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#### **Mathematic terms in teaching Turkish language to foreigners**

**Abstract:** Mathematics is thinking system and universal language, which nowadays has an important place in teaching language. Briefly, we can say that mathematics is the most valuable thing in education. Obviously, language is the most important element to communicate with our environment. As all of us know, language is not only based on words or vocabulary, at the same time we need terms and sentences. In addition, we must not forget, if we use word in different context, it uncovers new meanings. Mathematics is like a language gaining new dimension. It is like a country with its own language., almost a unique language. Therefore, we aim to use this big ocean of information, and we try to explain the importance of mathematic terms. In this article, our target is to use mathematic terms in teaching Turkish language, referring to quotations from different articles and books on this subject.

**Key words:** Teaching language, Turkish, mathematic terms.

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#### **Математические термины в обучении турецкого языка иностранцам**

**Аннотация:** Математика играет огромную роль в изучение языка в современном мире, так как является способом мышления и международным языком. Можно сказать, что математика является очень важной частью образования. Как мы все знаем, язык – это самое большое и важное средство для нашего общения с окружающими. А так же мы знаем, что язык состоит не только из слов, так же он нуждается в терминах и в предложениях. Не нужно забывать и то, что используя одно и то же слово в разных предложениях, мы получаем абсолютно новые значения. Также и математика является возвышенным языком в себе же. Словно страна, которая установила свой отдельный язык. И мы тоже поставили себе целью – использовать эту реку и стать частичкой океана. Мы постарались выделить то, как важны математические термины в изучении языка. Целью этой статьи является показать роль и значение математических терминов в изучении Турецкого языка. Именно поэтому были использованы разные материалы на эту тему.

**Ключевые слова:** изучение языка, турецкий, математические термины.

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## INTERCULTURAL COMMUNICATIVE COMPETENCE ACTIVITIES THROUGH INNOVATIVE TECHNOLOGY

**Abstract:** This article addresses the issue of Internet-technologies in teaching a foreign language and foreign culture. It examines Internet-technologies in preparing learners for intercultural communication. When we consider effective method we mean effective strategies of the English language that help teaching target language quickly. Teaching language and culture are very interdependent, that is why language cannot be taught without culture, but there are many ways of co-teaching language and culture. One of the most effective one is internet technologies. Possibilities of Internet technologies for students' intercultural education are quite significant. Representatives of various cultures participate in virtual foreign dialogue and they have a chance to compare and analyze their own and "someone else's" world perception, match miscellaneous points of view, and overrun their cultural standards.

**Key words:** Internet-technologies, Intercultural Communicative Competence Activities, Culture.

The topic "Intercultural communicative competence activities through innovative technology" is significant because it offers the potential for contribution to meeting the needs of students. It is very important to learn culture and language together. However nowadays teachers do not pay necessary attention to the usage of Internet-technologies in classroom. Correct usage of this activity is very useful and also important.

The goal of the study is to understand what makes Internet-technologies effective and how students can learn culture of second language with its help. Second language should be taught with its culture, and the best way is to use Internet-technologies.

Nowadays learning of the English language becomes very popular. In order to learn a language properly, we should be aware of the culture of that nation. There are different ways of teaching second/foreign language culture. One of them is Internet.

Possibilities of Internet technologies for students' intercultural education are quite significant. Representatives of various cultures participate in virtual foreign dialogue and they have a chance to compare and analyze their own and "someone else's" world perception, match miscellaneous points of view, and overrun their cultural standards [1].

One way, or the other, Internet-technologies prepare second language learners for second language communication in a different social and cultural context.

While collecting information about this topic there was no difficulty problems, because the topic is researchable and it is an actual theme that bothers many teachers and researchers. This literature can be useful for different focuses connected with the Internet-technologies usage during the EFL teaching, however I took only those ones that are related to my topic.

One of the tasks in teaching a foreign language as a major at university language departments is developing communicative competence in students. However because of active introduction of information technologies into the educational process at Kazakhstan universities, and the necessity to widen aims of foreign language teaching it has become really important to develop intercultural competence in students. This competence provides developing abilities to cultural interaction. Forty-five students of Suleyman Demirel University participated in this study. They filled out questionnaires, surveys and were interviewed. The surveys suggested that the majority of the students enjoyed Internet technologies. There were only five students who indicated they did not like technologies at all. These findings affirm findings in the research literature. G.D. Tomahin [2] distinguishes two approaches to teaching culture in foreign language class – social-scientific and philological, and points out that the first approach is based on country studies. This subject is traditionally connected with foreign language study. Under the philological approach it is possible to differentiate two problems:

1) extracting culture studies information from language units;

2) teaching perception or presenting a language unit on the image background similar to that which is in the mind of a language and culture bearer.

Linguists and anthropologists have long recognized that the forms and uses of a given language reflect the cultural values of the society in which the language is spoken. Linguistic competence alone is not enough for learners of a language to be competent in that language [3]. Language learners need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. They should know that behaviors and intonation patterns that are appropriate in their own speech community may be perceived differently by members of the target language speech community. They have to understand that, in order for communication to be successful, language use must be associated with other culturally appropriate behavior.

In many regards, culture is taught implicitly, imbedded in the linguistic forms that students are learning. To make students aware of the cultural features reflected in the language, teachers can make those cultural features an explicit topic of discussion in relation to the linguistic forms being studied. For example, when teaching subject pronouns and verbal inflections in French, a teacher could help students understand when in French it is appropriate to use an informal form of address (*tu*) rather than a formal form of address (*vous*)—a distinction that English does not have. An English as a second language teacher could help students understand socially appropriate communication, such as making requests that show respect; for example, “Hey you, come here” may be a linguistically correct request, but it is not a culturally appropriate way for a student to address a teacher. Students will master a language only when they learn both its linguistic and cultural norms.

It is a commonly accepted cliché that we want to teach our young people to think, but thinking at any level of complexity requires an exercise of three interdependent component categories of skills: problem-solving; communications; and self-awareness. These skills cannot be learned by reading any number of books, although a little didactic material can be helpful in creating an intellectual framework for the accommodative learning. Rather, the kinds of skills needed for flexible, creative, rational thinking must be exercised, practiced, and learned in a process of interaction, risk-taking, self-expression, feedback, encouragement, and, in short, a process which is closer to learning to swim than learning the capitol cities of the various states.

The results of the analysis of all the components of the readiness of ESL students to cultural interaction has allowed us to define qualitative, quantitative and structured characteristic of intercultural competence and reveal possible ways of its development via global network Internet "opening window to the world" and allowing to bring students together on the basis of cooperation and get acquainted with culture, tradition, interests of other nations' representatives.

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### **ФОРМИРОВАНИЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ С ИСПОЛЬЗОВАНИЕМ ПЕРЕДОВЫХ ТЕХНОЛОГИЙ**

**Аннотация:** В данной статье рассматривается эффективность Интернет-технологий с точки зрения обучения межкультурной коммуникативной компетенции. Эффективные методы и стратегии обучения английскому языку способствуют быстрому освоению

иностранный язык. При этом обучение языку и культуре – взаимосвязаны, т.е. обучая языку, мы одновременно прививаем навыки межкультурной коммуникации. Одним из наиболее эффективных методов является интернет. Возможности Интернет-технологий для межкультурного образования студентов весьма существенны. Представители различных культур участвуют в виртуальном иностранном диалоге и имеют возможность сравнивать и анализировать своё собственное и "чужое" мировосприятие, понимать и принимать различные точки зрения.

**Ключевые слова:** Интернет-технологии, Межкультурные коммуникативные приёмы, культура.

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### **АЛДЫҢҒЫ ҚАТАРЛЫ ТЕХНОЛОГИЯЛАРДЫ ПАЙДАЛАНА ОТЫРЫП, МӘДЕНИЕТАРАЛЫҚ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ**

**Аңдатпа:** Бұл мақалада Интернет-технологияларын тиімділігі мәдениетаралық коммуникативтік құзыреттілігін оқыту тұрғысынан талқыланады. Ағылшын тілін оқытудың тиімді әдістері мен стратегиялары шет тілдерін қарқынды дамуына ықпал етеді. Сонымен қатар, тілді және мәдениетті оқыту- өзара байланысты, яғни тілді үйреткен кезде біз мәдениетаралық қарым-қатынас дағдыларын да таныстырамыз. Ең тиімді әдістерінің бірі Интернет-технологиялары. Түрлі мәдениеттер өкілдері виртуалды шетелдік диалог айналысатын және салыстыру және талдау, өз және «бөтен» әлемдік көзқарасын, түсіну және біздің көзқарастарымыздың әртүрлі қабылдауға мүмкіндік бар.

**Кілт сөздер :** Интернет-технологиялар, мәдениетаралық қарым-қатынас әдістері және мәдениет.

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### **HEURISTIC CONVERSATION AND THE WAYS TO IMPLEMENT IT TO THE LESSONS OF ENGLISH**

**Abstract:** This article presents some aspects of use of the techniques of the Socratic method. Socratic method helps to develop critical thinking and speaking ability of students, which is one of the most important aspects in teaching English. Using this method leads to an increase in the creative, communicative, and cognitive development of students, and they can easily use this knowledge in the real life situations. This article describes the techniques and games with the help of which a text can be used as an object of discussion. This article describes the types of teaching games that can be used to discuss the text, associative thinking of the students on the topic of a lesson and development of creativity by expanding vocabulary knowledge of students. Methods based on games which are called "Basket of ideas", "Marks on the field" and "Pyramid" will help to diversify the lessons, and facilitate the implementation of the Socratic method in the lessons

**Key words:** Socratic Method, heuristic method of teaching, Heuristic conversation, learner's autonomy

Socratic Method can well be successfully implemented in all areas of education including EFL teaching. However, certain aspects of this method do not adhere to the humanistic language teaching practices that are of high value in contemporary language education, and need to be revised. Here are some ideas on how to implement it into lessons of English.