

RESEARCH ARTICLE

Methods Of Formation Of Linguistic And Cultural Competence Of Future Teachers Of Philology

Raxmonova Zaynab Erkin kizi

The teacher of the Department of Russian Language and Literature, National Pedagogical University of Uzbekistan named after Nizami, Tashkent, Uzbekistan, Uzbekistan

VOLUME: Vol.06 Issue01 2026

PAGE: 109-112

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Abstract

The present study is devoted to the methodology of forming the linguistic and cultural competence of future teachers of philology in the process of teaching Russian as a foreign language.

Linguistic and cultural competence is considered as a professionally significant integrative quality, including knowledge of culturally marked linguistic units and precedent phenomena, the ability to interpret the cultural meanings of text and discourse, carry out linguistic and cultural commentary, as well as design linguistic and cultural tasks for a foreign-speaking audience.

The theoretical part summarizes the main research positions in the field of language - culture - communication (E. M. Vereshchagin, V. G. Kostomarov; S. G. Terminasova; V. I. Karasik; V. A. Maslova), as well as methodological developments in the field of RAF (A. N. Shchukin; E. G. Azimov).

The conceptual core of the proposed methodology is chosen by the linguistic and cultural approach of E. M. Vereshchagin and V. G. Kostomarov as the most systematic for the tasks of teaching a language to foreigners and training a teacher of the Russian Language. A step-by-step model of competence formation (orientation-motivational, operational-activity, reflexive-evaluative stages) is presented, tools (textocentric practices, linguistic and cultural commentary, comparative tasks, case method, micro-teaching) are described, two educational and methodological cases and a rubric for evaluating results are given.

KEY WORDS

RAF, russian language and cultural studies, linguistic and cultural competence, future teacher-philologist, intercultural communication, linguistic and cultural commentary, text-centric approach, teaching methods.

INTRODUCTION

The training of future philology teachers in the context of the development of a competency-based model of higher education requires a structured approach to Russian as a foreign language (RFL) and RFL methodology that enables graduates to act as professional mediators of intercultural

communication.

This process includes the following methodological mechanisms: explaining not only linguistic norms but also the culturally determined appropriateness of statements, preventing communication breakdowns, and developing

students' ability to interpret the cultural meanings of Russian-language texts and discourse.

For non-native speakers, elements where the meaning is not exhausted by dictionary definitions and grammatical design present particular challenges: cultural connotations, speech etiquette, genre expectations, nationally marked phraseology, precedent names and texts, and cultural behavioral patterns.

Therefore, future philology teachers must not only possess linguacultural knowledge but also be able to translate it into methodological action: selecting material, semantizing, commenting, designing exercises, organizing speech practice, and evaluating results.

The purpose of this research is to theoretically substantiate and describe a methodology for developing linguacultural competence in future philology teachers in teaching Russian as a foreign language. To achieve this goal, the following tasks are being addressed: clarifying the content of the competence; reviewing scientific approaches that determine methodological solutions; designing a stage-by-stage development model; selecting and describing tools; and developing case studies and assessment rubrics.

In the context of training Russian as a foreign language teacher, linguacultural competence is appropriately understood as an integrative, professionally oriented quality that includes interrelated components.

The cognitive component involves knowledge of culturally marked units (linguistic realities, evaluative vocabulary, phraseology, speech etiquette formulas, and the semantics of addresses), knowledge of precedent phenomena and basic cultural concepts, and an understanding of the discursive norms and genre expectations of Russian-language communication. The cognitive component includes the ability to identify culturally significant meanings in text and speech, interpret them without stereotyping, provide linguacultural commentary adapted to the student's level of proficiency in Russian as a foreign language, and design tasks that facilitate the transition from understanding cultural meaning to speech use. The value-motivational component is expressed in a commitment to dialogue between cultures, respect for different cultural worldviews, and responsibility for the accuracy of interpretations. For future teachers, this also includes a willingness to explain cultural differences neutrally and professionally, without substituting evaluative labels for analysis. The reflective-evaluative component presupposes

the ability to analyze the effectiveness of one's own methodological decisions, use criteria-based evaluation of results, and develop methodological tools through self-assessment and peer assessment.

This competency model fundamentally correlates linguacultural knowledge with teaching: competency is manifested not in a "list of facts about culture," but in the ability to organize language teaching as culturally conditioned communication.

When developing a methodology for developing the linguacultural competence of future teachers of Russian as a foreign language, several research areas are significant, each of which sets important methodological emphases.

As V.A. Maslova notes, linguacultural studies, as an independent discipline, describes the mechanisms by which culture is reflected in language and interprets language as a "cultural code" that enables the creation, storage, and transmission of cultural experience. Methodologically, this requires systematic work with the culturally marked semantics, connotations, and cultural meanings of text.

Fundamental to Russian as a Foreign Language is the linguacultural approach of E.M. Vereshchagin and V.G. Kostomarov, within which language acquisition is understood as an introduction to the spiritual wealth "preserved by language," and linguacultural studies is the teacher's targeted effort to familiarize students with culture through language and in the process of learning it. This approach is particularly productive in the preparation of future Russian as a Foreign Language teachers, as it establishes a pedagogically applicable mechanism: the selection of culturally significant material, the construction of commentary, the organization of semantization, and the inclusion of a cultural component in speech practice. The second pillar of research is related to intercultural communication. As S. G. Ter-Minasova notes, communicative failures are often caused not by grammatical errors, but by differences in cultural scripts, expectations of appropriateness, the degree of directness, and the ways in which evaluations, requests, and refusals are expressed. This is precisely why "cultural errors" are perceived particularly painfully and require prevention through educational means. This scientific perspective reinforces the methodological need to teach not only the "correctness" but also the "appropriateness" of utterances.

According to V. I. Karasik, the discursive-axiological

perspective allows for a methodical transition from "word" to "speech genre" and "communicative situation," viewing cultural concepts as collective mental formations that capture the uniqueness of culture and linking them to linguistic consciousness and communicative behavior. For future teachers, this means mastering ways of explaining cultural meanings through discourse and speech practices. The linguodidactic apparatus of the competency-based approach ensures terminological and technological precision. In particular, the concept of competence as a set of knowledge, skills, and abilities developed during the learning process and including, among other things, a sociocultural component is important for designing assessment outcomes, criteria, and procedures.

Summarizing these positions, we emphasize that each of them is necessary for the completeness of the methodology. However, as the conceptual core, it is advisable to choose the linguacultural (linguacultural) approach of E. M. Vereshchagin and V. G. Kostomarov as the most systematic for the tasks of Russian as a foreign language and teacher training: it combines cultural meaning with the semantics and use of a linguistic unit and provides technologically applicable tools for the teacher (commentary, semantization, inclusion in speech practice).

The methodology for developing the linguacultural competence of future philology teachers in teaching Russian as a foreign language is based on a number of principles.

The communicative-activity principle presupposes the acquisition of culturally conditioned meanings through speech tasks and the simulation of real-life communicative situations requiring the selection of appropriate linguistic means. The text-centric principle reinforces the leading role of text (including microtext) as a carrier of cultural meanings and as a basis for analysis, commentary, and speech practice. The principle of culturally marked material defines selection criteria: frequency in real-life communication, cultural significance, and the potential for explaining pragmatics and preventing common errors. The principle of comparison guides future teachers toward careful comparison of cultural scenarios and linguistic means in students' native languages and Russian, which reduces interference and increases awareness. The principle of professional focus means that students not only study linguistic and cultural material but also constantly perform the actions of a teacher: designing assignments, constructing explanations, creating assessment

criteria, and conducting a lesson segment. The principle of reflexivity and formative assessment ensures the sustainable development of competence through regular self-assessment, peer review, and refinement of methodological products.

The stage-by-stage model for developing competence includes three phases. The orientation-motivational stage is aimed at developing students' understanding of the role of the linguacultural component in Russian as a foreign language, identifying their initial level and typical difficulties. At this stage, diagnostic tasks on recognizing culturally marked units, analyzing examples of pragmatic errors, and discussing mini-situations of intercultural misunderstandings where the error lies not in grammar but in appropriateness are appropriate. The result is the student's readiness to see cultural meaning as part of the meaning and to understand the professional necessity of commentary and specialized exercises.

The operational-activity stage develops the skills themselves: interpreting cultural meanings, preparing linguacultural commentary, designing exercises and mini-modules, and organizing speaking practice. The leading tools here are text-centric practices, comparative tasks, case studies, and micro-teaching.

The reflective-evaluative stage consolidates competence through a portfolio (a bank of comments, assignments, cases, and criteria), peer review, and analytical reflection, where students justify their methodological decisions and plan for improvement.

Developing the linguacultural competence of future philology teachers in teaching Russian as a foreign language is a strategically important area of training teachers capable of teaching language as a culturally determined communication. A theoretical review has shown that an intercultural perspective enhances attention to pragmatics and relevance, a discursive-axiological approach enables methodical work with genres and value-based meanings, a linguacultural framework provides scientific tools for analysis, and the linguodidactic tradition of competency-based description defines the methodology for outcome design and assessment. At the same time, the conceptual core of the methodology was justifiably chosen to be the linguacultural approach of E. M. Vereshchagin and V. G. Kostomarov as the most systematic for the practice of Russian as a foreign language and teacher training: it establishes the connection "meaning—cultural sense—use" and focuses on commentary and specially organized speech practice. The proposed stage-by-stage

model, tools, two cases, and assessment rubric provide a holistic methodology in which linguacultural competence is developed as a set of professional actions: analysis, interpretation, methodological design, conducting a lesson fragment, criteria-based assessment, and reflection. Further development of this topic may involve the creation of digital banks of comments and cases by levels of Russian as a foreign language, as well as the introduction of relevance and pragmatics rubrics into the system of ongoing and final assessment of the professional training of future Russian as a foreign language teachers.

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