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FORMATION OF LINGUISTIC AND CULTURAL COMPETENCE OF PRE-SERVICE FOREIGN LANGUAGE TEACHERS THROUGH NATIONAL IDENTITY

Abstract. Training future teachers of Foreign Language Education requires a methodological study of national identity in teaching English. National identity encompasses all aspects of cultural and traditional values. Based on qualitative research methodology, participants consisted of 120 pre-service foreign language teachers. Survey developed based on qualitative means, which included open-ended questions regarding the pre-service foreign language teacher's perceptions. The main features of the formation of linguistic and cultural competence of future English teachers are considered. Study aims to identify and form linguistic and cultural competence within the national identity of university students studying in Kazakhstan. The methodology aimed at identifying the ideas of students of universities in Kazakhstan about national identity is a descriptive study within the framework of the survey model. Data is collected using the national identity perception scale. A model for forming a national identity when teaching a foreign language is proposed. The study results, it can be concluded that students' express opinions on the first stage, national identity and values on the second stage, which is the attitude to national identity and religion as part of national identity.

Keywords: pre-service teachers, national identity, foreign language education, linguistic and cultural competence, national identity perception.

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Болашақ мамандардың лингвомәдени құзыретін қалыптастыру барысында шеттілді білім берудің құрылымдық және мазмұндық компоненттерін интеграциялау

***Бізге дұрыс сілтеме жасаңыз:**

Abdrainova B.A., Gelishli Yucel, Akhmetova M.K. Formation of Linguistic and Cultural Competence of Pre-Service Foreign Language Teachers through National Identity // *Ясауи университетінің хабаршысы*. – 2024. – №1 (131). – Б. 373–381. <https://doi.org/10.47526/2024-1/2664-0686.30>

***Cite us correctly:**

Abdrainova B.A., Gelishli Yucel, Akhmetova M.K. Formation of Linguistic and Cultural Competence of Pre-Service Foreign Language Teachers through National Identity // *Iasauı universitetinin habarshysy*. – 2024. – №1 (131). – Б. 373–381. <https://doi.org/10.47526/2024-1/2664-0686.30>

Аңдатпа. Мақалада болашақ шетел тілі мұғалімдерінің лингвомәдени құзыреттілігін дамыту мәселесі бойынша отандық және шетелдік ғалымдардың зерттеулері берілген және талдау жұмыстары жүргізілген. Болашақ шет тілінде білім беретін мұғалімдерді даярлау барысында ағылшын тілін оқытуда ұлттық болмысты әдістемелік тұрғыдан зерделеуді талап етеді. Ұлттық бірегейлік мәдени және дәстүрлі құндылықтардың ерекшелігі мен барлық аспектілерін қамтиды. Сапалық зерттеу әдістемесі бойынша қатысушылардың қатарында 120 болашақ шет тілі мұғалімдері болды. Сауалнама нәтижелері болашақ шет тілі мұғалімдерінің қабылдауына қатысты ашық сұрақтарды қамтитын сапалы әдістерді қолдану арқылы әзірленіп нақты талдау жүргізілді. Болашақ ағылшын тілі мұғалімдерінің лингвомәдени құзыреттілігін қалыптастырудың негізгі ерекшеліктері қарастырылады. Бұл зерттеудің негізгі мақсаты – Қазақстанда оқитын университет студенттерінің ұлттық бірегейлігі аясында лингвомәдени құзыреттілігін анықтау және дамыту. Қазақстандық жоғары оқу орындары студенттерінің ұлттық бірегейлік туралы идеялары мен оңтайлы түсінік ұғымын анықтауға бағытталған әдістеме сауалнама моделі шеңберіндегі сипаттамалық зерттеу болып табылады. Сауалнама деректері барысы ұлттық қабылданатын сәйкестік шкаласы арқылы жиналады. Шетел тілін оқытуда ұлттық болмысты қалыптастыру моделі ұсынылады. Зерттеу нәтижелеріне сүйене отырып, оқушылардың бірінші кезеңде – нақты ұлттық бірегейлік пен құндылықтар, ал екінші кезең барысында – ұлттық болмыстың бір бөлігі ретіндегі ұлттық болмыс пен дінге деген көзқарастары туралы пікірлерін білдіретіндігі туралы қорытынды жасауға болады.

Кілт сөздер: болашақ мұғалімдер, ұлттық бірегейлік, шет тілін оқыту, лингвомәдени құзыреттілік, ұлттық бірегейлікті қабылдау.

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Формирование лингвокультурной компетентности преподавателей иностранного языка посредством национальной идентичности

Аннотация. В статье представлены исследования отечественных и зарубежных ученых по проблеме развития лингвокультурологической компетенции будущих учителей иностранных языков. Подготовка будущих учителей иноязычного образования требует методического изучения национальной идентичности при обучении английскому языку. Национальная идентичность охватывает все основные аспекты культурных и традиционных ценностей. Согласно методологии качественного исследования, в число участников вошли 120 будущих учителей иностранного языка. Опрос был разработан на основе качественных методов, которые включали открытые вопросы относительно восприятия будущего учителя иностранного языка в формировании лингвокультурологической компетенции. Рассмотрены основные особенности формирования лингвокультурологической компетентности будущих учителей английского языка. Главной целью данного исследования является выявление и формирование лингвокультурной компетенции в рамках национальной идентичности студентов вузов, обучающихся в Казахстане. Основная методика, направленная на выявление представлений студентов вузов Казахстана о национальной идентичности,

представляет собой описательное исследование в рамках модели опроса. Данные исследования собираются с использованием национальной шкалы восприятия идентичности. Предлагается модель формирования национальной идентичности при обучении иностранному языку. По результатам исследования можно сделать вывод, что студенты выражают мнения на первом этапе – национальной идентичности и ценностях, а на втором этапе – отношении к национальной идентичности и религии как части национальной идентичности.

Ключевые слова: будущие учителя, национальная идентичность, обучение иностранному языку, лингвокультурологическая компетенция, восприятие национальной идентичности.

Introduction

Basic provisions

Language proficiency is always stressed as an important characteristic of foreign language teachers. Foreign language teachers construct their identities shaped through language experiences. Similarly, teachers have to understand the sense of work as contributing to the experiences of the other learners as analyzed from the language expert perspective. Similarly, identity plays an important role in the teaching experiences of Foreign Language Teachers.

R. Archanjo, M. Barahona & K. Finardi, indicated that identity helps in understanding how pre-service teachers develop themselves as foreign language teachers. Identity also refers to the process through which an individual understands their relationship to the world and how they are structured across their space and time as well as their possibilities for the future [1, p. 62]. The identity reflects the social, political, and historical contexts of a person's lived experience.

Therefore, the identity of the foreign language teachers is not only a fixed self-image but also, a matter of negotiated identity that is socially legitimized. In this context, national identity becomes an important factor to explore in the teaching experiences of foreign language teachers.

According to V. Railianova, mentioned that language cannot be separated from community; However, due to its diversity, the language cannot be used to define community and cultural identity. Language as a culture can manifest itself in many ways, and so incorporating cultural elements into foreign language teaching could help the learner acquire new ideas in a meaningful context. Culture could be theorized from the received or geographical perspective. The accepted view can easily accept culture as a shared value. Language lessons are intended to serve as a platform for promoting intercultural and communicative skills. A respectful and open attitude is also important for understanding and developing new knowledge about the different cultural subgroups, including consciousness. Due to research point is emphasized that foreign language teachers should have intercultural communicative competency [2, p. 68].

The intercultural aspect of teaching foreign languages continues to be a major concern for academics and educators. Additionally, L. Sercu, showed that the perspectives of educator's act as filters and influence how they see the instructional circumstances in which they must implement new teaching objectives. found a strong correlation between the beliefs of the teachers and their methods of instruction. For this reason, intercultural dimensions, interlanguage teacher beliefs, and intercultural competency instruction are crucial [3, p. 72].

A foreign language teacher should possess the knowledge, attitudes, and abilities necessary to teach intercultural competence. This is known as intercultural competence. Furthermore, competence is frequently associated with the communicative element, which includes discourse, language, and sociolinguistic components. Intercultural competence was defined by M. Byram, as the ability to understand social groups, the results of one's discourse in the country of the interlocutor, and the general processes of interpersonal and societal interactions. Thus, since they

affect interactions and communication, both culturally specific and general knowledge are crucial. According to M. Byram, it is also crucial to be a savior engager and savior-etre, which are terms for critical cultural awareness and an open-minded curiosity that is willing to compromise one's disbelief about the cultures of others, respectively. The foreign cultures that are connected to the foreign languages that foreign language teachers teach must be sufficiently known to them. In a similar vein, they need to be aware of and knowledgeable about their own cultures. Teachers that are culturally aware are better able to recognize, address, and respond to any stereotypes that their students may hold [4, p. 83].

Passov's opinion showed that the purpose of learning a foreign language is to form a personality that can be included in dialogic cooperation. Similarly, Z. Bakum, pointed out that the modern education system should produce competent personalities who are tolerant of other people's cultural values, rules and laws. In addition, foreign language teaching within the framework of the competency-based paradigm aims to create intercultural competence. Neglecting intercultural competence tends to lead to misunderstandings between speakers of the foreign language and can lead to misconduct in certain communication situations [5, p. 523].

A study was conducted among 120 pre-service foreign language teachers studying in Kazakhstan to explore their perceptions of national identity. The aim of the study was to identify and form linguistic and cultural competence within their national identity. The study used qualitative research methodology and a survey was developed based on qualitative means, including open-ended questions regarding the pre-service foreign language teacher's perceptions. The main goal of the study was to identify the ideas of students of universities in Kazakhstan about national identity, and the methodology used was a descriptive survey. The research data was collected using the national identity perception scale. The study indicated the need to develop linguistic and cultural competence in future English teachers with a specific focus on the identification of linguistic and cultural competence within the national identity.

Research methods and materials

The study involved a descriptive design that targeted pre-service teachers. A total of 120 pre-service foreign language teachers were selected—a simple random sampling technique was used to identify the participants in the study. Simple random sampling gives the population an equal chance of participating in the study and thus reduces the biases likely to result from the sample selection. In addition, the participants were selected from different socio-cultural ethnicities to improve the credibility and validity of the results of the study. Participation was voluntary, and the participants were informed of the scope and purpose of the study. The ethical principles of research require that participants be informed of the scope and any interventions undertaken in the study. The participants were asked to rate their experiences and perceptions of various variables related to national identity. The standard national identities included national holidays, national values, citizenship, independence, a sense of unity, historical unity, and religious beliefs. The survey data were entered into an Excel file and later analyzed using the IBM Statistics Package for Social Science (SPSS) software. The descriptive analysis was performed to determine how the participants agreed or disagreed with the various components of national identity framing, conceptualization, and cultural and linguistic competence.

Results and discussion

The study involved individuals aged 18 to 21, with the largest proportions at 19 ($n = 39$) and 20 ($n = 35$). Regarding gender, the majority were female ($n = 59$) and male ($n = 41$). The research was conducted at various universities, notably Kazakh Ablai Khan University of International Relations and World Languages (49% of students), Al-Farabi Kazakh National University (31% of students), and Kazakh National Women's Teacher Training University (16% of students). Participants were also characterized by their diverse national backgrounds, with the majority being

Kazakh (80%), followed by Russian (12%), Turkish (3%), and Uigur (1% and 4%, respectively). Descriptive analyses were conducted to explore pre-service foreign language teachers' perspectives on national identity and cultural diversity, with detailed findings presented in Table 1.

Table 1 – Descriptive Summary of the Participant's Responses from the Surveys

Descriptive Statistics			
	N	Mean	Std. Deviation
I am happy to participate in national holidays	100	30348,00	1.272
National unity and solidarity are one of dispensable value	100	43525,00	1.169
National identity is comprised of ideal and nation feeling	100	42795,00	1.215
National values are determiners of national identity	100	43160,00	1.388
National identity is formed with the link of citizenship	100	42795,00	1.264
National identity is a unity of feeling	97	43525,00	1.387
The most important element of national identity is independence	100	11018,00	1.403
National identity consists of shared history unity	100	17227,00	1.291
I view behaviour and expression of values attitudes and beliefs	99	46447,00	1.308
I recognize the relational context of linguistic skills	100	14305,00	1.370
I use authentic materials developed for specific cultural	100	19054,00	1.374
I recognize that learning about culture	100	16862,00	1.381
I am aware that everyone has unique world view	100	14671,00	1.400
I explore the origins of and influences of attitudes and perception	100	12479,00	1.485
I am conscious of how my own culture and experience shape my perception	100	13940,00	1.405
I like reading books about Kazakh History	100	16497,00	1.359
I reflect on my own values beliefs and attitudes	99	22706,00	1.353
Traditional festivals are the unique cultural element	100	18688,00	1.367
Tradition is the most important of national values	100	19419,00	1.359
Belief is a determiner of national identity	100	17958,00	1.432
Culture consists of the religious belief of a nation	100	17958,00	1.403
Valid N (list wise)	95		

The results indicate that the perceptions of the participants on the various variables including national identity varied. The average score on the willingness of the participants to participate in the

national holidays was ($M=2.83$, $SD=1.272$) indicating that about half of them were happy to attend the national holidays. On the other hand, the participants felt that national unity and solidarity was of indispensable value ($M=3.19$, $SD=1.169$), national unity is comprised of ideal and national feelings ($M=3.17$, $SD=1.215$), national values are determinants of national identity ($M=3.18$, $SD=1.388$), national unity is formed with the link of citizenship ($M=3.17$, $SD=1.264$), national unity is a unity of feeling ($M=3.19$, $SD=1.387$), the most important element of national identity is independence ($M=3.30$, $SD=1.403$), national identity consists of shared history unity ($M=3.47$, $SD=1.291$). In addition, the participant's perceptions of the various cultural and value systems varied. The participants viewed the behavior and expression of values, attitudes, and beliefs through a cultural lens ($M=3.39$, $SD=1.370$), use authentic materials developed for specific cultural or linguistic purposes ($M=3.52$, $SD=1.374$), the relational context of linguistic skills ($M=3.39$, $SD=1.370$), recognized that learning about culture is not a static process, but requires continuous revision of my knowledge and skills ($M=3.46$, $SD=1.381$), awareness that everyone has unique world view ($M=3.40$, $SD=1.4$), explored the origins of and influences of attitudes and perceptions ($M=3.34$, $SD=1.40$), consciousness on how my own culture and experience shape my personal view ($M=3.38$, $SD=1.405$), reflection on personal values, beliefs and attitudes ($M=3.62$, $SD=1.353$), traditional festivals is the unique cultural element ($M=3.51$, $SD=1.367$), tradition is the most important national value ($M=3.53$, $SD=1.359$), belief is a determinant of national identity ($M=3.49$, $SD=1.432$) and culture consist of the religious belief of nation ($M=3.49$, $SD=1.403$).

The results indicate that the teachers appreciated the role of the national identity with tradition being ranked as the most important value followed by religion and beliefs. Also, the participants indicated that they were conscious about their cultural identities and that of others and that is why developing a competency guideline for the pre-service foreign language teachers is important. For example, the participants indicated being aware that people have different world views. The standard deviation on the views on variations in the world view was 1.405 and this shows that some participants did not accommodate views from others while others were open to beliefs and values held by other people.

Cultural identity and its implications for foreign language teachers have been widely explored. The fact that people, and especially learners, move from one place to another shows that learning institutions are becoming more culturally diversified. Teachers are challenged by the cultural diversity in the classroom, especially when they do not have the necessary training on how to respond to it. According to the study P. Karhunen, A. Kankaanranta & T. Räisänen, culture is defined by the values and traditions practiced by people, and this was evident in the results [6, p. 507].

Therefore, it is expected that people from different cultural contexts could have unique values and experiences. Though G. Sampson, indicated that culture is a complex human phenomenon and can be defined in many ways, there are more than 100 sociological definitions of culture, and this means that it may not be possible to comprehensively analyze the cultural aspects of an individual. The teachers are required to integrate the cultural values of the learning into the teaching process; however, learners from different cultural settings could also have unique cultural attributes that make it even more difficult for the teachers to fully address [7].

Regardless, one important factor was apparent in the data collected: the traditions and beliefs developed in a nation are critical and could be used as a reference point whenever cultural identities and values are being addressed. According to Z. Bakum, culture is influenced by and interacts with religion, and this is consistent with the results obtained that religion is also an important cultural value [5, p. 527]. Furthermore, religion and beliefs define the most profound meaning that foreign language teachers carry and could manifest through their experiences and behaviors with the learners.

Also, Z. Bakum indicated that cultural expression is a way through which people respond to themselves and their surroundings. It is impossible to delink foreign language teachers from the impact of their cultures and those of the learners they teach [5, p. 528].

C. Wang indicated that teacher identity is dynamic, co-constructed, and multi-dimensional. The dialogical self-theory proposed the dynamic in the conceptualization of the teacher's identity, with great emphasis on the pre-service teachers' development being conceptualized into different relational identities. In addition, the current studies on the teacher's identities and acknowledgment of the dynamic nature of the space construct have indicated that they are influenced by many factors. Wang also reports that the teacher's identities and emotions tend to change, and this is explained using the comprehensive complex dynamic system model (DSMRI). The DSMRI assumes that two-way and independent associations between an individual's actions and affects, the environmental factors, and the expected behavioral patterns fit in the complex dynamic systems [8].

Cultural diversity recognition is a competency necessary among foreign language teachers. The results showed that some teachers recognized that people would have different opinions, values, and ideas. Despite having a national symbol of identity, people could still hold on to different values [9, p. 519].

The participants indicated their recognition of the unique worldview, and this is important, especially during their interactions with the learners in class. The values are developed from historical experiences and could be translated into the literal languages, which are expressed in many forms. Unlike Vallente (2020), who reported that pre-service foreign language teachers lack language awareness in the education sector, the current study found that the participants were aware of the language and diversity. P. Karhunen also indicated that the students ought to be taught standardized English, which they should be taught in form and not content. The beliefs and testaments are conditions for English language teachers in the Philippines. Pre-service training and competence development ought to be grounded in the development of the national identity, which is defined by shared values and linguistic situations. Also, student teaching is an authentic and critical component of the pre-service training for foreign language teachers since it is linked to actual practice.

Intercultural learning became important with the need to develop cultural understanding in foreign language learning. Culture ought to serve as the precursor for the learning pedagogies adopted by foreign language teachers. Similarly, scholars indicate that learning a second language involves fostering intercultural understanding because of the cultural meanings and effective powers that emerge when a language is used for real communication. Foreign language learning provides the opportunity to gain an inside understanding and perspective on the targeted cultural traditions and behaviors, expanding the worldview, developing intercultural sensitivity to alternative perspectives and cultural variations, and strengthening the identity as a global or national citizen.

Furthermore, the common aspects of intercultural learning apparent in foreign language learning entail the exchange of perspectives, opinions, and views. Foreign language teachers must develop an open mind to listen to and understand the different worldviews during interaction, communication, and teaching.

Recognition of how the learners reflect on their cultural values and beliefs in foreign language learning defines the suitability of the teachers being culturally conscious and knowing how to interact with and respond to the learners' needs and behaviors. The students may need time and opportunities to explore their understanding of a given cultural product and perspectives from classroom interactions and instructions.

Identity management theory posits that the building blocks of intercultural communication lie in the negotiation of identity. The negotiation process recognizes that people may have unique cultural values and attributes that can be integrated to form a common national or regional identity

[10]. Similarly, the theory considers that the management of competent negotiation through trial, enmeshment, and renegotiations is critical for developing a shared identity that serves as a symbol of convergence.

The identity development of foreign language teachers has been analyzed from a wider perspective, including sociocultural theories. H. Meihami & N. Rashidi reported that teachers struggled to be open and vulnerable to their students and create a trusted learning environment because they lacked the right competencies for effective interaction and teaching experiences [11].

National identity is linked with citizenship and common values. It is impossible to neglect the values in the teaching course. P. Garrett-Rucks recognized the significance of the learner's subjective understanding as they engage with various cultural products and perspectives [12]. Also, G. Denisova reported that cultural knowledge cannot be merely handed to the learners; it has to go through the construction that occurs through the interactions with the learners as they explore the boundary between themselves and others [13].

Conclusion

Finally, the study explored the formation of linguistic and cultural competency of the pre-service foreign language teachers through national identities.

Cultural and linguistic competencies are significant for effective teaching. Students from Kazakhstan about national identity. The study aimed at exploring the perception of the students on the national identity and their form of linguistic and cultural competence. Linguistic and cultural competence was measured in terms of the ability of the participants to recognize the uniqueness in the values and worldviews held by different people.

Furthermore, the study analyzed the level of happiness of students in participating in the national holidays, the conceptualization of the national identity, and what they considered important. The study indicated that student's express opinions on the first stage, national identity and values, and on the second stage, which is the attitude to national identity and religion as part of national identity.

This research empathizes with the outcomes stemming from the perspectives of students enrolled at a university in Kazakhstan. The research indicates that students assimilate both the viewpoints within the first factor, pertaining to national identity and values, and those within the second factor, concerning the relationship between national identity and religion, considering them integral components of national identity.

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