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«ҒЫЛЫМ ЖӘНЕ БІЛІМ – 2017»

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XII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ

XII Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ – 2017»

PROCEEDINGS

of the XII International Scientific Conference
for students and young scholars
«SCIENCE AND EDUCATION - 2017»



14th April 2017, Astana



**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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the additional education of children; also, correlation can be privileged in upbringing, learning and developing processes.

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CROSS-CULTURAL ISSUES IN FLT

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In the age of globalization English language learning becomes an inevitable part and objective necessity of contemporary society, and consequently, of the system of secondary and higher education. International integration, and, in particular, foreign policy of the Republic of Kazakhstan strengthen the importance of English language as the main language of international and intercultural communication, and widen the range of its application.

For years, many ideas and perspectives concerning language and the role of culture in the process of language teaching have come, and then been taken over later by others throughout the history of foreign language teaching. The different approaches to the issue of the integration of culture in language teaching in various ways were considered by scholars who emphasized different aspects of culture to be included in their teaching program. It is clear that every method in language teaching is a product of its times and it also a reflection of the requirements the society imposed upon the language teaching at that time. Stern considers language teaching as an art which through the ages has pursued three major objectives: social (language as a form of communication), artistic-literary (language as a vehicle for artistic creation and appreciation), and philosophical (linguistic analysis). He maintains that these broad aims have, in different periods in history, been emphasized to varying degrees. [1, 25]

One of the most significant changes in language learning and teaching over the past two decades has been the recognition of the intercultural competence as a key component. This change has transformed the nature of the experience of teaching and learning languages to a great extent. As stated by Byram, the success of interaction implies not only an effective interchange of information, as was the goal of communicative language teaching, but also the “the ability to decenter and take up the other’s perspective on their own culture, anticipating and where possible, resolving dysfunctions in communication and behavior”. [2, 3]

Cross-cultural/intercultural approach is considered to be the modern paradigm of foreign

language education.

Domestic scholar S. Kunanbaeva widely discusses this issue and gives the definition to the term modern paradigm of foreign language education. She says that in recent years, within pedagogy, the term 'pedagogical paradigm' has been widely used and linked to the structure and aims of the educational model. An educational model may be defined as a general conceptual model representing the structure and function of a concrete type of means for implementing the educational process. [3, 9]

In the concept of education of the republic of Kazakhstan it is noted that the main task of foreign language education is a realization of a methodological direction where a dominant role is given to intercultural communication. The aim of foreign language education is to train and develop an individual able to successfully interact with foreign people, to cope with cross-cultural contact situations.

Foreign language education is intercultural. Bringing a foreign language to the classroom means connecting learners to a world that is culturally different from their own. Intercultural communication as a phenomenon is really universal and it takes place everywhere. When we talk with an American teacher, or send an e-mail to a foreigner or even when we watch a foreign film or read an English novel, we are involved in intercultural communication.

English, as an international language, requires its learners' intercultural awareness.

Intercultural awareness cannot grow naturally. It has to be trained and acquired. In native language learning, a child's acquisition of the linguistic competence (learning the language forms) goes hand in hand with the acquisition of "culture competence", which mutually supports one another. [4] For example, when a child growing up in the American cultural world learns the word "dog", he will normally learn the cultural meaning of the word: the dog is "man's best friend". In Kazakh cultural world "dog" is treated in a friendly way and is believed to be a good friend. [5, 56] When people from different cultural background communicate, their respective "intuitive competence" may cause cultural misunderstanding. "Intuitive competence" is something that native speakers possess, but foreign learners have to be trained. Therefore, it becomes necessary for learners to increase the intercultural awareness in their foreign language learning. In an era of coexistence of multi-culture, understanding and accepting cultural differences becomes a must in order to become an effective intercultural communicator.

The need for intercultural knowledge and skills that lead to intercultural communication competence becomes critical today. Cross-culturally competent persons know how to lead to a desired response in interactions, and to achieve their own communication goals by respecting and affirming the others' cultural conventions, values, mode of thinking, worldview and cultural identities. In other words, intercultural communication competence is the ability to acknowledge, respect, tolerate, and integrate cultural differences that exist between individuals, social members, ethnic groups, and countries, etc. Fostering the high tolerance of various cultural differences, and learning to deal with the cultural differences through mutual coordination, is the core of developing intercultural communication competence.

Globalization demands the enhancement of intercultural communication among people from diverse cultures in order for us to survive in the 21st century. As a component of intercultural communication competence, intercultural awareness is an indispensable element for us to reach this global mindset. Sue identified 4 awareness competencies: (1) Self-awareness. It requires people to become aware of the way their own lives have been shaped by the culture into which they were born. This is also accompanied by learning to respect and become sensitive to culturally different others. (2) Consciousness of One's Values and Biases and Their Effects. It requires conscious awareness of one's own values and biases and how they affect the way one interacts with culturally different people. (3) Necessity of Becoming Comfortable with Differences. People should not be afraid of recognizing and admitting there are differences. They should feel comfortable with the awareness that they may not be able to behave according to these other values. (4) Sensitivity to Circumstances. Being sensitive to circumstances implies that human beings are not always reliable and that there may be certain cultural groups in which some people have a very hard time

interacting. [6, 146]

Currently, foreign language teaching in our country is in the stage of getting rid of the old and bringing forth the new. Some schools have abandoned the old textbooks, which only contain the basic linguistic knowledge. They have begun to use some new textbooks that contain not only language knowledge but also some social and cultural contents, which stress the communication value of language and socio-cultural meanings, some “authentic materials in real life”, touching upon the cultural differences of communication. Some textbooks on intercultural communication have been published.

First of all, foreign language teachers need to handle properly the relationship between exam-oriented education and quality-oriented education. The latter stresses the development of abilities of using foreign language to communicate and interact successfully in intercultural communication settings. We should fully understand the requirements of college foreign language teaching, and make clear that we are bringing up people who need to have interdisciplinary talents. So in teaching practice, we not only emphasize teaching the basic knowledge of foreign language, but we should pay more attention to the development of foreign language learners’ pragmatic competence. Second, foreign language teachers must strive to improve the cultural attainment of their own continuously. The background knowledge about culture covers a lot of grounds. It may involve politics, economy history, geography, arts, religion, conventions, etiquettes, values, worldview, ethics, morals, mentality, etc. of the target language country. All of them may reflect a lot of cultural background knowledge. We can try to learn the foreign culture through various channels, such as making more new foreign friends, reading extensively all kinds of literary works, watching some wonderful foreign films, listening to some elegant songs and music of foreign language. As a foreign language teacher, only if he or she persists in studying continuously to improve his or her own cultural attainment, he or she can teach a foreign language well and full of life, not only give him or her fish, but more importantly, teach him or her how to fish.

In foreign language learning, in order to overcome cultural barriers, foreign language learners must, first, let themselves become interested in appreciating the culture of target language and correcting their attitude towards the culture of target language. It is difficult to imagine that a person who despises the culture of the target language can learn it well. Second, a foreign language learner must read books extensively to know foreign cultures as much as possible. This is a substantial stage to take in foreign cultures, such as the target language country’s economic situations, political structure, social life, history and geography, science and technology, local traditions and conventions, literature and religion and development of the language itself. If we really want to learn a foreign language very well, we must be well equipped with this kind of knowledge. The main means to obtain this knowledge is to read extensively, other means including many media such as newspapers and magazines, broadcasting and television programs, video tapes, etc. Finally, to communicate successfully with people from different cultural backgrounds demands that foreign language learners must be good at observation and listen to advice with an open mind. Although there are many ways of observation, whichever way you may use, you must base yourself on objectively observing the differences and similarities between different cultures, thereby finding out people’s differences in social attitudes and social behaviors. But only being good at observation is not sufficient. So as foreign language learners, when you meet with some cultural problems, and you cannot understand them by your own knowledge, you have to seek advice with an open mind from other people, thereby eliminating various barriers in foreign language learning.

Intercultural communicative competence is a context-specific concept. The context refers to not only the communication situation but also the cultural background. Hymes pointed out “If we give the meaning of a new word, either by translation into the native language or by an equivalent in the same language, we weaken the impression which the word makes on the mind.” [7, 5] Therefore, explanation is discouraged, and the students are expected to deduce the explanation of the meaning or the structure. In order to stimulate student’s intercultural interest in target culture, English teachers should not only explain the meaning, the structures of the words but also provide several of situations for the students to practice the norms of the culture. The real-life intercultural

circumstances are more complex than the situations provided in classroom. Therefore, in order to improve students' intercultural communicative competence a variety of contexts should be provided in English classroom for them to practice the abstract norms or skills.

It could be said that foreign language teaching and learning through culture-based activities is one of the most effective and interesting ways for presenting, practicing, reviewing the vocabulary and improving the learner's language and communicative competence. " Culture-based activities contribute a lot in foreign language teaching if the students are given chance to practice the target language through its culture in a pleasant and friendly warm atmosphere. It is the reality that both the students and the teachers themselves demand new and creative ways of foreign language teaching and learning.

Thus, the role of cultural based activities in foreign language teaching cannot be ignored because every cultural activity has shown plenty of advantages and effectiveness in ELT in many different ways. First of all, culture-based activities bring a kind of fruitful atmosphere where students learn four skills through sharing information, discussing and interacting with each other that all the students are involved in the process of acquiring linguistic competence and thus helping themselves to retain new material easily. Secondly, cultural based activities involve the students in the task, content and context-based activities where the goal is to set and students do their best in order to compete with each other. When they reach the aim they feel themselves happy so that they become motivated. Thirdly, the main factor of using socio-cultural activities is that they bring real world context into the classroom and enhance students' use of the target language in a flexible and communicative way.

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ПРИМЕНЕНИЕ ИНТЕРНЕТ ТЕХНОЛОГИЙ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СТУДЕНТОВ ВУЗОВ

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С момента появления Интернета он был назван самой большой коммуникативной революцией XX века, так как на данный момент он является самым большим ресурсом информации, но, тем не менее, простым и удобным в использовании для любого. На