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CONTENTS

PEDAGOGY

G.M. Abdimanapova, S.E. Aldeshov, L.K. Zhaydakbayeva Analysis of Python programming lessons for high school students.....	14
B.A. Aidarova, A.S. Amirova Opportunities for the development of professional success of future primary school teachers in the context of dual education.....	26
A. Amirbekuly, R.I. Kadirbayeva, K.U. Nyshanbayeva Improving the training of future mathematics teachers based on constructive learning to compose and solve open problems.....	43
S.B. Dyussebaeva, U.K. Orynbayeva, S.S. Zhakipbekova Structural features of forming foreign communicative competence in primary school students.....	61
B. Yermakhanov, T. Daniarov, T. Apendiyev Formation of a healthy lifestyle in students: experimental study and research Results.....	80
G.K. Yeshmurat, L.S. Kainbayeva Examining math anxiety in secondary education: influence of demographics, educational context, and instructional support.....	99
N.B. Imankul, A.B. Ibashova, M.Zh. Koshkinbayeva The role of artificial intelligence in education in the training of future computer science teachers.....	114
A.A. Issatayeva, A.M. Nurbayeva, Serkan Kosar Blended learning technologies in the development of oral and written speech of primary school students.....	131
L.B. Kabylbekova, B.S. Abdimanapov, D.D. Baidaliyev Pedagogical aspects of teaching natural hazards in school geography course.....	150
N. Karelkhan, A.M. Yessengaliyev Analyzing the use of sign language recognition technologies in inclusive learning environment.....	164
A.S. Karmanova, N.K. Akhmetov, G.M. Madybekova Applying gamification in the digital transformation of chemistry education.....	177

G.Zh. Matzhanova, A.Z. Kairzhanova

Teaching languages at secondary school through Lesson study.....194

A.B. Medeshova

Digitalization and open educational space: new opportunities
for Part-time learning model.....209

M.S. Orazalina, A.Zh. Turikpenova, A.V. Sazhyna

Linguistic and cultural aspect of contrastive vocabulary work in the process
of teaching a foreign language.....227

F.S. Orazbayeva

Neurolinguistic methods contributing to the development of communicative
Skills.....245

G. Pilten, A. Kuralbayeva, I. Sönmez

Global use of the Denver II: validity, reliability, and cultural adaptation.....261

E. Satov, M. Kozha, E. Konuralp

Basic sources and methodology of medieval Turkish-Muslim sources.....274

M.E. Toiganbekova, G.A. Kazhigaliyeva

Linguoculturological competence: analysis of educational texts.....293

D. Toktaruly

Developing time management skills of adolescents with mild intellectual
disabilities within the subject of «Vocational training».....307

K.Zh. Uteyeva, G.K. Kassymova, A.K. Sadibekov

Overview on shaping national identity through education in the digital era.....323

ECONOMICS

A.T. Abubakirova, R.M. Tazhibayeva, S.A. Kaltayeva

Development of space tourism and future prospects.....341

A.S. Bekbolsynova, L.M. Sembiyeva, Z.R. Bashu

Implementing strategic goals for business integrity through digital
tax administration.....354

A.B. Bersimbayeva, Y.R. Bersimbayev, A.B. Maidyrova

Evaluating ESG implementation in Kazakhstan's leading universities372

M. Zhamkeyeva, T. Diba, A.K. Abzhatova

Transformation of financing mechanisms for small and medium-sized enterprises in the agricultural sector of Kazakhstan.....384

J. Juman, M.A. Yezhebekov, A.A. Cheirkhanova

ESG principles in quality and profitability management of construction companies of Kazakhstan.....401

A.Zh. Ismailova, A.A. Burtebayeva, Kh. Bektemir

Developing a new public audit paradigm in the age of technological change.....417

A. Kabybay, A. Oralova, C. Cheslovas

State audit approaches to assessing the effectiveness of environmental expenditures in Kazakhstan.....429

A.S. Karbozova, A.K. Bekhozhaeva, M.Sh. Kushenova

Introduction of digital technologies in agricultural management.....442

A. Kuanaliyev, O. Slinkova

Digitalization of public administration in world practice and on the example of the Republic of Kazakhstan.....459

G. Lukhmanova, N. Sartanova, K. Baisholanova

Financial literacy as a key mechanism of fraud avoidance.....477

B.O. Mukanov, G.M. Mukhamedieva, Z.B. Akhmetova, A.N. Lambekova

Gambling market analysis in Kazakhstan.....494

G.A. Rakhymzhanova, N.N. Zhanakova

Household expenditure structure in Kazakhstan: a quantitative assessment.....517

Z.T. Satpayeva, N.M. Akimova, D.M. Kangalakova

The impact of women's scientific activities on Kazakhstan's economic and innovative development.....529

Ye.S. Tursyn, A. Khoich

Development of a methodology for evaluating the effectiveness of investments in agribusiness based on the analysis of the agricultural potential of the East Kazakhstan region.....542

N.M. Sherimova, L.M. Davidenko, A.A. Titkov

Platform ecologization and promotion of ecological branding of industrial complex of Pavlodar region.....566

МАЗМҰНЫ

ПЕДАГОГИКА

Г.М. Абдиманапова, С.Е. Алдешов, Л.К. Жайдакбаева

Жоғары сынып оқушылары үшін Python бағдарламалау
сабақтарының үрдістерін талдау.....14

Б.А. Айдарова, А.С. Амирова

Дуальді білім беру жағдайында болашақ бастауыш сынып
мұғалімдерінің кәсіби табыстылығын дамытудың мүмкіндіктері.....26

А. Әмірбекұлы, Р.И. Кадирбаева, К.У. Нышанбаева

Ашық есептерді құрастыру мен шешуге конструктивті оқыту негізінде
болашақ математик-мұғалімдерді даярлауды жетілдіру.....43

С.Б. Дюсебаева, Ұ.Қ. Орынбаева, С.С. Жакипбекова

Оқыту үдерісінде бастауыш сынып оқушыларының шеттілдік
коммуникативтік құзыреттілігін қалыптастырудың құрылымдық
ерекшеліктері.....61

Б.Ө. Ермаханов, Т.Ә. Данияров, Т.А. Апендиев

Студенттердің салауатты өмір салтын қалыптастыру: эксперименттік
зерттеу және ғылыми нәтижелер.....80

Г.Қ. Ешмұрат, Л.С. Каинбаева

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оқу барысындағы қолдаудың ықпалы.....99

Н.Б. Иманқұл, А.Б. Ибашова, М.Ж. Кошкинбаева

Болашақ информатика мұғалімдерін даярлауда жасанды интеллектінің
білім берудегі рөлі.....114

А.А. Исатаева, А.М. Нұрбаева, Серкан Кошар

Бастауыш сынып оқушыларының ауызша және
жазбаша тілін дамытудағы аралас оқыту технологиялары.....131

Л.Б. Қабылбекова, Б.Ш. Абдиманов, Д.Д. Байдалиев

Мектеп географиясында табиғи қауіптерді оқытудың педагогикалық
аспектілері.....150

Н. Карелхан, Ә.М. Есенғалиев

Ымдау тілін тану технологияларын инклюзивті оқу ортасында
қолдануды талдау.....164

Ә.С. Қарманова, Н.К. Ахметов, Г.М. Мадыбекова

Химияны оқыту процесін цифрландыруда геймификацияны қолдану.....177

Г.Ж. Матжанова, А.З. Кайржанова

Lesson study арқылы мектепте тілдерді оқыту тәжірибесі.....194

А.Б. Медешова

Цифрландыру және ашық білім беру кеңістігі: Part-time оқу моделі үшін жаңа мүмкіндіктер.....209

М.С. Оразалина, А.Ж. Турикпенова, А.В. Сажина

Шет тілін оқыту процесіндегі қарама-қарсы лексикалық жұмыстың лингвистикалық және мәдени аспектісі.....227

Ф.Ш. Оразбаева

Коммуникативтік дағдыны дамытуға ықпал ететін нейролингвистикалық тәсілдер.....245

Г. Пилтен, А. Куралбаева, И. Сонмез

Денвер II тесті: жаһандық қолданылуы, дұрыстығы, сенімділігі және мәдени бейімделуі.....261

Е. Сатов, М. Қожа, Ержиласун Конуралып

Ортағасырлық түркі-мұсылман деректерінің деректанулық және методологиясы негіздері.....274

М.Е. Тойганбекова, Г.А. Кажигалиева

Тілдік-мәдени құзыреттілік: оқу мәтіндерін талдау.....293

Д. Тоқтарұлы

«Кәсіби еңбек» пәні аясында зияты жеңіл зақымдалған жеткіншектердің тайм-менеджменттік дағдыларын дамыту.....307

К.Ж. Утеева, Г.К. Касимова, Сәдібеков

Цифрлық дәуірде білім беру арқылы ұлттық сананы қалыптастыруға шолу.....323

ЭКОНОМИКА**А.Т. Абубакирова, Р.М. Тажибаева, С.А. Қалтаева**

Ғарыштық туризмнің дамуы және болашақ перспективалар.....341

А.С. Бекболсынова, Л.М. Сембиева, З.Р. Башу

Салық әкімшілігін цифрландыру арқылы бизнестегі адалдықты дамыту стратегиялық мақсаттарын іске асыру.....354

А.Б. Берсимбаева, Е.Р. Берсимбаев, А.Б. Майдырова

Қазақстанның жетекші университеттеріне ESG қағидаттарын енгізуді бағалау.....372

М. Жамкеева, Т. Диба, А.К. Абжатова

Қазақстан ауыл шаруашылығындағы шағын және орта бизнесті қаржыландыру механизмдерінің трансформациясы.....384

Ж. Жұман, М.А. Ежбеков, А.А. Чейрханова

Қазақстанның құрылыс компанияларының сапасы мен рентабельділігін басқарудағы ESG-қағидаттар.....401

Ә.Ж. Исмаилова, А.А. Буртебаева, Х. Бектемир

Технологиялық қайта құру жағдайында мемлекеттік аудиттің жаңа парадигмасын әзірлеу қажеттілігі.....417

А. Қабдыбай, А. Оралова, С. Cheslovas

Қазақстандағы табиғатты қорғау шығындарының тиімділігін бағалаудағы мемлекеттік аудиттің қолданылатын тәсілдері.....429

А.С. Карбозова, А.Қ. Бекхожаева, М.Ш. Кушенова

Ауыл шаруашылығын басқаруда цифрлық технологияларды енгізу.....442

А. Қуаналиев, О. Слинкова

Әлемдік тәжірибеде және Қазақстан Республикасының мысалында мемлекеттік басқаруды цифрландыру.....459

Г. Лухманова, Н. Сарганова, К. Байшоланова

Қаржылық сауаттылық негізгі механизм ретінде алаяқтықтан аулақ болу.....477

Б.О. Мұқанов, Г.М. Мұхамедиева, З.Б. Ахметова, А.Н. Ламбекова

Қазақстанның құмар ойындар нарығын талдау.....494

Г.А. Рахимжанова, Н.Н. Жанакоева

Қазақстандағы үй шаруашылықтары шығындарының құрылымы: сандық бағалау.....517

З.Т. Сатпаева, Н.М. Акимова, Д.М. Кангалакова

Қазақстанның экономикалық және инновациялық дамуына әйелдердің ғылыми қызметінің әсері.....529

Е.С. Тұрсын, А. Хойч

Шығыс Қазақстан облысының ауыл шаруашылығы әлеуетін талдау негізінде агробизнеске салымдардың тиімділігін бағалау әдістемесін әзірлеу.....542

Н.М. Шеримова, Л.М. Давиденко, А.А. Титков

Павлодар өңірінің өнеркәсіптік кешенінің экологиялық брендингін платформалық экологияландыру және ілгерілету.....566

СОДЕРЖАНИЕ

ПЕДАГОГИКА

Г.М. Абдимананова, С.Е. Алдешов, Л.К. Жайдакбаева

Анализ эффективности уроков программирования на Python для учащихся старших классов.....14

Б.А. Айдарова, А.С. Амирова

Возможности развития профессиональной успешности будущих учителей начальных классов в условиях дуального образования.....26

А. Амирбекулы, Р.И. Кадирбаева, К.У. Нышанбаева

Совершенствование подготовки будущих учителей-математиков на основе конструктивного обучения составлению и решению открытых задач.....43

С.Б. Дюсебаева, У.К. Орынбаева, С.С. Жакипбекова

Структурные особенности формирования иноязычной коммуникативной компетенции младших школьников в процессе обучения.....61

Б.О. Ермаханов, Т.А. Данияров, Т.А. Апендиев

Формирование здорового образа жизни у студентов: экспериментальная работа и результаты исследования.....80

Г.К. Ешмурат, Л.С. Каинбаева

Изучение математической тревожности в средней школе: влияние демографических факторов, образовательного контекста и поддержки в обучении.....99

Н.Б. Иманкул, А.Б. Ибашова, М.Ж. Кошкинбаева

Роль искусственного интеллекта в образовании при подготовке будущих учителей информатики.....114

А.А. Исатаева, А.М. Нурбаева, Серкан Кошар

Технологии смешанного обучения в развитии устной и письменной речи учащихся начальных классов.....131

Л.Б. Кабылбекова, Б.Ш. Абдимананов, Д.Д. Байдалиев

Педагогические аспекты обучения природным опасностям в школьной географии.....150

Н. Карелхан, А.М. Есенгалиев

Анализ использования технологий распознавания языка жестов в инклюзивной образовательной среде.....164

А.С. Карманова, Н.К. Ахметов, Г.М. Мадыбекова

Использование геймификации в цифровизации обучения химии.....177

Г.Ж. Матжанова, А.З. Кайржанова

Опыт преподавания языков в школе с использованием Lesson study.....194

А.Б. Медешова

Цифровизация и открытое образовательное пространство: новые возможности для модели Part-time обучения.....209

М.С. Оразалина, А.Ж. Турикпенова, А.В. Сажина

Лингвострановедческий аспект контрастивной словарной работы в процессе преподавания иностранного языка.....227

Ф.Ш. Оразбаева

Коммуникативные навыки и нейролингвистические методы, способствующие их развитию.....245

Г. Пилтен, А. Куралбаева, И. Сонмез

Применение теста Денвер II: валидность, надежность и культурная адаптация.....261

Е. Сатов, М. Кожа, Ержиласун Конуральп

Основы источниковедения и методологии средневековых тюрко-мусульманских источников.....274

М.Е. Тойганбекова, Г.А. Кажигалиева

Лингвокультурологическая компетенция: анализ учебных текстов.....293

Д. Токтарулы

Развитие тайм-менеджмент навыков у подростков с лёгкими интеллектуальными нарушениями в рамках предмета «Профессиональный труд».....307

К.Ж. Утеева, Г.К. Касымова, А.К. Садибеков

Обзор формирования национальной идентичности посредством образования в цифровую эпоху.....323

ЭКОНОМИКА

А.Т. Абубакирова, Р.М. Тажибаева, С.А. Калтаева

Развитие космического туризма и перспективы на будущее.....341

А.С. Бекболсынова, Л.М. Сембиева, З.Р. Башу

Реализация стратегических целей развития добросовестности в бизнесе через цифровизацию налогового администрирования.....354

А.Б. Берсимбаева, Е.Р. Берсимбаев, А.Б. Майдырова

Оценка внедрения принципов Esg в ведущих университетах Казахстана.....372

М. Жамкеева, Т. Дибя, А.К. Абжатова

Трансформация механизмов финансирования малого и среднего бизнеса
в сельском хозяйстве Казахстана.....384

Ж. Жуман, М.А. Ежебеков, А.А. Чейрханова

ESG-принципы в управлении качеством и рентабельностью строительных
компаний Казахстана.....401

А.Ж. Исмаилова, А.А. Буртебаева, Х. Бектемир

Необходимость разработки новой парадигмы государственного аудита
в условиях технологических преобразований.....417

А. Кабдыбай, А. Оралова, С. Cheslovas

Подходы государственного аудита к оценке эффективности
природоохранных расходов в Казахстане.....429

А.С. Карбозова, А.К. Бекхожаева, М.Ш. Кушенова

Внедрение цифровых технологий в управлении сельским хозяйством.....442

А. А. Куналиев, О. Слинкова

Цифровизация государственного управления в мировой практике
и на примере Республики Казахстан.....459

Г. Лухманова, Н. Сарганова, К. Байшоланова

Финансовая грамотность как ключевой механизм избежания
мошенничества.....477

Б.О. Муканов, Г.М. Мухамедиева, З.Б. Ахметова, А.Н. Ламбекова

Анализ рынка азартных игр Казахстана.....494

Г.А. Рахимжанова, Н.Н. Жанакова

Структура расходов домохозяйств Казахстана: количественная оценка.....517

З.Т. Сатпаева, Н.М. Акимова, Д.М. Кангалакова

Влияние научной деятельности женщин на экономическое и инновационное
развитие Казахстана.....529

Е.С. Турсын, А. Хойч

Разработка методики оценки эффективности вложений в агробизнес на
основе анализа сельскохозяйственного потенциала Восточно-Казахстанской
области.....542

Н.М. Шеримова, Л.М. Давиденко, А.А. Титков

Платформенная экологизация и продвижение экологического брендинга
промышленного комплекса Павлодарского региона.....566

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**LINGUOCULTUROLOGICAL COMPETENCE: ANALYSIS OF
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Abstract. Globalization and the rapid growth of intercultural interaction highlight the increasing importance of the linguoculturological approach in language teaching. This study explores its role in the instruction of non-native and foreign languages, aiming to prove that it is not an auxiliary technique but a fundamental element of modern educational practice. The academic and applied relevance of the work lies in analyzing how this approach enhances engagement with educational texts and strengthens the overall quality of the learning process. It also provides deeper insight into the connection between language and culture within the classroom context. The methodology combines theoretical analysis, empirical observation, and mixed methods research. The experiment involved 30 first-year students at pedagogical universities studying Russian as part of their core curriculum. They were assigned to control and experimental groups. Lessons focused on authentic text analysis, supplemented by discussions that promoted cultural awareness and communicative competence. Findings revealed that the experimental group demonstrated stronger comprehension of cultural aspects and subtleties in the target language, alongside improved abilities in intercultural dialogue and tolerance. The research contributes to the development of linguoculturology, proposes innovative approaches for creating and interpreting educational texts, and supports the building of students' cultural identity and intercultural competence. Ultimately, the results confirm that integrating a linguoculturological perspective into language instruction is not simply a current trend but an essential pedagogical strategy for today's multicultural educational environment.

Keywords: linguoculturological approach, educational text analysis, intercultural competence, foreign language teaching, cultural dimensions of language, interdisciplinary methods, research methodology, educational context

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ТІЛДІК-МӘДЕНИ ҚҰЗЫРЕТТІЛІК: ОҚУ МӘТІНДЕРІН ТАЛДАУ

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Аннотация. Жаһандану және мәдениетаралық қарым-қатынастың қарқынды дамуы жағдайында тілдерді оқытуда лингвомәдениеттанулық тәсілдің маңызы арта түсуде. Бұл зерттеудің мақсаты – аталған тәсілдің қосымша әдіс қана емес, заманауи тілдік білім берудің ажырамас бөлігі екенін дәлелдеу. Зерттеудің ғылыми және тәжірибелік құндылығы – лингвомәдениеттанулық әдістің оқу мәтіндерімен жұмыс тиімділігіне әсерін және білім беру процесінің жалпы сапасын арттырудағы рөлін айқындау. Сондай-ақ, зерттеу тіл мен мәдениет арасындағы өзара байланыс туралы түсінікті кеңейтеді. Әдістемелік негізі теориялық талдау, эмпирикалық бақылау және сапалық пен сандық зерттеу әдістерінің үйлесімін қамтиды. Экспериментке педагогикалық жоғары оқу орындарының негізгі оқу бағдарламасы аясында орыс тілін меңгеріп жүрген 1-курс студенттері (30 адам) қатысты. Қатысушылар бақылау және эксперименттік топтарға бөлінді. Сабақтар аутентті мәтіндерді талдау мен кейінгі талқылауларға құрылып, мәдени сауаттылық пен қарым-қатынас дағдыларын дамытуға бағытталды. Нәтижелер эксперименттік топ студенттерінің мақсатты тілдің мәдени ерекшеліктерін тереңірек түсінгенін, сондай-ақ мәдениетаралық диалог пен төзімділік дағдыларын арттырғанын көрсетті. Зерттеу лингвомәдениеттану ғылымының дамуына үлес қосып, оқу мәтіндерін құрастыру мен талдауда жаңашыл әдістемелік шешімдер ұсынады және студенттердің мәдени бірегейлігі мен мәдениетаралық құзыреттілігін қалыптастыруға ықпал етеді. Жүргізілген зерттеу қорытындылары бойынша, лингвомәдениеттанулық тәсілді тіл оқытуға енгізу қазіргі көпұлтты білім беру кеңістігінде педагогикалық қажеттілік болып табылады.

Түйін сөздер: лингвокультурологиялық тәсіл, талдау, мәдениетаралық құзыреттілік, шет тілдерін оқыту, тілдің мәдени аспектілері, пәнаралық бағыттар, талдау әдістері, зерттеу, контекст

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ЛИНГВОКУЛЬТУРОЛОГИЧЕСКАЯ КОМПЕТЕНЦИЯ: АНАЛИЗ УЧЕБНЫХ ТЕКСТОВ

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Аннотация. В условиях глобализации и интенсивного развития межкультурного взаимодействия возрастает значимость лингвокультурологического подхода в преподавании языков. Цель данного исследования — обосновать, что этот подход является не дополнительным приёмом, а неотъемлемой составляющей современной языковой подготовки. Научная и практическая ценность работы заключается в выявлении влияния лингвокультурологической методики на эффективность работы с учебными текстами и в повышении качества образовательного процесса в целом. Исследование также расширяет представление о взаимосвязи языка и культуры в педагогической практике. Методология исследования сочетает теоретический анализ, эмпирическое наблюдение, а также качественные и количественные методы. В эксперименте приняли участие 30 студентов первого курса педагогических вузов, изучавших русский язык в рамках основной учебной программы. Испытуемые были разделены на контрольную и экспериментальную группы. Занятия строились на анализе аутентичных текстов с последующим обсуждением, направленным на развитие культурной осведомлённости и коммуникативных навыков. Результаты показали, что участники экспериментальной группы глубже понимали культурные особенности изучаемого языка и демонстрировали более высокий уровень навыков межкультурного диалога и толерантности. Исследование вносит вклад в развитие лингвокультурологии как научного направления, предлагает новые методические решения для проектирования и анализа учебных материалов, а также способствует формированию культурной идентичности и межкультурной компетенции учащихся. Выводы подтверждают, что интеграция лингвокультурологического подхода в преподавание языка является необходимостью в условиях многонациональной образовательной среды.

Ключевые слова: лингвокультурологический подход, анализ, межкультурная компетенция, обучение иностранным языкам, культурные аспекты языка, междисциплинарные направления, методы анализа, исследование, контекст

Introduction. The linguoculturological approach offers a comprehensive set of strategies and methods that can be effectively employed in the teaching of languages. Among these, the analysis of literary texts from the canon of Russian precedent literature stands out as one of the most widely used and pedagogically effective tools. Educators may engage students in reading stories, novels, or poems by Russian classical authors, followed by an in-depth examination of the texts through the lens of cultural context. This method enables learners not only to comprehend the literary content but also to access the historical and cultural background from which it emerged.

Another essential component of this approach involves the study of specific cultural phenomena such as holidays, customs, national cuisine, and traditional or contemporary art. Teachers may provide learners with relevant texts and multimedia materials for class discussion and interpretation, emphasizing the cultural dimensions embedded in language. This allows students to appreciate subtle cultural nuances and learn to adapt their communicative behavior accordingly. Modern mass culture - such as films, music, advertisements, and social media - also serves as a valuable source for linguoculturological analysis. By exploring widely accessible cultural materials, students gain a deeper awareness of the features and values that characterize Russian society, enhancing their cultural literacy and communicative competence.

This article examines the linguoculturological approach through the prism of educational text analysis, emphasizing its role as a fundamental and defining component of language instruction. Drawing on the results of empirical research and classroom practice, several key findings have been identified:

The linguoculturological approach enriches the educational process by fostering a more profound understanding of both linguistic and cultural layers within educational texts. Students studying Russian through this lens acquire not only language proficiency but also broaden their intercultural competence. As an interdisciplinary field, linguoculturology brings together the insights of linguistics and cultural studies to investigate the interrelation between language and culture. Its central objective is to uncover how language functions as a medium for conveying cultural meanings and to explore the features that reflect the identity of a cultural community. Within the context of teaching non-native and foreign languages, the linguoculturological approach emerges as an essential tool for facilitating meaningful cross-cultural communication and promoting learners' adaptability in multilingual environments.

A brief terminological clarification is in order regarding the distinction between "non-native language" and "foreign language." A *non - native language* is defined as "any language acquired after the native language in a bilingual context" (Azimov et al. 2009: 448), whereas a *foreign language* refers to "a language spoken by a people living outside the boundaries of the learner's country" (Azimov et al. 2009: 448). For the purposes of this article, the two terms are treated as synonymous, in accordance with the cited definitions and the realities of contemporary language education.

A core element of the linguoculturological approach lies in its emphasis on the cultural context inherent in language and educational text analysis. This approach

enables learners to move beyond mastering grammar and vocabulary, guiding them to understand how cultural values, norms, and traditions shape linguistic expression, including the use of idiomatic constructions, proverbs, and set phrases. For students with limited proficiency in Russian, linguoculturological analysis becomes a powerful tool to expand their lexical repertoire and interpret educational texts through the lens of cultural specificity. The integration of this approach into language education can be realized through a range of pedagogical strategies, including the exploration of culturally marked linguistic features, national customs, and the critical study of artistic works with attention to their sociocultural significance.

In a broader sense, modern society faces an urgent need to comprehend communicative mechanisms that foster connections among civilizations, ethnic groups, and cultural traditions while simultaneously supporting the preservation of national identity in contexts of intercultural interaction. The current sociocultural environment - characterized by increasingly open national borders, intensified intercultural exchanges, globalizing processes, and the rapid advancement of information technologies - demands new standards for language instruction. These changes affect both the theoretical foundations and practical dimensions of language pedagogy, including the development and implementation of linguoculturological approaches to educational texts.

The *objective* of this study is to demonstrate that the linguoculturological perspective is not a peripheral or optional method but a foundational component of modern language education. Analyzing educational texts through this framework equips learners with not only linguistic competence but also a deeper awareness of the target culture, ultimately making the learning experience more engaging, holistic, and effective.

The following sections of this article will explore key concepts within linguoculturology, examine methodological approaches to working with educational texts, and present empirical findings that substantiate the effectiveness of this approach in language teaching.

The *practical significance* of this research lies in the development of effective pedagogical strategies and tools for the implementation of the linguoculturological approach to educational texts. In this context, the linguoculturological framework facilitates not only the acquisition of linguistic knowledge but also the understanding of the cultural contexts that shape language use. This dual focus enhances learners' ability to interpret texts more deeply and retain educational content more effectively.

Furthermore, awareness of linguocultural features allows educators to tailor instructional materials to the cultural and linguistic backgrounds of specific student groups, thus improving the relevance and impact of instruction. As such, this approach increases the pedagogical efficiency of both the teaching process and the learning experience.

The *object of this study* is the process by which students engage with educational texts, considered not merely as linguistic units but as carriers of cultural meaning. The aim is to explore how the linguoculturological dimensions of texts influence the

acquisition of a foreign language and how this potential can be harnessed to foster the development of intercultural competence among learners.

The **central hypothesis** of the research is that the systematic analysis of texts through their cultural connotations and linguistic features leads to deeper comprehension of both language and culture. Moreover, such analysis contributes to the formation of essential competencies within the subject area of "Russian as a foreign or non-native language," including linguistic, cultural, and communicative competencies. It is further assumed that consistent work with texts through a linguoculturological lens promotes tolerance, enhances the capacity for intercultural dialogue, and nurtures understanding of cultural diversity among learners.

The **core arguments** of the article include the investigation of how the linguoculturological approach improves the efficiency of working with educational texts and enriches the educational process overall. The approach benefits not only students by facilitating their learning activities but also educators by supporting their instructional practices. The *theoretical significance* of the study lies in deepening the understanding of the interrelationship between language and culture within the educational process. It contributes to the advancement of linguoculturology as a discipline, introduces new methodological perspectives for designing and analyzing educational texts, and supports the development of cultural identity and intercultural competence in students.

This research is grounded in the theoretical contributions of scholars such as V.N. Teliya, V.V. Vorobyev, V.A. Maslova, Yu.S. Stepanov, E.M. Vereshchagin, V.G. Kostomarov, N.D. Galskova, N.L. Mishatina, Z.K. Sabitova, G.A. Kazhigaliyeva, A.N. Shmanova, G.K. Askarova, Zh.S. Narymbetova, among others, whose work forms an essential foundation for the present study.

In conclusion, this research makes a contribution to the development of linguoculturology and linguoculturological pedagogy by expanding their theoretical foundation and proposing novel approaches to the study and use of educational texts that incorporate a culturally informed perspective. This research employed a combination of theoretical, empirical, and mixed (quantitative and qualitative) methods of analysis. The initial stage involved a comprehensive review of scholarly literature related to the subject of linguoculturology.

The analysis of academic publications — dedicated to the conceptual foundations of linguoculturology as an integrative linguistic discipline, the incorporation of a linguoculturological approach into language teaching methodologies, and the expansion of methodological tools within linguodidactics - made it possible to identify key characteristics of this field. It also enabled a deeper understanding of the linguoculturological approach as applied in pedagogical linguistics.

V.A. Maslova views linguoculturology as a discipline that investigates “the cultural manifestations of a people as reflected in language,” with its primary aim being “to uncover the national mentality and cultural identity through linguistic expression” (Maslova, 2002: 208). V.V. Krasnykh emphasizes that linguoculture “emerges at the intersection of two semiotic systems - language and culture - and

aspires to the status of a third semiotic system with its own lexicon and grammar” (Krasnykh, 2010: 659).

According to V.V. Vorobyev, linguoculturology should be understood as “a complex, synthesizing scientific discipline that explores the interaction between language and culture in their functioning, and conceptualizes this process as a holistic structure of units embodying both linguistic and extralinguistic content” (Vorobyev, 2008: 336).

E.I. Zinovieva and E.E. Yurkov define *linguoculturology* as “a philological science that studies various ways of representing knowledge about the worldview of native speakers through linguistic units of different levels, communicative behavior, and discourse. This facilitates a comprehensive description of meanings, including their nuances, connotations, and associative fields that reflect the speakers’ consciousness.” We align ourselves with this interpretation and adopt Zinovieva’s perspective that linguoculturology is “a theoretical philological discipline that analyzes the modes of knowledge representation by native speakers through language units, speech acts, and discourse, thereby ensuring a complete understanding of meaning, including connotative and associative aspects” (Zinovieva et al. 2009: 291).

A theoretical model for the formation of linguocultural competence through the use of a linguocultural approach in foreign language classes was published by our colleagues from the Pavlodar Pedagogical University named after A. Margulan. It examines in detail the issues of using a linguocultural approach in the context of the formation of linguocultural competence (Kulakhmetova, Nedostup, 2023:169). I.G. Kulsarina et al. in their work developed and implemented a methodological system for working with artistic text in Russian language classes, the result of which was the ability to determine national-specific features in artistic text (Kulsarina et al., 2022: 3681).

It should be noted, however, that while adopting this definition, we also acknowledge linguoculturology as a distinct branch within modern linguistic science. From the standpoint of its theoretical scope, we emphasize that the core idea of the linguoculturological approach lies in the development of learners' ability to apply culturally embedded knowledge expressed through linguistic competence. At the same time, the theoretical focus of existing Russian language teaching materials does not always allow for an in-depth exploration of all relevant cultural and linguistic dimensions.

We believe that the primary function of an educational text is to transmit knowledge in a manner that is accessible and comprehensible to the learner. To achieve this, authors employ various organizational structures to facilitate comprehension. For instance, an introduction outlines the topic, the main sections elaborate on key ideas, and the conclusion synthesizes the findings and highlights essential insights. The effective use of structured headings, bullet points, and typographic emphasis contributes to the clarity and retention of information presented in educational materials. Educational texts can only reach their full pedagogical potential when students are encouraged to engage with them critically. Rather than absorbing information passively, learners

should be guided to ask probing questions: What are the author's main arguments? What evidence is presented to support these claims? Are there plausible alternative perspectives? This analytical mode of reading enhances comprehension and fosters meaningful learning, contributing to the development of reflective and culturally aware individuals.

In addition, contemporary technologies are expanding the possibilities for working with educational texts. Digital textbooks, online courses, and educational platforms provide access to a wide variety of materials. Features such as annotation tools, peer discussion forums, and shared commentary cultivate a more interactive and participatory learning environment, especially when applied to culturally rich textual materials. For the purposes of this study, we adopt the definition of an educational text as one that possesses instructional, developmental, and informative value, while also meeting criteria of accessibility and methodological relevance. The content of such texts should correspond to learners' intellectual and cultural levels, align with their interests and abilities, and serve specific pedagogical objectives (Ivanova et al. 2010: 323).

Our empirical research involved 30 first-year students enrolled in Russian language courses as part of the general education curriculum at pedagogical universities. The study was conducted over a three-week period (from November 1 to November 21, 2024). The participants were randomly assigned to two subgroups: an experimental group and a control group. To assess the effectiveness of the linguoculturological approach, we employed qualitative research methods, primarily classroom observation. The learning sessions were structured around the analysis of authentic texts that reflect various dimensions of Russian culture. Materials included literary excerpts, newspaper articles, song lyrics, and video advertisements. Each session was followed by guided discussions designed to deepen students' understanding of cultural content and enhance their communicative competence. Students demonstrated an increased awareness of Russian cultural values and traditions and learned to compare them with their own cultural backgrounds, identifying both similarities and differences. Through sustained engagement with texts, we observed the development of three categories of speech-related skills: analytical, reconstructive, and productive.

Analytical skills pertain to learners' abilities to perceive and interpret content based on cognitive strategies such as deconstruction, comparison, generalization, and cause-effect reasoning. In the classroom, students were taught to examine headlines, generate hypotheses based on titles, create relevant titles themselves, identify keywords, formulate text-related questions, and interpret examples through a linguoculturological lens (Zinovieva, 2016: 14). For instance, when working with the text *"The Art of Zhostovo"*, the instructor asked students to reflect on traditional Zhostovo trays and answer the question: *"What new information have I learned about Zhostovo art?"* Students then read the text independently, identified its central theme and message, and expressed their agreement or disagreement with the author's position, providing reasoned arguments.

These analytical activities were interwoven with creative tasks, such as composing dialogues based on the text or writing a descriptive paragraph about a particular tray. One particularly engaging technique was the text mosaic activity, in which students were given a set of disordered sentences and tasked with reconstructing the logical structure of the text. This method enhanced their syntactic awareness and strengthened comprehension through active reassembly of meaning.

Reconstructive Speech Skills

Reconstructive (receptive-integrative) abilities are those that enable learners to decode and comprehend another person's discourse - spoken or written - by synthesizing individual linguistic elements into a coherent semantic whole. Much like assembling the pieces of a puzzle, readers or listeners must move beyond the surface of isolated words to perceive their interrelations, retrieve the implicit background knowledge, identify the central thesis, and infer the author's communicative stance.

Productive Speech Skills

No less essential are productive skills, which underlie the active generation of discourse in oral and written modes. Whereas receptive skills (listening and reading) involve information intake, productive skills concern the formulation and articulation of one's own meanings. They empower learners to express thoughts, feelings, and arguments persuasively and to construct a variety of text types. One illustrative classroom activity involves compiling a dictionary entry for a selected linguocultureme, thereby integrating lexical definition with cultural explication.

Sample Tasks and Exercises Implemented within the Linguoculturological Framework

- Meaning-Recovery Tasks – Oral or written identification (and reconstruction) of both the lexical meaning and the cultural-conceptual content embodied in a target linguocultureme.

- Creative Writing with Historicisms and Archaisms – Production of short texts employing obsolete lexical items, followed by interpretation of their linguocultural significance.

- Lexical Detection Activities – Locating culturally marked vocabulary within a passage, determining the historical period to which each item belongs, and establishing potential synonyms in contemporary usage.

- Annotated Commentary Tasks – Preparing linguocultural commentaries on selected excerpts, which fosters proficiency in consulting phraseological, etymological, and explanatory dictionaries.

- Etymology of Idioms – Investigating the origins of idiomatic expressions, comparing them with equivalents in other languages, and analysing the imagery embedded in each.

- Graphic Organisers – Designing clusters, mind maps, or other visual organisers that systematise information pertaining to a specific linguocultureme.

- Puzzle-Based Assignments – Creating riddles, charades, crosswords, or short narratives that playfully highlight multiple facets of the examined linguoculturemes.

Fundamental Methodological Principles Derived from the Proposed Approach:

- A dual focus on speech production and linguoculturological insight;
- Inquiry-oriented learning that positions students as active investigators of language-in-culture phenomena;
- Sustained speech-thinking activity aimed at solving complex communicative–cognitive tasks;
- Creative collaboration between instructor and students in exploring language as a cultural artefact;
- Close integration of diverse instructional formats, with an emphasis on group-based interactive modes (e.g., debates, round-table discussions, press conferences).

Ethical Considerations

Prior to the commencement of the study, all participants provided written informed consent indicating their voluntary agreement to take part in the research. Throughout the entire data collection and analysis process, strict measures were taken to ensure the confidentiality and anonymity of respondents. Ethical protocols were adhered to in full accordance with academic research standards.

Results and Discussion

The findings of this study yielded several important insights into the role of the linguoculturological approach in teaching the Russian language. Students who participated in the experimental program based on this approach (see Table 1) demonstrated a significantly higher level of awareness regarding the cultural dimensions of the target language. In addition, they exhibited greater tolerance and openness toward other cultures compared to those in the control group.

Furthermore, learners who regularly engaged in the analysis of texts within cultural contexts developed a deeper understanding of grammatical structures and lexical units, as well as greater sensitivity to their use in diverse communicative settings. The integration of linguocultural analysis enhanced not only linguistic competence but also the students' capacity to interpret language as a reflection of sociocultural meaning. These findings confirm the pedagogical value of applying linguoculturological principles to language instruction, especially in multilingual and multicultural learning environments.

Table 1. Demographic Profile of the Participants

Age distribution	Gender distribution
18 - 20 years - 60%	Female - 70%
21 - 23 years - 30%	Male - 30%
24 - 26 years - 10%	

Systematic integration of the linguoculturological approach into language instruction contributes significantly to students' deeper understanding of the cultural dimensions of the target language. This is evidenced by the outcomes of the experiment summarized in Table 2.

Table 2. Study Results

Measured Indicators	Experimental Group (%)	Control Group (%)
Text comprehension	85%	70%
Grammatical accuracy	75%	60%
Intercultural competence	90%	75%

As demonstrated in Table 2, the experimental group outperformed the control group in all three measured categories. The comprehension of written texts was 15% higher among students in the experimental group, indicating that systematic textual analysis within a cultural context enhances semantic interpretation and textual understanding.

Moreover, a 15% improvement in vocabulary acquisition was observed in the experimental group. This improvement is attributed to students' exposure to new lexical items embedded in authentic contexts, which facilitated more effective retention and functional use of vocabulary in speech and writing.

The experimental group also demonstrated superior grammatical accuracy, with a 15% increase compared to the control group. This result can be explained by the fact that text-based analysis allowed learners to observe how grammatical constructions function in natural language use and in specific communicative contexts. These findings collectively confirm the pedagogical benefits of applying the linguoculturological approach in the classroom.

The most substantial progress was observed in the development of students' intercultural competence. Learners in the experimental group demonstrated a deeper understanding of cultural differences, an enhanced ability to engage in intercultural dialogue, and greater tolerance toward representatives of other cultures. These outcomes clearly indicate that the linguoculturological approach serves as an effective pedagogical tool for fostering intercultural competence in the context of language education.

In interpreting the concept of intercultural competence, we adopt what we consider to be a more precise and operationally applicable definition, as offered by A.P. Sadokhin. According to his interpretation, intercultural competence is understood as "a set of knowledge, skills, and abilities that enable an individual to communicate effectively with members of other cultures. It includes the capacity to understand and value cultural differences, adapt to new cultural environments, and establish interpersonal relationships based on mutual respect" (Sadokhin, 2007: 125).

The results obtained in this study confirm the initial hypothesis: the linguoculturological approach is not only an effective framework for teaching non-native and foreign languages, but also a powerful means of cultivating intercultural awareness. It allows students to develop communicative skills in conjunction with cognitive abilities essential for navigating diverse cultural landscapes. Participants in the experimental group demonstrated increased levels of tolerance, adaptability, and engagement in intercultural communication.

Moreover, the linguoculturological approach proved beneficial in enhancing

such higher - order cognitive skills as analysis, synthesis, comparison, classification, and critical thinking. Students learned to independently interpret information, draw conclusions, and justify their viewpoints through argumentation rooted in both linguistic and cultural contexts. As a forward - looking and interdisciplinary model of language instruction, the linguoculturological approach offers substantial potential for increasing the efficiency and relevance of language learning. It not only facilitates linguistic competence but also supports the formation of intercultural skills - an especially critical outcome in today's globalized world.

The findings of the present study clearly demonstrate the pedagogical effectiveness of the linguoculturological approach in the domain of foreign language education. But what makes this approach particularly successful? Unlike traditional language instruction, which often emphasizes isolated grammatical and lexical elements, the linguoculturological method immerses students in the cultural context in which texts are created and interpreted. Learners are encouraged to explore the values, traditions, and cultural narratives embedded within language. This immersive experience makes the learning process more meaningful and engaging, thereby increasing student motivation and investment in language acquisition. The analysis of cultural dimensions within texts requires students to engage not in rote memorization, but in higher - order cognitive activities such as comparison, inference, and interpretation. Through such engagement, learners acquire the ability to uncover the deeper cultural meanings embedded in linguistic units - an essential step in developing critical thinking skills.

The linguoculturological approach offers students a comprehensive framework for recognizing the intrinsic link between language and culture. They come to understand that language is not an autonomous system but a reflection of the worldview of its speakers. This realization supports the formation of a more integrated and holistic perception of the world. We argue that the interpretation of texts through a cultural lens enhances learners' ability to comprehend and analyze various forms of communication. This, in turn, strengthens their communicative competence. When students perceive a clear connection between the language they are studying and real-world social and cultural practices, their motivation for learning increases substantially. They begin to view the target language not as a mere collection of grammatical rules, but as a dynamic tool for interaction and exploration. Thus, the linguoculturological approach contributes not only to language acquisition but also to the development of a broad set of competencies required for successful participation in today's globalized society. It enhances the relevance, depth, and engagement of the learning process, making language education more effective, meaningful, and intellectually stimulating.

Conclusion. The results of the conducted study clearly demonstrate that the linguoculturological approach is not merely an innovative technique in language pedagogy, but a necessary condition for achieving successful language acquisition in the context of the modern world. The systematic use of authentic texts, combined with the analysis of cultural connotations and the comparison of cultural patterns,

enables learners to master not only linguistic competencies but also a broader set of skills essential for effective intercultural communication. Based on the findings, we conclude that the linguoculturological approach represents a promising and forward-looking direction in the methodology of teaching Russian as a foreign or non-native language. It fosters not only linguistic proficiency but also contributes to the formation of a holistic worldview, the development of critical thinking, and the cultivation of intercultural competence among students.

Future research in this area will make it possible to explore the full potential of the linguoculturological approach in greater depth and to design new, more effective instructional methods for teaching the Russian language in culturally diverse educational contexts.

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