

MODEL OF TEACHING INTERCULTURAL COMMUNICATION IN A SECONDARY SCHOOL

*Gaipova S.A.¹, Dayulova D. Zh.², Ubaidilla G. Zh.³

^{*1}Master of Ped. Sc., KNWTTU, Almaty, Kazakhstan,
e-mail: gaipovasanti@gmail.com

²Master of Phil.Sc., KNWTTU, Almaty, Kazakhstan,
e-mail: dinka_91@mail.ru

³Master of Ped. Sc., KNWTTU, Almaty, Kazakhstan,
e-mail: gazikosh99@mail.ru

Abstract. Intercultural communication is the main goal of teaching a foreign language, as it is the practice that students strive for, namely, to speak and communicate freely and correctly with representatives of other cultures. The teacher is an intermediary who helps students to work out and analyse all knowledge correctly and use it in practice. The purpose of the article is to study on the basis of a teaching aid and a survey of effective methods of teaching intercultural communication and to build a learning model. The scientific and practical significance lies in improving the process of teaching students intercultural communication, which will help students avoid conflict situations or misunderstandings with other cultures in practice. The main research methods are the evaluation of different methods of teaching intercultural communication, the analysis of educational materials, the observation and analysis of their effectiveness. The results showed that the most effective work in learning is the right model and strategy of learning, as well as the combination of several forms of learning, for example, individual and group methods. The scientific novelty of the article lies in the analysis of the effectiveness of practical methods for teaching intercultural communication. The model of the learning process of intercultural communication can be used in practice in teaching, as well as serve as a theoretical basis for other studies.

Keywords: intercultural communication, strategy, debates, method of teaching, interaction, eliminate misunderstandings, mediator, project

Basic provisions

The modern world and learning requires teachers to be competent in various fields of activity. A foreign language teacher today not only teaches children the language, but also develops the skills of students, expands their knowledge, teaches interaction and communication. The main goal of teaching a foreign language is intercultural communication, which includes a lot of features and patterns of communication in interacting with people of other cultures. The task of the teacher is to effectively select methods and strategies according to the goal. A well-chosen strategy will help the teacher improve the skills of the students and at the same time work with them on their weaknesses.

Introduction

Today, intercultural communication is taught in many universities as a separate discipline, as it covers so many aspects of life. Several elements are considered in this area, namely language, culture and communication.

Language is an inseparable part of culture, which stores the features and realities of culture and is used as a tool for transmitting information. Culture in this aspect can be viewed as an abstract space that includes values, customs, way of life and much more that characterizes a certain society. If the interaction takes place within a culture, then this is just communication, and if the interaction includes the personalities of several cultures, then we call this intercultural communication.

The practice and experience of people shows that effective intercultural communication is impossible based on only one knowledge of the language, and such communication requires practical skills, analysis of communication situations, knowledge in culture, and much more [1, p. 9]. Considering all the important elements of obtaining knowledge, it becomes clear that for a teacher an important aspect in this area is the creation of real conditions for interaction and the transfer of the necessary knowledge to avoid intercultural misunderstandings. It is important to take into account the fact that communication takes place between people who have the same culture and language, namely students and teachers. For this reason, various methods are used in the learning process, such as imitation, that is, the trainers repeat the cultural characteristics of people who speak the language they are learning. The list of such actions includes the ability to speak and behavior. According to N. V. Baryshnikov, low language skills can also affect the effectiveness of learning, as students lose their motivation [2, p. 33].

The list of intercultural communication skills that students should master includes the following items:

- the ability to compare and analyse different cultures;
- the use of different methods and strategies in communication with other cultures;
- the ability to act as a mediator who can effectively eliminate any misunderstandings and conflicts;
- the ability to filter information, work with stereotypes and their own barriers [3].

According to the classification of E.I. Passov, teaching intercultural communication is very multi-component and requires the following skills from the teacher:

- 1) Speech skills - all skills related to the use of language, which also include listening and speaking.
- 2) Speech etiquette - knowledge of the norms of communication between cultures;
- 3) Non-verbal communication - the ability to distinguish and recognize non-verbal elements of communication;
- 4) Forms of communication - the ability to be in communication in different forms of communication;
- 5) Levels of communication - communicate at different levels: in pairs, in a group, in a team [4, p. 38-44].

There are many different ways of preparing and learning in these areas and they are often divided into 3 groups:

- 1) Didactic and empirical teaching methods;
- 2) General and specific knowledge about culture;
- 3) Cognitive, emotional and behavioral learning methods.

The main objectives of such training are:

1. Using the example of different situations and types of communication, show the students cultural differences;

2. To acquaint students with the different features of different cultures and show them in training by example.

The right strategy and chosen methodology according to the learning objectives will help students learn a lot of information about different cultures, be able to compare them and find features, avoid any misunderstandings and communicate effectively with representatives of other cultures.

Materials and methods

Educational methodical manual dedicated to grades 5-9 were analysed, among which we can mention "English Plus" (James Styring and Nicolas Tims), "Excel" (Virginia Evans, Jenny Dooley, Bob Obee) , as well as a survey of teachers on their practical experience in teaching intercultural communication.

Results

An analysis of the teaching educational methodical manual shows in Figure 1 that most often the tasks are aimed at individual learning, where such exercises as "Work with expressions" are used, the rest of the tasks are aimed at working in pairs and teaching various types and forms of dialogue. Such an analysis shows that it is very important for teachers to supplement the tasks in the study guide with group tasks, which will increase the motivation of students and help improve intercultural skills more effectively.

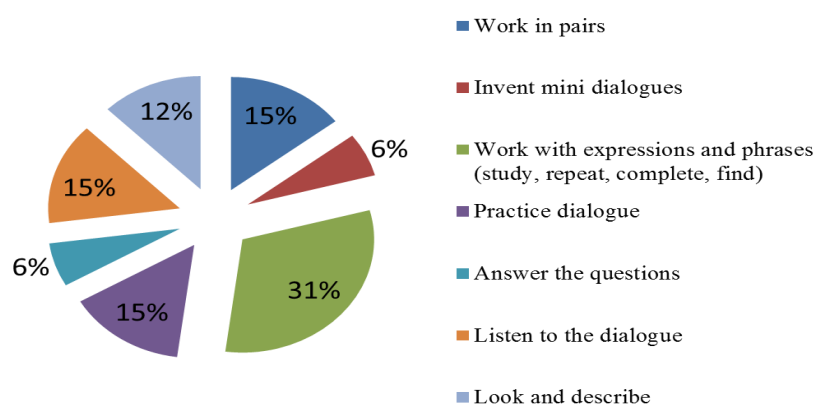


Figure 1 – Analysis of educational methodical manual

Among the practical tasks that most effectively show results in learning according to a survey of teachers, 4 main groups can be distinguished:

- 1) Individual work;
- 2) Working with new technologies;
- 3) Group work;
- 4) Joint work.

The selection of the correct form of teaching depends on the purpose and task of the lesson as it is showed in Figure 2, which come from the main problem of intercultural communication that needs to be considered. In the following picture, a strategy for working with learners is considered, which will improve the process of teaching intercultural communication.

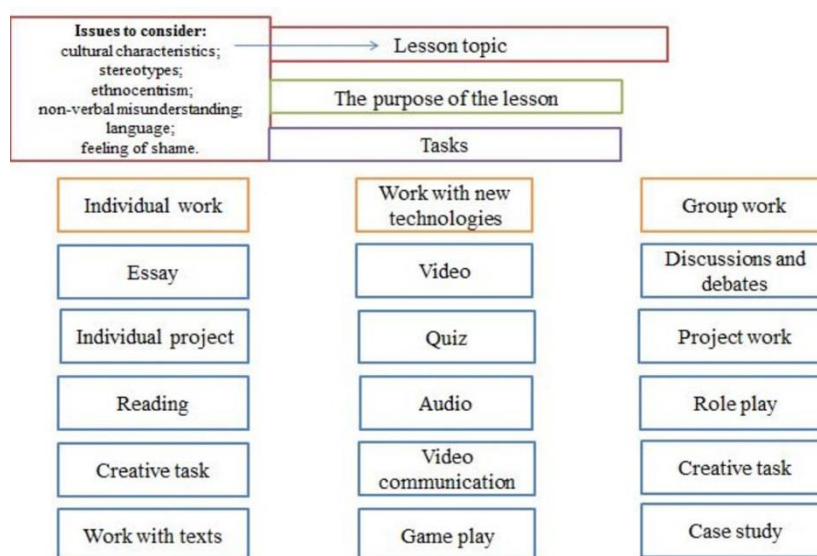


Figure 2 – Model of teaching intercultural communication

Individual work is aimed at developing the skills of information selection and analysis, replenishment of knowledge about culture and disclosure of any personal qualities. Consider the main tasks for an individual group:

1. The teacher can ask an essay on various topics of cultural characteristics, where students can share their opinions and attitudes towards any stereotypes and features. This task can also be discussed within the class, where students can ask their questions and express their opinion.

2. Students prepare projects on certain topics related to the culture and languages of different countries, this helps to effectively organize the workflow, since each student will individually search and then the project can be discussed in groups or in pairs..

3. Teachers can ask to read different books that have cultural or any specific characteristics, which will help to expand the knowledge of students and improve their interest in the topic.

4. The creative task may include the preparation of dances, objects, clothes or anything that has a cultural connotation and will introduce students to them.

5. The teacher in the learning process can give tasks to determine the main key points in the text, or analyze the text, which will help the student analyze various facts more widely.

Working with new technologies is an integral part of modern education. It can be combined with individual and group tasks. The teacher integrates different videos, audio materials into the learning process in order to interest students. The use of Quiz programs motivates students to memorize information and helps to effectively test knowledge about a topic. The teacher using video communication can connect different representatives of cultures to communication and students can ask their own questions. Also on the Internet there are a lot of different games to improve knowledge on various topics and such games motivate students to learn.

Group work with students is the most effective teaching method, since all students participate in the process. Everyone is involved in solving any problems. Group assignments include:

1. Discussions and debates. The teachers arrange and prepare the topic, the form of the event and divide the students into several groups. According to the chosen form of conducting, students can openly discuss various topics regarding intercultural communication.

2. Project work. Students prepare projects for a few minutes and introduce each other to different cultures, which will help improve the process of assimilation of information.

3. Role play. Imitation of different situations, for example, situations in other countries, where students are trying to solve any intercultural problems. This technique is the most effective because it helps students to experience different situations in practice.

4. Creative work. Students prepare different sketches, presentations, and their creative work to show to each other, so they develop their creative skills, teamwork skills and others.

5. Case study. The teacher gives the students different situational problems that the students must solve based on their knowledge. Solutions are discussed in the group and with the teacher.

Discussion

The experience and practice of teaching intercultural communication shows that the most effective methods are those that are aimed at the interaction of the whole group, such as debates and discussions. However, any form of learning can become more effective when several methods are combined. For example, after each individual work, the teacher and students can do reflective work by asking each other questions or after watching the film and discussing, the students prepare an individual project work based on what they would like to know more. Students consider different options and situations of intercultural communication and receive a broad learning approach.

The studies made the following recommendations:

1) consider and study new and interesting topics, as well as take into account their age characteristics;

2) to praise and encourage the merits of students, which will increase their motivation for learning;

3) alternate or combine different forms of education;

4) the teacher should also participate jointly in all tasks, which will motivate students and create a friendly environment;

5) avoid verbal explanations and show everything with an example;

6) imitation of different situations.

Teaching intercultural communication should consist of a systematic approach, when the teacher sets goals and objectives. To choose the purpose of the lesson, the teacher must proceed from various current topics and problems in intercultural communication, for example, stereotypes. Stereotypes create a barrier between people and their communication. Let's consider a lesson on the topic "Stereotypes".

The purpose of the lesson is to help children learn about different prejudices and avoid conflicts.

Tasks:

1) explain what stereotypes are;

2) introduce different stereotypes about several countries;

3) talk to students about their stereotypes;

4) create a problem situation for its solution.

Regarding the tasks, options for presenting and building a lesson are added up, namely, as an option, the following solutions can be proposed:

1) show a video about different stereotypes;

2) arrange a discussion on the watched video;

3) solve the case study;

4) prepare a project work on this topic.

The selected teaching methods must be properly organized. The teacher always plays an organizational role, while students are required to be active and open in the classroom. The success of the lesson depends on proper preparation.

Conclusion

Successful and effective work of a teacher is determined by the results and knowledge of students, as well as a well-constructed strategy. Each teacher should have competencies and knowledge in their field and in intercultural communication, which will help to avoid misunderstandings and conflicts. This requires teachers to constantly expand their knowledge in this area and find new and interesting situations and topics for discussion. The teacher should think over the process of conducting the lesson in advance and highlight what results he expects from the students, because it is very important to set a goal in learning.

The professional work of the teacher will help students develop speaking skills, use the skills and knowledge of intercultural communication correctly and use them in practice, study information correctly and solve problems. The choice of the correct method is dictated by the topic and purpose of the lesson, as well as the interests of the students. The teacher can also give students a choice in what form they want to study a particular topic.

REFERENCES

- [1] Grushevitskaya T.G., Popkov V.D., Sadokhin A.P. Fundamentals of intercultural communication: a textbook for universities. – M.: Uniti-Dana, 2003. – 352 p.
- [2] Baryshnikov N.V. Teaching intercultural communication in secondary school // Foreign languages at school. – 2002. – No. 2. – 30-34 p.
- [3] Common European Framework of Reference for Languages: Learning, Teaching, Assessment. – M.: MGLU, 2003. – 256 p.
- [4] Passov E.I. Fundamentals of communicative methods of teaching foreign language communication. – M.: Rus.yaz., 1989. – 276 p.

ОРТА МЕКТЕПТЕ МӘДЕНИЕТАРАЛЫҚ БАЙЛАНЫСТЫ ОҚЫТУ МОДЕЛІ

*Гаипова С.А.¹, Дауылова Д.Ж.², Убайділла Ғ.Ж.³

¹пед. ғыл. магистрі, ҚазҰҚПУ, Алматы, Қазақстан,
e-mail: gaipovasanti@gmail.com

² фил. ғыл. магистрі, ҚазҰҚПУ, Алматы, Қазақстан,
e-mail: dinka_91@mail.ru

³ пед. ғыл. магистрі, ҚазҰҚПУ, Алматы, Қазақстан,
e-mail: gazikosh99@mail.ru

Аңдатпа. Мәдениетаралық қарым-қатынас шет тілін оқытудың басты мақсаты болып табылады, өйткені бұл студенттер ұмтылатын тәжірибе, атап айтқанда, басқа мәдениет өкілдерімен еркін және дұрыс сөйлесу, қарым-қатынас жасау. Мұғалім оқушыларға барлық білімді дұрыс пысықтап, талдауға және оны іс жүзінде қолдануға көмектесетін делдал. Мақаланың мақсаты – әдістемелік құрал негізінде мәдениетаралық қарым-қатынасты оқытудың тиімді әдістерін зерттеу және оқыту моделін құру. Ғылыми-тәжірибелік маңыздылығы студенттерді мәдениетаралық қарым-қатынасқа үйрету үдерісін жетілдіруде болып табылады, бұл студенттерге тәжірибеде конфликттік жағдайларды немесе басқа мәдениеттермен түсініспеушіліктерді болдырмауға көмектеседі. Негізгі зерттеу әдістері мәдениетаралық қарым-қатынасты оқытудың әртүрлі әдістерін бағалау, оқу материалдарын талдау, олардың тиімділігін бақылау және талдау болып табылады. Нәтижелер оқытудағы ең тиімді жұмыс оқытудың дұрыс моделі мен стратегиясын, сонымен қатар оқытудың бірнеше формаларын, мысалы, жеке және топтық әдістерді біріктіру екенін көрсетті. Мақаланың ғылыми жаңалығы мәдениетаралық коммуникацияны оқыту әдістерінің тәжірибеде тиімділігін талдау. Мәдениетаралық қарым-қатынастың оқу процесінің моделі оқытуда практикада қолданылуы мүмкін, сонымен қатар басқа зерттеулерге теориялық негіз бола алады.

Тірек сөздер: мәдениетаралық коммуникация, стратегия, дебат, оқыту әдісі, өзара әрекеттесу, түсініспеушіліктерді жою, делдал, жоба

МОДЕЛЬ ОБУЧЕНИЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В СРЕДНЕЙ ШКОЛЕ

*Гаипова С.А.¹, Дауылова Д.Ж.², Убайділла Ғ.Ж.³

¹магистр пед. наук, КазНацЖенПУ, Алматы, Казахстан,
e-mail: gaipovasanti@gmail.com

² магистр фил. наук, КазНацЖенПУ, Алматы, Казахстан,
e-mail: dinka_91@mail.ru

³магистр пед. наук, КазНацЖенПУ, Алматы, Казахстан,

e-mail: gazikosh99@mail.ru

Аннотация. Межкультурная коммуникация является главной целью обучения иностранного языка, так как это та самая практика к которой стремятся обучающиеся, а именно свободно и правильно говорить и общаться с представителями других культур. Преподаватель является посредником, который помогает ученикам правильно проработать и проанализировать все знания и использовать их на практике. Целью статьи является исследование на основе учебно-методического пособия и опроса эффективные методы обучения межкультурной коммуникации и построить модель обучения. Научная и практическая значимость заключается в улучшении процесса обучения обучающихся межкультурной коммуникации, что поможет ученикам избежать конфликтных ситуаций или недопониманий с другими культурами на практике. Главными методами исследования является сопоставление разных методик обучения межкультурной коммуникации, анализ учебных материалов, наблюдение и анализ их эффективности. Результаты показали, что самой эффективной работой в обучении является правильно выбранная модель и стратегия обучения, а так же совмещение нескольких форм обучения, например, индивидуальных и групповых методик. Научная новизна статьи заключается в анализе эффективности практических методик по обучению межкультурной коммуникации. Модель процесса обучения межкультурной коммуникации может быть использована на практике в обучении, а так же служить теоретической основой к другим исследованиям.

Ключевые слова: межкультурная коммуникация, стратегия, дебаты, метод обучения, взаимодействие, устранение недопониманий, медиатор, проект

Статья поступила 3.03.2023