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LINGUACULTURAL APPROACH IN TEACHING FOREIGN STUDENTS IN THE ENGLISH LANGUAGE

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Abstract: in the paper theoretical support of applying the linguacultural approach in the study process in English is given. The author also highlights the necessity of adding the linguacultural competence to the list of key competences for modern specialist of 21st century.

Key words: linguocultural competence, professional competence, international students, cross-cultural interaction, higher education.

ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ ПОДХОД В ОБУЧЕНИИ ИНОСТРАННЫХ СТУДЕНТОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

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Аннотация: в статье приводится теоретическое обоснование применения лингвокультурологического подхода в образовательный процесс, организованный на английском языке. Автор также подчеркивает необходимость включения лингвокультурологической компетенции в список ключевых компетенций современного специалиста.

Ключевые слова: лингвокультурологическая компетенция, профессиональная компетентность, иностранные студенты, международное сотрудничество, высшее образование.

In recent years, the globalization of markets and the technological revolution has brought about drastic and rapid changes in the relative importance of individual sectors and occupations in the economy. This means that more and more people will have to adapt to changes in their career that requires involving different skills during their professional life. The mobility (academic and/or professional) of workers and students among different estab-

lishments is a key objective in the EU's pursuit of a European labor market with a high level of employment. It goes back to the origins of the European Community. One of the ways of providing such mobility is a creation of international interaction in the field of higher education that is possible through organization of educational conditions for it and creation international agreements among universities. As a result, the modern educational system is on the modernization way due to the intensive process of globalization and internationalization of all the world systems: economic, cultural, informational, legal and educational as well. It has already caused the integration of higher education establishments (HEEs) at different levels, through the absorption of regional universities by leading universities and the unification of industry universities within each individual state, as well as the organization of unified educational environment – the European Higher Education Area, in the international context.

After joining Bologna Process in 2015, the Republic of Belarus embarked on the path of modernizing the educational system, in such a way as to unify it and make it possible for the unimpeded movement (mobility) of students and teaching staff among universities around the world. In that light, Belarusian system of higher education has been focusing on attracting as many as possible international students for studying in Belarusian universities, which is reflected in the valid government program of education and youth policy. One of the approved directions is the expansion of the majors' list with the possibility of studying in English and providing with additional legal conditions for implementation of cooperative educational programs and programs with a double degree, as well as the provision of educational grants to international students at the HEI of the Republic of Belarus.

The competence approach has been one of the prime approaches in education. The latest tendency is providing students with the key competences. The list of these competences has some differences among countries, but all of them follow the same model of four key competences (4C) in general: Creativity; Critical thinking; Cooperation; Communication.

Communication has been dramatically affecting any side of life especially people's career in other words the cultural effect on the communication is not denied any more. Moreover, such an effect has begun to be noticed by scientists at the begging of the last century and now last thirty years it has turned out at the top of the crucial issues in the cross-cultural internationalising world. e. hall pointed an effect of culture in the case of communication. His famous statement «Communication is culture and culture is communi-

cation», stressed the connection between language as a means of communication and culture.

There was always necessity to have a communicative language, through either translating or using a lingua franca, and aware cultural peculiarities in any intercultural interaction – travelling, trading, and politics. In 90th last century, it caused creation of a number of different closely related branches of science: cultural linguistics, applied linguistics, cognitive linguistics, linguoculturology. The last one is mainly the post soviet product that has been developing in isolation with the western one (e. g. cultural linguistics).

The term «linguaculturology» is mentioned by V. N. Teliia, V. V. Vorobev, V. A. Maslova, L. N. Marziuk, N. D. Arutiunova, U. S. Stepanov, and others. The major issue of linguaculturology is searching of effective ways for using the current integration of language and culture.

As for linguacultural approach in education, this is widely used in teaching Language in the framework of the anthropocentric paradigm used in modern linguistics. Such paradigm implies paying attention to the person instead of a language, as the language acts as a means only for creation and perceiving speech. Linguaculturology is correlated with cognitive linguistics. The last deals with considering the role of language for the person under cultural affect and vice versa while Linguaculturology draws to cultural phenomenon in other words it directs «on the human, or rather, on the cultural factor in the language and on the linguistic factor in the person» [1, p. 222].

After analysing the current concepts of the linguacultural competence (I. U. Tokarev, O. B. Khalupo, L. T. Moldokmatova, G. V. Tokarev, V. V. Vorobyov, E. P. Vasilevskaya, L. A. Konyaeva, M. A. Mignenko, A. S. Urustemkhanova, E. S. Nosova), the following integrative notion can be given: linguacultural competence is a set of linguacultural knowledge and skills that are necessary for collecting background knowledge, affective language behaviour and cross-cultural communication in a foreign language and an ability to cultural connotation of the language units. Such notion has a wide volume and narrow context that is required by the language study's aims. However, this is well-known that the English language is an academic language in international educational system. This highlights the other side of the study process when mastering language is not an aim. Language is only a means for organisation of a study process that forces teaching staff to pay attention to studied disciplines not to the language. Such approach allows narrowing the volume of the linguacultural competence due to codding

applied sense (discipline) in language units. In other words, the cultural component is supposed to be narrowed from the holistic humanistic and national meaning to the specific branch as ecological culture, corporation culture, professional culture, etc.

In the light of these facts, linguacultural competence is a set of linguacultural knowledge and skills in the specific professional field that are necessary for professional cross-cultural interaction in a foreign language.

Our society has been living in ever-shifting world with erasing borders among nations that causes emphasising of cultural and language issues. This is even documented in recommendation on key competences for lifelong learning given by European Union Council. Where to the list of key competences are added multilingual competence and cultural awareness and expression competence [2, p. 7–8]. In this manner, linguacultural approach is brought out as one of the leading one. However, in the light of the professional competence narrow professionally oriented notion of linguacultural competence reveals the necessity in providing modern graduates with the linguacultural competence, as one of the most crucial, as it enables academic staff to provide students with needed knowledge and skills not only in wide humanistic context but in the concrete professional field.

References

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