

most students consider this method as effective and engaging one, which helps students improve their writing skills, skills in critical thinking, analysis and reflection, promotes independent and self-directed learning. Thus, we have got good results justifying good potential of peer assessment in teaching writing, and effectiveness of the tool “Lesson” of LMS Moodle to organize peer assessment process.

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FEATURES OF THE DEVELOPMENT OF THE MODERN LINGUOCULTURAL ENVIRONMENT

Особенности развития современной лингвокультурной среды

The purpose of the study is to consider development of the linguocultural concept in the linguo-cultural situation.

The recent rapid pace of globalization and significant changes in different connections that exist between nations and people has again emphasized the importance of learning English. The increasingly worldwide use of English raises a number of linguistic, cultural and pedagogical issues that can be linked with peoples' understanding of the English language itself.

Linguoculturology is a new branch of science, which deals with manifestations of culture of different nations, which became fixed and are reflected in the language.

This relatively new field of linguistic research represents a merger of two distinct subdisciplines of linguistics: sociolinguistics and culturology. Researches in this field use sociolinguistic methods to explain various language phenomena. This approach is particularly useful when language internal data alone is unable to account for some seemingly inexplicable facts. Linguoculturology is aimed at scrutinizing linguistic units in connection with historical and social development of the country at different periods and thus ensures general broad comprehension of the language as a complex system.

Linguoculturological approach in teaching English focuses on the semantic concept. Through this angle the process of learning the English language implies not only traditional study of phonetics, grammar, and vocabulary but also the English language mastering through its national concepts. This enables the learners to acquire interrelated ethnocultural knowledge of language, culture and history, resulting in formation of linguocultural competence, which is a set of special skills necessary to use in practice.

The concept of linguoculturological competence can be defined as the ability and willingness to adequate understanding and interaction with the representatives of other linguocultural societies based on the acquisition of knowledge about the world, reflected in terms of language and it forms the foundation of cognitive communication. Linguoculturological competence is one of the basic components of communicative competence, the formation of which is the main goal of teaching foreign languages at the present stage.

In conclusion, culture is seen as an essential characteristic of a person associated with the human capacity. Communication is an essential part of human life, and therefore part of the culture. Under cross-cultural competence, we understand the people's psychological readiness to communicate (interest, motive, lack of fear of the language barrier) and a certain level of verbal skills, language material, and most importantly – the necessary amount of sociocultural knowledge of the spoken language. The main areas of competence are cognitive, pragmatic and motivational. Cognitive goal is to obtain information about other cultures, and the need to refer not only to the culture of the country of the target language but also the culture of other countries. Pragmatic purpose involves the acquisition of practical skills necessary for intercultural communication. Motivational terms are connected with the formation of the attitude of the person, which involves tolerance and respect for other cultures, eliminate prejudice, stereotypes and discrimination.