle of general education disciplines, which refers to their direction in the formation of the worldview, civil and moral positions of the future specialists, competitive on the basis of knowledge of information and communication technologies, building communication programs in the state, Russian and foreign languages, focusing on healthy lifestyle, self-improvement and professional success.

This chapter has a broad interpretation of its meaning; it does not affect the concept of linguistic culture in teaching a foreign language.

Upon completion of the study of compulsory disciplines, future specialists in accordance with the «State Compulsory Education Standards» at all levels of education will be able to:

– evaluate situations in various areas of inter-

personal, social and professional communication, taking into account basic knowledge of sociology, political science, cultural studies and psychology;

– to operate with the public, business, cultural, legal and ethical norms of the Kazakhstani society.

Although these provisions have a broad interpretation and they refer to the culture and cultural studies, future specialists will not be familiar with the concept of linguistic culture.

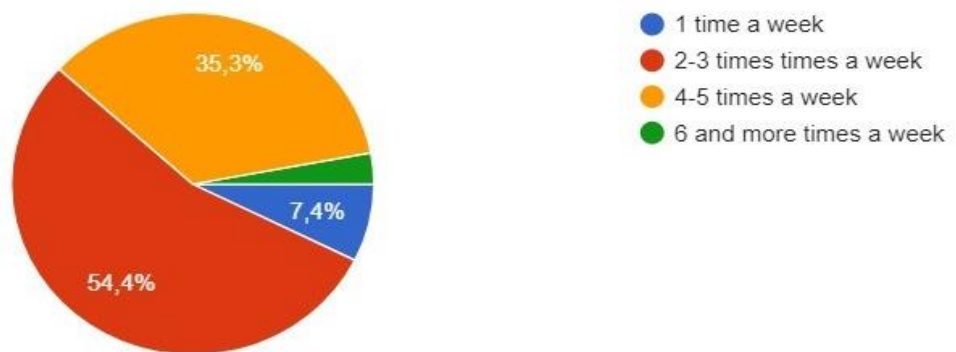
In order to find out whether students studying a foreign language in a higher educational institution are familiar with the concept of «linguoculture», a questionnaire was compiled. The survey was conducted at the University named after Academician E.A. Buketov among students of the Faculty of Foreign Languages. The survey was conducted online. The questionnaire was anonymous; no personal information of the respondent was recorded.

The questionnaire consisted of 6 questions with options, where it was proposed to choose the answer closest to the respondent.

The survey was conducted on an anonymous base among the bachelor's degree students of Karaganda Buketov University. Most of the respondents in this survey are second-year students – 41.2%. 32.4% of third-year students, 20.6% of first-year students and 5.9% of fourth-year students took part in the survey.

Diagram 1 shows students' responses to the question «How many times a week do you have English language classes?». Based on the results of this question, we can see that most of the students have an English lesson on average 2-3 times a week, and some courses claim 4-5 lessons a week. According to this, we may say, that the availability of lessons exists and implementation of linguocultural approach in the schedule can take place.

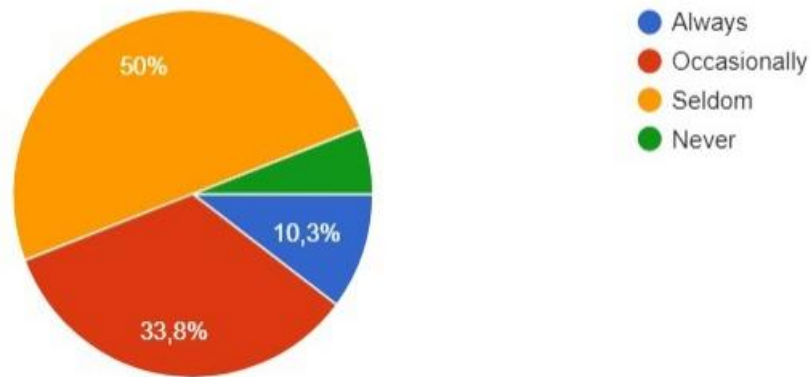
How many times a week do you have English language classes?



On the second pie-chart students answered the question «how often do you discuss holidays/festivals in English language classes?» thus: 50% answered «seldom», 33.8% answered «occasionally», 10.3% answered

«always», 5.9% answered «never». From this, it can be understood that half of the students surveyed rarely discuss holidays or festivals in English classes, which is a very low figure.

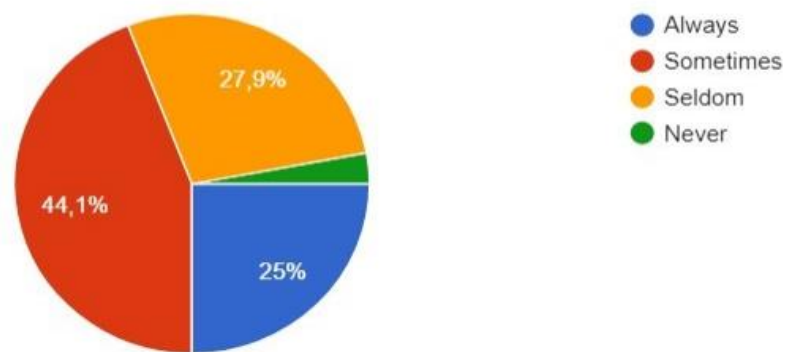
How often do you discuss holidays/festivals in English language classes?



The third diagram shows how often students discuss the culture of English-speaking countries in English language classes. 44.1% answered «sometimes», 27.9% answered «seldom», 25% answered «always», and 2.9% answered «never».

Based on the results of this question, it can be seen that the culture of English-speaking countries in English language classes is sometimes discussed among the majority of the students surveyed.

How often do you discuss the culture of English speaking countries in English language classes?

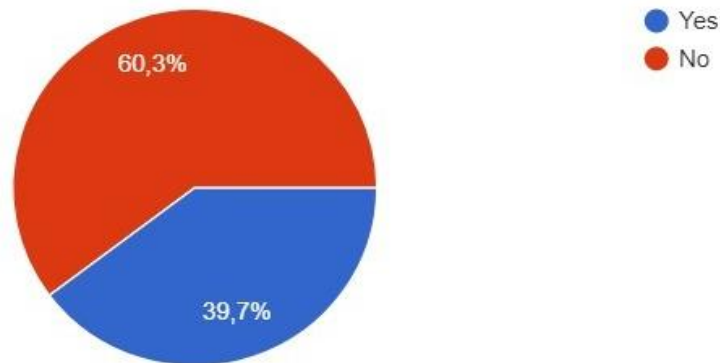


The next pie chart shows answers to the question «Do you watch videos about English language culture in classes?» 60.3% of students answered «yes», and 39.7% answered

«no». the statistic shows that not all classes are supplied with authentic videos presenting the cultural features of the studied language country.

Do you watch videos about English language culture in classes?

Figure 10

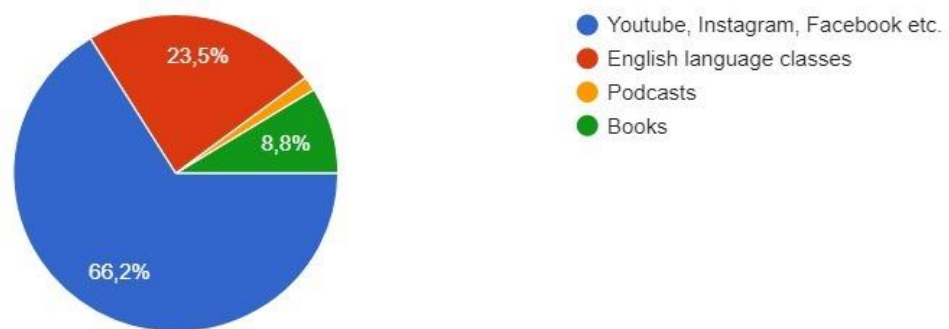


The next question was «sources that helped the most to get to know about the culture of the language you are learning»? 66.2% answered «YouTube, Instagram, Facebook etc.», 23.5% answered «English language classes»,

8.8% answered «books», 1.5% answered «Podcasts». The answers to this question make it clear that modern information platforms are in demand when studying the culture of the target language.

What sources helped you the most to get to know about the culture of the language you are learning?

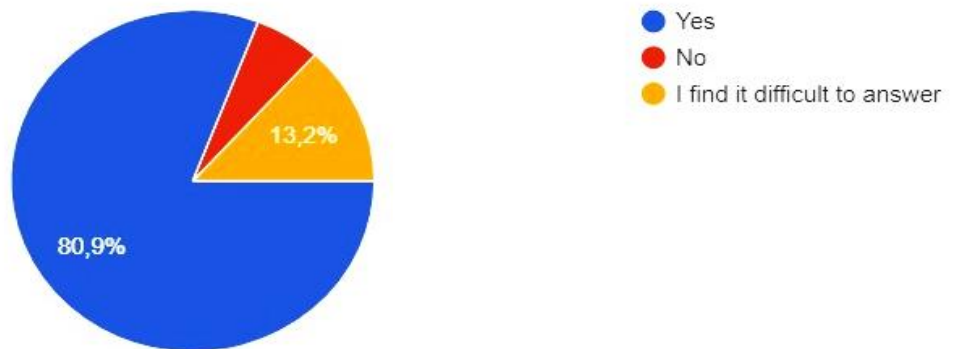
Figure 11



To the question «Do you consider it to be important that cultural features should be included in learning English?» 80.9% of students answered «yes», 13.2% answered «I

find it difficult to answer», and 5.9% answered «no». Many students agree that cultural features should be included in learning English.

Do you consider it to be important that cultural features should be included in learning English?



According to the survey, it turned out that the curriculum of the classes included a few videos about the culture of the English language, even though classes are held 2-3 times a week. A good sign is that on the part of students there is a huge interest in mastering the culture of the language being studied, which they learn about outside of school hours. We believe that with a change in the syllabus for conducting English classes and the use of modern teaching aids, students will be able to expand their knowledge

of the culture of the English language and master their language skills in a thorough way.

It can be concluded that to master a foreign language, it is necessary to be acquainted with the culture of this language through the available methods and means. The role of the linguocultural approach in foreign language education in Kazakhstan should be given more attention. This requires the preparation of a training program, the use of available methods and means, and the use of modern technologies such as podcasts and videos.

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## К ВОПРОСУ О НЕОБХОДИМОСТИ ИСПОЛЬЗОВАНИЯ ЛИНГВОКУЛЬТУРНОГО ПОДХОДА В УСЛОВИЯХ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА В ВУЗЕ

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*В данной статье раскрывается понятие лингвокультуры при изучении иностранных языков. Раскрываются мнения В.В. Воробьева и М. Байрам по этому вопросу. Авторам рассмотрен лингвокультурологический подход при изучении иностранных языков в Казахстане. Для определения роли лингвокультуры в процессе обучения иностранным языкам авторами был проведен опрос среди студентов специальности «Иностранный язык – два иностранных языка» факультета иностранных языков Карагандинского университета имени академика Е.А. Букетов. В опросе приняли участие 68 студентов факультета. В статье представлены данные опроса с последующим анализом данных.*

**Ключевые слова:** подход, лингвокультура, дисциплины, преподавание, язык, культура.

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## ANALYSIS OF COMPETENCIES REQUIRED BY A MODERN MEDIA EDUCATOR IN RUSSIA

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*This article is an author's study of professional standards on the topic of media pedagogy based on the analysis of the domestic labor market. In the process of research, the methods of analyzing documents and open resources have been used. The study of professional standards demonstrates that the profession of a media teacher is not regulated by any documents in the legal field. It is concluded that there is a formed request for related media skills in a large number of vacancies, including vacancies in pedagogical areas of work. The range of competencies should be added to modern professional standards to improve the quality of pedagogical activity in the field of media.*

**Key words:** media teacher, education, mediatization, society, pandemic, professional standards, job market.