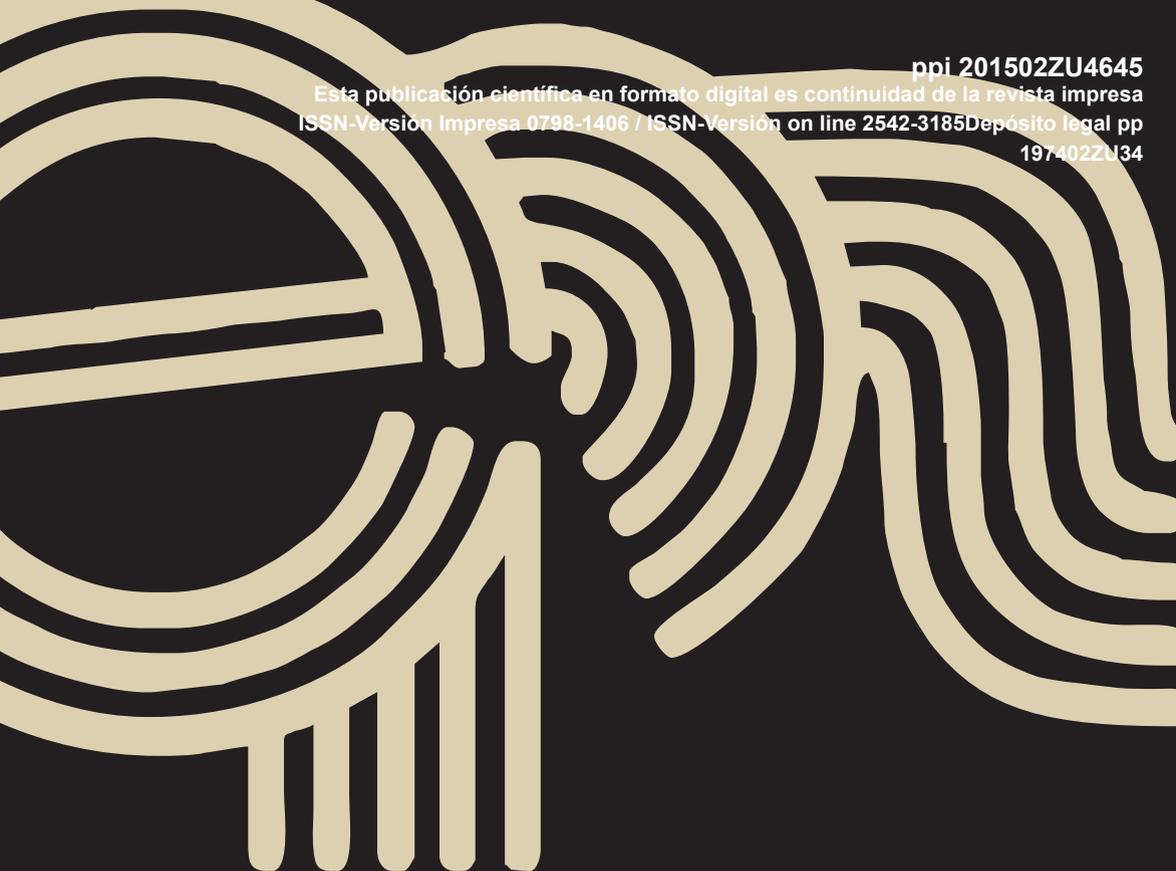


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Improving the Legal Support of Linguistic and Cultural Aspects of Language Learning at School

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Abstract

The main objective of the study was to analyze ways to improve the legal support of the linguistic and cultural aspects of language learning at school. The key method used involved a combination of modern modeling techniques. The specific topic is legal relations for language learning. The novelty is a model of legal support. Legal regulation of education is a historically conditioned form of organization of the educational process, formed as a result of the gradual growth of the role of state institutions in the performance of regulatory functions and the development of social relations. The new requirements faced by a modern teacher, his training and professional quality, make it necessary to take into account the experience and the latest achievements of other countries in the field of educational policy, in particular, in the field of foreign language teaching, as well as to identify and overcome the negative ones. In the conclusions of the case, based on the results of the study, the key aspect of improving the legal support of linguistic and cultural aspects of language learning in school was characterized.

Keywords: legal support; educational culture; language and school; educational policies; linguistic aspects.

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Mejorar el apoyo legal de los aspectos lingüísticos y culturales del aprendizaje de idiomas en la escuela

Resumen

El objetivo principal del estudio fue analizar las formas de mejorar el soporte legal de los aspectos lingüísticos y culturales del aprendizaje de idiomas en la escuela. El método clave utilizado implicó la combinación de técnicas modernas de modelado. El tema concreto son las relaciones jurídicas para el estudio de las lenguas. La novedad es un modelo de apoyo legal. La regulación legal de la educación es una forma de organización del proceso educativo históricamente condicionada, formada como resultado del crecimiento gradual del papel de las instituciones estatales en el desempeño de las funciones reguladoras y el desarrollo de las relaciones sociales. Las nuevas exigencias a las que se enfrenta un docente moderno, su formación y calidad profesional, hacen necesario tener en cuenta la experiencia y los últimos logros de otros países en el campo de la política educativa, en particular, en el campo de la enseñanza de lenguas extranjeras, así como identificar y superar los negativos. En las conclusiones del caso, con base en los resultados del estudio, se caracterizó el aspecto clave de mejorar el soporte legal de los aspectos lingüísticos y culturales del aprendizaje de idiomas en la escuela.

Palabras clave: apoyo legal; cultura educativa; idioma y escuela; políticas educativas; aspectos lingüísticos.

Introduction

In recent years, researchers have been particularly interested in the problem of legal regulation of areas of activity that combine relations that are heterogeneous in nature. These, undoubtedly, include the sphere of education, within which various social relations arise and function, regulated by the norms of almost all branches of legislation (Kazanchian, 2020; Sylkin *et al.*, 2021).

The increasing importance of this issue for the education sector is currently facilitated by the ongoing processes in most countries of the world, the processes of comprehensive reform of national education systems aimed at ensuring that people master new social and professional skills, professional mobility, the development of a culture of social behavior in an open society, its rapid informatization (Shapoval *et al.*, 2022).

A significant factor in the changes is the development of international integration processes, the formation of a global educational space. An important influence on the modernization of the education system is also

exerted by the renewal of the mechanisms of public administration and extrabudgetary relations in the country, the implementation of the national project in the industry.

The transformations carried out as part of the modernization processes contribute to the emergence of new “actors” in the educational space, lead to a significant complication and increase in the diversity of social ties, and a change in the balance of public and private interests in the field of education (Cheung and Vogel, 2013). In this regard, the task of establishing legal means that ensure the transformation of education into a driving force and a resource for socio-economic development, an important mechanism for the formation of the innovative potential of society and the economy, while maintaining legal guarantees of freedom and equal access to education, the most complete satisfaction of the educational needs of the individual, is being updated.

The strategic task of legal regulation of modern institutions of education in the context of modernizing the professional training of philology students and directing it towards integration into the European and world educational space is the formation of the linguistic competence of future teachers of the national and foreign language. Society needs an educated, creative teacher with deep knowledge, professional skills, who acquire and generate their own ideas, suggesting ways to implement them in the practice of schools, capable of continuous professional growth and mobility, that is, highly competitive and in demand (Kulpina and Tatarinov, 2018).

The problems of the essence and nature of the language, the hypotheses of its origin and the stages of formation and development, the relationship with the real world, the impact on the thinking and worldview of the individual, the relationship between natural and artificial languages are inscribed in the centuries-old history of linguistic teachings, which today have become the subject of research not only in linguistics, but and philosophy, logic, psychology, sociology, ethnography, cultural studies and other sciences, because one of the important theoretical tasks is to study and describe all aspects of the structure and life of the national language as a social phenomenon, as a means of diverse communication in a human team, a means of human cognition, a factor in the development and enrichment of thought, the consciousness of each collective - the speaker.

Language is a sign system that reflects “the level of development of philosophical thinking inherent in a certain ethnic group, that is, it reflects the features of the perception of the world and oneself in this world (Holubnycha *et al.*, 2019; Nerubasska and Maksymchuk, 2020).

It is impossible to comprehend language outside of philosophy, which means that we can state that the centuries-old traditions and connections of linguistics and philosophy have given impetus to a new direction of

research - the philosophy of language, the main purpose of which is the interpretation of the main worldview ideas on the nature and essence of language in order to comprehend specific scientific facts.

The main purpose of the study is to analyze the main aspect of improving the legal support of linguistic and cultural aspects of language learning at school.

1. Materials and methods

For a more detailed study of the legal norms and aspects of the main aspect of improving the legal support of linguistic and cultural aspects of language learning at school, the following methods were used: induction and deduction, comparison and systematization; synthesis and analysis; abstract-logical - for theoretical generalizations and conclusions of the study.

To more accurately reflect the main norms and aspects of the main aspect of improving the legal support of linguistic and cultural aspects of language learning at school we used the IDEFO functional modeling method.

2. Literature review

Based on the results of the theoretical analysis (Sylkin *et al.*, 2021; Medynska *et al.*, 2022), the improvement of the legal regulation of all elements of language learning is an important element in reforming and changing school education, as evidenced by the historical experience of this work. The main directions were the change in the organizational structure, the redistribution of management functions between its elements, the development of the independence of educational institutions. The achieved results do not allow us to identify the most effective solutions.

Based on the analysis of the literature (Doorwar *et al.*, 2019; Kryshtanovych *et al.*, 2020), the individual skills of the teacher to adjust the educational material depending on the specifics of the student audience, the programming of the author's teaching methods testify to the originality of his linguistic thinking, creative approach to the learning process. And the more interesting such methods, the better the results of the learning process, the more useful they are for students. The quality of education, the quality training of a specialist in the pedagogical industry is inextricably linked with the language.

Therefore, a linguistically competent person has an educated linguistic instinct, linguistic intuition, which confirms the personal levels of her

linguistic and speech culture. Both the language and speech components are the main ones in the practical activity of an elementary school teacher, so they should be associated with the teaching of all subjects, and not just the subjects of the language cycle.

To form the linguistic culture of the future school teacher in language classes means to form such a linguistic personality who will be able to use their theoretical knowledge and practical experience absolutely freely in their further professional activities, teaching and educating students (Khoshsaligheh *et al.*, 2020).

Linguistic consciousness always reflects the levels of linguistic knowledge, and therefore is a factor in the effective power of theoretical knowledge and practical skills that have developed under the influence of teachers of language disciplines using a personal non-standard creative approach to the complex process of forming linguistic culture. The development of the eccentricity of students' linguistic thinking is always evidence of the eccentricity of the presentation of linguistic material, i.e.

Thus, the complex process of forming the linguistic culture of the future primary school teacher in a pedagogical educational institution is a constant process of forming the individual and collective mentality of conscious members of society by means of of language (Holubnycha *et al.*, 2021; Kryshchanovych *et al.*, 2022).

Comprehensive studies that allow creating a scientifically based approach to improving the system of legal regulation of linguacultural aspects of language learning at school, especially in the context of its systemic changes, have not yet been carried out enough (Braga, 2020; Onishchuk, *et al.*, 2021). The proposed solutions in this area concern mainly the assessment of the general state of management, the redistribution of individual functions between levels of management based on subjective ideas about the effectiveness of their implementation, the creation of public administration bodies and the organization of management in educational institutions.

3. Research Results and Discussions

The effectiveness and balance of the policy of state regulation of education largely determines the prospects for the formation of the country's human resources potential, trends in socio-economic development, and ensures an increase in the level of innovation and economic potential of the national economy.

The linguodidactic principles that formed the basis of our study include: the relationship of language levels; historicism in language learning;

functional-communicative direction in language teaching; relationship in the study of all styles of the Ukrainian language; priority use as a didactic material for the lesson of artistic texts; professional direction of educational material.

The principle of interrelation of speech levels. Language is a system: it consists of many units (phonemes, morphemes, words, sentences) that are organized according to certain rules. Language units are strictly ordered among themselves by stable relations and form an internal unity at all speech levels. The principle of historicism in the study of the language contributes to the expansion of knowledge about the past of the Ukrainian people against the backdrop of the development of their national language.

In particular, in the classes on the modern Ukrainian literary language, the history of the Ukrainian language and the historical grammar of the Ukrainian language, students at the academic level can trace and analyze the history of the functioning of individual layers of vocabulary at a certain stage of its development, characterize their semantics; pay attention to the features of the phonetic, morphological and syntactic structure; understand the functions of speech.

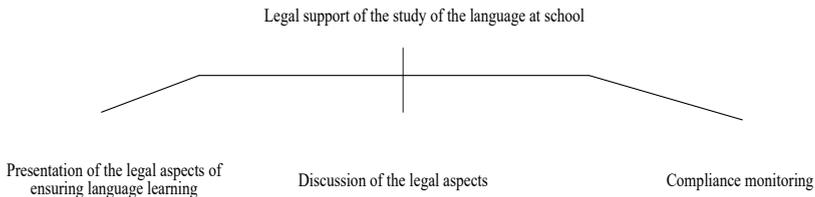
The system of measures that forms the legal mechanism for the implementation of positive linguistic and cultural foundations for language learning at school can be represented as the interaction of the following elements:

1. determination at the national level of specific indicators (indicators) of the educational sphere that are directly related to language learning at school and therefore become the object of constant monitoring;
2. assigning to certain state institutions the functions of monitoring these indicators and responsibility for creating favorable conditions for achieving their desired values;
3. development of national strategies for the development of education in a certain period, taking into account the fact of the existence of positive language learning at school;
4. implementation of individual programs for the development of the educational sphere, taking into account the problems of the educational system that hinder the implementation of language learning at school.

The approach of educational activity to the natural conditions of communication in specific life situations, the formation of skills to navigate in them, to select language means that meet the characteristics of the language situation (why, to whom, under what conditions and what should be said) are facilitated by creative tasks aimed at increasing the level of

speech culture. communication, allow you to adhere to speech and ethical norms, rules of speech behavior.

In the context of the humanization of education, special attention is required to the development and implementation of such forms and methods of language work that contribute to the formation of highly qualified specialists, in particular, future elementary school teachers. One of the important conditions for successful learning is the practical mastery of it in order to qualitatively prepare future elementary school teachers for practical work. A special place in solving this problem belongs to the work on the formation of linguistic culture.



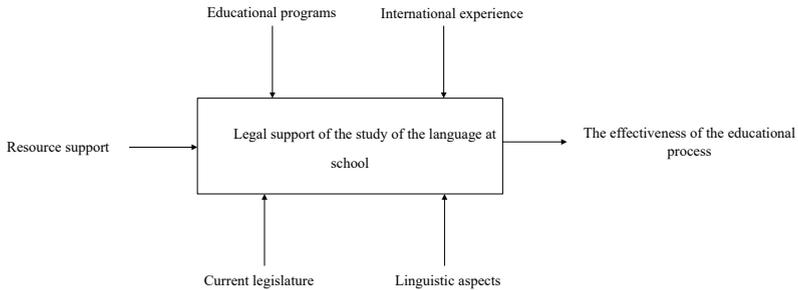
The key stages of legal support of the study of the language at school are shown in Figure 1.

Fig.1. Basic model for achieving the AO goal - legal support of the study of the language at school. Source: authors

An elementary school teacher is such a specific language personality, the level of linguistic knowledge, speech skills and abilities of which determines not only the level of her professional.

Skills, but also in general her personal status of an experienced, competent specialist, since it is competence that is the measure of true professionalism for the formation of a pedagogical personality. Therefore, the legal support is defined as one of the state priorities of education, the most important factor influencing the formation of an intellectual, truly competent pedagogical language personality.

The qualitative levels of the professional linguistic culture of the future elementary school teacher reflect all the degrees of assimilation of language knowledge, the development of skills, according to the requirements of the curriculum of a higher pedagogical educational institution. The programs of courses of language disciplines are the basis for the implementation of the professional competence of a university teacher.



The model of legal support of the study of the language at school is presented in Fig. 2.
Fig.2. The model of legal support of the study of the language at school. Source: authors

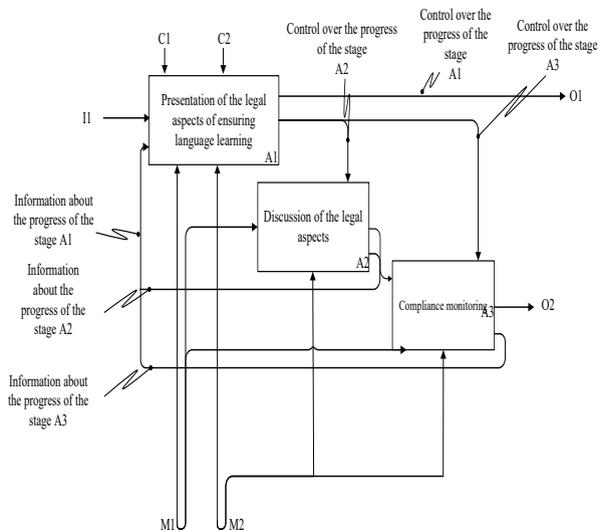


Fig. 3 shows the basic decomposition of the legal support of linguistic and cultural aspects of language learning at school.

Fig.3. Basic decomposition of legal support of the study of the language at school. Source: authors

Summing up, it should be noted that the process of acquiring theoretical knowledge and practical skills in the study of linguistic disciplines, and in the future - the application of the acquired knowledge during the passage of pedagogical practice and in the future professional activities of students involves improving the content of education, bringing it closer to the requirements of modern society, progress towards European level of education. The key is the process of legal support of these processes.

Conclusions

The right to language as a means of vital social communication has in fact already acquired the status of a natural right of the individual. In the event that such communication becomes a factor that the corresponding ethnic group uses for a common understanding of the essence of the normal order of relations between members of society, the language becomes the official means of public communication, and in the case of the creation of a state entity by the ethnic group, in the state language.

In this status, the language is already a common natural right of people belonging to the corresponding ethnos (nation) and thanks to which the state entity (state) is identified with them as with the titular nation¹. In the latter sense, the language acquires the status of a state language and becomes one of the most important components of the constitutional legal order. The functioning of the national language as the state language naturally fulfills a socially significant civilizing task aimed at the formation, existence and establishment of the state of the corresponding nation.

Thus, the modern legal support of linguo-culturo-logical aspects of language learning at school should be comprehensively implemented in the context of determining the basis for the formation and implementation of state policy in the field of education and language learning, because this process should be balanced, focused on ensuring the rights of specific individuals and the whole society. Yes, the formation and implementation of legal support for linguistic and cultural aspects of language learning at school is carried out on the basis of scientific research, international obligations, domestic and foreign experience, taking into account forecasts, statistical data and development indicators.

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