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*e-mail: temirgazina_zifa@pspu.kz***METHODS OF FORMING COMPONENTS OF SOCIOCULTURAL
COMPETENCE IN THE STUDY OF RUSSIAN AS A NON-NATIVE
LANGUAGE**

Abstract. In multinational Kazakhstan, learning Russian as a non-native language becomes an important aspect of intercultural education and sociocultural integration. We conducted a content analysis of the textbook “Russian Language and Literature” for the 6th grade of a general education school with a non-Russian language of instruction to identify the methods of forming the components of sociocultural competence. The content analysis revealed that the materials of the textbook are focused on linguistic and grammatical aspects, with few practical exercises aimed at applying the acquired knowledge in real sociocultural situations. Therefore, attention should be paid to strengthening pragmatic, ethical and aesthetic components of sociocultural competence in learning tasks. This will make the process of teaching Russian language and literature more comprehensive, in-depth and multidimensional. The research highlights methods used for incorporating sociocultural aspects, such as the method of translating non-verbal material into verbal code, the audiovisual method, and the project method. The results of the analysis allow identifying effective strategies for developing sociocultural competence among students who study Russian as a second language. The analysis we conducted can serve as a basis for the development of additional educational materials and the updating of the Curriculum.

Keywords: Russian as a non-native language, sociocultural competence, textbook, teaching methods, exercises

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Introduction

In Kazakhstan, the study of the Russian language as a second language (L2) is influenced by historical, cultural, and economic ties between Kazakhstan and Russian-speaking countries. The Russian language is widely used in education, business, science, culture, and everyday life. The preservation and development of the Russian language in Kazakhstan contribute to strengthening cultural and linguistic diversity, intercultural dialogue and cooperation, and the development of tolerant consciousness among students (Isabekova, Abdrakhman, Sarmurzin, 2020, p. 180). In this context, the subject “Russian Language and Literature” occupies an important place in the educational process at all levels of education. “The Curriculum for the subject of “Russian Language and Literature” is aimed not only at acquiring knowledge about the units of the language system, the rules of their combination, functioning, but also at developing the skills of listening, reading, speaking, writing, necessary for communication in everyday, educational, socio-cultural and official-business spheres of life, understanding and awareness of the values of the culture of Kazakh, Russian and other peoples” (2017, p. 5–6). S.G. Ter-Minasova rightly notes: “... Language does not exist outside of culture. ...However, if we consider language from the perspective of its structure, functioning, and ways of mastering it (both as a native and a foreign language), then the sociocultural layer, or the cultural component, becomes part of the language or the background of its real existence” (2000, p. 14). Accordingly, the study of the Russian language as L2 should be accompanied by the acquisition of social, historical, and cultural knowledge about the ethnic group. This knowledge, including ethnocultural traditions and values, determine the forms of verbal behavior of its speakers directly in intercultural communication.

E.G. Azimov, A.N. Shchukin provide the following definition of sociocultural competence (hereinafter referred to as SC): “a set of knowledge about the country of the studied language, national-cultural features of social and speech behavior of native speakers and the ability to use such knowledge in the process of communication, following the customs, rules of behavior, etiquette norms, social conditions and stereotypes of behavior of native speakers” (2009, p. 286–287). SC is a multi-component formation, which includes linguistic, aesthetic, ethical, pragmatic and country studies components, as identified by scientists (Shchukin, Frolova, 2015, p. 159). SC proficiency provides students with an understanding of the cultural, moral, and social characteristics of the country whose language is being studied. In this context, it is necessary to form a stable motivation to study foreign-language culture through dialogue with native culture, to develop elements of secondary socialization. Researchers emphasize the non-natural character of SC, its socially constructed nature (Dzhurinskiy, 2002, p. 93).

The main didactic tool for forming SC in Russian language and literature lessons is the textbook. It should reflect, in addition to the linguistic aspects of the language, the cultural characteristics, traditions, history and social norms of the country.

Despite the vast amount of information presented in Russian language textbooks, there is a lack of reflection of some aspects of language and culture. These shortcomings include the absence of studying a number of grammatical categories and structures, a sufficient number and variety of practical tasks for the development of communicative skills and SC. Thus, additional materials and resources may be necessary to ensure comprehensive and effective teaching of the Russian language.

In our research, we examine the textbook “Russian Language and Literature” for the 6th grade of a general education school with a non-Russian language of instruction, focusing on the reflection of SC components in teaching materials and exercises. The textbook consists of 2 parts, authors – U.A. Zhanpeis, A.T. Esetova, N.A. Ozekbaeva, A.A. Erbolatova, publishing house – “Atamura”. It is included in the list of recommended textbooks for secondary education organizations (2002).

It should be noted that studies in recent years have focused on the role of SC in the professional development of teachers at the stages of their education in colleges and universities, as well as at the stages of postgraduate education (Nurzhanova, Temirgazina, 2023). However, research on the application of the sociocultural approach in school practice remains understudied. It is especially important to study how SC is formed in schools, in the context of multicultural education, and taking into account modern educational trends. In addition, many aspects of the sociocultural approach still remain unreported in the scientific literature. As part of our research, we focus on analyzing the methods used to form SC through textbooks and aim to propose innovative approaches to this process. We strive not only to identify existing methods, but also to increase understanding of what new strategies and techniques can be implemented to more effectively develop sociocultural skills in students.

In pedagogy, there are many definitions of what a method is, but they all come down to the fact that it is “a set of ways and means of achieving the goals, solving the problems of education” (Podlasyy, 1996, p. 48). In the context of SC formation, “method” is a multifaceted tool that includes not only teaching techniques, but also strategies, approaches and principles aimed at achieving the goals of the educational process. It is the basis for structuring and organizing learning material, as well as building skills and knowledge necessary for effective interaction in a multinational and intercultural society.

Material and Methods

The subject of analysis, as mentioned above, is the textbook “Russian Language and Literature” for the 6th grade of general education schools with non-Russian language of instruction (parts 1 and 2). We used content analysis method to investigate the tasks and exercises in the textbook. From the L.Y. Averyanov’s point of view, content analysis is a universal scientific method that carries out “translation into quantitative indicators of mass textual information” and their subsequent statistical processing (2007, p. 155). It is used to analyze and evaluate the structure and content of the textbook, its methodological features. This method allows identifying the strengths and weaknesses of educational material, determining how well it aligns with educational standards and students’ needs, and providing recommendations for its improvement. In addition, we conducted a didactic analysis of the teaching methods used in the textbook, the degree of their effectiveness.

Results and Discussion

The first part of the textbook “Russian Language and Literature” consists of 5 sections: “Language is a Window to a New World”, “Everything in a Person Should be Beautiful”, “The Living World Around Us”, “Climate: Weather and Seasons”, and “Wonders of the World”. The second part also consists of 5 sections: “Ancient and Modern Civilizations”, “Language and Communication”, “Heroes and Antiheroes: Reality and Fictional Stories”, “Planets and Satellites”, and “Man and the World of Technology”. It is necessary to note that the section “Language is a Window to a New World” in the first part of the textbook is not included in “The Model Curriculum” for the subject “Russian Language and Literature” for the 6th grade of basic secondary education level (with non-Russian language of instruction). This section is quite extensive (8 pages) and includes the following topics: 1) “The Word is a Great Thing”, where exercises are aimed at reviewing the material covered in the 5th grade; 2) “Language is the History of the People”, where students learn about borrowed words in the Russian language, how to correctly pronounce, write, and use them in speech; 3) “Twins, But Not Brothers” – studying Russian language paronyms; 4) “Pearls of the Russian Language”, where students study Russian language idioms, compare them with idiomatic expressions in their native language, and consider situations in which they can be used. Analyzing the topics of section 1 of the first part of the textbook, we see that the linguistic component of SC is clearly represented here – 61% of the total number of exercises.

In the next section of the textbook’s first part, “Everything in a Person Should be Beautiful”, significant attention is devoted to literature. Students become acquainted with the works of Russian writers such as V.A. Oseeva, I.A. Krylov, A.P. Chekhov, as well as Kazakh poet B.G. Kairbekov and the folk writer Ch.T. Aitmatov. The title of the section suggests the predominance of aesthetic and ethical components of SC, but the analysis of exercises in the textbook showed the opposite situation. The total number of exercises in this section is 71. The diagram below (Fig. 1) clearly shows the percentage of exercises that include SC components.

The section “Everything in a Person Should be Beautiful”

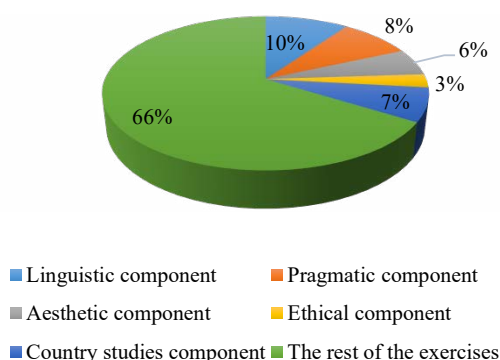


Fig. 1. Content analysis of exercises in the section «Everything in a Person Should be Beautiful»

Content analysis of exercises shows that the number of tasks containing the aesthetic component of SC is 4 (6%), ethical component – 2 exercises (3%), linguistic component – 7 exercises (10%), pragmatic component – 6 exercises (8%), country studies component – 5 exercises (7%). Since the theme of the section “Everything in a

Person Should be Beautiful” implies the development of the sense of beauty, the ability to see and appreciate beauty around oneself, to follow moral principles and values, and to express one’s feelings, it would be advisable to increase the number of tasks to strengthen the aesthetic and ethical components of sociocultural competence. For example, on p. 32, there is an exercise titled “From which movie is this frame? What role does Asanali Ashimov play in it? Describe the appearance and character traits of his character” (Fig. 2), which is marked as “Special and situational tasks for developing coherent speech”.



Fig. 2. Illustration for the exercise

Here, students’ attention is drawn to elements reflecting the cultural features and traditions of the Kazakh people. To develop the aesthetic and cultural components of SC through contrast and comparison, it would be beneficial to add an exercise with an illustration reflecting the cultural traditions of the Russian people, similar to Fig. 3.



Fig. 3. Illustration for the exercise

In these tasks, as we can see, the method of translating non-verbal material (illustrations) into verbal code is used, where students are given the task of describing the illustration and the costumes of the characters. We believe this method is effective for developing students' aesthetic sensibilities and cultural knowledge because it requires them to translate vivid visual images into another semiotic code – verbal. In addition to expanding students' thesaurus, this method develops their multimodal skills, that is, their multimodal literacy (Temirgazina, Abuova, 2022). It is also important for encoding and decoding information, especially in the context of intercultural interactions.

This process involves the ability to interpret nonverbal cues such as gestures, facial expressions, intonation, and other elements of non-verbal behavior and translate them into verbal expressions, verbal descriptions, or texts. Considering that for students in schools with Kazakh as the language of instruction, Russian is a second language (L2), this is an effective method that not only allows them to master a new language but also to assimilate the cultural features of the country. Considering that for students in schools with Kazakh as the language of instruction, Russian is a second language (L2), this is an effective method that not only allows them to master a new language but also to assimilate the cultural features of the country.

The section “The Living World Around Us” includes topics on caring for nature, animals, and observing behavior rules in the forest. Students get acquainted with the works of M.D. Zverev “Swallows on the Locomotive”, M.M. Prishvin “Forest Floors”, V.S. Tokareva “Cat on the Road”, V.P. Astafyev “Belogrudka”, G.N. Troepolsky “White Bim Black Ear”, S. Seifullin “Separated Swans”, K. Kuliev “Do Not Destroy Bird Nests...”. The total number of exercises in this section is 111, with 19 exercises (17%) forming SC (Fig. 4).

The section “The Living World Around Us”

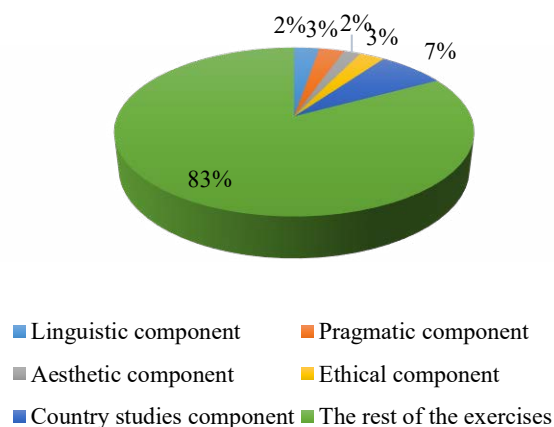


Fig. 4. Content analysis of exercises in the section «The Living World Around Us»

The theme of the section involves recognizing the uniqueness and value of each element of nature and understanding that humans are only one part of this holistic ecosystem. The formation of a respectful and responsible attitude to nature and the animal world is included in the content of the pragmatic and ethical components of the SC, but, as we can see in the diagram, they are allocated only 3% of the total number of exercises. As an additional task, the teacher can use, for example, game technology, where students

have to make ethical decisions in different scenarios related to nature and animal life. They can play the roles of ecologists, hunters, hikers, or local community members to develop an understanding of different perspectives and the consequences of decisions.

It is also possible to include tasks with Russian proverbs about nature, for example, “Write down the proverbs. In what situations can they be used?”: 1) Even a small bird protects its nest (Мала птица, а и та своё гнездо бережёт). 2) If there is a lot of forest, do not destroy it; if there is little forest, preserve it; if there is no forest, plant it (Много леса – не губи, мало леса – береги, нет леса – посади). 3) Destroying a nest is like killing oneself (Гнездо разорять – себя убивать). 4) Extinguish the spark before the fire; anticipate misfortune before it strikes. Those who care for the land will be cared for by the land (Искру туши до пожара, отведи беду до удара. Кто землю лелеет, того и земля жалеет). The exercise develops SC linguistic and pragmatic skills and abilities.

According to the analysis of the exercises, this section presents tasks (8) that imply the formation of the country studies component of SC. The majority of these exercises consist of brief descriptions of the lives and works of Russian and Kazakh poets and writers, with two exercises providing information about plants: “The Chameleon Plant” and “Why is the olive tree called the ‘Tree of Peace’?”. In our opinion, it would be advisable to add information about plants that are found only in Russia. As the text “The Chameleon Plant” provides information about flowers that grow in Mexico, and the text “Why is the olive tree called the ‘Tree of Peace’?” presents an ancient legend. For example, an exercise of the following format could be used: “Read the text. What did you learn? What question do the highlighted words in the text answer? What part of speech are they?”.

Lady`s Slipper



*“The beauty ran and dropped her slipper, a **beautiful golden** with **reddish-brown** ribbons, and it turned into a beautiful orchid. This is the legend of Lady`s Slipper.*

*Lady`s Slipper is found in forest edges and glades in the middle forests of European Russia, southern Siberia and the Far East. It inhabits well-moistened soils of plains and mountains. It is **frost-resistant**, capable of surviving in **harsh** and **low-snow** winters. This rare and beautiful plant needs our protection. The Lady`s Slipper is listed in the Red Data*

Book of the International Union for Conservation of Nature (IUCN)” (Vasil'yeva, 2011, p. 2–3).

The exercise introduces students to a rare plant found in Russia, allowing them to learn more about the plant life of the country whose language they are studying. The exercise also includes introductory knowledge for studying the grammatical material “Full and Short Forms of Adjectives”. Within the framework of this topic, we propose to organize a “lesson-journey”. This lesson does not simply convey information through traditional methods, but creates an atmosphere of adventure and discovery, encouraging active participation and emotional involvement of students. By combining the “lesson-journey” with project-based learning, the teacher helps students apply the knowledge and skills they have acquired in practice. For example, students could develop a project to research the flora of their own country and the country whose language they are studying, and present it. This method develops their creative and analytical abilities, as well as providing valuable experience in independent work and collaborative interaction.

The next section, “Climate: Weather and Seasons”, is primarily a study of grammar: quantitative and ordinal, fractional, collective numerals, reflexive and indexical pronouns, perfect and imperfect verbs. In addition, students familiarize themselves with the works of K.D. Ushinsky, F.I. Tyutchev, S.A. Yesenin. The total number of exercises in this section is 157, of which 27 exercises (17%) reflect SC components (Fig. 5).

The section “Climate: Weather and Seasons”

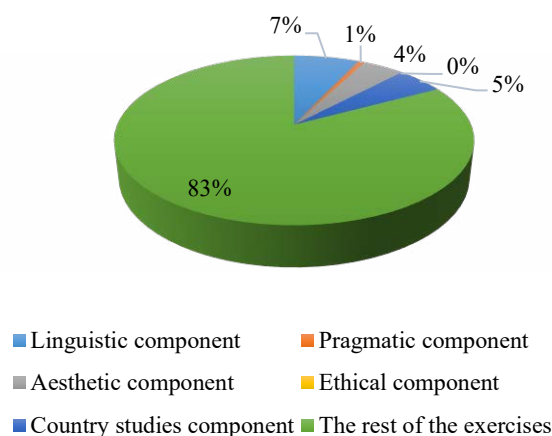






Fig. 5. Content analysis of exercises in the section «Climate: Weather and Seasons»

The analysis of the exercises showed that the largest number of tasks was allocated to the linguistic component – 11 (7%), the country studies component – 8 exercises (5%) and the aesthetic component – 7 exercises (4%). It is necessary to pay attention to strengthening the pragmatic (1%) and ethical (0%) components of the SC in this section. The theme of “Climate: Weather and Seasons” can help students to recognize each person’s responsibility for preserving the environment and instill respect for natural phenomena. Students can discuss what measures can be taken to protect the environment and what practical actions will help reduce the negative impact on the climate. All this leads to the formation of ethical beliefs of students as a part of SC. Teaching students practical skills

related to weather conditions, such as how to choose the right clothes depending on the weather, taking safety measures in extreme weather conditions, planning activities taking into account the weather, will contribute to the formation of the pragmatic component of SC. For example, the exercise “Planning a Picnic”: plan a picnic with the class, considering the season and weather forecast. What clothing and accessories will you take with you if it is sunny/raining/snowing/windy? Fill in the table (Table 1).

Table 1. The exercise «Planning a Picnic»

			
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

This exercise uses a problem-based learning method that challenges students with tasks that require active thinking, analyzing, and finding solutions. Unlike the traditional approach, where the teacher imparts information, the problem-based learning method emphasizes the development of critical thinking, creative thinking, and student autonomy.

The last section of the first part is called “Wonders of the World”. The smallest number of exercises is presented here – 42, of which 4 exercises (10%) are aimed at forming the country studies component, 1 exercise (2%) – the aesthetic component and 1 exercise (2%) – the ethical component of SC. In this section, students familiarize themselves with the works of R.L. Stine’s “The Curse of the Mummy’s Tomb”, “Lewis Carroll’s “Alice’s Adventures in Wonderland”, and M. Dzhumagaziev’s “Seven Wonders of the World”. The tasks aimed at the formation of the country studies component are formulated as follows: “Look at the pictures. Which of the Seven Wonders of the World are shown on them? In which countries are they located?” (p. 182, exercise 1). For a more vivid presentation of the Seven Wonders of the World to students, virtual tours can be utilized. For instance, you can visit the website <https://ru.skyscanner.com/news/explore-the-seven-wonders-of-the-world-virtually>. And after the tour, to reinforce the pragmatic and ethical components of SC, hold a discussion on the significance of preserving such places and the importance of respect for cultural heritage and rules of behavior when visiting historical sites and museums.

The second part of the textbook on the subject “Russian Language and Literature” for the 6th grade of general education schools with non-Russian language of instruction begins with the section “Ancient and Modern Civilizations”. In this section, students learn about the history of Ancient, Ancient Chinese civilizations, the Maya, as well as the works of K. Bulychev “A Hundred Years Ago”, and A.R. Belyaev’s “The Last Man from Atlantis”. The total number of exercises is 162, and only 21 exercises (13%) include components of the SC (Fig. 6).

The section “Ancient and Modern Civilizations”

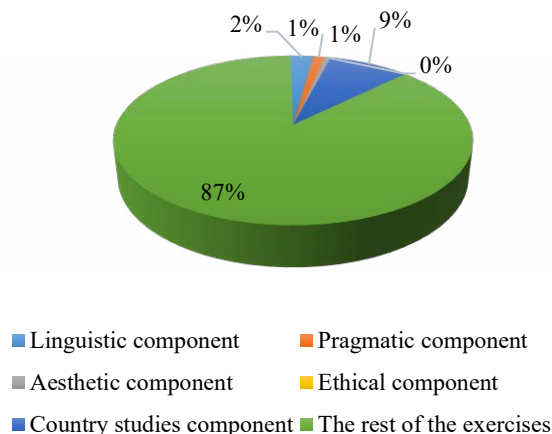


Fig. 6. Content analysis of exercises in the section «Ancient and Modern Civilizations»

According to the analysis of exercises of the section “Ancient and Modern Civilizations”, the largest number of tasks is assigned to the country studies component of SC – 14 (9%), followed by the linguistic component – 4 exercises (2%), pragmatic component – 2 exercises (1%), aesthetic component – 1 exercise (1%). At the same time, there are no exercises aimed at forming an ethical component, which may include a discussion of moral and ethical principles that are inherent in different cultures over time, as well as studying their impact on modern society. To strengthen the aesthetic component of SC, the following exercise can be suggested: “Look at the illustration. Describe the buildings, the appearance of people. By what signs can you determine belonging to the Russian civilization?” (Fig. 7).



Fig. 7. Illustration for the exercise

The exercise develops students' observation and analysis skills. Students, looking at the illustration, should pay attention to details, such as architectural features of buildings and the appearance of people, should be able to identify the characteristic features of Russian civilization on the basis of the depicted elements. Here, by translating non-verbal material into verbal material, the situational method can be used. Students discuss the situations they see in the image, act as different characters, create dialogues, etc. This helps students better understand and apply the Russian language in various communication situations. The exercise is also aimed at forming the country studies component of SC, as each civilization has its unique features, which are reflected in architecture, art and customs.

The theme of the next section of the textbook is “Language and Communication”, where students study the word formation of nouns, adjectives, and verbs. They also become acquainted with the works of the Tatar poet G. Tukay “Native Language”, the Russian poet K.D. Balmont's “Language, our magnificent language...”, Russian writers I.A. Bunin, I.S. Turgenev, and the Kazakh poet M. Makataev's “Three Joys”. The total number of exercises in this section is 84, of which 11 exercises (13%) form SC (Fig. 8).

The section “Language and Communication”

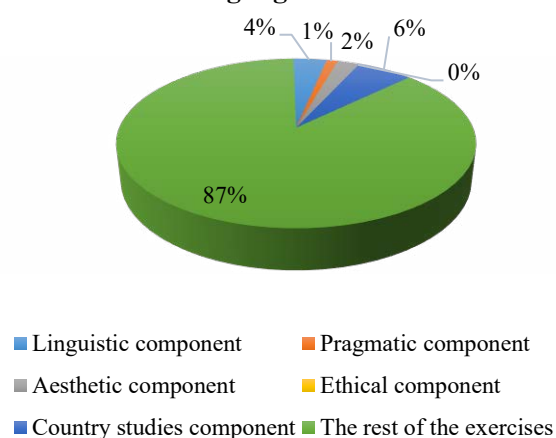


Fig. 8. Content analysis of exercises in the section «Language and Communication»

The theme of this section suggests the formation of linguistic and pragmatic components of communicative competence. However, the analysis of exercises showed that the largest number of tasks is aimed at developing the country studies component (5). The linguistic component is represented in three exercises, for example, on p. 86, exercise 5 “Read the proverbs and explain their meaning: 1) What is written with a pen cannot be cut down with an axe (Что написано пером – не вырубишь топором). 2) A kind word can melt even a stone (Ласковым словом и камень растопишь). 3) A word is not a sparrow: once it flies out, you can't catch it (Слово не воробей: вылетит – не поймаешь). 4) After shooting, you can't catch the bullets, and after saying a word, you can't catch it (Выстрелив, пули не схватишь, а слово, сказав, не поймаешь)”, or on p. 103, exercise 5, “Answer the questions: 1. In what sense – direct or figurative – is the adjective granite used? Justify your answer. 2. Hearth is a polysemous word. Recall its meanings. How do you understand the meaning of the expression ‘extinguished hearth’?”.

To strengthen the pragmatic component, it is necessary to introduce tasks focused on the development of culturally sensitive communicative skills. For example, “Compose dialogues with different communication situations, for example, dialogues in the store, at school, on the street, etc., paying attention to communicative strategies, politeness, language means and context of communication”.

In the next section, “Heroes and Antiheroes: Reality and Fictional Stories”, students become acquainted with one of the genres of oral folk art – fairy tales, specifically with the Kazakh folk tale “Er Tostik”, “The Snow Queen” by H.C. Andersen, “The Wonderful Wizard of Oz” by L.F. Baum, and “The Tale of a Real Man” by B.N. Polevoy. The total number of exercises in this section is 51, of which 7 exercises (14%) are focused on the formation of SC (Fig. 9).

The section “Heroes and Antiheroes: Reality and Fictional Stories”

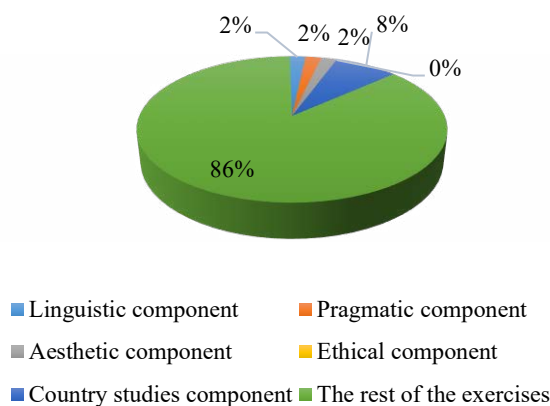


Fig. 9. Content analysis of exercises in the section «Heroes and Antiheroes: Reality and Fictional Stories»

According to the analysis the largest number of exercises (4) is aimed at the development of the country studies component of SC, because the topics of the section reflect the cultural heritage of different countries, as well as the role of heroes and antiheroes in the formation of national identity. For example, on page 108, exercise 5 provides an illustration of the main character of the fairy tale “Er Tostik” along with the task “Orally describe the appearance of the character”. This exercise can be supplemented with an illustration of a ‘Bogatyr’ from Russian fairy tales (Fig. 10), to compare the heroes. The external comparison of the characters of Russian and Kazakh fairy tales allows students to gain a deeper understanding of the cultural characteristics and values of the two nations, and develops their intercultural understanding and respect for differences.



Fig. 10. Illustration for the exercise

To reinforce the pragmatic and ethical components, students can be offered creative work in groups “The Hero’s Way”: “Create an illustration about the hero’s way, including various situations where the hero faces moral challenges and makes difficult decisions”. After completing the activity, students should explain why they think certain actions are right or wrong and what the consequences of those actions might be. Assignments of this format will help students develop ethical ideas about good and evil, justice and injustice, truth and lies. Through these activities, students’ critical thinking is developed, they learn to make choices when faced with moral dilemmas, and this enables them to make ethically sound decisions in various situations in life.

In the 8th section, “Planets and Satellites”, the theme of astronomy and space objects is explored. Students are familiarized with such terms as Universe, Astronomy, Milky Way, comet, with myths about the Moon and the Sun, as well as with the work of S.S. Tsygankov “2008 – International Year of Planet Earth”. The grammar of the section is reduced only to the topic of studying word combinations - composition, definition of the main and dependent word. The total number of exercises in this section is 76, of which 19 exercises (25%) include SC components (Fig. 11).

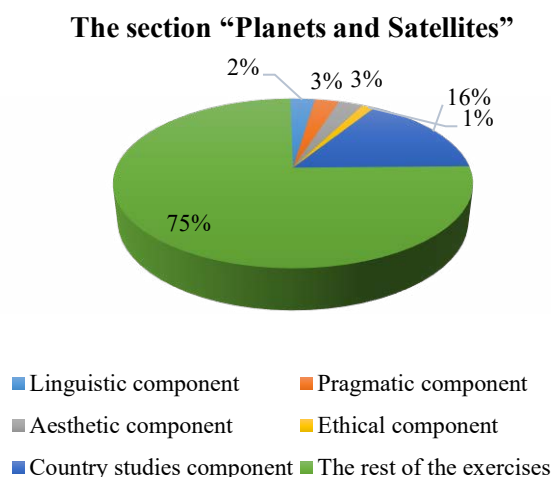


Fig. 11. Content analysis of exercises in the section «Planets and Satellites»

During the analysis of the exercises in the “Planets and Satellites” section, we noticed that the majority of the texts are sourced from encyclopedic and electronic resources. To expand students’ horizons and to form pragmatic, aesthetic and country studies components of SC, we propose to additionally include works of Russian writers and poets devoted to space topics (M.V. Lomonosov, M.Y. Lermontov, A.R. Belyaev, etc.). The themes of the subsection “International Earth Day”, in general, are aimed at the formation of pragmatic and ethical components of the SC, as it discusses the environmental problems of the planet and the importance of preserving nature. Exercises 7 and 8 on p. 153 are particularly interesting. In exercise 7, students are required to provide verbal descriptions of two illustrations (Fig. 12). Here, as we can see, the method of translating non-verbal material (illustration) into a verbal format is also used.



Fig. 12. Illustration for the exercise

Exercise 8, on the contrary, presents an excerpt of N. Dobronravov’s poem “Until It’s Too Late”; after expressive reading, students are asked to draw an illustration to the work.

The last section in the second part of the textbook is called “Man and the World of Technology”. This section includes works by N.N. Nosov “Telephone”, M. Gelprin “The Candle Was Burning” and encyclopedic materials about technological discoveries, robots, transformers, etc. The total number of exercises in this section is 76, of which 16 exercises (21%) are focused on SC formation (Fig. 13).

The section “Man and the World of Technology”

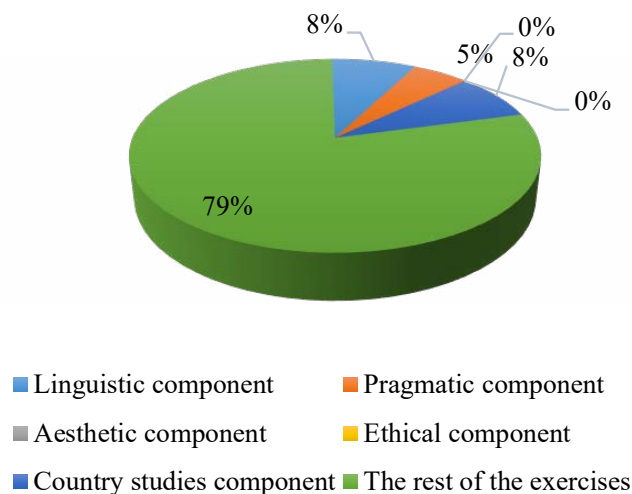


Fig. 13. Content analysis of exercises in the section «Man and the World of Technology»

Content analysis of the section exercises showed the absence of exercises aimed at the formation of aesthetic and ethical components of SC. Therefore, we propose to supplement the section with the following exercises. Firstly, discuss in groups the positive and negative aspects of using smartphones, social media and other technologies, how they affect interactions with others, and make recommendations for ethical use of technology. Secondly, students can prepare a multimedia project or draw an illustration on the topic “What will our world be like in 50 years?” and then describe how they see futuristic technologies, mechanisms of the future.

Consequently, the content analysis of the 6th grade textbook on Russian language and literature has shown that the topics of sections, artworks and exercises of the textbook include SC components, according to the classification of A.N. Shchukin, G.M. Frolova. The total number of exercises is 891, of which 192 exercises (22%) are aimed at SC formation (Fig. 14).

Quantitative content analysis of the textbook exercises

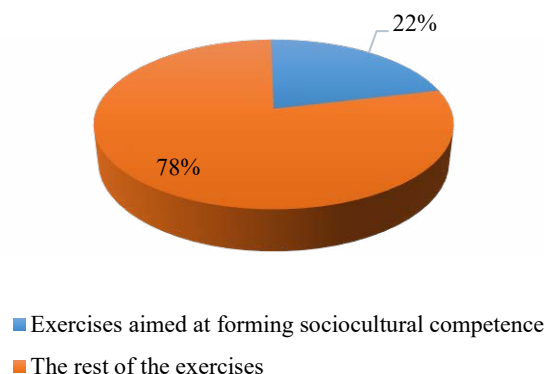


Fig. 14. Quantitative content analysis of the textbook exercises

It should be noted that the average number of exercises per section is 80, but the scope and number of exercises in some sections can vary widely. For example, the section “Wonders of the World” has the smallest number of exercises – 42, while in the sections “The Living World Around Us” there are 111 exercises, “Climate: Weather and Seasons” – 157, “Ancient and Modern Civilizations” – 162.

When distributing the exercises (192) by SC components, we see that more exercises are allocated to the formation of linguistic – 74 (39%) and country studies components – 66 exercises (34%), in third place is the pragmatic component – 24 exercises (13%), then the aesthetic – 20 exercises (10%), and the smallest number of exercises – 8 (4%) is aimed at the formation of the ethical component (Fig. 15).

Quantitative content analysis of exercises

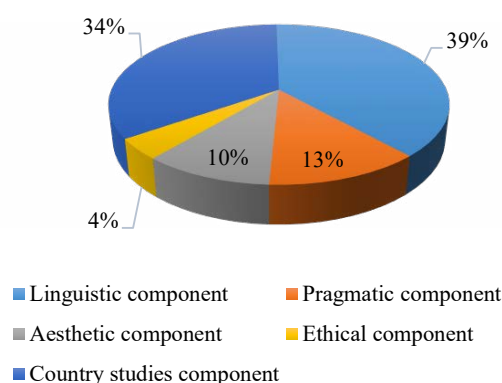


Fig. 15. Quantitative content analysis of textbook exercises by SC components

During the analysis of the textbook, we noticed tasks with formulations like “Listen to the text/story/essay, etc.”, which develop listening skills. There is a total of 88 (10%) such exercises in the textbook, but they lack audio material in the form of an electronic source link or CD. Listening tasks are of high importance and influence the level of SC formation, as they contribute to the development of skills of perception of oral information necessary in both academic and real-life situations. Additionally, they contribute to expanding vocabulary and increasing cultural literacy, as they can include materials on various topics. In this regard, we recommend developing a website or an app that contains not only audio but also video materials for the textbook exercises. Since the latter provide visual support (pictures, movements, gestures, and facial expressions), which develops the ability to effectively perceive and interpret information, it promotes multimodal literacy (Zhumataeva Z., Zhumataeva S., 2021, p. 131).

Conclusion

The conducted content analysis of the textbook on the subject “Russian Language and Literature” for grade 6 showed that all components of the SC are not sufficiently reflected in the teaching materials. The textbook materials are mainly focused on linguistic and grammatical aspects, while there are comparatively fewer practical tasks aimed at applying knowledge in real sociocultural situations. According to the obtained data, it is necessary to pay attention to strengthening the pragmatic, ethical and aesthetic

components of SC in learning tasks, which will make the teaching of Russian language and literature more holistic, deep and multidimensional. In fact, the formation of SC at the lessons of Russian language and literature is one of the main factors determining the successful and comprehensive development of students, and serves as a basis for their cultural, social and intellectual preparation for life in the modern world. Therefore, we propose to develop and implement additional SC component exercises into the Curriculum. These may include assignments to analyze cultural features in literary works, discussion of sociocultural topics, practical exercises to develop intercultural understanding and critical thinking.

As part of our research, we propose using the method of encoding and decoding during lessons. The application of this method allows students to develop visual literacy, the ability to analyze and understand visual information, as well as draw conclusions based on the data obtained. These are crucial skills in modern education, considering the abundance of visual materials in the contemporary world, such as advertisements, multimedia presentations, graphics, etc. Analyzing visual information can help students better understand and interpret various cultural expressions and symbols that may be represented in illustrations. This contributes to the development of intercultural interaction and respect for differences between cultures.

In this way, updating the content of textbooks taking into account the components of SC contribute to improving the quality of learning and the development of students' comprehensive SC, which includes not only knowledge of the subject, but also the development of students' personality, the ability to interact effectively with others and adapt to different cultural environments. Therefore, they may include assignments and exercises to develop intercultural understanding, communication skills, critical thinking and problem solving.

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ОРЫС ТІЛІН АНА ТІЛІ ЕМЕС РЕТІНДЕ ОҚЫТУДА ӘЛЕУМЕТТІК-МӘДЕНИ ҚҰЗЫРЕТТІЛІКТІҢ КОМПОНЕНТТЕРІН ҚАЛЫПТАСТЫРУ ӘДІСТЕРІ

Аңдатпа. Көпұлтты Қазақстанда орыс тілін ана тілі емес ретінде меңгеру мәдениетаралық білім беру мен әлеуметтік-мәдени интеграцияның маңызды аспектісіне айналуға. Біз әлеуметтік-мәдени құзыреттілік компоненттерін қалыптастыру әдістерін анықтау үшін орыс тілінде оқытпайтын жалпы білім беретін мектептің 6-сыныбына арналған «Орыс тілі мен әдебиеті» оқулығына контент-талдау жүргіздік. Контент-талдау көрсеткендей, оқулық материалдары тілдік және грамматикалық аспектілерге бағытталған, ал алынған білімді нақты әлеуметтік-мәдени жағдайларда қолдануға бағытталған практикалық тапсырмалар аз. Сондықтан, оқу тапсырмаларында әлеуметтік-мәдени құзыреттіліктің прагматикалық, этикалық және эстетикалық компоненттерін күшейтуге назар

аудару қажет. Бұл орыс тілі мен әдебиетін оқыту үдерісін кешенді, терең және жан-жақты етеді. Зерттеуде әлеуметтік-мәдени аспектілерді енгізу үшін қолданылатын әдістер ерекшеленеді, мысалы, вербалды емес материалды вербалды кодқа ауыстыру әдісі, аудиовизуалды әдіс, жоба әдісі. Талдау нәтижелері орыс тілін екінші тіл ретінде оқитын оқушылардың әлеуметтік-мәдени құзыреттілігін дамытудың тиімді стратегияларын анықтауға мүмкіндік береді. Біздің талдауымыз қосымша оқу материалдарын әзірлеуге және оқу мазмұнын жаңартуға негіз бола алады.

Түйінді сөздер: орыс тілі ана тілі емес ретінде, әлеуметтік-мәдени құзыреттілік, оқулық, оқыту әдістері, тапсырмалар

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МЕТОДЫ ФОРМИРОВАНИЯ КОМПОНЕНТОВ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ ПРИ ИЗУЧЕНИИ РУССКОГО ЯЗЫКА КАК НЕРОДНОГО

Аннотация. В многонациональном Казахстане изучение русского языка как неродного становится важным аспектом межкультурного образования и социокультурной интеграции. Мы провели контент-анализ учебника «Русский язык и литература» для 6 класса общеобразовательной школы с нерусским языком обучения для выявления методов формирования компонентов социокультурной компетенции. Контент-анализ показал, что материалы учебника сфокусированы на языковых и грамматических аспектах, а практических упражнений, направленных на применение полученных знаний в реальных социокультурных ситуациях, немного. Поэтому необходимо уделить внимание усилению прагматических, этических и эстетических компонентов социокультурной компетенции в учебных заданиях. Это позволит сделать процесс обучения русскому языку и литературе более комплексным, глубоким и многоаспектным. В исследовании выделяются методы, используемые для внедрения социокультурных аспектов, такие как метод перевода невербального материала на вербальный код, аудиовизуальный метод, метод проектов. Результаты анализа позволяют выявить эффективные стратегии формирования социокультурной компетенции у учащихся, изучающих русский язык как второй. Проведенный нами анализ может стать основой для разработки дополнительных учебных материалов и обновления содержания обучения.

Ключевые слова: русский язык как неродной, социокультурная компетенция, учебник, методы обучения, упражнения

Authors` contributions

Atygaeva Zh.E. – conceptualization, formal analysis, investigation, writing – original draft, visualization.

Temirgazina Z.K. – methodology, resources, project administration, writing – review and editing.