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GENERAL CULTURAL COMPETENCE FORMATION OF STUDENTS IN ENGLISH CLASSES

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Annotation

The article discusses the process of formation of general cultural competencies of students of non-linguistic specialties of the university in English classes. The most important tasks in the formation of this competence are highlighted. Methods are given that contribute to the formation of general cultural and intercultural communicative competence (work with a geographical map, with proper names, with proverbs and sayings, with signs and symbols, quiz, with projects of a country-specific nature, with pictures, with videos). According to the results of the research conducted by the authors, it was found that these methods can be used as extremely effective in order to achieve the goals of teaching a foreign language and intercultural adaptation.

Key words: general cultural competence, intercultural, education, process, knowledge, foreign language, ability, teaching, communication skills.

АҒЫЛШЫН ТІЛІ СЫНЫПЫНДА ОҚУШЫЛАРДЫҢ ЖАЛПЫ МӘДЕНИ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

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Аңдатпа

Мақалада ағылшын тілі сабақтарында университеттің тілдік емес мамандықтары студенттерінің жалпы мәдени құзыреттіліктерін қалыптастыру процесі қарастырылған. Бұл құзыреттілікті қалыптастырудағы ең маңызды міндеттер атап өтілген. Жалпы мәдени және мәдениетаралық коммуникативті құзыреттілікті қалыптастыруға ықпал ететін әдіс-тәсілдер (географиялық картамен, жалқы есімдермен, мақал-мәтелдермен, белгілермен және белгілермен жұмыс, сұрақ-жауап, елге тән жобалармен, суреттермен, бейнелермен). Авторлар жүргізген зерттеулердің нәтижелеріне сәйкес, бұл әдістерді шет тілін оқыту және мәдениетаралық бейімделу мақсаттарына жету үшін өте тиімді қолдануға болатыны анықталды.

Түйінді сөздер: жалпы мәдени құзыреттілік, мәдениетаралық, білім беру, процесс, білім, шет тілі, қабілет, оқыту, коммуникативті дағдылар.

ФОРМИРОВАНИЕ ОБЩЕКУЛЬТУРНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НА КЛАССАХ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация

В статье рассматривается процесс формирования общекультурных компетенций студентов неязыковых специальностей вуза на занятиях по английскому языку. Выделены наиболее важные задачи при формировании данной компетенции. Приведены методы, способствующие формированию общекультурной и межкультурной коммуникативной компетенции (работа с географической картой, с именами собственными, с пословицами и поговорками, со знаками и символами, квиз, с проектами

страноведческого характера, с картинками, с видеофильмами). Согласно результатам проведенных авторами исследований установлено, что данные методы могут использоваться как исключительно эффективные для достижения целей обучения иностранному языку и межкультурной адаптации.

Ключевые слова: общекультурная компетенция, интеркультурность, образование, процесс, знание, иностранный язык, способность, обучение, коммуникативные навыки.

Introduction

One of the key tasks of modern higher education is the task of developing creative abilities and realizing the personal potential of each student, preparing him for cultural, professional and personal communication with representatives of different countries and cultures. And this means that one of the important aspects of education is the education of a tolerant attitude towards representatives of other cultures.

A foreign language has a great educational and developmental potential. The main direction in the methodology of teaching a foreign language is the formation of general cultural and intercultural communicative competence, which ensures practical knowledge of a foreign language and communication with native speakers of the language being studied [1, p.15-17]. It is this method that focuses on the personality of the student, allows you to take into account the essence of the language as an instrument of human activity, a means of becoming a person, allows you more closely connect the educational process with the life needs and students' orientations. A person who receives higher education not only becomes a specialist, but also increases his own human cultural and moral potential. Therefore, the question of the general cultural and intercultural aspect in teaching a foreign language is the most relevant.

General cultural competence is the student's ability to navigate in the space of English-speaking culture. It includes a knowledge component: an idea of the scientific picture of the world, knowledge of the main scientific achievements of the country which language is being studied, an idea of artistic values.

Students of our university have the opportunity to study on academic mobility in universities of other countries, such as: Poland, Holland, Czech Republic, Lithuania, Russia, etc. and in practice they encounter not only a different language, but also the culture of these countries, their way of life and every nation mentality characteristic. Their comfortable life in the country and successful education depend on how our students are prepared.

When teaching a foreign language culture, the following most important tasks can be distinguished:

1. To determine the minimum amount of cultural material;
2. To identify what kind of culture corresponds to the goals of learning a foreign language in a specific learning situation;
3. To select and present material corresponding to these goals;
4. To form students' "skills of cultural consciousness";
5. To form the concept that no culture is static;
6. To involve students in general cultural activities;
7. To form the concept that there is not one single English language, but a whole family of English languages.

The processes of mastering culture and studying culture differ in the basic principles of knowledge perception. The process of mastering culture [2, p.22-23] presupposes its reconstruction, i.e. the process of culture cognition and language goes from the general - the phenomena of culture - to the particular - the linguistic units in which this phenomenon is reflected. The native culture is perceived as a whole, as the world around us, which, being

refracted in consciousness, is fixed in the language. The study of a foreign culture begins with the study of the language. Learning a new language form, a student discovers that part of the culture, that social unit that lies behind him. Through a foreign language, the learner constructs the culture of people who speak it. The process of studying a foreign culture goes from the particular - language structures - to the general - knowledge and culture understanding [3, p.75-76].

Obviously, if in the process of learning a foreign language we can draw certain parallels with our native language, establish general patterns, and then the learning process will be less difficult. The quality of education largely depends on the selected country-specific and linguistic-cultural material. Relevant and interesting information about life and way of life in the English-speaking countries, photographs, charts, statistics, detailed teacher comments and communication exercises based on the material presented will allow foreign language teaching and methodological complexes to fully comply with the modern educational paradigm in our country.

It is necessary to take into account the features of real communication, and the learning process should be based on a model of real communication [4, p.33-34], because knowledge of the language system (knowledge of grammar and vocabulary) is not enough for the effective use of the language for communication purposes.

Research methods

In the formation of general cultural and intercultural competencies, the following types of educational activities are used:

1. Working with a geographical map.

Work with geographical maps creates students interest. We try to choose such exercises that would be aimed not only at controlling knowledge about the geographical location, but also contributed to the development of logical, spatial thinking and imagination. Usually, students are offered geographical maps of five countries (Great Britain, USA, Canada, Australia and New Zealand), where they must find the same names, transfer names that have acquired the word **New** in one of the countries. Either they should tell what associations they have with this or that geographical name.

2. Work with proper names.

In order to master proper names, students get acquainted with the 10 most common male and female names and their diminutives. You can invite them to match or offer to play the game "Introduction". When meeting, each participant calls a fictitious full name, then a diminutive. In this case, such phrases are used: "My name is...", "Mother calls me...", "My sister calls me..." etc.

3. Work with proverbs and sayings.

The work with proverbs and sayings is also of great interest. It has long been noted that the wisdom and spirit of the people are clearly manifested in their proverbs and sayings, and knowledge of the proverbs and sayings of particular people contributes not only to a better knowledge of the language, but also to a better understanding of the mindset and character of people.

4. Work with signs and symbols.

Continuing to compare, we include signs and symbols of culture in the educational process. This type of work is successfully used by us at different stages of working with the material: both at the beginning and at the end of the cycle. In this case, various forms of work are used: frontal work, group work, and work in pairs.

5. Quiz is a commonly used form of work.

A quiz, or otherwise a questionnaire, is one of the most versatile forms when working with regional studies material. Most often, it is built in the form of a test based on the principle of choosing an answer from a number of proposed options. Its versatility lies in the fact that the quiz is used at different stages of work both on the topic of a separate lesson and at the end of work on the textbook micro cycle. Work practice shows that the systematic use of quizzes when working with country-specific material provides a high level of assimilation of realities, national-specific information. The quiz is available for all levels and is one of the most effective exercises that stimulate the independent students work, developing the ability to succinctly present the main linguistic and cultural information.

6. Work with projects of regional geographic character. In our practice, we often use this form of students work with the material. The project method provides a good basis for the implementation of interdisciplinary connections, and also contributes to the active involvement of students in the dialogue of cultures. In addition to general educational skills, projects contribute to the formation of skills to use speech clichés, phrases, and certain grammatical forms.

7. Working with pictures.

This type of work contributes to the development of communication skills. With this work:

- knowledge of the lexical units of the language is enriched and consolidated;
- there is a consolidation of grammatical skills;
- imagination is developed;
- there is more visual assimilation of culture elements.

Very often we combine work with pictures and listening.

8. Working with videos.

Video films about the countries of the language being studied are of great interest to students. Such films should not be long; otherwise students will not be able to complete the tasks given before watching the film. For example: they should write down what geographical names sounded in the film, what proper names they remember, what turned out to be new to them. In this case, the group is divided into several subgroups, each of which works on a specific task.

9. Simulation method.

Simulation is a reproduction in English of a real life situation in a classroom, in other words, a decision-making activity in a certain situation, where participants (in their own name or acting in various social roles) discuss a problem or a series of interrelated problems in certain given conditions [4, p.112-113]. Students simulate a real life situation in a classroom. It can be any household or professional situation. For example: let's take the topic "Working day of a business person." The teacher invites students to close their eyes and immerse themselves in the beginning of the story, in which a certain young man or young lady (English names are chosen by the students themselves) begins their day with awakening, with a cup of aromatic coffee (tea) (there is a description of the beginning of the working day), then the hero of the story leaves the house, gets into the car (the model and color depends on the students imagination). Further, everyone continues his way himself in the role of Mr. or Mrs. This method allows a student to feel himself like an Englishman or an Englishwoman in a given situation and live the day in accordance with their culture and way of life. This method stimulates interest in learning a foreign language.

Research results

The result of the formation of general cultural competencies can be called the following:

1. The desire of students to learn, "discover" knowledge for themselves and apply their skills in life situations.
2. Stable high quality of knowledge.
3. Creation of conditions for the development of creative potential.
4. Providing each student with the opportunity to realize their creative potential.
5. Active life position of students.

Conclusion

Thus, in the process of learning a foreign language and through it, students develop the skills that are an integral part of general cultural competence, such as the ability to learn, to explain the phenomena of reality, their essence, causes, and relationship; the ability to navigate the key issues of modern life - environmental, political, intercultural interaction and others; the ability to navigate in the world of spiritual values, reflecting different cultures and worldviews; the ability to solve problems related to the implementation of certain social roles (voter, citizen, serviceman, consumer, patient, organizer, family member, etc.); as well as the ability to solve problems common to various types of professional and other activities (communication, search and analysis of information, decision-making, organization of joint activities) and many others. All this makes it possible to educate a person of culture, committed to universal values, who has absorbed the richness of the cultural heritage of his people and the peoples of other countries, striving for mutual understanding, capable and ready to carry out interpersonal communication [5, p.11-13].

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