

THE SIGNIFICANCE OF FORMING STUDENTS' INTERCULTURAL COMMUNICATIVE COMPETENCE THROUGH AUTHENTIC MATERIALS

N. Rysbekkyzy¹, Senior Lecturer

T.T. Turganbaeva², Senior Lecturer

¹Al-Farabi Kazakh National University

²Kazakh National Women's Teacher Training University
(Kazakhstan, Almaty)

DOI:10.24412/2500-1000-2022-3-2-249-254

Abstract. *Learning a new language does not only expand person's thinking ability but also expands his worldview. The current situation allows each of us to live in a common world, so we need to be able to establish a mutually beneficial dialogue with all people in the common living space, to create humanitarian cultural bridges between different professions and cultures. Experience has shown that in order to maintain these diverse and multi-level connections and relationships, every foreign language learner doesn't have to only master the language, but also to be aware of the norms of foreign language culture. The study reviewed many foreign publications on this topic. There was a survey among the students to determine their intercultural communicative competence. The results of the survey showed that students' language skills are currently being improved by the authentic materials.*

Keywords: *intercultural communicative competence, formation of ICC, authentic materials, use of ICT, foreign language teaching.*

Introduction. Life process of language depends on people whether they speak it or use it as their native language. The importance of the English language is naturally very great. English language is an instrument of recognition of the world. It is known that nowadays international relations between the Republic of Kazakhstan and foreign countries are growing. Foreign language professionals are becoming more and more needed to develop these relationships. The main purpose is to form a poly-cultural individual who can interact freely with everyone and be able to adapt to any foreign environment, can demonstrate abilities and skills in a particular science, and has acquired multilingual competences. Nowadays every English teacher is responsible to educate her students to speak English fluently and further use this knowledge in various spheres. Because our country is interacting with other countries and there are many foreign companies, firms in Kazakhstan. Therefore, the main task of the state program "Concept of education development in the Republic of Kazakhstan till 2015" was determined as the significant strategic direction of today's higher education is – to educate and bring up a new generation

of high qualification, broad outlook, professional competence, creative thinking with high moral qualities [1].

The purpose of this article is to develop additional methods for the formation of students intercultural communicative by the authentic materials.

Main part. The development of intercultural understanding is a process that accompanied by learning a new language. When student starts to learn foreign language, he or she will be aware of this country's intercultural communication, people will interact with another culture's owner. This shows the close link between language and culture. Therein, it is necessary to gradually teach not only the language but also the culture, literature, art of the country as well.

Only young people who are highly educated, competent and able to withstand any tough competition can open the door to the future. The globalization of our country is realized through a young, educated, energetic, and spiritually intelligent nation.

One of the significant issues in the sphere of education is the formation of student personality in higher education institutions, the cultural formation of their competences a pro-

fessional. From philosophical, psychological and pedagogical research we can notice that the concept of “culture” has many characteristics. The concept of “culture” was considered by the ancient philosophers as “improvement of the soul”. Later, the word culture came to mean as “education”, “development”, “ability”, or “respect”. Over time, upbringing has been used not only in the sense of education but also in the broad sense of teaching. However, the notion of “culture” which has become so familiar to us, dates back to ancient times, and the connection between education and upbringing. It is true that without education and upbringing a person can never become cultural, but education and upbringing are the source of all peoples culture [2, p. 75].

Before discussing about intercultural competence, we have to first consider the concept of general competence. Moreover the term “key competency” first appeared in the Council of Europe’s “Secondary Education in Europe” project in 1992. The objective of this project was to analyze the content of the purpose of education in EU countries and the mechanisms for assessing the level of student achievement [3, p. 256]. This topic was studied by many scientists N.V. Kuzmin [4, p. 11], A.K. Markov [5, p. 16]. The concept “competency” was discussed in their works, and it was used as a specific, fairly high level of specialist knowledge of a particular activity or knowledge system. This terminology was also researched by domestic scholar S.S. Kunanbaeva, she defined the system of competencies as goal and the final result of education. Revealing the following regularity about the system-forming factor of the result of the learning process when building a graduate model, S.S. Kunanbaeva considered it as the main indicator of the quality of education. In turn, the specialist’s model acts as a system-forming factor for the selection of content and forms of its implementation in the educational process [6, p. 344].

One of the indicators of the formation of intercultural communicative competence is the individual’s ability to adapt within two or more cultures, to the so-called “intercultural adaptation”. A person with this ability is characterized by such qualities as respect and

tolerance for the cultural identity of the peoples of other countries and his/her people, willingness and ability to change stereotypical ideas, overcome prejudices in connection with the acquisition of new knowledge and experience, awareness and manifestation of one self as an equal and a full-fledged participant-subject of the dialogue of cultures, capable of carrying out adequate intercultural interaction. It follows that intercultural adaptation integrates all the above mentioned qualities and abilities of a person.

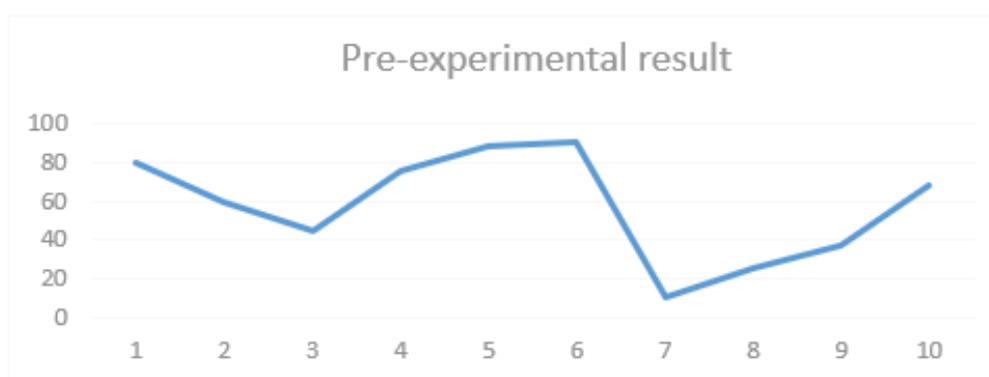
Intercultural communication is one of the most significant aspects of human life and society. The development of interpersonal and intercultural interaction are prerequisite for the peaceful and effective coexistence of countries and cultures in modern multicultural and multilingual space. This factor has gained particular relevance in the last decade, when dialogism, the ability to negotiate with representatives of other cultures have become a condition for the survival of all mankind. Thus, the following conclusion can be drawn: the development of intercultural communication is an integral part of modern society and education. While teaching foreign language, it is important to consider linguistic and socio-cultural competencies that include in communicative competence. At the same time, the teacher provides the conditions necessary for competent familiarization of students with foreign language culture and “dialogue” with it. In this regard, when forming students intercultural communicative competence, it is necessary to take into account precisely various types of authentic materials that stimulate interest in the language, motivate students to further study and support speech communication in the classroom. The term “authentic” is often studied by many scientists as E.G. Azimov, D. Kost, Morrow, Sanderson and Harmer [7, p. 16]. The authentic was characterized like “the naturalness of the lexical and forms, the adequacy of linguistic means” and authentic texts were considered as “a part of written and oral information to native speakers” and were determined as “authentic is a language, a speaker or a writer for a message of a certain kind” by them. E.N.Solovova relates to the materials “various in language, news and television, instruction

and announcements, performances of actors, by telephone, and films, songs, video clips" [8, p. 26].

Methodology. This study was directed to analyze students' usage of all types of authentic materials in forming their intercultural communicative competence. According to the formation of students intercultural communicative competence among the students of 4 course was conducted a questionnaire. The questionnaire was written in English and purpose of it to realize how much the future graduating students know about authentic materials, how often they used them in English, how regularly they watch authentic videos, audios in everyday life, read English books in their originals, read newspapers and magazines.

Results of research. The main task is concerned with the usage of authentic materials in teaching English. For example, when answering question No. 7 "Have you ever read original English newspapers? What are they?" it is clear that because of computer technology nowadays students are not getting to read original English newspapers and magazines. They prefer to look through news with the help of different gadgets.

Tasks requiring an answer directly in English were also included in the preliminary section. Here is an example: Question number 8 "What kind of English show programs do you watch?". In addition, with the help of task number 9, "Do you read original English books? What are they?" it was required to identify the level of students' in English literature applying original books of famous English writers and poets to form intercultural communicative communication, as well as the ability to put into practice the principles of intercultural communicative communication in substantiating student's point of view and identifying criteria for successful intercultural dialogue. The level of formation of the component of the "conversation" was checked through tasks such as, for example, question number 10 "Do you watch English films with subtitles or not? Why?". After completing the assignments, students were asked to reflect and answer the question of what questions caused them the greatest difficulty. According to the results of the survey, it was found that the most difficult for students was to read original books and newspapers in English.



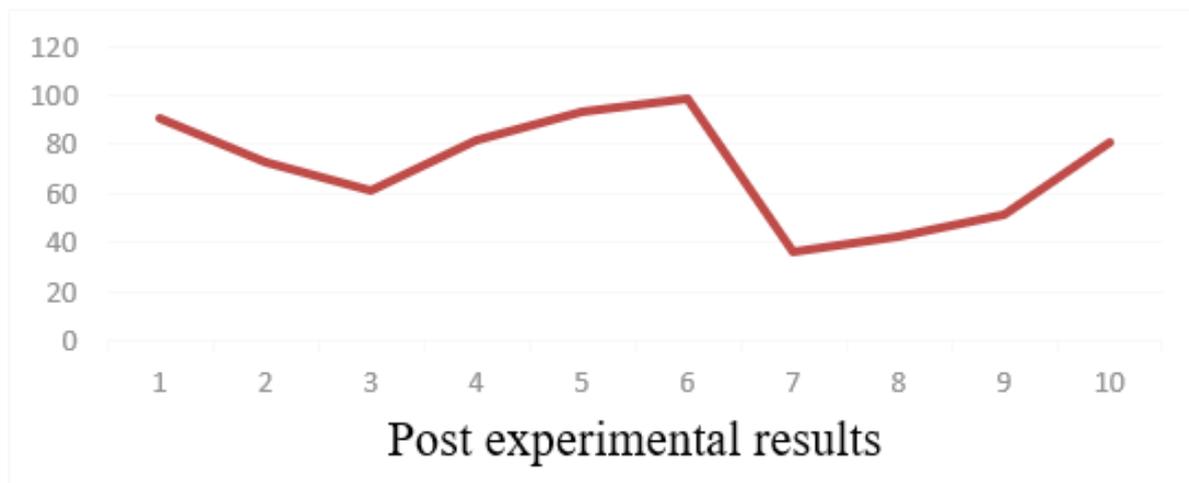
Picture 1. Results of the pre-experimental task

After this questionnaire students of 4th course were given authentic texts, audio and video materials concerning to the syllabus topic in accordance with the schedule for the subject "Methods of teaching foreign language". At the lesson, there was used a presentation where the process, levels and barriers that arise during communication were clearly shown. At the end of the lesson was

shown a short fragment of the film "Freedom writers" that close to the topic. Some students' had difficulties with listening, some of them had misunderstanding. To overcome these problems, there were played various videos, films, audios related with the subject, topic and students' level of English, such as films "Bad teacher", "American teacher", Ted Talks as "How to learn any language easily",

“Why we struggle learning languages”, “What makes a good teacher great?”, “Why teachers teach but kids don’t learn”, also English Talk PODCAST about learning and teaching English, as well as the website www.breakingnewsenglish.com,

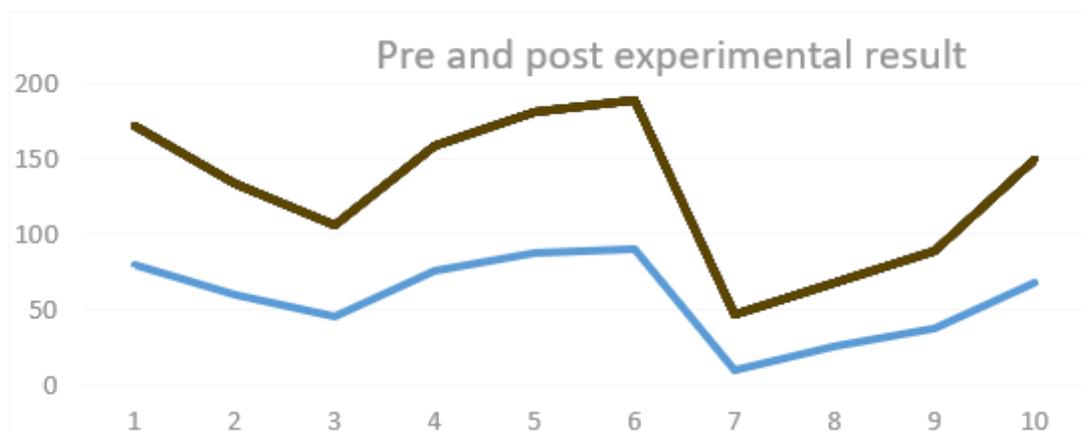
www.learningchocolate.com, and others. After a while, there was held the last questionnaire with students for realizing the improvement of students` English skills and their intercultural communicative competence.



Picture 2. Results of the post-experimental task

The above graph shows that all students successfully coped with the authentic materials while used at the lesson. All students

showed higher results in the questions No 3, 7 and 8.



Picture 3. Results of the final task

So, the results of the analysis of the repeated questionnaire indicate that 4th year students increased their level of English in many intercultural topics.

Discussion. The obtained data proved the effectiveness of our development, methods for the formation of knowledge, skills and intercultural relations competencies in university students using authentic materials for teaching English. The basis of the methodology for the formation of components of inter-

cultural communicative competency was put integrative approach, which involves interconnected formation of intercultural and foreign language communicative competencies, as well as a number of principles (principle cultural diversity, the principle of variability, the principle of multicultural self-determination and self-actualization of personality, the principle of tolerance and principle of dialogue of cultures).

Our proposed procedure for selecting different authentic materials carried out in accordance with the principles outlined by us and selection criteria and allowed to select only those authentic materials that will help shape intercultural communicative competence of university students in English.

Conclusion. The goals and objectives of teaching a foreign language are determined from the point of view of possible access to real communication with a native speaker with authentic sources of information. The most effective means of intercultural communicative competence are authentic materials. Summarizing the above, we can conclude that

authentic materials have to be used widely in a foreign language teaching. In the experimental and practical activities, there were used texts, videos, audio materials, articles, English teaching websites, writing. Thus, it can be said with sufficient certainty that authentic materials are a huge incentive for learning a language, they bring students closer to the target language culture, making the process of learning a language more enjoyable. When working with authentic texts, students discover new concepts and learn a lot about English culture and educational system of foreign countries. Authentic texts cultivate tolerance for another culture.

References

1. Development of education and science of the Republic of Kazakhstan State program for 2016-2019. President of the Republic of Kazakhstan 205 Decree. – Astana, 2016 // www.akorda.kz
2. Bibler, B.C. Dialogue of cultures Text // Questions of Philosophy. – 1993. – №5. – P. 75-93.
3. Common European competencies: study, teaching, assessment. – M.: MSLU, 2003. – 256 p.
4. Kuzmin M.I. Education in a multi-ethnic and multicultural Russia Text // Pedagogy. – 1999. – № 6. – P. 11.
5. Markova A.K. The formation of interest in learning from students. – M.: Pedagogy, 1986. – P. 16.
6. Kunanbaeva S.S. Theory and practice of modern foreign language education. Almaty, 2010. – 344 p.
7. Kost, D. Original texts and materials at an advanced stage of training // Questions of methods of teaching a foreign language abroad. – M.: Education. – 16 p.
8. Morrow K. Authentic Texts in ESP // English for Specific Purposes. London: Modern English Publications, 1977. – 26 p.

ЗНАЧЕНИЕ ФОРМИРОВАНИЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ У СТУДЕНТОВ С ПОМОЩЬЮ АУТЕНТИЧНЫХ МАТЕРИАЛОВ

Назерке Рысбеккызы¹, старший преподаватель

Т.Т. Турганбаева Тоты Глеугазиевна², старший преподаватель

¹Казахский национальный университет им. аль-Фараби

²Казахский национальный женский педагогический университет
(Казахстан, г. Алматы)

Аннотация. Изучение нового языка не только расширяет мыслительные способности человека, но и расширяет его мировоззрение. Сложившаяся ситуация позволяет каждому из нас жить в едином мире, поэтому нужно уметь налаживать взаимовыгодный диалог со всеми людьми в общем жизненном пространстве, создавать гуманитарно-культурные мосты между разными профессиями и культурами. Опыт показывает, что для поддержания этих разнообразных и многоуровневых связей и отношений каждому изучающему иностранный язык необходимо не только владеть языком, но и знать нормы иноязычной культуры. В ходе исследования было проанализировано множество зарубежных публикаций по данной теме. Среди студентов было проведено анкетирование с целью определения их межкультурной коммуникативной компетенции. Результаты опроса показали, что языковые навыки студентов в настоящее время улучшаются на основе аутентичных материалов.

Ключевые слова: межкультурная коммуникативная компетенция, формирование МКК, аутентичные материалы, использование ИКТ, обучение иностранному языку.