

ОҚЫТУШЫЛАРҒА КӨМЕК В ПОМОЩЬ ПРЕПОДАВАТЕЛЮ FOR THE AID TO THE TEACHER

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EDUCATION OF STUDENTS IN THE SPIRIT OF THE CULTURE OF INTERETHNIC COMMUNICATION IN THE PROCESS OF TEACHING FOREIGN LANGUAGES: POLITICAL ASPECTS

Abstract

In the modern world, language is a mechanism of intercultural communication, a means of peoples' mutual understanding, self-development and enrichment of the inner world, a means of direct acquaintance with the achievements of foreign literature, culture and technology. The language functions within a certain culture, and the student of a foreign language should be familiar with the peculiarities of this culture, the specific use of language in this culture.

The culture of interethnic communication is a person's respectful attitude towards people of different nations, respect for their culture, history, and national dignity. Education of students in the spirit of the culture of interethnic communication in the process of teaching foreign languages is carried out in the education system. The communication of knowledge, the implementation of skills and abilities at all levels of education is linked with the gradual formation of a personality whose ideals of interethnic culture become the content of his/her life. To combine teaching foreign languages and education in the spirit of the culture of interethnic communication, it is necessary to create a research, methodological and pedagogical system which provides a combination of these two processes.

Keywords: Culture of interethnic communication, teaching foreign languages, mutual understanding between peoples, interethnic culture, the formation of the personality of modern society.

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ШЕТ ТІЛДЕРІН ОҚЫТУ ПРОЦЕСІНДЕ СТУДЕНТТЕРДІ ҰЛТАРАЛЫҚ ҚАРЫМ – ҚАТЫНАС МӘДЕНИЕТІ РУХЫНДА ТӘРБИЕЛЕУ: САЯСИ АСПЕКТІЛЕР

Аңдатпа

Қазіргі кезеңде тіл мәдениетаралық қарым-қатынас тетігі, халықтардың өзара түсіністігінің және өзін-өзі дамыту мен байытудың құралы, сондай-ақ шетел әдебиеті, мәдениеті мен технологияларының жетістіктерімен тікелей танысу құралы болып табылады. Тіл белгілі бір мәдениеттің аясында жұмыс істейді және шет тілін үйренуші осы мәдениеттің өзіндік құндылықтары мен тілді қолдану ерекшеліктерімен таныс болуы керек.

Ұлтаралық қарым-қатынас мәдениеті – бұл тұлғаның өзге ұлт адамдарына, олардың мәдениетіне, тарихына және ұлттық қадір-қасиетіне құрметпен қарауы. Шет тілдерін оқыту процесінде студенттерді ұлтаралық қарым-қатынас мәдениеті рухында тәрбиелеу білім беру жүйесінде жүзеге асырылады. Білім берудің барлық деңгейлерінде білім беру, дағдыларды қалыптастыру тұлғаның біртіндеп қалыптасуымен тығыз байланысты, оның ұлтаралық мәдениет мұраттары оның өмірінің мазмұнына айналады. Шет тілдерін оқыту мен тәрбиелеуді ұлтаралық қарым-қатынас мәдениеті

рухында сәтті үйлестіру үшін осы екі процестің үйлесімін қамтамасыз ететін ғылыми-әдістемелік және педагогикалық жүйе құрылу қажет.

Түйін сөздер: Ұлтаралық қарым-қатынас мәдениеті, шет тілдерін оқыту, халықтар арасындағы өзара түсіністік, ұлтаралық мәдениет, жаңа қоғам тұлғасын қалыптастыру.

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ВОСПИТАНИЕ СТУДЕНТОВ В ДУХЕ КУЛЬТУРЫ МЕЖНАЦИОНАЛЬНОГО ОБЩЕНИЯ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ: ПОЛИТИЧЕСКИЕ АСПЕКТЫ

Аннотация

В современном мире язык является механизмом межкультурного общения, средством взаимопонимания народов, саморазвития и обогащения внутреннего мира средством непосредственного знакомства с достижениями зарубежной литературы, культуры и технологий. Язык функционирует в рамках определенной культуры, и изучающий иностранный язык должен быть знаком с особенностями этой культуры и спецификой использования языка в этой культуре.

Культура межнационального общения – это уважительное отношение человека к людям разных наций, уважение к их культуре, истории и национальному достоинству. Воспитание студентов в духе культуры межнационального общения в процессе преподавания иностранных языков осуществляется в системе образования. Передача знаний, привитие навыков и умений на всех уровнях образования неразрывно связаны с постепенным формированием личности, идеалы межнациональной культуры которой становятся содержанием ее жизни. Чтобы успешно сочетать преподавание иностранных языков и воспитание в духе культуры межнационального общения, необходимо создать научно-методическую и педагогическую систему, обеспечивающую сочетание этих двух процессов.

Ключевые слова: Культура межнационального общения, преподавание иностранных языков, взаимопонимание между народами, межнациональная культура, формирование личности современного общества.

Introduction

Structurally, the culture of interethnic communication implies the presence of its two main dialectically interrelated and interdependent components. The first includes a set of human qualities such as the level of scientific knowledge and understanding of the essence of national processes, the belief in the need to comply with the principles and requirements of scientific national policy. It characterizes the depth of awareness through the subject of communication, i.e. the level of individual internationalist consciousness. The second clearly demonstrates the possibility of applying knowledge about internationalism, integration, and the national question, and allows us to assess a person's practical attitude to the requirements of a functioning national system of interaction. It is no coincidence that the state of culture of everyday communication of representatives of different nationalities is a criterion of social maturity of the population. National relations are a specific form of social relations, which is a system of intra-national and interethnic relations based on mutual trust of equal citizens and peoples. The system includes economic, socio-political, state-legal, ideological, moral-psychological, cultural-everyday and other relations of nations.

The culture of interethnic communication manifests itself in all types of communication between representatives of different nationalities in a particular society, in work, in everyday life, in mass communication. Each representative of a nation evaluates the purity or evil of the soul of a representative of another nation, comparing his attitude towards representatives of other nationalities with others. Representatives of other nationalities strive to instill positive human qualities in themselves, to master life experience in them [1, p.212].

Review of scientific literature

Interethnic relations are being formed in multinational states. Interethnic relations are a set of political, social, economic, cultural, linguistic and other relations within a multinational society. In any multinational state, national policy has its own peculiarities. At the same time, there are ways and methods proven by

historical experience in solving the national issue, regulating interethnic relations. A special role is played by the direct political system in the issues of self-determination of the nation, the conjugation of national and international interests, equality of nations, the creation of conditions for the free development of national languages and national cultures, the availability of national personnel in the system of power, etc. Political interethnic relations are aimed at the realization of civil rights and freedoms of representatives of different nationalities. Ultimately, political interethnic relations play a role at the level of interstate relations of peoples.

The question of the relationship between language and nationality has been debated in science for more than 200 years. A significant part of sociologists and linguists, who gravitate to various schools of idealism, give language the function of primacy in relation to the people. At one time, I. Gerber and V. Humboldt attributed a leading role to language in the formation of national specificity [2, p.143]. V. Boas raised the question of “deep study of the psychology of the peoples of the world”, which can only be carried out by linguistic research. This theoretical premise formed the basis of the conclusion about the decisive influence of language on the process of cognition, which was subsequently developed by a number of American researchers, in particular E. Sapir [3, p.15]. The latter called language a “guide to the perception of social reality”, a model of social behavior. B. Wharf recognized the function of the formation of scientific concepts for language. “We explore nature in the directions that are indicated to us by our native language” he wrote. Culture develops on the basis of the rapprochement of peoples, the unification of the material and spiritual values created by them.

The powerful strength and wealth of each country is determined not only by the level of economic development, but also by the cultural and spiritual field. And we know that cultural culture, spiritual taste is an expression of the mind of the people – it directly depends on the language. Language is a source of country-specific information, since the language of this people reflects all the features characteristic of the life of the country -the state of nature, geographical location, social ideology, the level and specialization of the national economy, the course of historical development, the nature of social construction, the level of development of science and art. Therefore, having mastered a foreign language, a person not only expands his horizons, but also develops a worldview, attitude to the environment. Today, the culture of interethnic communication is not just mutual respect. The spiritual values that have developed in Kazakhstan's society have deeply penetrated the secular culture, the norms of civil society, education, and the socio-political life of the country. Multinational and multi-confessional society has become a resource of Kazakhstan's development strategy. Strengthening of peace and harmony, religious tolerance, charity, formation of national consciousness, ideals, consolidation of society on the basis of civil and democratic values today can be attributed to the culture of interethnic relations. The big goal that the country is currently facing is to achieve unity aimed at recognizing a system of values and principles common to all residents [4, p.3].

Educating students in the spirit of the culture of interethnic communication is a complex task, it has its own specifics at each stage of the education system. When teaching foreign languages, intercultural education becomes an integral part of the entire educational process. It is difficult to imagine teaching a foreign language without constant disclosure of both the characteristic features of the structure of the language and the features of the creative, creative life of the people whose language is the object of study. In the system of training teachers of foreign languages, the issues of intercultural education are of particular importance, since future teachers should have solid practical knowledge of a foreign language combined with a deep understanding of the life of the people, the native speaker, its history and culture, its achievements in all fields of knowledge. Language acquisition meets the interests of the comprehensive development of the economy and especially culture. The culture of interethnic communication is necessary for a person to learn, master, change and improve interethnic relations and acts as an effective means and way of both national progress and education in the spirit of national pride. The culture of interethnic communication focuses on the attitude of people to representatives of other nationalities. The culture of interethnic communication is a culture in the sphere of national politics. This is a certain systemic quality, a way of social life and activity of peoples, a form of ensuring the development and continuity of national and internationalist ideas, norms, beliefs, etc. in their unity and interconnection [5, p.9-10].

Interethnic communication is the communication of representatives of different cultures with each other, the main components of which are culture and communication. We know that the type of relationship and its successful completion, that is, the result, depend on several factors. Interethnic communication is a natural, objective dialectical process beneficial for all peoples and therefore implemented on the basis of voluntariness and reciprocity. It is the result of the development of people's culture, the main condition, the

way of existence and improvement of each person. Interethnic communication of people can be defined as a form of national processes and part of the overall process of development of national relations, covering all spheres of life of peoples – economy, politics, science, culture, etc.

The task of educating students in the spirit of the culture of interethnic communication in the process of teaching foreign languages is understood not as a desire to "invest" in some unchangeable "algorithm" of behavior, but as the formation of a person of modern society capable of creatively developing ideas of interethnic culture.

Currently, the main requirement in the process of teaching a foreign language is to introduce students to the preservation of their culture, national traditions and customs, forming in the language learner people such abilities as a common approach, willingness to understand their culture, tolerance, flexibility. Developing their intercultural communication skills, increasing cognitive activity. Let's consider some aspects of educational teaching of foreign languages, which, as we believe, should be reflected in the system of intercultural education of students. A necessary condition for intercultural education in the process of teaching foreign languages is an ideologically rich educational material of great cognitive interest [6, 20-21].

Methodical searches and experiments that determine the optimal methods of teaching foreign languages, linguistic analysis to determine language samples that provide communication in a foreign language in a variety of life situations, are combined with a careful selection of educational text materials and auxiliary means of visualization of deep ideological content and high artistic and aesthetic value.

Now there are big changes in the language education system: new requirements are being put forward and changes are being made to the choice, content of language material, its organization, and forms of verification. In particular:

-for the formation of students' skills and abilities in all speech activities, as well as the formation of linguistic competence at the level established by the state standard and the program, students need active oral practice.

-for the formation of communicative competence, it is not enough to develop conditional communicative exercises aimed at solving a communicative task.

-when performing this action, students should focus on the content of their pronunciation, words, which creates the possibility of solving one task together, gives the opportunity to think about it, i.e. create a real situation in which the initial node is a thought, and language is its direct function – to form this thought and formulate it.

-in order to achieve the goals in teaching a foreign language, teachers, psychologists and methodologists focus on the need to apply new methods and techniques, active forms of learning in the learning process. The methods and techniques used in the process of teaching a foreign language must meet the following conditions:

-creating conditions in which the student feels comfortable, free, increasing students' interest in the subject, developing motivation for the practical use of a foreign language;

-to improve the creative abilities of the student, taking into account his interests as a person, to form the ability to plan his speech;

-increasing the activity of the student as a person in the process of his interaction with other students in the learning process;

-the organization of the educational process in such a way that the teacher performs the role of an assistant, guide, consultant, and not the main person, the student must make sure that learning a foreign language is more related to his personal interests, activity;

-instilling in students the skills of independent study of the subject, i.e. improving special educational skills, creating conditions for learning in the learning process according to individual capabilities and abilities, mastering the range of knowledge belonging to;

-taking into account the possibilities of working in a team, in a couple, in increasing the activity, creativity, independence of the student.

Research methodology

When teaching a foreign language, the teacher relies only on a specific textbook, the possibilities of expanding the horizons of students, developing the need for further self-education are limited. Therefore, with the help of methods and techniques used in teaching a foreign language, the teacher needs to approach language communication as an interaction between two people, to form the ability to use language as a

means of intercultural communication, to promote a deeper understanding of the culture of his country in the process of learning the history and culture of another country.

As indicated in the methodological literature, the following issues are currently very important in teaching a foreign language:

- The main subject of learning is the student, his cognitive activity.
- The personality of the teacher bears great responsibility, but there are also differences from traditional teaching.
- The student performs most of the achievement of results in educational activities by himself.
- The main goal is the development of intellectual and creative abilities of students, i.e. ensuring the ability of students to independent thinking, independent decision-making, self-education.

Texts on these topics are borrowed from fiction, economic, political and scientific literature. A constant source of up-to-date information about the country of the language being studied are periodicals – popular science, literary and journalistic magazines, newspapers in native and foreign languages. Paintings, audio-video materials and Internet resources serve as teaching aids. A variety of cognitive material makes it possible from the very beginning of learning a foreign language not only to cultivate a deep professional interest, but also helps to reveal the uniqueness of the intellectual life of the people, strengthens the desire to deeply understand their spirit, i.e. contributes to the development of valuable qualities of intercultural education [7, p.65-70].

A comprehensive study of the country of the language being studied, the history of its economic, political and cultural ties with other countries arouses interest in the broad problems of world history, the international situation, deepens the understanding of the general objective laws of the development of society, formulated in the teaching of intercultural communication.

The educative nature of training is provided not only by the ideological and educational orientation of the content of the educational material, but also by methods and forms of organization of independent and extracurricular mass educational work.

Systematic individual work, which plays such an important role in the process of forming the views of a foreign language teacher, almost does not fit into any organizational forms. However, in this area it is possible to find means of constant stimulation and development of views in the right direction. It is important to teach a future foreign language teacher not only what people around the world do, but also what they think and feel.

The ability to observe the mental, moral and political life of other peoples should be developed in a student studying a foreign language through organized influence on his independent reading of foreign literature. In this regard, in addition to the program courses of lectures on literature, review lectures by leading specialists specially invited to the university on topical issues of modern foreign literature, thematic round-table discussions, speeches by domestic and foreign literary critics, writers, poets, literary discussions and poetry evenings are of great benefit [8, p.52-54].

Independent and mass extracurricular work creates an additional opportunity to educate students in the spirit of the culture of interethnic communication. Active language activity in a foreign language during extracurricular time not only helps students to train conversational foreign speech in life situations and communication with many people, but is also a factor in the active formation of a worldview. Such lively and vital types of foreign language classes are of interest to students. Their educational effectiveness is obvious. Naturally, it is necessary to constantly improve the forms and methods of intercultural education.

In our university, an extracurricular form of work is practiced to educate students in the spirit of the culture of interethnic communication "English club". The circle is intended for the 1st year students of all specialties. The relevance of the program of the circle lies in the fact that in the classes of the circle students improve their knowledge, skills and abilities, are convinced of the practical significance of a foreign language in the organization of communication, the acquisition of additional information. The course studies everyday, political, regional and other topics. The circle prepares them to participate in events in the language being studied, promotes the development of students, their self-knowledge, self-affirmation and self-expression. The topic of the work program of the circle complements and deepens the lesson materials, contributes to their more solid assimilation, provides a connection with the life of students and stimulates their need for communication. The purpose of the work of the circle is the further development of foreign language communicative competence, including speech, language, socio-cultural, compensatory and educational-cognitive. Formation of linguistic thinking of students, modern interdisciplinary approach to the study of linguistic phenomena, popularization of knowledge about the English language and its culture;

development of interest in international communication in the studied foreign language and to self-improvement of acquired skills and abilities; expanding horizons and erudition, increasing students' motivation to learn English, the formation of positive, social activity [9, p.56-60].

The tasks of the work of the club: the development of students' language culture and their socio-cultural development; the formation of students' intercultural competence through the implementation of the socio-cultural component in extracurricular activities in English.

Teaching methods used: the organization of the educational process provides for practical classes.

The communicative method is the supreme, dominant, most appropriate to the specifics of a foreign language as an academic subject. With the help of this method, mastering the skills and abilities of oral foreign language communication will be solved.

The visual method provides for the direct display of presentations, videos, handouts, in order to facilitate the understanding, memorization and use of educational material in the practical activities of students.

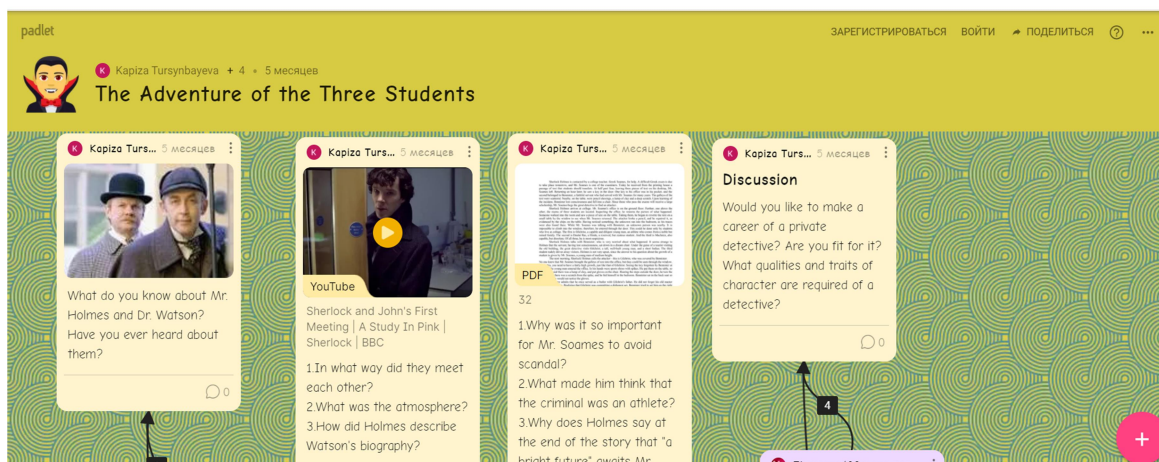
The project method makes it possible to implement interdisciplinary connections in teaching, expand the communication space in the foreign language classroom, and make a broad reliance on practical activities.

- interactive games;
- viewing videos, movie excerpts, parsing words and phrases from TV series;
- discussions and debates;
- online quizzes on the "Kahoot" platform;
- learning new materials;

Every lesson should be started with various types of warm up exercises. At the beginning of classes, the teacher needs to create a friendly atmosphere in the team that will allow students to focus on what they want to learn. Give students the opportunity to get to know each other, tune in to English mode.

Conversation club is not complete without debates. To do this, combine the participants into two teams, let each represent one of the sides of the disputed issue. Give students a few minutes to prepare and let them present their arguments.

Discussing podcasts and videos can be a good activity. Choose the ones that correspond to the topic, send them to students in advance and discuss what you heard or saw during the lesson itself. It would be great if you also prepare word lists for these materials and ask students to actively use these words during the discussion.



Picture 1

A role-playing game is another activity that will help your students speak more confidently. For example, for the topic of food and restaurants, dialogues with waiters or in a grocery store are perfect. And with higher-level groups, you can practice techniques of active listening or conflict resolution.

Ask students to bring their favorite subject, photo, souvenir or even a book (it all depends on the topic) and discuss these subjects. They describe: what is this subject, how did they get it, what is its importance. Other participants should actively engage in the discussion and ask questions. Such a discussion can generally be held in pairs, and then the conclusions can be presented in a group [10, p.588-593].

One more good way to spend time usefully and having fun is board games. A participant receives a card with the word "Circus", then he/she must give the definition of this word. Another game is students receive

cards with letters. Then a letter is randomly selected and for a limited amount of time you need to come up with as many words as possible that begin with the specified letter. All these games can be made independently, using various applications.

Reflection. If it is necessary to start a conversation club with icebreakers or warm up, then it is important to finish the conversation club with reflection, exercises that will help participants assimilate the experience, place accents and consolidate what they have learned. To do this, you can ask students to name the three main insights of the meeting or the most impressive moment. You can also ask: what is the main conclusion that each of the students came to after the discussions.

Culture and personality are inseparable. Culture is the result of human activity, the realization of his essential powers, his talent, mind, knowledge and skills. The great educational significance of culture lies in the fact that it plays an outstanding role in the development of the living creativity of the masses, its initiative and amateur activity. It contributes to the full manifestation of creative abilities of students, increasing their energy in building a new world.

Every national culture exists in the unity of content and form: the social content plays a decisive role in the development of culture, and the form is determined by it and has the opposite effect on the content and through it on the entire cultural life of the people. [11, 2018]

As in other areas of personality formation, it would be interesting and useful to conduct sociological studies of the formation of the consciousness of internationalism among students studying foreign languages. This will reveal the deep processes in this area. Only a well-thought-out system gives the greatest effect in organizational forms and methods of intercultural education of students. The creation of such a system requires further study of the experience of organizing the education of students in the spirit of the culture of interethnic communication in the process of teaching foreign languages.

Conclusion

Human activity takes place within a certain natural and social environment. The knowledge received by a person in the process of familiarization with culture, becoming the inner spiritual world of the individual, begins a new cycle of functioning: they, in turn, are reincarnated into culture in the course of creative activity of the individual, spread, multiply spiritual communication of people.

Being born in a society, a person, in the process of accumulating life experience, absorbs the economic, political and social conditions of society. Under the influence of social relations, feelings of civic duty, patriotism and mutual understanding of different nationalities are born and strengthened.

Thus, cultural development is part of a broader process of forming a comprehensively developed person. By transforming society, students transform themselves.

The formation of a new personality presupposes a comprehensive activation of the personality of the manifestation of its abilities in all possible spheres of life. The very need of the individual for knowledge, culture. In this sense, it is a consequence of the fact that it is involved in the process of unprecedented historical creation in grandiose social creativity.

Interethnic education is, first of all, the education of a new worldview in an individual. It necessarily includes an attentive and sensitive attitude to the national characteristics of each people.

The main purpose of educating students in the spirit of the culture of interethnic communication in the process of teaching foreign languages is the systematic direction of the formation of a person building a society in partnership with representatives of different nations and nationalities, the establishment of the principles of relations between people of different nations and countries. The result of educational work should be the transformation of the principles of internationalism, deep personal beliefs of a person, and from beliefs into the norms of everyday habitual behavior.

The education of students in the spirit of the culture of interethnic communication includes many aspects of the creative process of forming a harmonious personality of its political and moral consciousness. One of these aspects is the formation of consciousness in the spirit of the culture of interethnic communication.

Interethnic culture is an inspiring moral factor on the basis of which mutual understanding between peoples develops. Interethnic culture as a system of relations between people of different nationalities and the consciousness of interethnic culture is formed in the process of daily education of deep respect and a subtle understanding of the interethnic culture of all peoples of the world. At the same time, interethnic culture grows on the basis of properly educated feelings of students in the spirit of the culture of interethnic communication in the process of teaching foreign languages.

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