

Enhancing Linguocultural Competence In Bilingual Students Through Teaching Russian As A Foreign Language

Kaypanova E.A.

Basic doctoral student of Karakalpak State University named after Berdakh, Uzbekistan

Received: 24 December 2025 **Accepted:** 16 January 2026 **Published:** 20 February 2026

ABSTRACT

The article examines methodological approaches to improving the linguocultural competence of bilingual students in the course of Russian as a foreign language. The relevance of the study is determined by the need to develop students' ability for adequate intercultural interaction in a bilingual educational environment. The paper уточняет the content and structure of linguocultural competence and identifies the specifics of its formation among first-year students of non-philological specialties in the context of Karakalpak–Russian bilingualism. Linguocultural, contrastive, communicative-activity-based, and cognitive methodological approaches are described and tested; these approaches are implemented through a system of linguoculturally oriented tasks. The research results confirm the effectiveness of an integrated inclusion of linguistic, cultural, and communicative components in the process of teaching Russian as a foreign language and demonstrate a positive dynamic in the development of linguocultural competence among bilingual students. The materials and conclusions of the article may be used in the practice of teaching Russian as a foreign language in non-linguistic higher education institutions and in the development of teaching and methodological resources for bilingual learners.

Keywords: Russian as a foreign language; linguocultural competence; bilingualism; Karakalpak–Russian bilingualism; intercultural communication; methodology of teaching Russian as a foreign language; linguocultural approach; non-philological students.

INTRODUCTION

In the context of the contemporary multilingual and multicultural educational space, the issue of developing linguocultural competence among learners of Russian as a foreign language has become particularly relevant. For bilingual students studying at non-linguistic higher education institutions, proficiency in Russian goes beyond mastering its lexical and grammatical system and involves the acquisition of culturally conditioned meanings, norms of speech behavior, nationally specific concepts, and value orientations embedded in the language. In this regard, linguocultural competence constitutes a key component of foreign-language communicative training for future specialists.

This problem becomes especially significant in the context of Karakalpak–Russian bilingualism, which is characterized by the interaction of different linguistic and cultural systems and has a direct impact on the processes

of perception, interpretation, and production of foreign-language speech. On the one hand, a bilingual language environment creates favorable conditions for the development of learners' intercultural sensitivity; on the other hand, it gives rise to difficulties associated with linguistic and cultural interference, discrepancies in cultural codes, and the specific features of national cultural worldviews. These factors necessitate the scientifically grounded selection and implementation of methodological approaches to teaching Russian as a foreign language.

An analysis of contemporary studies in the methodology of teaching Russian as a foreign language, linguocultural studies, and bilingualism theory indicates a growing interest in integrating the cultural component into the process of language instruction. At the same time, the problem of systematically improving the linguocultural competence of bilingual students, especially at the initial stages of university education, remains insufficiently

developed. In the practice of teaching Russian as a foreign language, a formally linguistic approach often prevails, which reduces the effectiveness of developing students' intercultural communicative readiness.

The purpose of this article is to substantiate and describe methodological approaches aimed at improving the linguocultural competence of bilingual students in the course of Russian as a foreign language. In accordance with this purpose, the study seeks to address the following objectives: to clarify the content of the concept of "linguocultural competence" in relation to teaching Russian as a foreign language; to identify the specifics of its formation in conditions of bilingualism; and to characterize effective methodological approaches and techniques that ensure the integration of linguistic and cultural components of instruction.

The materials and findings of the article may be applied in the practice of teaching Russian as a foreign language in non-linguistic higher education institutions, as well as in the development of teaching and methodological resources and educational programs designed for a bilingual audience.

MATERIALS

The research material comprised an instructional-methodological and empirical corpus formed in the process of teaching Russian as a foreign language to first-year students of non-philological specialties studying in the context of Karakalpak–Russian bilingualism. The study was conducted at a higher education institution within the framework of classroom-based RFL instruction and included both traditional and innovative forms of organizing the educational process.

The main instructional materials included:

- texts from textbooks and teaching aids on Russian as a foreign language recommended for students at the A2–B1 proficiency levels;
- authentic and adapted linguocultural texts (excerpts from literary works, journalistic texts, and country studies-oriented materials);
- lexical and phraseological units reflecting the national and cultural specificity of the Russian language;

– intercultural communication situations modeled through instructional tasks.

The empirical material comprised the results of pedagogical observation, diagnostic and assessment tests, as well as an analysis of students' oral and written productions. To identify the level of learners' linguocultural competence, specially designed tasks were used to assess comprehension of culturally marked vocabulary, interpretation of nationally specific images and concepts, and the ability to use linguistic means appropriately in typical intercultural communication situations.

During the study, the following methodological techniques and forms of work were applied: analysis of linguocultural commentary, comparison of Russian and Karakalpak cultural realia, work with precedent texts, discussion of communicative situations with cultural implications, and the completion of creative tasks (mini-presentations, dialogues, role plays). Particular attention was paid to tasks that stimulated reflection on similarities and differences in learners' national cultural worldviews.

Thus, the research materials made it possible to comprehensively examine the process of forming linguocultural competence among bilingual students in the RFL course and to create an empirical basis for analyzing the effectiveness of the methodological approaches employed.

RESULTS

The conducted study made it possible to identify the dynamics of the formation of linguocultural competence among bilingual students in the process of teaching Russian as a foreign language, as well as to assess the effectiveness of the applied methodological approaches. A comparative analysis of the data from the initial and final diagnostic assessments demonstrated positive changes across all identified components of linguocultural competence: cognitive, communicative-pragmatic, and value-semantic.

At the cognitive level, an expansion of students' knowledge of the national and cultural specificity of the Russian language was observed. Learners demonstrated a more conscious understanding of culturally marked vocabulary, phraseological units, and precedent texts, as well as increased accuracy in interpreting cultural realia

reflected in instructional and authentic texts. The number of errors associated with literal translation and incorrect semantic interpretation of culturally conditioned units decreased significantly.

The communicative-pragmatic component of linguocultural competence was characterized by an increased ability of students to use linguistic means appropriately in typical intercultural communication situations. In students' oral and written productions, a more contextually appropriate use of speech etiquette formulas, set expressions, and nationally specific models of speech behavior was observed. Students also demonstrated greater flexibility in selecting speech strategies with regard to the communicative situation and cultural context.

At the value-semantic level, changes were noted in students' attitudes toward the target language and culture. The results of pedagogical observation and the analysis of reflective tasks revealed an increased interest in Russian culture, higher motivation to study Russian as a foreign language, and the development of an orientation toward a dialogue of cultures. Learners began to more actively correlate phenomena of Russian and Karakalpak cultures, reflecting on both similarities and differences in their national cultural worldviews.

Overall, the research results confirm that the use of methodological approaches oriented toward the integration of linguistic and cultural components of instruction contributes to the effective improvement of linguocultural competence among bilingual students. The findings indicate the expediency of systematically incorporating linguocultural material into the course of Russian as a foreign language, especially at the initial stage of university education in a bilingual educational environment.

DISCUSSION

The scholarly development of issues related to improving linguocultural competence in the course of Russian as a foreign language is based on several interrelated areas: (1) the theory of linguocultural studies as a discipline examining the interaction between language and culture; (2) concepts of intercultural communication and the "dialogue of cultures" in foreign language education; (3) the methodology of teaching Russian as a foreign language with the inclusion of linguo-country studies and linguocultural components; and (4) research on

bilingualism and interference, which is particularly relevant for the Karakalpak–Russian learner audience.

1) Linguocultural studies as a theoretical basis for competence formation

Within the linguocultural paradigm, language is viewed as a carrier of cultural and historical experience as well as value-based meanings. This perspective provides the foundation for understanding linguocultural competence as a learner's ability to correlate linguistic forms with cultural codes and to interpret culturally marked meanings. A fundamental source in this area is the textbook by N. F. Alefirenko, which systematizes the conceptual framework of linguocultural studies and emphasizes the value-semantic nature of linguistic units.

From a conceptual standpoint, contemporary pedagogical and linguistic literature demonstrates variability in terminology (e.g., linguocultural, culture-and-language, linguocultural competence) alongside a clear tendency toward operationalizing the concept through measurable indicators, such as knowledge of cultural realia and concepts, interpretive skills, and pragmatically appropriate language use. This line of research is represented, in particular, by review publications that compare existing definitions and propose working interpretations of linguocultural competence.

2) Intercultural Communication and the Principle of the "Dialogue of Cultures"

The rationale for integrating the cultural component into language teaching is methodologically supported by research in intercultural communication. In the works of S. G. Ter-Minasova, the idea is substantiated that successful language communication is impossible without taking into account sociocultural norms and values embedded in speech behavior; consequently, competence formation presupposes instruction in culturally conditioned models of communication.

A special place is occupied by the concept developed by E. I. Passov, in which personal development in foreign language education is interpreted through the principle of the "dialogue of cultures." This concept sets a methodological vector that involves not merely transmitting information about culture, but also constructing a comparison of cultural meanings, thereby fostering intercultural reflection. Within the methodology

of teaching Russian as a foreign language, the principle of the “dialogue of cultures” is also elaborated in applied studies that demonstrate its significance for lesson organization and the selection of instructional content.

3) Linguo-Country Studies and the Linguocultural Approach in RFL

A classical methodological foundation for the cultural component in teaching Russian as a foreign language is provided by the linguo-country studies school (E. M. Vereshchagin, V. G. Kostomarov). This tradition demonstrates ways of incorporating cultural information through linguistic material (realia, background knowledge, culturally significant units) and formulates principles for their methodologically sound presentation.

Further development of this idea is reflected in studies directly oriented toward linguocultural studies in RFL instruction, which emphasize the role of culturally marked textual units, precedent phenomena, linguocultural units, and the necessity of systematic organization of linguocultural commentary. In the regional academic context, contemporary publications also address the potential of the linguocultural approach in the practice of teaching Russian as a foreign language, including in higher education institutions in Uzbekistan.

4) Bilingualism and Interference as a Factor in Methodological Design

For a bilingual audience—particularly in the context of Karakalpak–Russian bilingualism—research on cross-linguistic interference serves as a key explanatory framework. Typical errors and learning difficulties are обусловлены differences in phonetics, grammar, and semantics, as well as in cultural scenarios and norms of speech etiquette. Contemporary studies based on Karakalpak–Russian language interaction analyze manifestations of interference and emphasize the necessity of taking them into account when designing instructional tasks and assessment criteria.

In addition to strictly linguistic discrepancies, a number of publications identify cultural interference, understood as breakdowns in the interpretation of cultural realia and pragmatic norms of communication. This line of research is especially relevant to the present study, since linguocultural competence presupposes not only knowledge of cultural realia but also the ability to act

communicatively in a manner appropriate to the cultural context.

In modern methodology of teaching Russian as a foreign language, linguocultural competence is viewed as an integrative construct that includes knowledge of culturally conditioned linguistic units, skills of their interpretation and appropriate use in communicative situations, as well as value-semantic orientations toward intercultural interaction. In the context of teaching bilingual students, this competence acquires particular significance, as it is formed at the intersection of multiple linguistic and cultural systems.

Structurally, linguocultural competence in the present study is represented by three interrelated components: cognitive, communicative-pragmatic, and value-semantic. The cognitive component encompasses knowledge of national and cultural realia, concepts, traditions, and norms of speech behavior represented in the Russian language. The communicative-pragmatic component involves the ability to apply this knowledge in communication while observing norms of speech etiquette and cultural appropriateness. The value-semantic component reflects learners’ attitudes toward the target language and culture, their readiness for a dialogue of cultures, and their capacity for intercultural reflection.

The formation of linguocultural competence among bilingual students in the course of Russian as a foreign language takes place under conditions of complex interaction between several linguistic and cultural systems, which imparts a pronounced specificity to this process. Bilingualism functions not only as a linguistic phenomenon but also as a sociocultural one, exerting an influence on the cognitive mechanisms of language acquisition, the interpretation of cultural meanings, and the characteristics of learners’ speech behavior.

In the context of Karakalpak–Russian bilingualism, students already possess experience of functioning within two linguistic worldviews, which creates favorable prerequisites for the development of intercultural sensitivity and the ability to compare cultural phenomena. At the same time, this experience is often intuitive in nature and is not always accompanied by a conscious understanding of culturally conditioned differences, which complicates the systematic formation of linguocultural competence. As a result, learners may encounter difficulties in interpreting culturally marked linguistic

units that lack direct equivalents in their native or second language.

Particular difficulty is posed by phenomena of cultural interference, which manifest themselves in the transfer of nationally specific norms of speech behavior, communicative strategies, and value orientations of the native culture into communication in Russian. This is reflected in the incorrect choice of forms of address, violations of norms of speech etiquette, and inadequate interpretation of the pragmatic meaning of utterances. Such difficulties indicate that the formation of linguocultural competence requires purposeful pedagogical guidance that goes beyond the framework of traditional lexical and grammatical instruction.

An additional factor determining the specificity of forming linguocultural competence among bilingual students is the initial stage of university education. First-year students are characterized by heterogeneity in language proficiency and varying levels of development of cultural representations of the Russian language and culture. Under these conditions, the role of the diagnostic stage of instruction increases, as it allows for the identification of typical cognitive and communicative difficulties and, on this basis, the construction of a differentiated system of methodological interventions.

It should also be noted that the successful formation of linguocultural competence among bilingual students is possible only if learners are actively involved in the process of comparing cultural codes. Conscious correlation of Russian and Karakalpak cultures, as well as the identification of similarities and differences in value systems, traditions, and norms of speech behavior, contributes to the development of a reflective attitude toward language as a carrier of culture. In this way, bilingualism is transformed from a potential source of interference into a resource for intercultural learning.

Thus, the specificity of forming linguocultural competence among bilingual students is determined by a combination of cognitive, communicative, and sociocultural factors, which necessitates a comprehensive and methodologically well-grounded approach to teaching Russian as a foreign language in a bilingual educational environment.

Improving the linguocultural competence of bilingual students in the course of Russian as a foreign language requires reliance on a set of complementary

methodological approaches that ensure the integration of linguistic, cultural, and communicative components of instruction. In a bilingual educational environment, these approaches are aimed not only at transmitting knowledge about the culture of the target language, but also at developing learners' ability to meaningfully correlate cultural meanings, interpret linguistic units with regard to the national and cultural context, and use them appropriately in communicative practice.

The linguocultural approach is central to the present study and is based on the understanding of language as a carrier of a people's cultural and historical experience. The implementation of this approach involves the purposeful selection of instructional material containing culturally marked linguistic units (realia, phraseological units, precedent phenomena, nationally specific images), as well as the incorporation of linguocultural commentary into the process of their semanticization. Such commentary helps students become aware of the relationship between linguistic form and cultural content and prevents a formal, literal assimilation of the material.

The contrastive (comparative) approach is also of particular importance, as it is aimed at identifying similarities and differences between Russian and Karakalpak cultures. The comparison of cultural realia, traditions, norms of speech etiquette, and communicative strategies makes it possible to minimize manifestations of cultural interference and to develop students' ability to anticipate potential communicative breakdowns. Within this approach, bilingualism is viewed as a learning resource that provides support through learners' existing cultural and linguistic experience.

Equally significant is the communicative-activity-based approach, which presupposes the active involvement of students in various types of speech activity that model real situations of intercultural communication. The use of role plays, situational exercises, discussions, and project-based tasks creates conditions for the practical application of linguocultural knowledge and the formation of skills of culturally appropriate speech behavior. This approach facilitates the transition from declarative knowledge about culture to its functional use in communication.

Taking into account the cognitive characteristics of bilingual students, the study also employs a cognitive approach oriented toward the comprehension of cultural concepts and the structuring of knowledge about the

linguistic worldview. Working with concepts, key images, and cultural scenarios enables learners to construct a holistic understanding of Russian culture and to correlate it with elements of their native cultural system. This, in turn, contributes to the formation of a deeper level of linguocultural competence that goes beyond a superficial acquaintance with cultural facts.

Taken together, the methodological approaches presented form an integrated system that ensures the gradual and conscious improvement of linguocultural competence among bilingual students. Their comprehensive implementation in the course of Russian as a foreign language enhances the effectiveness of instruction and fosters learners' readiness for полноценное intercultural interaction in professional and academic contexts.

The implementation of these methodological approaches was carried out through a coherent and structured system of linguoculturally oriented tasks aimed at the step-by-step development of all components of linguocultural competence among bilingual students. A central place in this system was occupied by work with texts characterized by a pronounced cultural subtext. The instructional process incorporated both adapted and authentic texts of literary, journalistic, and country studies orientation, the analysis of which made it possible to identify culturally significant meanings, nationally specific images, and value orientations represented in the language. Particular attention was paid to the interpretation of implicit information, which contributed to the development of skills of cultural reflection and critical text analysis.

A significant component of the task system was the purposeful work with phraseological units and precedent phenomena reflecting the features of the Russian linguistic worldview. The acquisition of these units was accompanied by linguocultural commentary, comparison with similar or absent equivalents in the Karakalpak language, and their inclusion in various speech situations. This approach helped overcome difficulties associated with literal interpretation and fostered students' ability to adequately interpret and use culturally marked elements of speech.

An important role in the implementation of the methodological approaches was played by role-based and situational exercises modeling typical situations of intercultural communication. These tasks were aimed at mastering norms of speech etiquette, politeness strategies,

and culturally conditioned patterns of behavior in academic and everyday communication. In the course of performing such exercises, students learned to take into account the sociocultural context of interaction, anticipate the interlocutor's response, and select appropriate linguistic means in accordance with the communicative goal.

Particular attention during the study was paid to creative tasks that contributed to the activation of learners' personal experience. These included mini-projects, essays, comparative analyses of cultural realia, and discussions of problematic situations of intercultural interaction. Such tasks stimulated independent reflection on cultural similarities and differences, the formation of a value-based attitude toward the target language and culture, and the development of skills of intercultural reflection.

Thus, the presented system of linguoculturally oriented tasks ensured the comprehensive implementation of the proposed methodological approaches and demonstrated their effectiveness in the process of teaching Russian as a foreign language. The main part of the study confirms that improving the linguocultural competence of bilingual students is possible provided that linguistic, cultural, and communicative components are systematically and purposefully integrated into the educational process, taking into account the specificity of a bilingual learner audience.

CONCLUSION

The conducted study made it possible to comprehensively examine the problem of improving the linguocultural competence of bilingual students in the course of Russian as a foreign language and to confirm its relevance in a bilingual educational environment. The analysis of theoretical sources and the results of practical work demonstrated that the formation of this competence is an integral component of foreign-language communicative training and requires purposeful methodological support.

In the course of the study, the content and structure of linguocultural competence were clarified with regard to teaching Russian as a foreign language to bilingual students, and the specifics of its formation under conditions of Karakalpak–Russian bilingualism were identified. It was established that bilingualism, on the one hand, creates favorable prerequisites for the development of intercultural sensitivity, while on the other hand it gives rise to linguistic and cultural interference, which must be taken into account when designing the educational process.

The practical implementation of a set of methodological approaches—linguocultural, contrastive, communicative-activity-based, and cognitive—demonstrated their effectiveness in improving all components of linguocultural competence. The use of a system of linguoculturally oriented tasks contributed to the expansion of students' cultural knowledge, the development of skills for interpreting culturally marked linguistic units, and the enhancement of their ability to engage in appropriate speech behavior in intercultural communication situations.

The results obtained allow us to conclude that the systematic inclusion of a linguocultural component in the course of Russian as a foreign language is expedient, especially at the initial stage of university education for bilingual students. The materials and conclusions of the article may be applied in the practice of teaching Russian as a foreign language in non-linguistic higher education institutions, as well as in the development of teaching and methodological resources and educational programs designed for a bilingual audience. Prospects for further research include expanding the empirical base, refining criteria for assessing linguocultural competence, and developing digital learning formats that take into account the specifics of intercultural interaction.

REFERENCES

1. Alefirenko, N. F. (2010). *Linguoculturology: The value-semantic space of language*. Flinta; Nauka. <https://ebooks.znu.edu.ua/files/Bibliobooks/Inshi47/0038134.pdf>
2. Karimova, M. (n.d.). *Cross-linguistic interference in Karakalpak–Russian bilingualism (written speech / instruction)*. *Advanced Scientific Research*. <https://advancedscienti.com>
3. Kondakova, N. N., & Zimina, E. I. (2023). Formation of linguocultural competence as an integral component of the professional training of foreign language teachers. *Tambov University Review. Series: Humanities*, 28(6), 1477–1487. <https://doi.org/10.20310/1810-0201-2023-28-6-1477-1487>
4. Mamontov, A. S. (n.d.). *Linguoculturology in the aspect of teaching Russian as a means of intercultural communication*. *Russian Journal of Linguistics*. <https://journals.rudn.ru/russian-language-studies>
5. Passov, E. I. (2000). *Program-concept of communicative foreign language education: Development of individuality in the dialogue of cultures*. Prosveshchenie.
6. Petrova, A. S. (n.d.). *Dialogue of cultures in Russian as a foreign language lessons*. CyberLeninka. <https://cyberleninka.ru>
7. Ter-Minasova, S. G. (2000). *Language and intercultural communication*. Slovo.
8. Urakova, F. K. (n.d.). *Formation of linguocultural (cultural studies) competence in education: A pedagogical perspective*. Publishing-VAK. <https://publishing-vak.ru>
9. Vereshchagin, E. M., & Kostomarov, V. G. (1990). *Language and culture: Linguo-country studies in teaching Russian as a foreign language (4th ed.)*. Russkii Yazyk.
10. Xinyue, V. (n.d.). *Linguocultural competence and its role in teaching foreign languages*. CyberLeninka. <https://cyberleninka.ru>