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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.

References

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2 Томахин Г.Д. Лингвострановедение: что это такое? // Иностранные языки в школе. 1996. №6. С. 22-27

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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 иностранного языка. 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 «ботен» әлемдік көзқарасын, түсіну және біздің көзқарастарымыздың әртүрлі қабылдауға мүмкіндік бар.

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