

## THE FOREIGN LITERATURE IN THE FORMATION OF INTERCULTURAL COMPETENCE OF PRE-SERVICE ENGLISH STUDENTS

\*Zhumabekova G.B.<sup>1</sup>, Zhusupova R.F.<sup>2</sup>

<sup>1</sup>c.p.s., ass.professor, KazUIR&WL named after Abylai Khan, Almaty,  
Kazakhstan, e-mail: zhuma@mail.ru

<sup>2</sup> c.p.s., ass.professor, Eurasian National University named after L.N.  
Gumilyov, Nur-Sultan, Kazakhstan, e-mail: rozazhusupova@mail.ru

**Abstract.** The knowledge of foreign languages in modern society becomes necessary as we live in a multicultural and multilingual world. The range of intercultural educational links has changed. Within the Bologna process, academic exchanges have been intensified, and opportunities for continuing education abroad expanded. Students participate in interregional and European projects organized with the help of new telecommunication technologies, communicate in a foreign language with their peers on the Internet, and foreign trips are connected today with the cultural and educational exchange.

Hence, the process of intercultural competence formation for Pre-service English students in the context of cultural dialogue requires innovative educational technologies in learning and teaching. The sociocultural component is possible only through authentic materials reflecting the reality in which the representative of the relevant culture lives and performs. With thorough knowledge of this culture, students are ready to communicate with the person of certain cultures.

So, as we think to form the intercultural competence of the future foreign language teachers, one of the effective means is reading literary texts of American literature. Moreover, the research is devoted to the problem of intercultural competence formation and the study aims to provide a theoretical basis and practical application of methods and techniques to form intercultural competence of pre-service English students through interpreting 20-century American fiction. The following methods of the research work were used to solve the problems of the study: historical chronological, theoretical content analysis, statistical processing methods, ranking, stating, formative and final (control) experiments, questioning, pedagogical supervision, interviewing, and others.

**Keywords:** competence, formation of intercultural competence, EFLT, foreign literature, intercultural communication, American literature, culture, research.

### Introduction and Main provisions

The current system of global education sets new aims and objectives in the process of preparing future specialists due to market requirements. Academic teaching requires motivating students in improving academic language proficiency with intercultural communicative skills. In this regard, the development and improvement of approaches and methods of teaching English become increasingly pivotal. Encouraging intercultural communicative competence formation to university students means developing the skills of written scientific speech, critical thinking, and comprehension of cultural awareness.

Cited S.S. Kunanbayeva that “it is necessary to note the ambiguity of the single term “intercultural competence”, which in the meaning of intercultural and communicative competence is understood as an object of formation in the field of

teaching foreign languages. But the same term is also used in a broader sense - like the ability to control intercultural communication in the field of cultural studies or intercultural communication, which means communication between representatives of different cultures" [1-16].

S.G.Ter-Minassova [2-113], M. Bennet [3-77], M.H.Baltabayeva, Sh.T.Taubayev, K.Kudaibergenova, M. Ellis, A.E. Fantini, G. Fischer, E. Jung, K. Knapp, M. Knight, T.O. Rogers, Y. Sarkees, G. Triandis, Konev V.A, Korneeva L.I, Milrud R.P, Panfilova A.P, Passov E. I and others emphasized that the role of a teacher leads to the role of a coordinator of the intercultural communicative process in the classroom as well as a teacher can be turned into an active learner whereas a student can become a master and hold the educational process.

The term "intercultural competence" was introduced into scientific circulation more than sixty years ago, but its uniform definition and structure still have not worked out. Most scientists interpret this concept differently and the definition is very controversial.

### **Materials Theoretical Background and Literature Review**

As a scientific field, the theory of intercultural communication emerged in the United States after the Second World War, when the sphere of influence of American politics, economy, and culture around the world began to expand actively. American politicians, businessmen, and diplomats have an urgent need to clarify the causes of interethnic conflicts and solve problems that arise when interacting with representatives of different cultures. In this regard, the awareness was gradually developing of the need to study languages and the cultures of various areas, their customs, traditions, and norms of behavior. The American linguist E. Hall, who is considered to be the creator of the theory of intercultural communication, in the 1950s convincingly proved the closest connection between culture and communication and theoretically substantiated the idea of the possibility of learning someone else's culture. He wrote that, since they learn the culture, it means that it can be taught. This idea paved the way for systematic and organized teaching of foreign culture [4-18].

It was Bayram, and later the team of the Intercultural Competence Assessment project (INCA project) and Baker W. who developed the concepts of the structure of intercultural competence [5-5]. In his development, M. Bayram relied on earlier studies of M. Canale and M. Swain.

According to the M. Bayram model, intercultural competence consists of five components:

- 1) intercultural relations, including openness, curiosity, willingness to abandon prejudices about foreign cultures and native culture;

- 2) knowledge: about social groups, their characteristics, behavior in their country and the country of the communication partner, about the general processes of social and personal interaction;

- 3) skills of interpretation and correlation include the ability to interpret a document or an event of another culture, explain and correlate it with the phenomena of the native culture;

4) skills of discovery and interaction include the ability to learn new knowledge about culture and cultural behavior, the ability to operate with knowledge, relationships, and skills in communication and real-time;

5) critical cultural awareness consists in the ability to critically and based on certain criteria to assess the worldview, behavior, results of activity inherent in native and foreign cultures [6-61].

V.P. Furmanova developed a technology for the formation of intercultural competence, which includes four phases: informational, comparative, adaptive, application [7-128].

The information phase is the process of instructing and introducing additional information. The main task of the student is to study the situation and enter it based on those rules and information that the teacher introduces.

The comparative phase involves the analysis of a foreign language and one's own cultures, which boils down to a) establishing formal rules for interactive situations; b) reconstruction of knowledge of one's own culture and the diversity of subcultures; c) selection of functional and situational rules for their use in a foreign language environment.

In the comparative phase, episodes and scenes containing a typical communicative problem are studied:

1) "interviews" with speakers of a foreign language and one's own culture, identifying situations in which the behavior of another seems unusual and difficult to explain;

2) the transformation of individual situations into small stories;

3) presentation of situations with an explanation of behavior;

4) comparison of explanations;

5) the definition and selection of situational and cultural characteristics and rules of behavior that are valid for a particular sphere of communication. The task of students is to choose the right one from the possible options. Otherwise, the introduction of additional information is recommended. When comparing behavior, the student realizes that each culture has a different mode of everyday life, therefore sociocultural competence as a set of background knowledge represents the basis for understanding another culture. At this phase of training, exercises of a contrasting nature are essential, allowing you to correlate different concepts in the conceptual field of cultures [8-206].

The text is considered as a speech work, presented in oral or written form, as a product of speech activity organized according to certain rules, which has integrity, coherence, structuredness, and completeness. Moreover, by the term "text" we will mean "educational text", that is, the text used by the teacher in teaching students in the lesson. For many centuries, teachers have used texts as an effective means of teaching a foreign language. Since ancient times, a special textual method was used in teaching living and dead languages [9-254].

At the same time, the text itself for a long time has not been recognized as the basic unit of instruction. Such units were considered a word or sentence, and the text was considered as a necessary language environment (context), allowing students to demonstrate the functioning of these language units and thus contributing to their

better understanding. Only in the second half of the 20th century, in connection with the development of the theory of communicative learning, did the text become recognized as a unit of instruction, and since the 1980s, the main unit of teaching a foreign language. Many methodologists believe that the text is the core of the organization of a lesson in a foreign language. S.K. Folomkina describes the following text functions in the learning process:

1. The function of expanding, replenishing the student's linguistic knowledge, mainly lexical (write new words, find words/models by a certain attribute, bring the situation in which the word is used)

2. The function of training students in the use of language material, which students must master. Realizations of this function are tasks aimed at reproducing the language material of the text, for example: to analyze lexical/grammatical phenomena, answer the teacher's questions, find words/combinations in the text, equivalents are given in the native language, retell the content close to the text, etc.

3. The function of the development of oral speech. For this purpose, various forms of reproduction of the contents of the red text are used (retelling in your own words, a dramatization of individual episodes, inventing complementary details, conversation on specific issues raised in the text).

4. The function of the development of reading. This function is implemented by tasks aimed at checking the understanding of the perceived text, highlighting various semantic elements in it, as well as formal ones that facilitate the processes of understanding or help to overcome difficulties.

At present, the classification of reading proposed by S.K. Folomkina, for studying, fact-finding, viewing, and search is very popular.

Reading for gist, skim reading, or skimming.

Reading for specific information or scanning.

Reading for detailed comprehension or reading for detail.

The suitability of the texts or their parts for speech practice can be determined by, for example, the following criteria:

1) a bright and entertaining storyline of a text or passage;

2) emotionality and imagery of exposition;

3) the relevance of the material;

4) the thematic proximity of the subject to the life experience and interests of students;

5) the possibility of a clash of points of view and opinions, giving rise to discussions;

6) the possibility of various situational transformations of the content side of the text or passage.

7) educational value.

It is necessary to select the text from the standpoint of what moral problems arise in them, how they are solved. These selection criteria are met by the literary texts of the country of the language being studied.

The working process with a literary text, which is designed to form social and cultural skills can be implemented in two ways:

1. The allocation of individual cultural phenomena in this historical period,

and then an appeal to the literary work of the text, in which the features of the national vision of the world are embodied.

2. The selection in the text of linguistic and cultural units and images of artistic speech, then familiarity with the relevant cultural phenomena that contribute to the understanding of the national picture of the world [10-17].

This approach once again confirms the interconnection and interaction of the phenomena of culture and language as a reflection of this phenomenon.

In addition to country-specific realities, any text carries information about the characteristics of the national worldview, the psychology, and mentality of native speakers, as well as the perception of the world around [11].

## **Methods**

In our country, different types of schools are based on some concrete profile for studying a subject. Schools with intensive study of a foreign language are not an exception. Students in such schools can learn additional subjects in English or another foreign language. One of these possibilities is also the discovery of foreign literature for students. Students learn to perceive the world in all its diversity, through a different culture to better understand their own. Learning a foreign language helps to get rid of stereotypes, gain inner freedom, and liberate. A special place in the educational system belongs to foreign literature.

In the linguistic school - gymnasium No. 17, Nur-Sultan, based on which our experiment was conducted, the course of study of foreign literature has been carried out from the current school year. The course is taught in 10 and 11 classes.

By the hypothesis and objectives of the research, a plan for the pedagogical experiment was developed, which included **three stages**.

starting experiment

basic stage of the experiment

final stage of the experiment

Two groups (2 classes) participated in the experiment: experimental group- 11<sup>th</sup> “B” class, control group-11<sup>th</sup> “A” class. The number of students in both groups is the same- 16.

The experimental group (11<sup>th</sup> B class) and the control group (11<sup>th</sup> A-class) as has been said above, consist of 16 students, 7 boys and 9 girls (11<sup>th</sup> A) and 6 boys and 10 girls (11<sup>th</sup> A). In the lessons, the students are active, perceive the material well, many students have strong leadership traits. Almost everyone actively participates in the life of the school and class, attends clubs, sports sections, many have completed language courses, music, or art schools. In educational activities, there is a healthy spirit of competition, this disciplines the students: each student tries to prove himself in the lesson; they try to get exhaustive knowledge with the help of Internet resources, additional literature.

Class discipline is at the highest level both in lessons and in breaks. During the lessons, the students carefully listen to the teacher, without interrupting him.

It is necessary to note that in both classes there are some students with low motivation to learn English, and we will try to encourage them in getting interested in studying and reading, and working with American literature.

In the first stage of the experiment – the initial test was aimed to determine the level of intercultural competence of students of the experimental group (EG) and the control group (CG) before experimental teaching.

The following test with questionnaire elements was used there.

Test.

Name and surname of the student \_\_\_\_\_ group \_\_\_\_\_

Explain the meaning of the following words (realia) in English.

*Ranch, prairie, drugstore, mini bagels, Easter bunny, Broadway, sweatshirt, sidewalk, hotel lobby, coyote, BLT, buffalo wings, country music, mile, quart, penny, dime, dollar, relish.*

2. Explain the meaning of the following English expressions.

Beat around the bush

Hit the sack

The best of both worlds

A bird in the hand is worth two in the bush

Don't cry over spilled milk

On cloud nine

Answer the following question: What do you know about the American lifestyle?

What American writers do you know? Do you know important events that happened in America in 19- 20<sup>th</sup> century?

4. Imagine that in a conversation with a native English speaker on a chosen topic you do not have enough information or something was not clear to you. After the conversation, will you clarify this information? If so, in what ways?

5. When you communicate with native English speakers, what do you usually experience? (Choose one option) \_\_\_\_\_

A. Although I understand the speech of an English-speaking interlocutor, it is usually difficult for me to understand the meaning of his statement.

B. Although I understand his speech, I do not always understand the meaning of his statement. I think this is normal because we have two different cultures;

C. I do not always understand the interlocutor. When I do not understand him, I clarify with him and try to understand him as much as possible;

D. In the process of communication, I try to understand my interlocutor as best as possible and explain to him why I cannot understand him.

Tasks 1 and 2 tested the knowledge of vocabulary and fixed expressions of the English language related to the cultural realities and values of the British (Americans). For this parameter, a comparatively best result was obtained.

In the first task, 7 students in each group gave the correct explanation of such words as “ranch”, “drugstore”, “sweatshirt”, “sidewalk”, “mile”, “dollar”. The meaning of such words as “Easter bunny”, “dime”, “penny” was correctly indicated only by 4 students from the EG and 3 students from the CG. Even fewer students know the words “prairie,” “hotel lobby,” “Bigfoot,” “Penitentiary.” In addition, none of the two groups knows the meaning of words such as “relish”, “mini bagels”, “BLT”, “Buffalo wings” According to the second task, only 4 students from the EG correctly explained the meaning of all proverbs and expressions. 5 students from the

EG and 2 students from the CG did not understand the meaning of the expression “Hit the sack”, 3 students from the control group incorrectly give the meaning of the expression “Beat around the bush”, and 2 students from both groups do not know the correct meaning “The best of both worlds »

The result of the first and second tasks allows us to conclude that students are not very familiar with English (American) texts. In the process of learning English, students focus on the practical use of the language but do not pay enough attention to the vocabulary associated with American culture, or to its cultural content, which indirectly has a great influence on communication with a native speaker. In the third task, students of both groups were asked to answer two questions. As the result showed, not all students know about the American way of life, or know very superficially (only a third of the students in both groups were able to answer this question more fully). This is also the case with American writers. Most students call such writers Jack London, Mark Twain, and Ray Bradbury. On the last question, we see the following result:

In CG, 3 students chose option A - “Although I understand the speech of the English interlocutor, it is usually difficult for me to understand the meaning of his statement. 6 students chose option B - “Although I understand his speech, I do not always understand the meaning of his statement. I think this is normal because we have two different cultures.” 5 students chose option C - “I do not always understand the interlocutor. When I do not understand him, I clarify with him and try to understand him as much as possible. ” 10 students chose option D - “In the process of communication, I try to understand my interlocutor as best as possible and explain to him why I can’t understand him.” In the EG, 2 students chose option A, 2 students chose B and 4 students chose C.

The results of the test in the experimental group and control group See in Table 2 and Diagram 1.

Table 2

**The level of formation of intercultural competence skills in EG and CG on the starting stage of the experiment**

Parameters of measurement of the level of intercultural competence	Percentage of the level of knowledge and skills	
	Experimental group	Control group
1. The knowledge of the vocabulary of the English language is closely connected with the cultural realia and values of the American people.	33%	32%
2. The knowledge of English (American) cultural and historical realia and traditional values of the American people.	23%	20%
The ability and interest in finding out information about American culture.	26%	23%
Realization of possible misunderstanding or cultural conflict in	48%	51%

intercultural communication and the ability to solve problems.		
The level of intercultural competence	32%	31,5

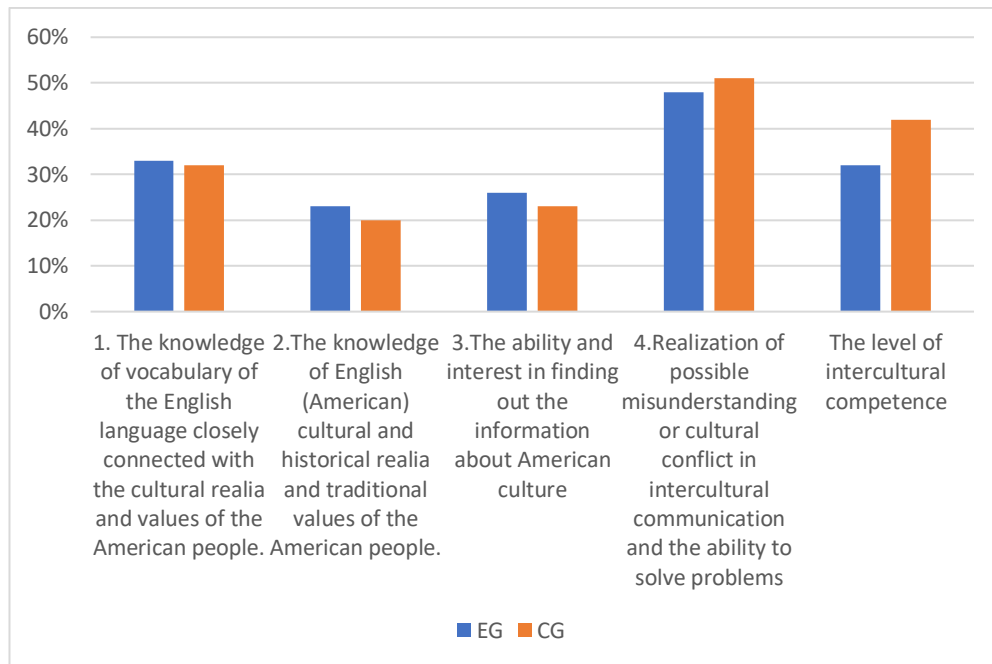


Diagram 1- The level of formation of intercultural competence skills in EG and CG on the starting stage of the experiment

After analyzing the results of the test, we noticed that the results obtained by students from the EG turned out to be higher than the results obtained by students from the CG by 0.5%. We will consider this difference when comparing the results of the stating and control sections. However, even though there is a slight difference between the results of the EG and the CG, the level of intercultural competence of both groups seems low.

The carried out test made it possible to determine ways and means to develop the following skills and abilities of students:

1. To enrich the lexical reserve with the realities of the country of the language being studied;
2. Stimulate speech creativity
3. Develop students' communication skills
4. Teach students to plan their work: set goals, get information about American culture by working with texts from the works of American writers, analyze what has been done, and outline the next steps to complete the work.

## Results

The ability to read foreign literature is one of the key skills acquired in the process of learning a foreign language [12-11]. Today, the choice of educational materials before the teacher of the foreign language is quite large. Having decided on the aims and objectives of the subsequent work, we proceeded to the second stage of our experiment.



At this stage, we carried out work with the experimental group (11b class), developed a methodology for experimental work, so the main program of the experiment was implemented. To experiment, a thematic calendar was developed for the period from September 2020 to March 2021, lessons on the course “Foreign Literature” were developed and conducted. Thus, we selected 10 works of American writers of the 20<sup>th</sup> century, such as Mark Twain, O. Henry, Theodore Dreiser, Ernest Hemingway, Jack London, and John Steinbeck.

The lessons on the course “Foreign Literature” included exercises and tasks aimed at the formation and development of intercultural competence.

We divide them into the following groups: 1) Pre-reading exercises: - familiarity with culturally specific vocabulary and fixed expressions; 2) Learning reading texts; 3) post-reading exercises and tasks: - acquaintance with cultural realia reflected in literary texts, a story about them; - search for additional information about these cultural realia; - analysis of the behavior and characters, moral values, hiding in the texts.

We start the description of the learning process in the EG. Here you can see some examples of tasks.

*Lesson 1. «The £1,000,000 Bank-Note» by Mark Twain.*

We began our first lesson in literature by exploring the work of the famous American writer Mark Twain and his humorous story, “The £ 1,000,000 Bank-Note”. So, we will describe in detail the work on this text.

*Pre-reading stage*

At this stage, the teacher gives her students the list of vocabulary from the text: *mining brokers clerk, a small brig, flunkey, lodgings, bill, the Continent, jail, highwayman, quarters, played cribbage, cent, I was in the clouds, miles.*

The teacher started with brainstorming questions such as:

1. Look at the title of the text and the vocabulary given. What do you think this story is about?
2. What is the genre of the text?
3. Read the first passage of the story and guess what kind of person the main character was.

The students of the experimental group got interested in questions and tasks and tried to answer the questions and do the task. Most of them said that the story was about some clever American who had to come across many adventures. If to talk about the genre of the story some of them said that it was an adventures story, others said it was a detective story, and only two students said it was a humorous one.

In the next stage, the ***while-listening stage***, the teacher uses such type of reading as intensive reading. This type of reading is very useful and effective.

*Such exercises can be used here:*

*Read the text very carefully and make up a plan for the story.*

*Read the text very carefully and make a scheme or a table of the main events of the story.*

*The students could choose either to make a plan of the story or a scheme or a table of the main events of the story. All students were involved in working with the text and then presented their work to the class.*

*In the last stage, the after-reading stage, the teacher gave the following tasks to the class:*

***Task 1. Decide if the statements True or False***

*The author of the story had a family in San Francisco.*

*He worked 6 days a week.*

*A couple of elderly gentlemen offered him some adventurous affair.*

*The Bank of England once issued three notes of a million pounds each, to be used for a special purpose connected with some public transaction with a foreign country.*

*The gentlemen chose him because he seemed to be an honest man.*

*The author wasn't very happy to find the money in the envelope.*

*The author's father and the minister's father were schoolmates in childhood.*

*One of the gentlemen turned out to be Portia's father.*

*The author and his wife got the bill cashed in the bank of England as a wedding present.*

*The end of the story was unhappy.*

***Task 2. Answer the questions about the story.***

*1. What is the main idea of the story?*

*2. What is the genre of the story?*

*3. If you happened to be in such a situation as the author what would you do?*

*4. What personal features of character helped the author survive in his difficult case?*

***Task 3. Make your own short story with these words:*** *mining brokers clerk, a small brig, flunkey, lodgings, bill, the Continent, jail, highwayman, quarters, played cribbage, cent, I was in the clouds, miles.*

*As homework, the students had to read this story again and try to retell it on behalf of Portia, one of the gentlemen, the Minister, etc.*

***Lesson 2. "Lost on dress parade" by O'Henry.***

***Pre-reading stage***

*The teacher pays the students attention to the questions and offers them to discuss them in groups.*

*1. You can be happy if you are rich.*

*2. Money plays an important role in people's life.*

*3. We can be happy even without money.*

*In the pre-reading stage, the students are also introduced to new vocabulary from the text. Here the teacher pays the students 'attention to the words that are used in American English.*

*I slipped on the sidewalk*

*Thus, spoke the brave who was born and reared in the wigwams of the tribe of the Mannhattans. The lights and the stream of hurrying vehicles in the avenue.*

*The typical New York young clubman*

*Broadway*

*Manhattan*

*Cab*

*bridge*

*Wigwams*

*Sidewalk*

*The students work with the words*

*Define the meaning of the words*

*Make sentences and phrases with the words*

***While-reading stage***

*The students are divided into groups and each group works with a passage of the story. So, the teacher here uses the co-called jigsaw reading.*

*Each group retells another group the given passage and at the end, all the class knows the contents of the story.*

***After-reading stage exercises and tasks.***

***Discussion. Answer the following questions:***

*Why did the main hero play the role of a rich idler?*

*Where did he work and how much did he save for 10 weeks?*

*Whom did he come across and how did it happen?*

*Why did he tell a lie to the girl?*

*Did he regret his lies? Why? Why not?*

*What is your opinion about the main characters of this story?*

***Decide if the statements are True or False.***

*Mr.Chandler looked like a typical working architect.*

*He worked as an architect and got 10 dollars every week.*

*He saved money to help his family.*

*He asked the girl to dine with him at an expensive restaurant.*

*Mr.Chandler played a role of a very rich man before the girl.*

*Miss Marian said she would fall in love with a working person even if he were poor.*

*Put the sentences in the right order.*

*Just then, a girl scuddled lightly around the corner slipped on a patch of icy snow and fell plump upon the sidewalk.*

*Mr. Towers Chandler was pressing his evening suit in his hall bedroom.*

*A sudden idea came into the head of the young architect. He would ask this girl to dine with him*

*Up Broadway Chandler moved with the vespertine dress parade.*

*So he began to prate to Miss Marian of clubs, of teas, of golf and riding and kennels and cotillions and tours abroad and threw out hints of a yacht lying at Larchmont.*

*The two girls sat in the window seat, looking out at the lights and the stream of hurrying vehicles in the avenue, and discussed the evening.*

*Imagine that you are Mr.Towers Chandler. Tell the class about yourself and your life in New York, about your work and why you pretended a very rich idler before Marian.*

*Imagine you are Miss Marian and tell the class about your life and why you went outside that evening; tell the class what you think about Chandler.*

*As homework, the students have to prepare their version of the end of the story.*

The third stage of the experiment was a control test, on which the results of teaching in the control group and the experimental group were checked. The control stage allowed us to summarize our work, to test the students' acquisition of an experimental group of knowledge and skills of intercultural competence during work on literary texts of American literature of the 20<sup>th</sup> century.

The purpose of the control stage of the experiment was to consider the effectiveness of the application of the developed methodology for the formation of intercultural competence students based on the literary texts on American literature of the 20<sup>th</sup> century.

The following tasks were identified as part of the control experiment:  
 to analyze the results of students' work on the lessons in foreign literature;  
 to identify the formation of intercultural competence skills when performing practical exercises in English classes;  
 determine the advantages of this methodology in school practice.

At the control experiment stage, the following research methods were used – questionnaires, testing, and discussion.

Two classes took part in it (experimental group – 11<sup>th</sup> “b” grade and control group – 11<sup>th</sup> “a” grade). At this stage, the verification was carried out using a written test with questionnaire elements, the tasks of which were similar to the tasks of the pre-experimental test. Each task measured certain knowledge, skills, or psychological qualities that make up intercultural competence.

Table 3

**The level of formation of intercultural competence skills in EG and CG on the control test**

Parameters of measurement of the level of intercultural competence	Percentage of the level of knowledge and skills	
	Experimental group	Control group
1. The knowledge of the vocabulary of the English language is closely connected with the cultural realia and values of the American people.	84%	45%
The knowledge of English (American) cultural and historical realia and traditional values of the American people.	77,3%	34%
The ability and interest in finding out the information about American culture	52,5%	41%
Realization of possible misunderstanding or cultural conflict in intercultural communication and the ability to solve problems	66%	52%

The level of intercultural competence	70%	42%
---------------------------------------	-----	-----

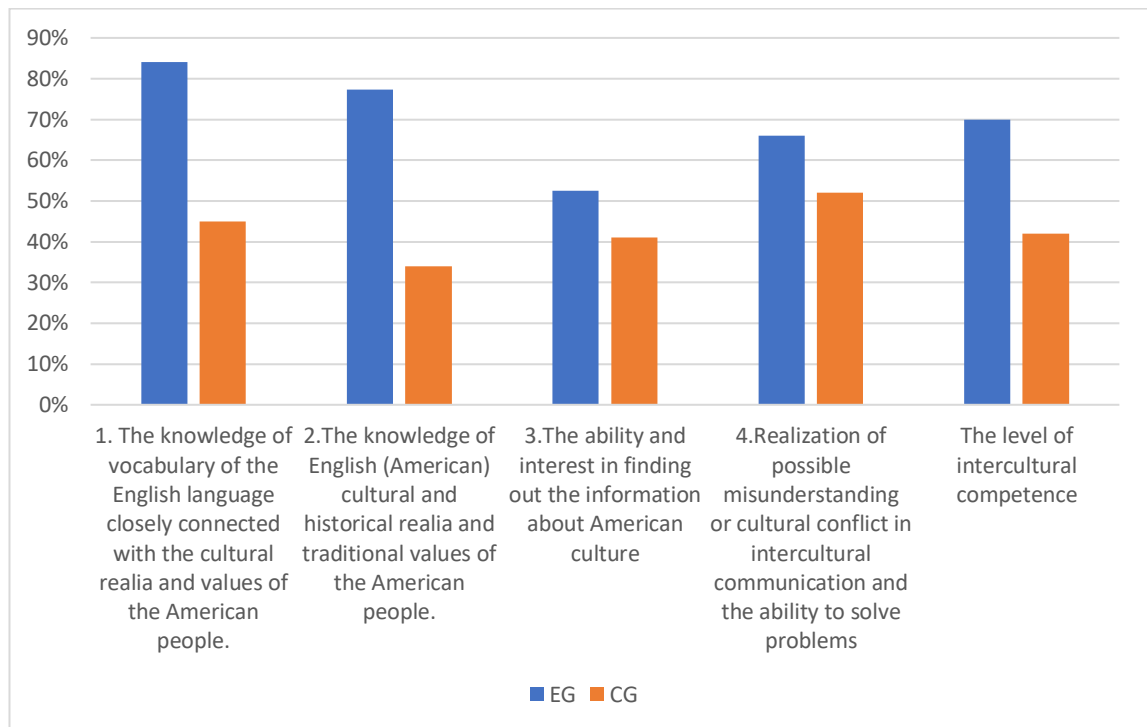


Diagram 2- The level of formation of intercultural competence skills in EG and CG on the control test.

As we see, the results of both groups on the stage of the control experiment differ. When we checked the knowledge of the vocabulary of the English language closely connected with the cultural realia and values of the American people it was defined that on the stating test both experimental and control groups knew less than 50% of that vocabulary.

The control test showed us that the level of knowledge of the vocabulary of the experimental group has been increased. The average number of words defined in EG-17\20, in CG-9\20.

While checking the second parameter, in which the students had to write the information they know about the history and culture of American people, it was defined that on the stating test the knowledge of English (American) cultural and historical realia and traditional values of the American people were very low in both groups (EG-23%, CG-20%). The control test showed us that the level of knowledge of English (American) cultural and historical realia and traditional values of the American people in EG and CG has been increased. In EG-77, 3% and in CG-34%. The students of EG could give much information about American traditions and historical events.

While checking the third parameter on the stating test, the percentage of the ability and interest in finding out the information about American culture in both groups was 26% in EG and 23% in CG. It is a very low mark.

The control test showed us that after the experimental work the percentage of the ability and interest in finding out the information about American culture in EG has been increased to 52,5%, in CG it is 41%.

Checking the last parameter, the realization of possible misunderstanding or cultural conflict in intercultural communication, and the ability to solve problems on stating test, we see that in EG it is lower (48%) than in CG (51%). Therefore, 48% of students in EG realize the necessity of taking into account the cultural differences in communication with foreigners, native speakers of American English. 51% of students of CG pointed out that they try to achieve understanding between speakers in intercultural communication.

The control test showed us that this parameter has been increased to 66% in EG and 52% in CG. Therefore, after experimental work, the results in EG have been improved to 18% (48%-66%).

We see that the level of intercultural competence in both groups differs. On the stating stage of the experiment in EG, it was 32% and in CG it was 31,5%. After the experimental work in EG, it is 70% and in CG-42%. So the parameters that have more importance for the formation of intercultural competence such as “the knowledge of cultural realia”, “the ability to compare and interpret cultural realia and people’s value”, “psychological qualities” in EG have been increasing much more than in CG.

The general level of intercultural competence in EG has been increasing much more than in CG. Below in Table 4 and Diagram 3 the results of the comparison of the level of formation of intercultural competence skills in EG on the starting stage of the experiment and the control test are illustrated.

Table 4

**The comparison of the level of formation of intercultural competence skills in EG on the starting stage of the experiment and the control test**

Parameters of measurement of the level of intercultural competence	Percentage of the level of knowledge and skills in EG	
	Starting stage	Control test
1. The knowledge of the vocabulary of the English language is closely connected with the cultural realia and values of the American people.	33%	84%
The knowledge of English (American) cultural and historical realia and traditional values of the American people.	23%	77,3%
The ability and interest in finding out the information about American culture	26%	52,5%
Realization of possible misunderstanding or cultural conflict in intercultural communication and the ability to solve problems	48%	66%
The level of intercultural competence	32%	70%

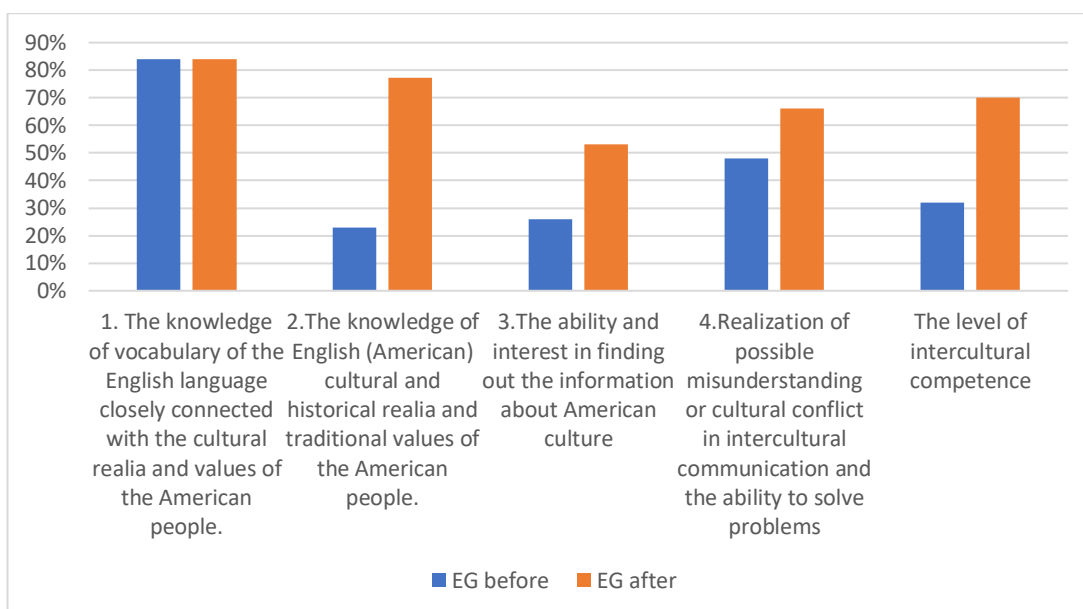


Diagram 3- The comparison of the level of formation of intercultural competence skills in EG on the starting stage of the experiment and the control test

As we see from Table 4 and diagram 3, the level of formation of intercultural competence in the experimental group before the basic stage and the final stage of the experiment much differ. Before the practical lessons on work with foreign literary texts, the students knew less about the culture and traditions of the country the language of which they study [13-91]. After the implementation of methods and tasks of working with foreign literature, American literature of the 20<sup>th</sup> century, the level of knowledge and skills of intercultural competence of the students increased and improved much more than before. It proves that our proposed experimental work has been sufficient and effective for forming the intercultural competence of pre-service English students.

### Conclusion

While learning a foreign language the students emerge into another culture, the culture, and traditions of the target language, and compare their own culture with the peculiarities and characteristic features of the foreign way of life.

In our research, we tried to develop and form intercultural competence in the students of high school using studying American literature of the 20<sup>th</sup> century. For this purpose, we have worked out the methodology and a set of tasks and exercises to use in our lessons of English. We have described the process of working with literary texts, stages, and types of reading.

So, in part one we investigated the general notions necessary to understand our problem. We examined the concept and the main points of the theory of the development of intercultural competence as well as the notion and the significance of the literary text as an informative source about the culture of the country of the learnt language.

Thus, the main results of our investigation are the notions of *competence* and *intercultural competence* have been specified. Competence is a range of issues of which a person is well aware, has knowledge and experience, and is good.

Intercultural competence is the ability of two or more members of different linguistic groups from different countries to communicate in the same language that is native to one person and foreign to the other one.

Reading literary texts plays an important role in the formation of intercultural competence: it provides good opportunities for both the accumulation and clarification of knowledge about the culture of the country of the language studied and for the development of creative experience.

The main principles of the selection of literary texts for the formation of intercultural competence have been defined. They are the principle of scientific character, the principle of availability of the text, the principle of communicative value of the text, the principle of conformity of the text content with students' interests, and the principle of sociocultural information value of the text.

Based on the above-mentioned principles, the literary texts of popular American writers of the XX century have been selected as the material for the development of intercultural competence, as they reflect the basic moral values and attitudes of Americans and allow students to learn more about the culture and the way of life of the country of the language studied. During the selection of texts we relied on the wishes of the students, the questionnaire was conducted and 10 literary texts of American authors were selected.

For the formation of intercultural competence a typology of exercises and tasks done at three main stages of reading has been developed. These tasks include the introduction of American culture and specific vocabulary, phraseology, cultural realia, analysis of the main characters, and moral values. The students as homework did some searching work and found additional useful information about the culture and history of the USA.

The result of the work done showed that the level of formation of intercultural competence of the students has significantly increased compared to the previous one.

#### REFERENCES

- [1] Kunanbayeva S.S. The Modernization of Foreign Language Education: the Linguo-Cultural Communicative Approach. - United Kingdom: Hertfordshire Press, 2013. – 293 p.
- [2] Ter-Minassova S.G. Language and intercultural communication. – M: MSU, 2004. – 352 p.
- [3] Bennet E. Murugesan S., Nageswari P. The Influence of Stock-Specific Factors on Investors' Sentiment. //NY: World Journal of Social Sciences. - 2011. -1(4). – 115 p.
- [4] Hall E. From cultural awareness to intercultural awareness: culture in ELT. //Oxford: ELT Journal. - 2012. - Volume 66. Issue 1. - 67 p.
- [5] Byram M., Baker W. From cultural awareness to intercultural awareness: culture in ELT. //Oxford: ELT Journal. - 2012. - Volume 66. Issue 1. - 99 p.
- [6] Бурикова С.А. Межкультурный подход в обучении иностранным языкам как рефлексия межкультурных различий. М., 2017. – 153 с.
- [7] Фурманова В.П. Межкультурная коммуникация и лингвокультуроведение в теории и практике обучения иностранным языкам. – Саранск: изд-во Мордовского университета, 1993. – 128 с.



- [8] Кадырбекова П. К. Межкультурная коммуникация: проблемы и перспективы - М., 2008. – 258 с.
- [9] Фоломкина С. К. Обучение чтению на иностранном языке в неязыковом вузе: учебно-методическое пособие. – М.: Высшая школа, 2005. – 412 с.
- [10] Elizarova, T.G., Kalachinskaya, I.S., Sheretov, Yu.V., Shirokov, I.A. Numerical simulation of electrically conducting liquid flows in an external field. //MO: Journal of Communications Technology and Electronics. – 2005. - vol. 50. - no. 2. – 87 p.
- [11] Fantini, A. Exploring and assessing intercultural competence. - St. Louis, MO: Washington University, Center for Social Development, 2007.
- [12] Samovar, A., Porter, E., McDaniel, R. Communication Between Cultures. - Boston: Wadsworth, 2009. – 16 p.
- [13] Storch N. Implementing and assessing collaborative writing activities in EAP classes. - New York: Routledge, 2017. – 103 p.

### REFERENCES

- [1]. Kunanbayeva S.S. The Modernization of Foreign Language Education: the Linguo-Cultural Communicative Approach. - United Kingdom: Hertfordshire Press, 2013. – 293 p.
- [2]. Ter-Minassova S.G. Language and intercultural communication. – М: MSU, 2004. – 352 p.
- [3]. Bennet E. Murugesan S., Nageswari P. The Influence of Stock-Specific Factors on Investors' Sentiment. //NY: World Journal of Social Sciences. - 2011. -1(4). – 115 p.
- [4]. Hall E. From cultural awareness to intercultural awareness: culture in ELT. //Oxford: ELT Journal. - 2012. - Volume 66. Issue 1. - 67 p.
- [5]. Byram M., Baker W. From cultural awareness to intercultural awareness: culture in ELT. //Oxford: ELT Journal. - 2012. - Volume 66. Issue 1. - 99 p.
- [6]. Burikova S.A. Mezhhkul'turnyy podkhod v obuchenii inostrannym yazykam kak refleksiya mezhhkul'turnykh razlichiy (Intercultural approach in teaching foreign languages as a reflection of intercultural differences). М., 2017. – 153 s. [in Rus.]
- [7]. Furmanova V.P. Mezhhkul'turnaya kommunikatsiya i lingvokul'turovedeniye v teorii i praktike obucheniya inostrannym yazykam (Intercultural communication and linguistic and cultural studies in the theory and practice of teaching foreign languages). – Saransk: izd-vo Mordovskogo universiteta, 1993. – 128 s. [in Rus.]
- [8]. Kadyrbekova P. K. Mezhhkul'turnaya kommunikatsiya: problemy i perspektivy (Intercultural communication: problems and prospects) - М., 2008. – 258 s. [in Rus.]
- [9]. Folomkina S. K. Obucheniye chteniyu na inostrannom yazyke v neyazykovom vuze: uchebno-metodicheskoye posobiye (Learning to read in a foreign language in a non-linguistic university: a teaching). – М.: Vysshaya shkola, 2005. – 412 s. [in Rus.]
- [10]. Elizarova, T.G., Kalachinskaya, I.S., Sheretov, Yu.V., Shirokov, I.A. Numerical simulation of electrically conducting liquid flows in an external field. //MO: Journal of Communications Technology and Electronics. – 2005. - vol. 50. - no. 2. – 87 p.
- [11]. Fantini, A. Exploring and assessing intercultural competence. - St. Louis, MO: Washington University, Center for Social Development, 2007.
- [12]. Samovar, A., Porter, E., McDaniel, R. Communication Between Cultures. - Boston: Wadsworth, 2009. – 16 p.
- [13]. Storch N. Implementing and assessing collaborative writing activities in EAP classes. - New York: Routledge, 2017. – 103 p.

### БОЛАШАҚ АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ МӘДЕНИЕТАРАЛЫҚ КҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

\*Жумабекова Г.Б.<sup>1</sup>, Жусупова Р.Ф.<sup>2</sup>

<sup>1</sup>п.ғ.к., қауымдастырылған профессор, Абылай хан атындағы

ҚазХҚжәнеӘТУ, Алматы, Қазақстан, e-mail: [zhuma@mail.ru](mailto:zhuma@mail.ru)

<sup>2</sup>п.ғ.к., қауымдастырылған профессор, Л.Н.Гумилев атындағы Еуразия

ұлттық университеті, Нұр-Сұлтан, Қазақстан, e-mail: [rozazhusupova@mail.ru](mailto:rozazhusupova@mail.ru)

**Аңдатпа.** Мақала болашақ ағылшын тілі мұғалімінің мәдениетаралық құзыреттілігін қалыптастыру мәселесіне арналған. Болон процесінің қызметі аясында академиялық алмасулар күшейіп, шетелде үздіксіз білім алу мүмкіндіктері кеңейді. Демек, шет тілдеріне қатысты қоғамның әлеуметтік тәртібі тілді практикалық білімде ғана емес, сонымен бірге бұл тілді басқа мәдениет өкілінің нақты шығу тегіне байланысты әдепті қарым-қатынаста қолдану қабілетінде де көрінетіні анық. Жаңа әлеуметтік-экономикалық және саяси жағдай студенттердің-болашақ ағылшын тілі мұғалімдерінің лингвомәдени құзыреттілік деңгейіне қойылатын талаптардың артуына алып келеді.

Біз осы жұмыста болашақ ағылшын тілі мұғалімдерінің мәдениаралық құзіреттілігін қалыптастыру үшін ХХ ғ. Америка әдебиеті бойынша әдістеме мен практикалық жаттығулар әзірледік. Мақалада жұмыс нәтижелері сипатталған және зерттеу нәтижелері келтірілген. Зерттеу міндеттерін шешу үшін келесі зерттеу әдістері қолданылды: тарихи-хронологиялық, теориялық мазмұнды талдау, статистикалық өңдеу әдістері, рейтинг, анықтау, қалыптастыру және қорытынды (бақылау) эксперименттер, сұрақ қою, педагогикалық бақылау, сұхбат және т.б.

**Тірек сөздер:** құзыреттілік, мәдениаралық құзыреттілікті қалыптастыру, шетел тілдерін оқыту, шетел әдебиеті, мәдениетаралық қарым-қатынас, американдық әдебиет, мәдениет, зерттеу

## ФОРМИРОВАНИЕ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ У БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

\*Жумабекова Г.Б.<sup>1</sup>, Жусупова Р.Ф.<sup>2</sup>

<sup>1</sup>к.п.н., асс.профессор, КазУМОиМЯ имени Абылай хана, Алматы,

Казахстан, e-mail: [zhuma@mail.ru](mailto:zhuma@mail.ru)

<sup>2</sup>к.п.н., асс.профессор, ЕНУ им Л.Н.Гумилева, Нур-Султан, Казахстан

e-mail: [rozazhusupova@mail.ru](mailto:rozazhusupova@mail.ru)

**Аннотация.** Статья посвящена проблеме формирования межкультурной компетенции будущего учителя английского языка. В рамках деятельности Болонского процесса активизировались академические обмены и расширились возможности для продолжения образования за рубежом. Следовательно, очевидно, что социальный порядок общества по отношению к иностранным языкам отражается не только в практическом знании языка, но и в умении использовать этот язык в реальном тактичном общении в зависимости от конкретного происхождения представителя другой культуры. Новая социально-экономическая и политическая ситуация приводит к повышению требований к уровню лингвокультурной компетенции студентов-будущих учителей английского языка,

В данной работе нами была разработана методика и практические упражнения по изучению литературы Америки XX века для формирования межкультурной компетенции будущих учителей английского языка. В статье описаны результаты работы и приведены выводы исследования. Для решения задач исследования использовались следующие методы исследовательской работы: историко-хронологический, теоретический контент-анализ, методы статистической обработки, ранжирование, констатирующий, формирующий и итоговый (контрольный) эксперименты, анкетирование, педагогическое наблюдение, интервьюирование и другие.

**Ключевые слова:** компетенция, формирование межкультурной компетенции, преподавание иностранных языков, зарубежная литература, межкультурное общение, Американская литература, культура, исследование

*Статья поступила 24.05.2022*