

Actual problems of philology: elimination of linguocultural interference in the process of teaching foreign languages to representatives of the kazakh linguoculture

ЖАРИЯЛАНДЫ
02.04.2026

СІЛТЕМЕ
<https://bilimger.kz/187925/>

Кәрібаева Аяжан Әділетқызы

Қ. Жұбанов атындағы Ақтөбе өңірлік университетінің магистранты, Ақтөбе, Қазақстан

Ғылыми жетекшісі: **Ерғазина А.А.** педагогика ғылымдарының кандидаты, Кеңес Одағының екі мәрте Батыры Т.Я. Бегелдинов атындағы Әуе қорғанысы күштерінің Әскери институты

Karibayeva Ayazhan Adiletovna

Master's Degree Student at K. Zhubanov Aktobe Regional University, Aktobe, Kazakhstan

Scientific advisor: Candidate of Pedagogical Sciences Yergazina A.A. Military Institute of the Air Defense Forces named After Twice Hero of the Soviet Union T.Ya. Begeldinov

Abstract: The article discusses the problem of linguocultural interference that occurs in the process of teaching foreign languages to representatives of the Kazakh linguoculture. The theoretical foundations of the concept of linguocultural interference are analyzed and the features of its manifestation at the linguistic and cultural levels are described. In the course of the study, the influence of national and cultural characteristics of the Kazakh language on the process of mastering a foreign language is revealed and effective methodological ways to eliminate interference are proposed. The results of the article are of practical importance in the practice of teaching foreign languages.

Keywords: linguoculture, interference, foreign language, Kazakh language consciousness, language teaching methods.

Introduction.

In the context of modern globalization, mastering foreign languages is becoming an

important condition for the professional and cultural development of the individual. However, in the process of teaching a foreign language, the student's native language and national cultural characteristics significantly contribute to the perception of a new language. In this context, the problem of linguocultural interference is considered as one of the most relevant areas of philological science.

In the process of teaching foreign languages to representatives of the Kazakh linguoculture, the inconsistency of cultural codes, along with language structures, leads to various communicative difficulties. This situation causes errors in the speech activity of students, distortion of meaning and cultural misunderstanding. Therefore, identifying linguocultural interference and proposing ways to eliminate it is one of the most important tasks in the methodology of teaching a foreign language.

The purpose of the study is to identify the features of linguocultural interference arising in the process of teaching foreign languages to representatives of the Kazakh linguoculture and show effective methods of its elimination.

Theoretical foundations of the concept of linguocultural interference

The term interference refers to deviations in linguistics that occur as a result of the influence of one language on another. And linguocultural interference, along with linguistic structures, is characterized as a phenomenon associated with the influence of cultural norms, national worldview and communicative behavior [1, p.145].

The concept of linguoculture reflects the relationship between language and culture. The language of each people reflects its historical experience, values, national identity. The characteristic features of the Kazakh linguoculture include such features as collectivism, respect for elders, indirect speech, figurative meaning. These features are directly or indirectly influenced in the process of mastering a foreign language.

According to scientists, linguocultural interference is observed not only at the grammatical or lexical level, but also at the pragmatic and discursive level. For example, the difference between the forms of politeness in Kazakh and the style of direct speech in English can lead to communicative failures.

Influence of Kazakh linguoculture on foreign language proficiency

The Kazakh linguistic consciousness is inextricably linked with the National worldview. In the Kazakh language, it is common to express thoughts, use figurative words, and maintain an emotional and expressive tone. In communication, the speaker often takes into account the age, social status, kinship and relationship status of the listener. In this regard, the patterns of speech in the Kazakh language are often indirect, softened and based on politeness. And in many Western languages, especially English, it is a priority to express thoughts clearly, concisely and directly. Such pragmatic differences create certain difficulties in mastering a

foreign language. [2, p.85].

These differences cause the following difficulties in the speech activity of foreign language learners:

tendency to literal translation;

non-compliance with pragmatic norms;

the use of speech patterns that do not correspond to the cultural context.

The tendency to literal translation is often explained by the predominance of conceptual models in the native language. Semantic structures formed in the Kazakh language are mechanically transferred to dissimilar units in a foreign language. This results in sentences that, although grammatically correct, are semantically or pragmatically unnatural. For example, indirect forms of Appeal expressing politeness in the Kazakh language, when translated into English in the same form, may not correspond to the norm of speech. [3, p.303].

Non-compliance with pragmatic norms is also an important manifestation of linguocultural interference. In Kazakh culture, respect for elders, self-esteem, and speech softening are important communicative principles. And in English, egalitarian, personality-oriented communication is more common. As a result, students who speak the Kazakh language may sometimes show excessive formality in English or, conversely, use inappropriate language tools. [4, p.174].

The use of speech patterns that do not correspond to the cultural context is clearly traced in the transmission of national-cultural concepts. For example, such concepts in the Kazakh language as «қонақжайлылық», «үлкеннің батасы», «ағайыншылық», «жүздесу» mean not only linguistic unity, but also a certain cultural experience. [5, p.252]. The lack of an exact equivalent of these concepts in English complicates their interpretation. Therefore, students will have to give an additional description or explain in a few words when translating such words. These conditions are a clear manifestation of linguocultural interference.

In addition, the metaphorical system of thinking in the Kazakh language also affects the acquisition of a foreign language. In the Kazakh language, stable phrases and proverbs formed in connection with nature, marriage and traditions are widely used. And in a foreign language, the structure and scope of such units may differ. These differences are reflected in the speech of students in the form of tracing paper, semantic deviation and discursive inconsistency.

Ways to eliminate linguocultural interference

To eliminate linguocultural interference, it is necessary to systematically introduce the cultural component in the process of teaching a foreign language. It is important to consider the language not only as a set of grammatical structures and lexical units, but as a means of reflecting the cultural experience, worldview and communicative norms of a particular people.

In this context, the content of the training should include cultural knowledge as well as language knowledge.

The following methodological approaches are effective in this direction:

comparative-cultural analysis method.

Conscious assimilation of differences by comparing the cultural and linguistic features of the native language and a foreign language expands the linguistic consciousness of students. This method allows students to understand the shade of meaning of a particular concept in each culture. For example, by comparing the differences in the forms of politeness, ways of expressing an appeal or forms of Appeal, students learn to correctly apply the norms of communicative behavior in a foreign language. As a result, mechanical translation is reduced and conscious language selection is formed.

Use of authentic materials.

Foreign language videos, artistic and journalistic texts, podcasts, dialogues and film excerpts naturally reflect the cultural context. Authentic materials allow students to track speech patterns, intonation, elements of verbal and non-verbal communication in a realistic language environment. At the same time, such materials create conditions for understanding cultural norms not only theoretically, but also through a real situation. This, in turn, reduces the manifestations of linguocultural interference at the pragmatic level.

modeling of communicative situations.

Through role-playing games, discussions, Business games and situational tasks, students learn cultural norms in practice. For example, receiving guests, writing a formal letter, attending a job interview or modeling everyday communication situations will allow students to use cultural behavior strategies appropriate to that situation, in addition to choosing the right language units. Such practical tasks form intercultural communication skills and reduce the insecurity that arises in the course of speech.

cultural reflection.

An important pedagogical tool is the analysis of differences between students, comparing their own culture and another. In the process of reflection, students consciously evaluate their speech skills, cultural stereotypes and communicative choices. This approach contributes not only to understanding cultural differences, but also to the development of cultural tolerance and flexibility. Cultural reflection can be organized in the form of writing an essay, discussion, keeping a diary, or group discussion.

At the same time, the role of the teacher in eliminating linguocultural interference is special. The teacher should act not only as a supplier of language material, but also as a cultural intermediary. It should systematically draw students' attention to cultural differences and

direct them to conscious learning by explaining the cause of mistakes. Step-by-step implementation of culturally oriented tasks in the course of training allows you to prevent interference.

These approaches allow students to develop not only language competence, but also intercultural communicative competence. As a result, the process of mastering a foreign language becomes more effective, and students reach a level where they can use language units in accordance with the situation, in accordance with cultural norms.

Conclusion

Linguocultural interference in the process of teaching foreign languages to representatives of the Kazakh linguoculture is a natural phenomenon. It is explained by the influence of the linguistic and cultural characteristics of the native language on the new language. However, this phenomenon can be reduced and eliminated through systematic methodological work. The results of the study show that teaching methods based on the cultural component are effective in eliminating linguocultural interference. The proposed approaches are suitable for use in the practice of teaching a foreign language and can serve as the basis for deepening research in this direction in the future.

References

1. Vereshchagin E. M., Kostomarov V. G. language and culture. — M.: Indrik, 2005.
2. Ter-Minasova S. G. language and inter-cultural communication. — M.: Slovo, 2000.
3. Sepir E. language and culture. — Almaty: Science, 2010.
4. Maslova V. A. Linguoculturology. — M.: Academy, 2001.
5. Kaliyev G., Bolganbaev A. lexicology of the modern Kazakh language. — Almaty, 2011.