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- To apply proper reading strategies in reading process assists to comprehend the texts effectively.

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## CULTIVATING CULTURAL COMPETENCIES FOR LIFELONG LEARNERS AT UNIVERSITY

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### Introduction

As a result of the rapid development of intercultural communication and global transformations taking place in the world since the late 90s. XX century, there is a need to create an individual with a new set of qualities and competencies that are urgently needed for rational functioning in a multicultural world. The relevance of this process is determined by the fact that it is necessary to act in conditions of a competence-based approach, continuity of education and technologization of the educational process.

Education should be considered a continuous process, which ensures the self-development of the individual throughout life; it should not stop upon graduation from a particular educational institution or upon receipt of any academic degree [1]. It is this idea that is fundamental for the transition of the education system of Kazakhstan to a competence-based approach.

The competence of a specialist is determined not only by the presence of professional knowledge, skills and abilities, but also by the ability and willingness to put their knowledge and skills into practice, to apply their experience and personal qualities in the professional and social spheres, to be able to take and bear responsibility for the work done and the results of their activities.

In the contemporary world, characterized by rapid technological advancements and dynamic developments in labour market requirements, university students are expected to possess specific key competences, including: literacy; multilingual competence; mathematical competence and competence in science, technology, and engineering; digital competence; personal, social competence, and learning ability; civic competence; entrepreneurial competence; cultural awareness and expressive proficiency. 21st century skills are communication, collaboration, critical thinking and creativity. Therefore, the state educational standard specifies not only professional, but also cultural competences [2].

### Methodology

From the standpoint of systemic and competence-based approaches, the training of specialists is considered as a subsystem of lifelong education, covering the main levels of formation, development and self-development of the individual [3].

The trend of continuous education and lifelong learning (life-long-learning) has found its development in the works of various scientists: “Towards permanent education” by the French researcher A. Hartung, “The consequences of lifelong education” by the Canadian scientist J.R. Kidd, “Fundamentals lifelong learning” by Indian thinker R. Dave. Paul Lengrand gave a definition: lifelong education is “a process that continues throughout a person’s life and covers all forms, types and levels of education” [4].

The possibility of lifelong education poses new challenges for people of different ages, the solution of which requires specific competencies that ensure permanent readiness and ability to continue learning in forms adequate to the level of cultural development of society.

The implementation of the idea of lifelong education on a global scale or at the level of an individual country requires not only the development of appropriate state and public infrastructures, but also the readiness and ability of the population to continue learning and (self) education throughout life.

In the context of the emergence of the “lifelong education” paradigm, key competencies that have a meta-subject, system-forming nature, which are integral characteristics of the quality of learning and upbringing results, are introduced as specific goals of the education system.

In parallel with the ideas of interdisciplinarity and lifelong learning, meta skills began to be considered as skills and abilities of the 21st century. and the future, as universal cultural competencies that help achieve goals, collaborate, manage time, think flexibly and creatively, and develop in different directions. Society's awareness of the priority of growing the intellectual level of the individual and the rapid acquisition of quality knowledge objectively creates conditions for the formation and development of a flexible and open, personality-oriented system of lifelong education, accessible in time and space.

University of Cambridge and Partnership for 21st Century Learning identified four main “skills of the 21st century.” 4K (4Cs in English): creativity, critical thinking, collaboration (cooperation), communication. Later, the list expanded to include such skills and qualities as responsibility, initiative and self-government, the ability to resolve problems and conflicts, and information literacy [5].

Acceptance of the idea of lifelong education presupposes the emergence in the structure of cultural identity of the idea of oneself as a potential “lifelong learner”, allowing oneself the possibility of apprenticeship at any age. Recognition of the possibility of continuous development through training and education is associated with the implementation of a certain life project, where at each stage there is a place for education.

The generalized socially significant goal of the lifelong education system is the formation of a fundamental natural scientific basis for culture and competence of an individual, the growth of his ideological and general educational potential at various stages of socialization.

The qualitative “level of entry into the space of modern culture of society is ensured not only by the level of professional training of a specialist, but also by the level of cultural development of the individual” [6].

The use of “cultural methodology” makes it possible to correlate values, goals, methods, results of educational processes and pedagogical activities with a multifaceted sociocultural picture of the world. The semantic intersection of the concepts of culture and education is enshrined in such stable phrases as: educational culture, educational culture of society, cultural and educational space of upbringing and training, culture of education, etc. [7].

Thus, based on these definitions, we can say that cultural competence is a basic competence that helps to exist in a cultural community, self-determination, apply knowledge and skills in practice, and freely navigate society [8].

V. A. Remizov emphasizes the importance of developing the culture of the individual, arguing that the cultural resource of the individual is the basic resource of society [9].

According to the state education standard cultural competencies are characterized by the fact that a university student:

2.1.1 is capable of forming and objectively assessing the personal level of aspirations, and also has the skills to increase the level of intellectual development of students;

2.1.2 is able to use the basic principles and methods of social, humanities and economic sciences in solving social and professional problems;

2.1.3 consistently and competently formulates and expresses his thoughts in his native language, has the skills of oral and written speech in Kazakh (Russian), foreign languages for working with scientific texts and public speaking;

2.1.4 uses knowledge of a foreign language to communicate and understand special texts;

2.1.5 uses the basic methods, methods and means of obtaining, storing, processing information; has computer skills, including global computer networks;

2.1.6 is able to take into account the ethnocultural and religious differences of participants in the educational process when building social interactions;

2.1.7 knows moral standards and the foundations of moral behaviour;

2.1.8 is aware of the principles of organizing scientific research, methods of achieving and constructing scientific knowledge;

2.1.9 is capable of developing healthy lifestyle skills in accordance with the requirements of hygiene, labour protection and rules of protection from possible negative external influences.

At the turn of the century, the concept of a multicultural and multipolar world emerged, in which the dialogue of cultures and traditions becomes relevant. In the field of education, this need is realized in the need to form foreign language sociocultural competence, which is understood as the ability to accept another culture on the one hand, and the ability to construct an act of communication taking into account the characteristics of one's own culture, on the other. The work of V.V. is devoted to the problem of developing sociocultural competence at all levels of education. Safonova, P.V. Sysoeva, E.I. Passova, E.N. Solovova, S.G. Ter-Minasova, I.A. Zimnyaya, G.V. Sorokovykh, N.A. Tarasyuk et al.

An important component of these individual competencies are linguistic competencies, which require flexible knowledge of native and foreign languages. Mastery of these competencies is provided both as a "transferable" skill and as a special competence in language and philological programs. Thus, future language specialists face a difficult task: learning not only to speak, but also to think in a foreign language. The contradictions that have arisen (lack of a language environment, compressed time frames for classes, students' unpreparedness to communicate with representatives of a foreign language culture, etc.) pose the task of finding effective ways to develop foreign language sociocultural competence at a university.

To implement effective international communication, it is necessary to have intercultural competence. G.V. Elizarova defines intercultural competence as "an ability that allows a linguistic personality to go beyond the boundaries of their own culture and acquire the qualities of a mediator of cultures without losing their own identity" [10]. E.V. Bakanova rightly notes that "intercultural competence consists in a highly developed ability to mobilize a system of knowledge and skills necessary for decoding and adequately interpreting the meaning of speech and non-speech behaviour of representatives of different cultures and orientation in the sociocultural context of a specific communicative situation" [11].

Following E.G. Azimov and A.N. Shchukin, we define foreign language sociocultural competence as "the totality of knowledge about the country of the language being studied, the national and cultural characteristics of the social and speech behaviour of native speakers and the ability to use such knowledge in the process of communication, following the customs, rules of conduct, etiquette, social conditions and behavioural stereotypes of native speakers language" [12].

Foreign language sociocultural competence includes a number of sub competencies:

1) regional studies (knowledge about the political, geographical, social structure of the country, everyday life, customs, traditions, culture of the people, art, national cuisine, holidays, as well as the use of language units with national and cultural specifics);

- 2) behavioural (knowledge about the norms of speech etiquette, clichés, means of non-verbal communication);
- 3) psychological (knowledge about the peculiarities of the national mentality, national character traits, tolerance);
- 4) linguacultural (knowledge of socially and culturally marked lexical units and the ability to choose them in accordance with the statement).

The development of intercultural competence should be built on certain principles. The principles of development of the required competence are considered in the works of V.G. Apalkova, D.M. Gritskova, G.V. Elizarova, V.V. Safonova, S.G. Ter-Minasova, P.V. Sysoeva, M. Bayram.

### **Result**

Extracurricular work also makes a significant contribution to the development of intercultural competence and to the process of learning a foreign language in general. Following A.D. Karnyshev, M.A. Vinokurov, E.L. Trofimova, we note that the choice of the form of extracurricular activities aimed at developing intercultural interaction skills is determined by the communicative task [13]. There are various forms of development of cultural communication among university students:

1. Socially oriented forms: round tables, rallies, conferences; meetings with representatives of ethnic diasporas, cultural figures, political scientists, celebration of significant dates.
2. Educational forms: local history and ethnographic excursions, festivals and cultural days, theme evenings, quizzes, quests, exhibitions, presentations.
3. Practice-oriented forms: trainings, role-playing games, volunteer and charitable activities.
4. Entertainment forms: folk festivals, theatrical performances; folk games, competitions for knowledge of folk customs, competitions in national sports.

It should be emphasized that the formation and development of such competencies can also occur outside of educational courses, modules and disciplines, in particular, within the framework of students' participation in international academic mobility programs and international research and educational projects.

### **Conclusion**

Based on the above, we can conclude that the real entry of future language specialists into the foreign language sociocultural space is a requirement of the time. Knowledge of a foreign language alone cannot ensure productive intercultural interaction and mutual understanding. In this regard, great importance is given to the formation of foreign language sociocultural competence as a means of education and socialization of the individual, as a result of which future specialists come to understand themselves as subjects of national culture.

The comprehensive development of a professionally competent multicultural, multilingual linguistic personality and the preparation of an active specialist ready to assume responsibility through the dynamic combination of knowledge, skills, abilities, development of critical and creative thinking, becomes the main principle of studying at a university. At the same time, cultural competencies become a key component that unites all programs of higher foreign language education.

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## **COMPUTER GAMES IN THE DEVELOPMENT OF SPEECH ACTIVITY**

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Globalization and technological advancements make foreign language proficiency increasingly important. Communication in the international arena hinges on foreign language knowledge, opening doors to new cultures and opportunities. Speech activity, the ability to communicate fluently in a foreign language, plays a vital role. However, acquiring a new language takes time and effort, progressing through various stages from grammar basics to confident everyday use. Educational technologies and gamification approaches can simplify and enhance this process by creating interactive learning environments. Speech activity is a purposeful, motivated process where individuals receive and express thoughts formulated through language. It encompasses all aspects of using language to interact, exchange messages, learn, and explore the world. Leontiev A.A. defines it as an active, purposeful, and motivated process of issuing and receiving thoughts using language, including expressions of will and emotions, aimed at satisfying communicative and cognitive needs. The fundamental components of speech activity include expressing thoughts in words, understanding others' words, and participating in communication. These interrelated aspects form the foundation of a child's speech development. Speech activity goes beyond individual expression and includes collaborative efforts, such as organizing activities