

REALIZATION OF INTERCULTURAL APPROACH IN ENGLISH LANGUAGE LEARNING AT SECONDARY STAGE

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The 90s of the last century radically changed the cultural context of studying the languages of international communication in Kazakhstan and others, especially European countries, which could not but lead to the emergence of new needs for learning languages and cultures. The idea of the need for cultural studies by means of a foreign language gradually begins to acquire an axiomatic meaning. The problem of raising the cultural level of young people by means of familiarizing with a foreign language culture is of particular importance at the present time. The study of foreign languages and their use as a means of international communication is impossible without a deep and diverse knowledge of the culture of the speakers of these languages. Only a combination of these two knowledge - language and culture can provide effective and fruitful communication.

Attraction of cultural materials dramatically increases the motivation of learning, which is extremely important, since learning without motivation is ineffective [1, 58]. In this connection, a number of questions arise that need to be solved: what kind of cultural education really can be obtained by students in the context of foreign language communication in various types of Kazakhstani schools; what could be the requirements for the cultural filling of curricula and textbooks in a foreign language; what is meant by a foreign language culture as an integral component of modern teaching materials in a foreign language.

First of all, it is necessary to find out the current state of the problem of intercultural approach in education. Such scientists as N.V. Ippolitova, Vereshchagina E. M., Kostomarov V. G., Krasilnikova V.S., Kolmogorova I.V., Lopasova Z. Ya., were engaged in the development of this direction, which was caused by a statement that the educational process can only be effective when culture is dominant in the education of the individual.

Addressing the issue of the importance of a cultural approach in the learning process Foreign languages are possible only on condition that the views on cultural studies as a theoretical and applied field in the field of language education, where it additionally acquires a number of socially - pedagogical and methodical functions, namely [2, 11]:

- cultural studies the general theoretical basis for the development of the multicultural language personality of the student in the process of learning languages, cultures and civilizations;
- focused on value-orientation content intercultural education by means of the studied languages; defines the principle intercultural education by means of the studied languages taking into account the cultural the context of learning and learning foreign languages;
- addresses selection issues cultural material, as well as the problems of building a multi-level model cultural education and self-education, as well as technology of intercultural education by means of a foreign language.

In order to avoid substitution of one concept (intercultural education) by another (intercultural approach) it should be noted that the approach is the main direction, in according to which the activity is carried out [3, 63]. Intercultural education is the creation of special conditions for the implementation of such activities.

It should also be noted that for successful learning of a foreign language in general and English language culture in particular requires such conditions as [4, 11]: an integrative approach to the cultural enrichment of the worldview of students in the study foreign languages, that is, the study is not a separate branch of culture, but several. For example, music, theater, cinema, art, and so on, together; orientation to multicultural and bilingual education, avoiding cultural studies isolationism in educational systems. This suggests that a foreign language is not only acquaints with the culture

of the countries of the language being studied, but by comparison it emphasizes features of its national culture, introduces human values. In intercultural approach, foreign culture permeates the entire content process of learning foreign languages. The main objective of this approach in the field of linguistic education is the training of the individual through bringing it closer to the achievements of a foreign language culture, since learning a foreign language in school implies introduction to the linguistic consciousness of the people, which is possible only through comprehension culture of the people whose language is being studied.

Intercultural approach can be used as a learning tool, so includes the necessary content (folklore, customs and traditions, art, painting, architecture, music, cinema, theater, fiction, means mass media); provides an opportunity for various activities: game, work, sport, creativity, communication; provided by technical means: video, television, movies, computer programs and so on.

The main components of the content of the cultural approach are [5, 104]:

- folklore: elements of the description of, legends, tales, proverbs, sayings, songs, riddles, parables, legends, myths, legends, etc.;
- acquaintance with geography, history;
- acquaintance with traditions, customs, rituals, ceremonies;
- art: painting, sculpture, architecture, music, cinema, theater, fiction;
- media: newspaper articles, handouts, records interviews, opinion polls, photographs, excerpts from the original literary works.

Intercultural approach represents the culture in its entirety and diversity, restores it to the rights of the natural and main reason education; creates conditions for enriching students with cultural information, helps human to find himself in the culture, to form his own cultural identity, attitudes towards other cultures, contributes to the removal of isolation, abstractness and cultural impersonality of knowledge ensures their rootedness in the social national - cultural plans, encourages every person to take care of cultural diversity, follow the principles of equality and contractual beginnings, avoid power interventions in nature and social relations.

Intercultural approach has the following features [6, 20]:

- The process of learning through culture is permanent in all areas, the very same the main thing is to ensure a natural, long-lasting, active, diverse, rich communication with culture.
- The integrity of the nature of personality requires a holistic approach to its learning. The integrity of the learning process in the cultural approach is ensured by the harmony of learning factors and the availability of a thoughtful system of means of influence on feelings, consciousness, behavior, activity.
 - Culture activates the process of becoming a person, directs the intellectual and spiritual development of a person, contributes to development of a bright individuality, a unique personality, its harmonious socialization, preparation for non-standard creative activity.
 - A variety of cultural content allows to use various methods to the individual, take into account age characteristics, family, generic features.

Mastering a foreign language is impossible without studying the culture of the country. If a compare two national cultures, it can be concluded that they never match completely. This follows from the fact that each consists of national and international elements. For each culture the totality of these elements will be different.

It is necessary to add that for the process of learning English language that the ignorance of foreign culture can be an obstacle when communicating with representatives of other nations, that's why, the main goal of a foreign culture is learning the language while co-studying the culture of the country of the language being studied in form, as it is mediated by language. English language culture greatly enhances the educational potential of the subject, in addition, the use of English language culture contributes to the formation of the motivation of learning that in terms of linguistic education is extremely important, since the foreign language communication itself is not supported language environment, a real necessity.

Thus, the cultural approach plays an important role in learning foreign language as it is a complex integrative pedagogical concept, functionally playing its role at different stages of the educational process principle, conditions, means; meaningfully culturally based pedagogical activity.

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