

## Development model of linguocultural competence of students on the example of studying textile terminology on the basis of the text

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*The article deals with the development model of linguocultural competence of students on the example of studying textile terminology on the basis of the text. Intercultural competence and its influence on learning and teaching a terminological vocabulary. Examples are adduced of interpreting the meaning of terminological units in studies relevant for optimizing the assimilation of language.*

*Key words: linguocultural competence, textile terminology Intercultural competence, model of linguocultural competence, nonphilological speciality, educational institution*

One of the sources of knowledge that contribute to the formation and development of LCC students in foreign language lessons is the work with the text, since the text is the main unit of linguocultural information, the way it is presented and the main mechanism of LCC development. Text is also a means, concretizing the connotations of the meaning the word and the value of cultural information, thereby filling the concept with concrete content, therefore the teacher's task is to teach students to extract from the read text information containing concepts that are correlated with the main concepts relevant to language development and terminology. In addition, the text makes it possible to create, through semantification of key terminological concepts with their value cultural information, a conceptual concept relevant for future specialists and in the minds of trainees that image (Gestalt) that expands their cognitive base.

The purposeful formation and development of the LCC assume the use of authentic texts in the specialty with a variety of subjects and work on them is a means of replenishing the vocabulary (terminological) stock of future specialists. It should also be noted that technical texts, as a means of developing LCC, perform special functions: an educational function that forming the future specialist. This function is assigned to:

**communicative function**, which is realized, on the one hand, in the perception and understanding of the text, on the other hand, in the transfer of professionally oriented information, contained in the text;

**function of intercultural comparison**, allowing to compare the facts of culture speaking another language, ways of transferring professional and technical information, as well as to identify available language and non-linguistic differences implemented in the text.



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Consequently, reading the text is a kind of cognitive activity that extends the conceptual of the learners. It should be noted that the need for teaching reading as a kind of speech activity is also conditioned by the most important practical tasks of education, such as speaking and writing. In the process of university education, future specialists acquire all kinds of reading:

reading texts with extracting their main content (introductory reading);

search (selective) reading, which is especially important when working on terminological vocabulary;

reading with the extraction of complete information from the text.

At the first stage of work on the text, we considered it important to form and develop the following skills for students: the ability to recognize and differentiate words, the ability to recognize and understand grammatical forms based on their external signs, which presupposes exercises for recognition and differentiation, for fixing vocabulary, for orientation in the syntactic structure of the sentence, the prediction (anticipation), because when you perceive and understand a foreign language, the process proceeds from the form of linguistic phenomena to their significance. This most general perception of the text assumes, however, the activation of background knowledge related to the culture of the language being studied.

At the second stage, students are working to identify the semantic links between the main links of the disclosure of thoughts, the definition of the role of terminological words as semantic "milestones" in the text.

In the third stage is essential not only understanding of the meaning of the text, but also the awareness of what lexical and terminological resources formed the text itself, as "every foreign word reflects a foreign world and the foreign culture ..." [1, 94].

The development of the linguocultural competence of future specialists requires new activity-oriented pedagogical technologies. Although in the pedagogical science discussions on clarifying the approaches to classification and the hierarchy of competences discontinue, which is caused by "the lack of scientifically grounded approaches to the problem of finding criteria and indicators for the formation of competencies, their measurement and evaluation, [2, 5],

we proceed from the premise that all professional competencies reflect the professional characteristics of the specialist's activity, are divided into universal and professional, which, in turn, are structured into subgroups, such as the LCC in

...not also "knowledge of the programs of action with the word, ie. certain strategies for dealing with a foreign language "[6, 21].

The lexico-terminological competence as a component of the language competence and as an important part of the cognitive base of the trainees linguocultural background set in it, that is, the starting point for the LCK development is the text, since it not only promotes the development of linguistic skills, but thanks to information on the realities of foreign culture and the possibility of comparing them with the phenomena and realities of their country, develops cognitive activity those who act.

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