

Scientific and Theoretical Bases of the Methods of Formation of Linguoculturological Competence of The Future Foreign Language Teacher

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Abstract

The paper covers the scientific and theoretical bases of methods for developing linguoculturological competence in future foreign language teachers. The author investigates various aspects related to linguistic and cultural competence formation in language teachers, aiming to provide valuable insights and recommendations for teacher education programs and professional development. First, the methods of teaching linguocultural competence that include the definition and components of linguoculturological competence, the overview of traditional and innovative methods, and the analysis of effective pedagogical strategies for teaching cultural aspects in language instruction are provided with relevant case studies. The research covers didactic linguistic and cultural competence conditions among future English language teachers. In this, the work covers the current state of linguistic and cultural competence, identifies challenges and gaps in linguistic and cultural instruction in teacher education programs, and discusses didactic approaches and tools to enhance linguistic and cultural competence. Assessment methods and criteria for evaluating the development of linguoculturological competence are covered. The integration of structural and content components of foreign language formation to improve linguistic and cultural competence is also discussed. Moreover, the role of authentic materials and real-life contexts in developing linguoculturological competence and strategies for promoting intercultural communicative competence through integrated language and culture instruction are presented. Also, there is the role of technology in developing linguoculturological competence. Under this, technology-enhanced approaches for teaching linguistic and cultural competence are

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explored, along with the assessment and integration of digital tools, multimedia resources, and online platforms in language and culture instruction. The paper covers implications for foreign language teacher education and professional development, highlighting the need to integrate cultural competence into teacher training programs and the importance of continuous learning and technology integration. Equally important. The research also provides future directions for research and practice in developing linguoculturological competence are suggested, emphasizing the need for further exploration and collaboration.

Keywords: Linguoculturological competence, didactic approaches, cultural aspects, assessment methods, language and culture integration