

S. Mehdikhanli<sup>1\*</sup>, N.B. Kairliyeva<sup>2</sup>, L.B. Alekshova<sup>2</sup>, M.K. Amangaziyeva<sup>2</sup>

<sup>1</sup> University of Guilan

Rasht, 418869, Republic of Iran

<sup>2</sup> Kh. Dosmukhamedov Atyrau University

Atyrau, 060011 Republic of Kazakhstan

\*e-mail: [smehdikhanli@guilan.ac.ir](mailto:smehdikhanli@guilan.ac.ir)

## THE METHODOLOGICAL FOUNDATIONS FOR DEVELOPING PROFESSIONAL AND COMMUNICATIVE COMPETENCE IN FUTURE PHILOLOGY TEACHERS

### Abstract

The article examines the methodological foundations for developing professional communicative competence in future teachers within a linguacultural educational environment. The relevance of integrating competency-based, cultural, and learner-centered approaches in teacher training is substantiated. The purpose of the article is to scientifically substantiate and experimentally verify the effectiveness of developing the professional and communicative competence of future philology teachers within a linguo-cultural educational environment using specialized teaching materials. Practical tools for competence formation are identified, including the use of linguacultural educational materials. It is noted that such an environment promotes intercultural interaction skills, professional reflection, and communicative flexibility. The findings can be applied in the design of educational programs and methodological resources for pedagogical universities. The article presents an experimental study on the formation of professional communicative competence in students of philological specializations, enrolled in the discipline "Russian Language" and the educational program "Teacher of Russian Language and Literature in Schools with Russian and Non-Russian Languages of Instruction" at Kh. Dosmukhamedov Atyrau University. The methodological foundation of the study is a competency-based approach, adapted to incorporate linguacultural content. The research involved 160 undergraduate students. In the experimental group, a statistically significant increase was observed in the levels of professional communicative and linguacultural competence components. The proposed methodology, which includes a linguacultural-focused teaching manual, demonstrated its effectiveness in university-level teacher training for future philologists.

**Key words:** professional communicative competence, competency-based approach, linguacultural component, Russian language, linguistic picture of the world, intercultural communication.

### Introduction

In the modern educational environment, the development of not only professional knowledge and skills but also advanced communicative competence in future teachers has become particularly important. This competence ensures effective interaction with students, colleagues, and also parents. Professional communicative competence is viewed as an integrative personal quality of teachers, comprising speech, social, and cultural components, which is necessary for the successful implementation of teaching activities in various educational situations.

In line with modern requirements for teacher education, the implementation of the competence-based approach is key, as it enables targeted development of professional competencies through active, context-based learning methods. The use of linguacultural textbooks occupies a special place among these methods. Such textbooks not only develop linguistic competence but also deepen understanding of the cultural context of communication, which is especially important for philologists and Russian language specialists preparing to work in a multilingual and multicultural educational environment.

A multicultural educational environment and communication with representatives of other linguistic and cultural communities have demonstrated that language alone is not enough for successful and effective contacts [1. -258]. Language must be studied in inseparable unity with the world and the culture of the people who speak it [2. -49]. For effective communication, it is necessary to understand the unique aspects of a people's culture and character.

The language of every nation is connected to its history, culture, and social life, which, in turn, form the nation's linguistic picture of the world [2 -43]. The teaching of language and culture must be integrated. Consequently, learning the Russian language and, through it, the linguistic picture of the world, gives students a deeper understanding of the Russian culture, broadens their horizons, and enriches their vocabulary with both professional and general words [2. -47].

Modern education requires teachers not only to have professional erudition but also a high level of communicative competence, especially in the context of a multilingual and multicultural educational space [3. -36], [4. -20].

The level of communicative culture is characterized by linguistic knowledge, cultural background knowledge, socio-ethnocultural knowledge, and knowledge about the national-cultural specifics of the language [1. -254].

The formation of professional and communicative competence is becoming a key area in the training of future philologists [5. -50], [6. -115], [7. -105].

Similar trends are also observed in foreign pedagogy, where communicative competence is emphasized as the foundation of professional interaction [8]. The practical goal of professional communication training is the development of professional communicative competence in the target language. This development requires consideration of the complex structure and specific content of professional activity, which are determined by the qualification requirements and needs of the speciality [10. -1242].

Communicative competence can be defined as the knowledge, understanding, and skills necessary for effectively teaching academic subjects in a non-native language [11. -3]. One key factor influencing students' motivation to learn is the teacher's professional competence. A teacher's professional and communicative competence should facilitate high-quality teaching. High-quality teaching is teaching that stimulates students' desire for lifelong learning [12. -69]. The teacher's professional and communicative competence directly determines his (her) pedagogical activity and professional engagement [13. -2].

Communicative competence as a pedagogical category is characterized by the following features: deep individual professional knowledge for successful professional activity, awareness of personal meanings and values of professional knowledge for practical and professional activity [14. -36].

The competence-based approach, now firmly established in higher education practice, [15. -80], involves the formation of stable, integrative skills that ensure readiness for professional activity. Of particular importance is the inclusion of linguacultural components as a mechanism for understanding communicative norms through the cultural code [16. -59], [17. -90].

Despite a considerable number of studies on communicative competence and the competence-based approach, the issue of integrating a linguacultural component into the development of professional communicative competence among philology students remains unresolved in pedagogical practice, especially in university training. Current teaching methodologies often fail to adequately account for the specifics of intercultural communication and its impact on a teacher's speech activity.

The aim of the study: development and testing of a model for the formation of professional communicative competence in undergraduate philology students using a linguacultural textbook within the framework of a competency-based approach. To achieve this goal, the following tasks have been set:

1. To define the theoretical foundations for forming professional communicative competence, taking into account the linguocultural aspect.
2. To develop a model for competence formation and a textbook for its implementation.
3. To conduct an experimental study with the participation of 160 students and evaluate the effectiveness of the proposed method.

4. To analyze the results and formulate pedagogical recommendations for university practice.

#### **Materials and research methods**

The object of the research is the process of forming professional communicative competence among university philology students studying the discipline "Russian Language". Participants: 160 undergraduate students; two groups: an experimental group (80 people) and a control group (80 people). All students were at the same proficiency level at the beginning of the experiment; they followed the same curriculum and had similar linguistic and cultural backgrounds.

The model for forming professional communicative competence includes four interrelated components:

- Motivational component - developing students' motivation and interest in improving communicative skills, awareness of the importance of professional communication.
- Cognitive component - mastering linguacultural knowledge, speech norms, and professional terminology.
- Operational-activity component - development of practical skills: speech interactions, discussions, presentations, solving professional communication tasks.
- Evaluative-reflective Component - skills of self-control, self-assessment, and reflection on one's own speech and communicative activity.

The developed linguacultural textbook contains theoretical and practical modules aimed at integrating linguistic and cultural context.

Main characteristics:

- Two modules; each module contains 15 topics, totaling 30 topics that correspond to the content of the "Russian Language" discipline at the B2 level.
- The thematic coverage includes: language norms for business and professional communication; cultural texts revealing the specifics of Russian linguistic and social culture; technology-based tasks: role-playing games, case studies, projects, situational practices; digital resources for independent and group work.
- The theoretical material includes linguacultural concepts (language and culture, linguistic picture of the world, cultural connotations, mentality, cultural universals), as well as linguistic data (phraseologisms, non-equivalent vocabulary, symbols, stereotypes).

Organization of the experiment:

The experiment was conducted over one academic semester and included three stages:

1. The ascertaining stage - the diagnosis of the initial level of competence: tests (professional vocabulary, speech norms), motivation, and self-assessment questionnaires; observation of the performance of communicative tasks.
2. Formative stage - implementation of the model in the experimental group: classes using the textbook, interactive methods (role-playing games, discussions, project activities), use of digital resources, seminars, group assignments. The control group followed the standard program.
3. Control stage - re-diagnostics: testing, questionnaires, observation; collection of student feedback; comparative analysis: initial and final, experimental and control groups.

Research Methods (mixed-methods):

- Testing - assessing knowledge and skills based on pre-defined tasks.
- Questionnaires - studying motivational and reflective components.
- Observation - analyzing students' speech and communication activities in learning situations.
- Statistical data processing - Student's t-test for comparing means; Mann-Whitney test for comparisons between groups; testing for the significance of differences (significance level  $p < 0.05$ ,  $p < 0.01$ ).

Assessment criteria:

1. Linguistic competence - knowledge of speech norms, grammar, and professional terminology.

2. Communicative competence - the ability to use speech strategies in professional situations.
3. Linguacultural competence - understanding cultural characteristics and their impact on communication.
4. Reflective competence - the ability to self-monitor, evaluate, and correct errors.

### Results and their discussion

Initial level of professional communicative competence. Diagnostics at the ascertaining stage showed that students in both groups started from a similar level. The average test scores were: control group: 52.8%; experimental group: 53.4%.

Regarding the criteria:

Table 1. Initial level of professional communicative competence

Criteria	Control group (initial)	Experimental group (initial)
Linguistic competence	54,2 %	53,9 %
Communicative competence	51,7 %	52,8 %
Linguacultural competence	52,5 %	54,1 %
Reflective competence	53,0 %	53,7 %

Note: Compiled by the author

The motivation questionnaire showed an average level of interest: Students recognized the importance of communication skills but experienced difficulties in applying them due to insufficient practice and weak integration of the cultural context. Observation of speech activity revealed frequent deviations from speech norms, limited use of professional terminology, and a low level of cultural awareness in the choice of linguistic means.

2. Changes in the experimental group after the formative stage. After completing the course of experimental methodology, the experimental group showed significant improvements in all competency criteria:

- The average final test score was 81.2%, which is 27.8 percentage points higher than the initial level.
- In the control group, the increase in scores was less pronounced: the final average score was 61.1%, an increase of 8.3 points.

Comparison Table by Criteria:

Table 2. Final level of professional communicative competence

Criteria	Control group (final)	Experimental group (final)
Linguistic competence	63,5 %	85,3 %
Communicative competence	59,2 %	79,8 %
Linguacultural competence	60,0 %	80,9 %
Reflective competence	61,7 %	78,9 %

Note: Compiled by the author

These data indicate that using a textbook with a linguacultural component and active teaching methods significantly increases the rate of development of professional communicative competence compared to the traditional methodology.

### 3. Qualitative changes, examples, and feedback

- Qualitative changes: during discussions and presentations, students in the experimental group began to use professional vocabulary more confidently, correctly apply the norms of business and professional communication, and more carefully consider cultural specifics

(for example, forms of address, speech etiquette) when composing dialogues and situational tasks.

- Task examples:
  1. Situational case: «Communication with Parents Who Speak a Non-Russian Language of Instruction», where students were required to consider the family's cultural code (background), local linguistic specifics, and select means of intercultural adaptation.
  2. Project Work: «Russian culture and intercultural dialogues», in which students prepared presentations that included comparisons of cultural practices in the linguistic sphere (rituals, customs, speech stereotypes).
  3. Speech training on the topic: «Professional communication in a school with a multilingual audience», where not only linguistic accuracy was assessed, but also sensitivity to the cultural expectations of the communication participants.
- Students' feedback: more than 85% of respondents in the experimental group noted that the textbook and the methods used increased their motivation, improved their understanding of the cultural component of the language, and expanded their perception of the Russian language as a tool for intercultural communication. Example: «Working with texts that reflect cultural specifics allowed me to understand why a formal style is appropriate in some situations, while a more personal, emotionally charged one is suitable in others»; «Role-playing games helped us feel like we were in real communication situations, especially when it was necessary to take into account the cultural context» etc.
- 4. Statistical processing of the results
  - Student's t-test: A comparison of the initial and final scores for the experimental group shows a statistically significant difference at a significance level of  $t < 0.01$  for all criteria. This confirms that the changes are not random.
  - Mann-Whitney test: A comparison of the final results between the experimental and control groups shows significant differences at  $U < 0.05$ , indicating that the experimental methodology is superior to the standard one in terms of the degree of competence formation.

The obtained results demonstrate that the proposed model, based on the competency-based approach and implemented through a textbook with a linguacultural component, is effective in training philology students. Integrating cultural context allows students not only to assimilate language norms but also to develop a conscious approach to communication that accounts for cultural nuances.

The motivational component proved key: without interest and an understanding of the importance of communication skills, the other components are formed less intensively. The operational and activity-based work (role-playing games, case studies, projects) had a strong effect precisely on the development of communicative and linguacultural competencies. Reflection increased awareness and helped students analyze their own mistakes and progress.

Limitations of the study: the experiment was conducted at one university and over one semester; the long-term effects of retention and competency development after completion of the course were not covered. Additionally, differences in students' perceptions of cultural material across diverse linguistic and cultural backgrounds may exist and require further study.

#### Conclusions and pedagogical recommendations

1. The model for developing professional communicative competence, which includes motivational, cognitive, operational-activity and reflective components, appears to be effective provided that a textbook with a linguacultural character and active teaching methods are used.
2. The textbook, aimed at level B2, with the integration of cultural material and various practical tasks, contributes to a significant increase in all components of competence.

3. Reflective activity should be integrated into the learning process regularly - not only as a separate component, but also through systematic discussion, self-assessment, diaries and peer or group mistake analysis.
4. In organizing the training of philologists, it is recommended to provide for the constant use of contextual and intercultural tasks, as well as digital resources and multimedia materials that enrich the cultural context.
5. To increase the validity of the results, future research should be conducted on a larger sample (several universities), and the possibility of extending the experiment to a full academic year, as well as monitoring skill retention several months after the course completion, should be considered.

In the context of implementing the IP educational program "Teacher of the Russian language in schools with Russian and non-Russian languages of instruction," special attention is paid to the development of linguacultural and professional-communicative competence in philology students, which meets modern requirements for teacher training in a multicultural educational environment.

One of the significant areas of work is conducting lectures and practical classes to understand the cultural specificity of linguistic consciousness and intercultural communication, as well as to develop tolerance and respect for linguistic and cultural diversity. As part of practical assignments, students analyze linguistic and cultural phenomena in texts of various genres and stylistic nuances, conduct intercultural comparisons, and participate in project activities aimed at adapting Russian-language teaching methods in a bilingual environment.

A special place in the program was occupied by lectures (from 1st to 4th year) delivered by Dr. Mehdikhanli S. at Atyrau University, Department of Russian Philology, in the format of an international academic exchange between Atyrau University named after Kh.Dosmukhamedov and University of Guilan. Many events were also held. The Scientific School being one of them. As part of this event, a meeting was held with Mehdikhanli S., candidate of philological sciences, PhD, Head of the Russian Language Department at University of Guilan (Iran), who given a guest lecture on teaching Russian as a foreign language to Iranian audiences and the specifics of intercultural reception of Iranian, Kazakh and Russian cultures. The presentation was accompanied by an active discussion with students, master's degree candidates, the professorial and teaching staff of Atyrau University named after Kh.Dosmukhamedov.

Such events promote the expansion of academic mobility, the development of scientific collaboration, and also instill in students a sustainable motivation for research and teaching activities in an intercultural environment. Visits by international specialists and participation in scientific schools allow students not only to broaden their professional horizons but also to become directly acquainted with different pedagogical traditions, approaches and research in the field of Russian language teaching.

The integration of the linguacultural component into the university's educational and scientific activities plays a key role in training highly qualified specialists capable of working effectively in a multilingual and multicultural society.

### **Conclusion**

The conducted analysis showed that the development of professional and communicative competence in future teachers in the context of a linguacultural educational environment is a multifaceted process that integrates competence-based, personal-activity-based, and cultural approaches. The methodological basis of this process is grounded in the concepts of intercultural communication, cultural dialogue, the learner's subjectivity, and the principles of humanistic pedagogy.

The obtained data confirm the effectiveness of the model, including its consistency with modern theories of professional training [16. - 60], [7. - 92], [18. - 8]. The component of linguistic and cultural understanding of language played a special role, aligning with modern requirements

for teachers. The inclusion of a linguacultural component increased students' motivation and ensured intercultural understanding of language [7. - 108], [16. -61].

Reflection elements integrated into the textbook contributed to the development of metacognitive skills, as also shown by Shulman's research [18. - 10].

The research data confirm that the motivational component plays a key role in the successful development of competence, since students' increased interest in the subject and understanding of the importance of communication skills stimulate active participation in the educational process.

Furthermore, the cognitive and operational-activity components together create conditions for systematic and practice-oriented acquisition of the material. The evaluative-reflective component is particularly important and contributes to the development of students' self-monitoring and self-assessment skills, a crucial condition for professional growth and the continuous improvement of communicative competencies. The obtained data are consistent with modern pedagogical concepts that emphasize the need for reflective activity in professional training.

A linguacultural educational environment, as a pedagogical phenomenon, not only ensures students' acquisition of linguistic and cultural knowledge but also promotes the development of flexible professional skills, such as the ability to engage in intercultural interaction, tolerance, communicative reflection, and empathy.

The use of textbooks and methodological materials of a linguacultural nature enables the effective implementation of a practice-oriented training model to develop students' ability for productive communication in a multicultural educational environment.

The obtained theoretical and empirical results can be used in the content of educational programs at pedagogical universities, in the development of academic courses, as well as within teacher professional development systems. Future research is intended to focus on specifying the criteria and indicators for the formation of professional-communicative competence in students, as well as on identifying effective technologies for its development in the context of digitalization and academic mobility.

## REFERENCES

- 1 Фурманова В.П. Межкультурная коммуникация как методология иноязычного образования. Язык и культура. - № 56. -2021.- С. 254-272.
- 2 Мехтиханлы С.Г. Языковая картина мира в паремиях с позиции лингвокультурологии. Гуманитарные исследования. Языкознание. - № 4 (68). -2018.- С. 43-58.
- 3 Зимняя И.А. Ключевые компетенции как результативно-целевая основа компетентного подхода в образовании. Высшее образование сегодня. - №5. - 2003. - С. 34-42.
- 4 Якубович В.С. Компетентный подход в системе высшего педагогического образования. Образование и наука. - Т.23.- №2. - 2021.- С.15-24.
- 5 Ермоленко Т.В. Формирование профессиональных компетенций у студентов педагогических вузов. Педагогика. - №3. - 2021.- С.45–52.
- 6 Михайлова Е.В. Рефлексия как компонент профессионально коммуникативной компетенции студентов. Вестник педагогики. - №4. - 2022. - С.112-120.
- 7 Кузнецова Н.А., Петухова О.В. Лингвокультурологический аспект в преподавании русского языка. Вестник филологии. - Т.8.- №2. - 2019. - С.101–110.
- 8 Canale M., Swain M. Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics. Vol.1.1980. P. 1- 47.
- 9 Хомская Н.Г. Компетентный подход в преподавании русского языка как иностранного. Русский язык в школе. - №5. - 2017. - С.23–29.
- 10 Калашникова О. А., Рябова Т. В. Лингвометодические основы формирования профессиональной коммуникативной компетенции переводчика на завершающем этапе обучения в военном вузе (дополнительная программа профессиональной переподготовки). Педагогика. Вопросы теории и практики. Методология и технология профессионального образования. - Выпуск 12. - Том 8. - 2023. - С.1241-1248.
- 11 Sun Y. The professionalization of English medium instruction lecturer: content and certification. Front. Educ. Vol 8. 2023.

12 Saptono L., Ayulina V. The Relationship between Professional Competence and Teachers' Pedagogy in Media Literacy with Students' Motivation to Learn Economics during the Covid-19 Pandemic. *International Journal of Social Sciences & Educational Studies*. 2022. P. 68-81.

13 Liu Y., Zhao L., Su Y.-S. The Impact of Teacher Competence in Online Teaching on Perceived Online Learning Outcomes during the COVID-19 Outbreak: A Moderated-Mediation Model of Teacher Resilience and Age. *Int. J. Environ. Res. Public Health*. 2022. P. 1-22.

14 Аташикова Н. Роль профессионально- коммуникативной компетентности иностранного языка в интеграционном процессе формирования языковой личности специалиста. *Современные тенденции инновационного развития науки и образования в глобальном мире*. - 1(2). - 2023. – С. 35–37.

15 Чернышева Л.П. Профессиональная коммуникативная компетенция: теория и практика формирования. *Педагогическое образование*. - №1. - 2023. - С.74–81.

16 Федотова А.И. Лингвокультурологический подход в образовании. *Вестник филологических наук*. - №1. - 2018. - С. 55–62.

17 Шаталин С.А. Модели коммуникативной компетенции и их применение в педагогике. *Вестник высшей школы*. - №6. - 2019. - С.89–96.

18 Shulman L.S. Those who understand: Knowledge growth in teaching. *Educational Researcher*. Vol.15. 1986. P. 4 -14.

## БОЛАШАҚ ФИЛОЛОГИЯ МҰҒАЛІМДЕРІНІҢ КӘСІБИ ЖӘНЕ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ӘДІСТЕМЕЛІК НЕГІЗІ

### Андатпа

Мақалада болашақ педагогтердің кәсіби-коммуникативтік құзыреттілігін лингвомәдени білім беру ортасында қалыптастырудың әдіснамалық негіздері қарастырылады. Педагог кадрларды даярлауда құзыреттілікке негізделген, мәдениеттанулық және тұлғалық-іс-әрекеттік тәсілдерді біріктірудің өзектілігі негізделген. Лингвомәдени сипаттағы оқу құралдарын пайдалану арқылы құзыреттілікті қалыптастырудың тиімді құралдары айқындалды. Мұндай орта болашақ мұғалімдердің мәдениетаралық қарым-қатынас, кәсіби рефлексия және коммуникативтік икемділік дағдыларын дамытуға ықпал етеді. Мақаланың мақсаты - лингвомәдени білім беру ортасы жағдайында мамандандырылған оқу құралдарын қолдану арқылы болашақ педагог-филологтардың кәсіби-коммуникативтік құзыреттілігін қалыптастырудың тиімділігін ғылыми негіздеу және эксперименталды түрде тексеру болып табылады. Зерттеу нәтижелерін педагогикалық жоғары оқу орындарына арналған білім беру бағдарламаларын әзірлеу мен әдістемелік материалдарды жасау барысында қолдануға болады. Мақалада Х. Досмұхамедов атындағы Атырау университетінде «Орыс тілі» пәні және «Орыс тілі мен әдебиеті мұғалімі (орыс және орыс емес тілінде оқытатын мектептер үшін)» білім беру бағдарламасы бойынша оқитын филология бағытындағы студенттердің кәсіби-коммуникативтік құзыреттілігін қалыптастыруға арналған эксперименттік зерттеу нәтижелері ұсынылған. Зерттеудің әдіснамалық негізі — лингвомәдени мазмұнды ескеретін құзыреттілікке негізделген үлгі. Зерттеу жұмысына 160 бакалавриат студенті қатысты; эксперименттік топта кәсіби-коммуникативтік және лингвомәдени құзыреттілік компоненттерінің қалыптасу деңгейінің статистикалық тұрғыдан маңызды жоғарылауы байқалды. Ұсынылған лингвомәдени сипаттағы оқу құралы арқылы жүзеге асырылған әдістеме болашақ филолог-педагогтарды жоғары оқу орнында даярлау жағдайында тиімділігін көрсетті.

**Негізгі сөздер:** кәсіби-коммуникативтік құзыреттілік, құзыреттілікке негізделген тәсіл, лингвомәдени компонент, орыс тілі, дүниенің тілдік бейнесі, мәдениетаралық коммуникация.

## МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ И КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ ФИЛОЛОГИИ

### Аннотация

В статье рассматриваются методологические основания формирования профессионально-коммуникативной компетенции будущих педагогов в условиях лингвокультурологической образовательной среды. Обоснована актуальность интеграции компетентностного, культурологического и личностно-деятельностного подходов в подготовке студентов. Цель статьи - научно обосновать и экспериментально проверить эффективность формирования профессионально-коммуникативной компетенции будущих педагогов-филологов в условиях лингвокультурологической образовательной среды с использованием специализированных учебных пособий. В данной статье также выявлены эффективные средства формирования компетенции, включая использование учебных пособий лингвокультурологического характера. Отмечено, что такая среда способствует развитию навыков межкультурного взаимодействия,

профессиональной рефлексии и коммуникативной гибкости. Результаты могут быть использованы при проектировании образовательных программ и методических материалов для педагогических вузов. В статье также представлено экспериментальное исследование по формированию профессионально коммуникативной компетенции у студентов филологических профилей, обучающихся по дисциплине «Русский язык» и образовательной программе «Учитель русского языка и литературы в школах с русским и нерусским языками обучения» Атырауского университета имени Х.Досмухамедова. Методологической основой служит модель компетентностного подхода, адаптированная с учётом лингвокультурологического содержания. Исследование охватило 160 студентов бакалавриата; в экспериментальной группе показано статистически значимое повышение уровня сформированности компонентов профессионально коммуникативной и лингвокультурологической компетенции. Предложенная методика с учебным пособием лингвокультурологического характера проявила эффективность в условиях вузовской подготовки будущих педагогов филологов.

**Ключевые слова:** профессионально коммуникативная компетенция, компетентностный подход, лингвокультурологический компонент, русский язык, языковая картина мира, межкультурная коммуникация.

## REFERENCES

- 1 Furmanova V.P. Mezhdokulturnaya kommunikaciya kak metodologiya inoyazychnogo obrazovaniya. [Intercultural communication as a methodology of foreign language education] *Yazyk i kultura*. - № 56. -2021.- pp. 254-272. [in Russian]
- 2 Mehdikhanli S. G. Yazykovaya kartina mira v paremiyah s pozicii lingvokulturologii. [The linguistic picture of the world in proverbs from the perspective of linguacultural studies] *Gumanitarnye issledovaniya. Yazykoznanie*. - № 4 (68). -2018.- pp. 43-58. [in Russian]
- 3 Zimnyaya I.A. Klyuchevye kompetencii kak rezultativno-celevaya osnova kompetentnostnogo podhoda v obrazovanii. [Key competencies as a result-based and target-oriented basis for a competency-based approach in education] *Vysshee obrazovanie segodnya*. - №5. - 2003. - pp. 34-42. [in Russian]
- 4 YAkubovich V.S. Kompetentnostnyj podhod v sisteme vysshego pedagogicheskogo obrazovaniya. [Competency-based approach in the system of higher pedagogical education.] *Obrazovanie i nauka*. - T.23.- №2. - 2021.- pp.15-24. [in Russian]
- 5 Ermolenko T.V. Formirovanie professionalnyh kompetencij u studentov pedagogicheskikh vuzov. [Formation of professional competencies among students of pedagogical universities] *Pedagogika*. - №3. - 2021.- pp.45–52. [in Russian]
- 6 Mihajlova E.V. Refleksiya kak komponent professionalno kommunikativnoj kompetencii studentov. [Reflection as a component of students' professional communicative competence] *Vestnik pedagogiki*. - №4. - 2022. - pp.112-120. [in Russian]
- 7 Kuznecova N.A., Petuhova O.V. Lingvokulturologicheskij aspekt v prepodavanii russkogo yazyka. [Linguacultural aspect in teaching Russian language] *Vestnik filologii*. - T.8.- №2. - 2019. - pp.101–110. [in Russian]
- 8 Canale M., Swain M. Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*. - Vol.1.- No.1.- 1980. - pp. 1-47. [in English]
- 9 Homskaya N.G. Kompetentnostnyj podhod v prepodavanii russkogo yazyka kak inostrannogo. [Competency-based approach in teaching Russian as a foreign language] *Russkij yazyk v shkole*. - №5. - 2017. - pp.23–29. [in Russian]
- 10 Kalashnikova O. A., Ryabova T. V. Lingvometodicheskie osnovy formirovaniya professionalnoj kommunikativnoj kompetencii perevodchika na zavershayushchem etape obucheniya v voennom vuze [Linguistic and methodological foundations for developing translators' professional communicative competence at the final stage of training at a military university] (dopolnitelnaya programma professionalnoj perepodgotovki). *Pedagogika. Voprosy teorii i praktiki. Metodologiya i tekhnologiya professionalnogo obrazovaniya*. - №12. - Tom 8. - 2023. pp.1241-1248. [in Russian]
- 11 Sun Y. The professionalization of English medium instruction lecturer: content and certification. *Front. Educ.*- Volume 8. - 2023. [in English]
- 12 Saptono L., & Aylina V. The Relationship between Professional Competence and Teachers' Pedagogy in Media Literacy with Students' Motivation to Learn Economics during the Covid-19 Pandemic. *International Journal of Social Sciences & Educational Studies*. – 9 (4). -2022. - pp. 68-81. [in English]
- 13 Liu Y., Zhao L., Su Y.-S. The Impact of Teacher Competence in Online Teaching on Perceived Online Learning Outcomes during the COVID-19 Outbreak: A Moderated-Mediation Model of Teacher Resilience and Age. *Int. J. Environ. Res. Public Health*. -19, 6282. - 2022. - pp.1-22. [in English]
- 14 Atashikova N. Rol professionalno- kommunikativnoj kompetentnosti inostrannogo yazyka v integracionnom processe formirovaniya yazykovoj lichnosti specialista. [The role of professional and communicative competence of a foreign language in the integration process of forming the specialists' linguistic personality]

Sovremennye tendentsii innovatsionnogo razvitiya nauki i obrazovaniya v globalnom mire. - 1(2). - 2023. – pp. 35–37. [in Russian]

15 Chernysheva L.P. Professionalnaya kommunikativnaya kompetenciya: teoriya i praktika formirovaniya. [Professional communicative competence: theory and practice of formation] Pedagogicheskoe obrazovanie. - №1. - 2023. - pp.74–81. [in Russian]

16 Fedotova A.I. Lingvokulturologicheskij podhod v obrazovanii. [Linguocultural approach in education] Vestnik filologicheskikh nauk. - №1. - 2018. - pp. 55–62. [in Russian]

17 Shatalin S.A. Modeli kommunikativnoj kompetencii i ih primeneniye v pedagogike. [Models of communicative competence and their application in pedagogy] Vestnik vysshej shkoly. - №6. - 2019. - pp.89–96. [in Russian]

18 Shulman L.S. Those who understand: Knowledge growth in teaching. Educational Researcher. - Vol.15. - No.2. - 1986. - pp.4 - 14. [in English]

#### Information about authors:

Mehdikhanli Sevinj - **corresponding author**, PhD, head of the Department of Russian Language, University of Guilan, Rasht, Republic of Iran.

E-mail: [smehdikhanli@guilan.ac.ir](mailto:smehdikhanli@guilan.ac.ir)

ORCID: <https://orcid.org/0000-0002-3581-3760>

Kairliyeva Nurgul Balkhashevna - Master of Pedagogical Sciences, Kh. Dosmukhamedov Atyrau University, Faculty of Multilingual Education, Department of Russian Philology, Atyrau, Republic of Kazakhstan

E-mail: [kairlieva72@mail.ru](mailto:kairlieva72@mail.ru)

ORCID: <https://orcid.org/0000-0003-3478-8337>

Alekeshova Lyazzat Bisenbaevna - Candidate of Pedagogical Sciences, associate professor of Kh. Dosmukhamedov Atyrau University, Atyrau, Republic of Kazakhstan.

E-mail: [lyazzat.bisenbaevna@mail.ru](mailto:lyazzat.bisenbaevna@mail.ru)

ORCID: <https://orcid.org/0000-0001-9521-7445>

Amangaziyeva Meruyet - Candidate of Philological Sciences, Associate Professor, Kh. Dosmukhamedov Atyrau University, Department of Languages, Atyrau, Republic of Kazakhstan.

E-mail: [m.amangazieva@asu.edu.kzpp](mailto:m.amangazieva@asu.edu.kzpp)

ORCID: <https://orcid.org/0000-0001-8999-351X>

#### Информация об авторах:

Мехтиханлы Севиндж - **основной автор**, PhD, заведующая кафедрой русского языка, Гилянский университет, г. Решт, Республика Иран

E-mail: [smehdikhanli@guilan.ac.ir](mailto:smehdikhanli@guilan.ac.ir)

ORCID: <https://orcid.org/0000-0002-3581-3760>

Кайрлиева Нургуль Балхашевна — магистр педагогических наук, НАО Атырауский университет им.Х.Досмухамедова, факультет полиязычного образования, кафедра русской филологии, г.Атырау, Республика Казахстан.

E-mail: [kairlieva72@mail.ru](mailto:kairlieva72@mail.ru)

ORCID: <https://orcid.org/0000-0003-3478-8337>

Алекешова Лязат Бисенбаевна – кандидат педагогических наук, ассоциированный профессор кафедры русской филологии, НАО Атырауский университет им.Х.Досмухамедова, г.Атырау, Республика Казахстан.

E-mail: [lyazzat.bisenbaevna@mail.ru](mailto:lyazzat.bisenbaevna@mail.ru)

ORCID: <https://orcid.org/0000-0001-9521-7445>

Амангазиева Мерует - кандидат филологических наук, доцент, НАО Атырауский университет им.Х.Досмухамедова.

E-mail: [m.amangazieva@asu.edu.kzpp](mailto:m.amangazieva@asu.edu.kzpp)

ORCID: <https://orcid.org/0000-0001-8999-351X>

#### Авторлары туралы мәліметтер:

Мехтиханлы Севиндж – **негізгі автор**, филология ғылымдарының докторы, PhD докторы, Гилян университетінің орыс тілі кафедрасының меңгерушісі, Решт қ., Иран Республикасы.

E-mail: [smehdikhanli@guilan.ac.ir](mailto:smehdikhanli@guilan.ac.ir)

ORCID: <https://orcid.org/0000-0002-3581-3760>

Кайрлиева Нұрғұл Балхашқызы - педагогика ғылымдарының магистрі, Х. Досмухамедов атындағы Атырау университеті, көптілді білім беру факультеті, орыс филологиясы кафедрасы, Атырау қ, Қазақстан Республикасы.

E-mail: [kairlieva72@mail.ru](mailto:kairlieva72@mail.ru)

ORCID: <https://orcid.org/0000-0003-3478-8337>

Алекшова Ләззат Бисенбайқызы – педагогика ғылымдары кандидаты, қауымдастырылған профессор, Х. Досмұхамедов атындағы Атырау университеті, Атырау қ, Қазақстан Республикасы.

E-mail: [lyazzat.bisenbaevna@mail.ru](mailto:lyazzat.bisenbaevna@mail.ru)

ORCID: <https://orcid.org/0000-0001-9521-7445>

Аманғазиева Мерует – филология ғылымдары кандидаты, доцент Х.Досмұхамедов атындағы Атырау университеті, Тілдер кафедрасы, Атырау қ, Қазақстан Республикасы.

ORCID: <https://orcid.org/0000-0001-8999-351X>,

E-mail: [m.amangazieva@asu.edu.kzpp](mailto:m.amangazieva@asu.edu.kzpp)