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**FORMATION OF A FOREIGN LANGUAGE COMMUNICATIVE
COMPETENCE WITH THE HELP OF A LINGUISTIC AND COUNTRY STUDY
APPROACH USING INTERNET TECHNOLOGIES**

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Abstract. This article discusses the features of the linguistic and country approach when teaching a foreign language, while familiarizing the country's culture with the language being studied. The task of the teacher is to interest the student in learning a foreign language, to familiarize student with the culture and history of the country of the language being studied. Nowadays, the linguistic and regional approach to teaching a foreign language is very in demand, because the language is most fully absorbed precisely against the background of culture. The implementation of the linguistic and regional approach in the lessons of a foreign language stimulates interest in studying it among students, helps to broaden their horizons and motivates them to further self-study.

Keywords: linguistic country approach, linguistic and regional studies, teaching a foreign language, foreign language communicative competence, regional studies, culture, internet technologies.

The progressive development of international contacts and ties in politics, economics, culture and other areas determines the consistent orientation of the modern methods of mastering foreign languages to the real conditions of communication. At the same time, the problem of integrating the components of culture into the process of teaching foreign languages has been standing for a long time. At present, despite the presence of various methods, the thesis about the inseparability of learning a foreign language from the simultaneous acquaintance with the culture of the country of the target language, its history, socio-cultural traditions, peculiarities of the national vision of the world by the native people is generally recognized in teaching methods.

It is no secret to anyone that the main goal of teaching foreign languages is mastering foreign language communication. The problem of words, speech, the influence of the speaker on the listeners has, as you know, a rather long history, where the leading communicative tasks of the speaker have become; ‘‘ what to say, where to say, how to say. ‘‘ Speech communication has been extensively studied all over the world, special centers for the study of communication are being created, while there is still no unity in the interpretation of the very concept of communication, its form, mechanism. The communication process itself is interpreted from various points of view in a variety of models and approaches to mastering it. Let us analyze how scientists and researchers define linguistic and cultural studies.

The term “linguistic and regional studies” emphasizes that this direction, on the one hand, combines the teaching of a language, and on the other, it gives certain information about the country of the target language [1]. According to Tomakhin G.D., in modern pedagogy, teaching foreign language is not possible without the linguistic and cultural component.

E.M. Vereshchagin and V.G. Kostomarov developed the theory and methodology of linguistic and regional studies, introduced the term “linguistic and regional studies”, which “should be understood as such an organization of language learning, thanks to which students get acquainted with the present and past of the people, with its national culture through the language and in the process of mastering it” [2].

The main task of linguistic and regional studies is the provision of communicative competence in the actions of international communication, primarily through understanding the speech of the interlocutor, as well as the unique words identified in the carrier of the style. Linguistic and regional studies guarantee the solution of a single series of issues, in particular, the main philological difficulty of the corresponding understanding of the word, for this reason it represents as a linguistic basic principles not only of linguodidactics, but also of transition. Indeed, in order to translate, it is necessary, first of all, as a whole, to fully understand a foreign document with absolutely all aspects of meaning, including meaning, allusions, hints, and only then, taking into account the addressee, to choose the appropriate equivalents in the transition style, but their ignorance leads to difficulty in communicating in a foreign language and, ultimately, to a decrease in the communicative competence of students. The linguistic and cultural aspect makes it possible to create regional competence, i.e. skills are also the skill of the analytical alignment to the study of foreign culture in comparison with the civilization of their state. Since the understanding of a foreign culture is accomplished through the prism of one's own [3].

Successful learning of a foreign language through the culture of the target language of the country, as well as linguistic, pragmatic skills contributes to the formation of foreign language communicative competence among students. The problem of the formation of foreign language communicative competence of higher school students has been studied by a number of scientists, both foreign and domestic. The conducted research demanded an appeal to the works of modern foreign teachers, in which the problems of approaches to the formation of foreign language communicative competence are being developed: D. Wilkins, A. Harding, P. Hartman, and others, numerous studies in the CIS countries: I. L. Beam, M. Z. Biboletova, A.K. Markova, E.I. Negnevitskaya, I. Nuzha, V.V. Safonova et al, research by Kazakh scientists: F.K. Atabaeva, B.A. Zhetpisbaeva, S.S. Kunanbaeva, E.A. Uteubaeva, A.T. Chaklikova and others. Accordingly, the linguistic and regional study approach includes cultural, regional materials in the formation of the ability to communicate in the target language. The linguistic and cultural approach sets as its task the study of linguistic units that most clearly reflect the national

characteristics of the culture of the people - the native speaker of the language and the environment of its existence. The need for careful selection and study of linguistic units, in which the peculiarity of the national culture is most clearly manifested and which cannot be understood as a native speaker understands them, is felt in all cases of studying with foreigners, when reading fiction, the press, watching

films and videos, listening to songs, etc.

Thus, there is an opportunity to talk about the great importance of the components of linguistic and regional studies in the classroom of the English language. This helps to maintain the motivation to learn a foreign language. Students are interested in the culture, customs, traditions of the countries of the target language. Classes with the components of regional studies stimulate the trainees' need for subsequent independent familiarization with regional studies material.

For teaching student youth, interaction plays a leading role, which can come through the media, the Internet, telephone communications, etc. Communication using the above means in various urgent situations is considered to be the implementation of communicative competence. The bulk of regional geographic material is concentrated in books for home reading. Along with this, the use of regional information in teaching practice is associated with a wide range of issues that require a serious scientific approach and justification. Some of the results of theoretical research in the field of linguistic and regional studies have found their reflection in educational and methodological complexes in the English language. The individual components of these kits provide the teacher with sufficiently meaningful regional geographic material. The educational and methodological complex of a teacher usually includes a textbook, a book for reading, a methodological manual for a teacher, grammar games, audio and video materials. In addition, in the selection of linguistic and cultural material, it is recommended to use a variety of additional material, namely literary texts, regional geography notes, media materials, Internet materials, reproductions, films, audio texts - that is, everything that helps to better know the culture and history of the country whose language is studied, its traditions, customs, sights, etc. Literature in the national language is the most significant means of assimilating linguistic and cultural material and familiarizing with foreign language culture. Artistic works improve the assimilation of cultural and regional information, contribute to increasing motivation to study foreign language, the development of artistic thinking. When selecting fiction, one should take into account its compliance with the age of students and their language level, as well as its linguistic and cultural value. In the classroom, teachers can use additional applied material, for example, linguistic and cultural reference books, articles from the media, films, reproductions, symbols, money, national greeting cards, etc. The Internet is a rich source of various means for mastering linguistic and regional study material [4].

To master the topics studied, various types of Internet materials are used:

- Photos, illustrations

- Lexicon, definitions
- Assignments, exercises, tests, quizzes
- Videos: films (feature films, documentaries, educational, regional character), film trailers, interviews, broadcasts of sports competitions, cartoons
- Wikipedia materials
- News, articles
- Poems. Songs (clips, lyrics, karaoke)
- Texts (artistic, regional)
- Presentations
- Blogs (opinions, comments)
- Writings, essays
- Video lessons

The erudition and enthusiasm of the teacher, his ability to skillfully introduce linguistic and cultural topics into the teaching contribute to the better assimilation of foreign languages. Also, students are required to actively participate in the learning process, prepare reports on their own, extracurricular reading of works in English, for example, adapted. Articles from the Internet of a regional nature are a source of unique vocabulary, indicating the unique originality of a given country or area. For example (California): *Mysterious shimmering entity on the continental edge, arrest attention, the vortex of human energy and desire, leisure culture in a beneficent climate, the green gold of lettuce, the black gold of oil, sleek confident people, a car bespeaking the owner's personality, bemoan the irrevocable loss of delicate precious natural California, iridescent Pacific, a land of startling contrasts: dense forests and sun-scorched deserts, alpine mountains and fruitful valleys, exquisite gardens, Crescent valley, honey-colored mountains, snow-capped mountains, feel bliss, excess, myth, height and a lurking tragedy –all in one.*

As we said earlier, the Internet provides interesting material about cultural events and traditions around the world, and thanks to this, we can connect to them through ICT. For example, you might discuss the annual Rio Traditional Carnival with students and explore the following by watching videos and documentaries:

- What is Rio Carnival? When does it take place?
- What is the meaning of the carnival?
- What do people do at this event?
- How does the carnival start? What is its culmination?
- What are favelas?
- What are historic roots of the carnival?
- What can you say about music played at the carnival?
- What does the word samba mean? What are samba schools?
- What do the Carnival bands consist of?
- Why is the carnival important for Brazilians?

The sociocultural component is an integral part of the foreign language communicative competence, since the study of a foreign language is inextricably linked with the study of the culture of the people - the bearer of this language. The

socio-cultural orientation of teaching a foreign language makes it possible to get acquainted not only with the heritage of the culture of the country of the target language, but also to compare it with the cultural values of one's country, which contributes to the expansion of the general cultural outlook [5].

The conclusion to the above can be the idea of the need for teaching a foreign language in an inextricable connection with the national culture. For real ability to communicate in a foreign language, a student needs to take into account not only grammar and vocabulary, but also all kinds of knowledge of a linguistic and cultural nature, the realities of the language, etc., which will allow him to feel comfortable in a situation of real communication with a native speaker. The use of a computer and other ICT tools in the classroom will optimize the management of learning, increase the efficiency and objectivity of the educational process with significant savings in the teacher's time, and motivate students to acquire knowledge.

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ШЕТ ТІЛДЕ СӨЙЛЕУ ҚҰЗЫРЕТТІЛІГІН ЛИНГВИСТИКАЛЫҚ ЕЛТАНУ ӘДІСІ МЕН ИНТЕРНЕТ РЕСУРСТАР АРҚЫЛЫ ҚАЛЫПТАСТЫРУ

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Аңдатпа. Бұл мақалада шет тілін оқытуда сөйлеу құзыреттілігін лингвистикалық елтану әдісі және интернет ресурстар арқылы қалыптастырудың маңызы жөнінде айтылады. Мұғалімнің міндеті - студентті шет тілін үйренуге қызықтыру, оны зерттеп жатқан елдің мәдениеті мен тарихымен таныстыру. Қазіргі уақытта шет тілін оқытуда лингвистикалық және аймақтық көзқарас өте қажет, өйткені тіл ел мәдениетімен тікелей байланысты. Шет тілі сабағында лингвистикалық және аймақтық тәсілді қолдану оны студенттердің қызығушылығын оятады, олардың көкжиегін кеңейтуге көмектеседі және оны өздігінен оқуға итермелейді.

Тірек сөздер: лингвистикалық және аймақтық көзқарас, елтану, лингвистикалық елтану, шет тілін оқыту, шет тілінің коммуникативті құзіреттілігі, өлкетану, мәдениет, интернет технологиялар.

ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ С ПОМОЩЬЮ ЛИНГВОСТРАНОВЕДЧЕСКОГО ПОДХОДА С ИСПОЛЬЗОВАНИЕМ ИНТЕРНЕТ ТЕХНОЛОГИЙ

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Аннотация. В данной статье рассматриваются особенности формирования иноязычной коммуникативной компетенции с помощью лингвострановедческого подхода используя материалы из интернета. Задача педагога заключается в том, чтобы заинтересовать учащегося в изучении иностранного языка, ознакомить его с культурой и историей страны изучаемого языка. В наши дни лингвострановедческий подход при обучении иностранного языка очень востребован, потому что язык наиболее полно усваивается именно на фоне культуры. Реализация лингвострановедческого подхода на занятиях иностранного языка стимулирует интерес к его изучению у учащихся, способствует расширению их кругозора и мотивирует к дальнейшему самообучению.

Ключевые слова: лингвострановедческий подход, лингвострановедение, обучение иностранному языку, иноязычная коммуникативная компетенция, страноведение, культура, интернет технологий.

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