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***G. Sheriyeva¹, Zh. Suleimenova², A. Meirbekov³**

^{1,3}Khoja Akhmet Yassawi International Kazakh-Turkish University,
Republic of Kazakhstan, Turkestan

²Kazakh National Women's Teacher Training University,
Republic of Kazakhstan, Almaty

DIDACTIC PRINCIPLES OF FORMATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE IN TEACHING THE KAZAKH LANGUAGE

The article is devoted to the didactic principles of the formation of intercultural communicative competence in the teaching of the Kazakh language. Intercultural communicative competence at the initial stage of learning.

The article defines the «didactic position», the proposed structure of the developed didactic principles and its main components. It includes four interrelated basic blocks: target, methodological, technological, evaluation criteria. The target block defines the general didactic purposes and tasks, needed to reach it. The methodical block offers appropriate approaches and principles of the process of teaching the Kazakh language to students. The technological block highlighted the methods that should be used in teaching the Kazakh language students. Didactic principle is a comprehensive model of learning and the basis for the development of methods of forming intercultural communicative competence of students beginning to learn the Kazakh language and Kazakh culture.

Criteria for assessing the level of formation of intercultural students communicative competence is being developed. The article also outlines the didactic conditions for the successful implementation of these didactic principles.

Keywords: didactic principles, intercultural communicative competence, methods, principles, education.

Introduction

Today, due to the growth of intensive cultural and business exchanges in Kazakhstan in various fields, there is a growing need for representatives of the

countries who can ensure effective relations in an intercultural context. Pay attention to the specialists who teach Kazakh as a foreign language. In this regard, an important task today is to know the integral didactic principles of teaching the Kazakh language, to systematically present its main components and to consider the requirements for the formation of intercultural communicative competence.

The concept of «principle» is one of them is the basis of teaching methods in foreign languages. That is why it is widely covered in the works of many famous researchers.

Basically, it is expressed as an understanding of the basic and original position of any theory, method, science. The principles are summarized. It is used to determine the requirements for the level of mastery, the components of the subject and its individual features.

This raises doubts about the need to focus in detail on the principles of intercultural competence in the teaching of the Kazakh language. It should be noted at once that the scientific literature describes a number of methodological principles in this regard (Perminova, 2015).

However, it should be noted that in the works of the authors there is a terminological tautology in establishing similar methodological principles in terms of didactic content. In particular, V. V. Safonova, P. V. Sysoeva, M. Bairam has the principle of «bilingual education», according to which in the learning process you can use both the language – the mother tongue and the learned – for the better mastering the culture of the country under study. According to Elizarova, this principle is already called «the principle of joint teaching of foreign languages and native languages with cultural connections».

The principle of «dialogue of cultures» and the principle of «empathic attitude to the participants of intercultural communication». Some principles and cultures of co-language learning are implemented within a specific educational model and are completely transferred to other learning contexts that are not possible. In particular, the principle of «cultural variability» was developed within the framework of the concept of language multicultural education, its purpose show the cultural diversity of the studied cultural association. This principle needs to be changed and made a principle for the formation of intercultural competence of students.

Thus, students do not see the «diversity of equal cultures», but the opposition of one culture to another. Or the principle of ethnographic approach in the formation of intercultural competence in the environment.

The connection of students with the language and culture is limited to lessons in a foreign language, this principle can not be fully introduced. These principles include: the principle of dialogue of cultures, the principle of dominance, problem-solving, the principle of bilingual education, the principle of cultural variability.

Let's take a closer look at the content of each principle. Let's consider the principle of «dialogue» of cultures.

Recently, the use of this term has become very popular. A number of researchers say that the «Dialogue of Cultures» is a philosophy of the interaction of cultures in modern multicultural associations. Cultural discrimination and cultural aggression flourish in modern multicultural communities, making it clear that intercultural dialogue is a myth and not an experience of communication. Therefore, philosophy (theoretical idea) was introduced for «cultural dialogue» process (practical implementation of an idea) experience), it must act.

One of the main goals of communication between people and, as a result, one of the main goals of education. As a general and professional leading socio-pedagogical goal.

The pedagogical principles of education, which are already reflected in the social, can be achieved by learning a foreign language, how the dialogue of cultures will be philosophy and communication. In language pedagogy, the teaching of foreign languages and cultures based on the principle of dialogue between cultures and civilizations means: the need for authenticity analysis and modeling of curricula and teaching materials as didactic content for partially authentic cultural material

Based on the principle of expanding the range of cultures studied, from ethnic / superethnic, social subcultures to geopolitically determined regional-continental cultures, civilizations and their manifestation in world culture; orientation of students to the development of general planetary thinking, the formation of such important qualities as culture neutrality, empathy, tolerance, readiness to communicate in a foreign cultural environment, speech and socio-cultural tactics, etc. development of methodological models that contribute to the formation of bilingualism socio-cultural competence, including the recognition of each student as a cultural and historical subject, expressive and communicative, contrast-comparative joint study in the context of direct and indirect influence of historical and cultural interactions of local and studied cultures; Methodological conditions for the preparation of socio-educational creation Students play the role of the subject in the context of intercultural dialogue or intercultural communication.

The principle of priority of problematic cultural tasks. The process of formation of intercultural competence can make students learn not only what they are learning, but also strategies for the formation and continuous improvement of intercultural competence. These strategies play a key role in the study of others, culture or communication with its representatives.

Therefore, when teaching culture, V. V. Safonova, aimed at creating such a model of cultural education through a foreign language, on the basis of which

students gradually in the process of solving complex cultural problems: collecting, systematizing, generalizing and interpreting information of cultural studies; mastering strategies and methods of interpretation of cultural research cultures; developing multicultural communicative competencies to help them navigating the types of culture and civilization studied together and related to them communicative norms in the strategy of socio-cultural search in completely unfamiliar cultural associations, in the conditions of modern intercultural communication in the choice, as well as in the search for culturally acceptable forms of communication with people ways to overcome the socio-cultural communicative deadlock that arises in the situation; not only about the real differences, but also the formation and deepening of ideas in cultures, as well as about their common features in a common planetary sense, the core of the modern multidimensional multicultural world in general; mastering cultural strategies, self-education; Participates in creative work of cultural studies and communicative-cognitive nature.

Socio-cultural complexity based on cognitive, linguistic, speech and psychological age characteristics, which should consider the choice of problem cultural studies listeners, as well as their level of multicultural and bilingual development. Definitely The socio-pedagogical aspect of the problem tasks became important.

3 The principle of bilingual education. Sysoev, in this study, we argue that culture may not be the mother tongue when taught, but it should be used. This is, first of all, the formation of related intercultural relations Competence, four aspects of the purpose of language learning are realized simultaneously: educational (acquaintance and ability to explain certain phenomena and cultures studied together, the facts of formation, awareness of the variability of foreign representatives and the behavior of cultural representatives in different social and cultural contexts, features of language functioning in foreign languages and countries around the world; organizational and processing skills (types of cultural information); educational (formation of worldview, ideological conviction, morality, patriotism, compassion for representatives of other countries and cultures, awareness of each culture should be considered and evaluated in terms of a system of own values); educational (knowledge of the culture of the target language, including basic communication patterns); development (development of communicative culture and socio-cultural knowledge of schoolchildren, giving them the opportunity to participate in intercultural communication in a foreign language in the social, social, cultural-educational and professional spheres;

4 The principle of cultural variability. There was the principle of cultural variability presented by P. V. For Sysoev in the development of socio-cultural content of educational materials, programs for foreign languages.

The main purpose of this principle is to provide students with options for different types of dating cultures for each specific type of culture. In particular, if the nation acts as a form of culture.

When studying the multiculturalism of a country in the target language, he concluded that students should be able to access similar information.

cultural diversity for each aspect of the culture studied in their country. This allows them to see not only the differences.

The author argues that cultural variability can and should be reflected at different levels and stages of learning foreign languages. For example, from the beginning of training, students have different options of «greeting»

social and cultural dependence context (between friends, between teacher and student, between strangers) adults, etc.

The principle of cultural opposition.

In a number of studies, scholars have raised the question of the need for targeted use of information about cultural conflict or cultural conflict.

full understanding of the studied cultural phenomenon by students. Under the culture

In this context, the conflict is understood as differences in the education system, values and different cultural norms groups, different scholars have ideas about necessity.

Methodology and research methods

The introduction of different practices in the study of the phenomenon of cross-cultures obtained. According to M.M. Bakhtin, it is reflected in the principle of dialogue of cultures: a full understanding of one culture is possible only when comparing it comparison with the other. Later, this principle of philosophy was transferred to the method of teaching foreign languages and became a methodological principle of teaching culture, showing the features of the foreign language as a subject, the countries of the studied language.

Literature Review

In empirical research, M. Heller and P. V. Sysoeva showed scientists this aspect of cultural self-determination of the individual (ethnic, linguistic, social, sexual, etc.) is realized only in the context of cultural conflict. Otherwise, this aspect is not visible to the person.

Thus, the proposed methodological principle of intercultural formation competence – the principle of cultural resistance – clarifies and adds more in its didactic and methodological content creates didactic conditions for the formation of the principles of cultural education and intercultural competence in the process foreign language teaching.

Established methodological principles for the formation of intercultural competence can be created in a hierarchical relationship with each other. Principles are the same level of cultural diversity and cultural resistance, as they are realized in the choice of content. The principles of bilingual education, problematic culturology and intercultural dialogue will already dominate at other levels, because they direct disclosure of language teaching methods for the formation of intercultural competence.

The didactic principle allows you to organize and conduct lessons using special methods, principles and techniques to achieve the established learning objectives. One of the important goals of teaching is the formation of intercultural communicative competence among students of linguistics at the initial stage of teaching Kazakh as a foreign language.

The didactic principle of formation of intercultural communicative competence in students studying the Kazakh language as a foreign language includes four interrelated basic blocks: target, methodological, technological, criteria-based.

Results and Discussion

In practice, the following communicative abilities of the learners are manifested: communicability, flexibility, intuition, empathy, reflexivity, structured thinking, sense of communicative situation, cognitive situation. Considering these skills, we hope that the goal of training foreign language to students-linguists – practically-oriented: the use of a foreign language as a means of communication between representatives of different cultures. Thus, when teaching students the Kazakh language as a foreign language, the general didactic goal is developed: the formation of intercultural communicative competence in students in the process of studying the Kazakh language as a foreign language.

The presented didactic purpose assumes the decision of the following task:

- strategic task – the formation of intercultural communicative competence in the study of the Kazakh language as a foreign language;
- prognostic task – development of intercultural foreign language communication potential of students on the basis of modern interactive teaching methods.

Block 2 – methodological.

The effectiveness of the formation of intercultural communicative competence in the study of the Kazakh language is ensured by modern approaches and principles of ensuring the quality, organization and implementation of the educational process. To such approaches relate:

- competent approach,

Focused on the results of training: the formation of the necessary socio-cultural and professional competencies, self-determination, socialization, development of individuality and self-actualization.

– activity-oriented approach, allowing to consider the whole range of personal characteristics of a person as a subject of social activity, in the first place, cognitive, emotional and volitional resources. When learning a language within the framework of activity-oriented approach, all speech activity is associated with perception and generation of verbal and / or written expressions, as well as with interactive actions.

– personal-oriented approach, based on the account of individual features of personality. The essence of the personality-oriented approach is the ability of the teacher to adapt means and methods of training for a specific personality. The main task of this approach is the creation of students' knowledge of professional foundations as knowledge for the formation of motives for training (Kosarev, Rykov, 2007).

– communicative approach (Bim, 1999), aimed at the formation of meaningful perceptions and understanding of foreign speech in students, as well as mastering the language material for the construction of speech expressions.

– culturological approach, directed on the formation of the ability to teach «to understand the specifics of speech, additional semantic loads, political, cultural, historical and similar similarities».

The goal of education is achieved the basis of the content of education, which is considered as «pedagogically adapted social experience of man» (Karpenko, 2011).

In the opinion of I. M. Osmolovskaya and I. V. Shalygina, «The source of the content of education in the culturological concept is a social experience, which accumulates in the culture and includes four main components: knowledge, methods of activity, experience, creative activity».

– Intercultural approach (Khaleeva, 2009), allowing students to go beyond the limits of culture and improve the quality of the mediator of culture, without losing their own cultural identity.

Principles of formation of intercultural communicative competence students are taught the Kazakh language general didactic and methodological principles. The well-known systematic-didactic format of teaching principles is offered by Yu. K. Babansky. Considering the purpose of our research, among the general didactic principles relevant to the following:

- Principle of systematicity and continuity of training.
- Principle of access to training.

– Principle of optimal combination of verbal, verbal and practical, reproductive, problem-solving and other methods of training.

– Principle of optimal combination of auditory, non-auditory, as well as group and individual forms of training.

The principle of systematicity, succession requires that teaching was carried out in a certain order, the system was built in strict logical succession (Tenitilov, 2015).

This means that the material studied should not only include the main content of this topic, but also ensure the logical order of the selected topics and the uninterrupted process of training. Language training includes listening, speaking, reading and writing to each other with another content (topic) training. And all topics should be linked to the content.

Therefore, the study of the Kazakh language should follow the principles of systematicity and continuity. In the study of the Kazakh language, the principle of access to education is important, the traditional definition of which is the criterion for the selection of educational material «from simple to complex, from easy to difficult, from known to unknown».

Training should be based on the optimal level of difficulty with the account of specialization, life experience, interests, individual and national abilities of students.

In addition, we consider that, following this principle, the teaching material should be: 1) available to students in their depth of knowledge, ie. so that students could understand the essence of the material being studied; 2) available by volume, ie. so that students were able to assimilate the appropriate amount of educational material; 3) is available for the performance of tasks in specific (for example, auditor or non-auditor) conditions.

The principle of optimal combination of verbal, visual and practical, reproductive, problem-solving and other methods of teaching the Kazakh language has an important value. In accordance with this principle, we have compiled a «Thematic Kazakh-Russian textbook of thesaurus type for beginners.»

The use of a thematic educational dictionary for beginners in the framework of student training provides for the development of linguistic skills, which are considered to us as an inextricable composite intercultural.

The principle of «presumption» implies the attraction of all that exists in man organs of perception to the perception of educational material » (Tenitilov, 2015). Following this principle, not only textbooks, blackboards, but also music, educational videos (films), etc. are used in training. Practical, reproductive, problem-solving methods of training are based on a practice-oriented approach.

The optimal combination of the above principles and methods allows you to increase the effectiveness of teaching the Kazakh language as a foreign language.

For a deeper acquaintance with culture in the context of teaching the Kazakh language, for us the most important value is the combination as an audit, as well as an out-of-audit form of training. This principle is based on activity-oriented and personally-oriented approaches, as it is based on a personally-oriented approach. Account of individual features of personality (Korneeva, 2016), that is, in essence, individualized forms of training, and for the activity-oriented approach are characterized as auditory, as well as non-audit forms of work, built on the use of interactive methods of training, problem-solving, activity.

Besides, the purpose of teaching a language to students-linguists - practice-oriented, the principle of linking theory with practice, which implies the «necessity of constant doubt and verification of theoretical positions with the help of reliable criteria of practice», also relevant (Tenitilov, 2015). This principle requires from teachers a rational connection of theoretical knowledge with the practice of student life.

In practice, teachers can test the effectiveness and quality of teaching, and students can not only check the correctness of the theory and the level of mastery of the studied knowledge, but also deepen the understanding of the theory, reinforce the learned knowledge.

During the training of students in the Kazakh language with the aim of forming the intercultural communicative competence, we identified the following methodological principles:

- the principle of communicative orientation,
- the principle of linguocultural orientation,
- the principle of multicultural interaction,
- the principle of accounting for knowledge and accounting for cultural values,
- the principle of interactivity of training.

Block 3 – technological.

In modern Kazakh didactics there are three large groups of methods:

- methods of organization and implementation of the educational process (verbal methods, visual methods, integrative methods and practical methods),
- methods of stimulation and motivation of educational and cognitive activity (role-playing games, educational discussions, pair work, work in groups, problem tasks, project method, etc.),
- methods of control and self-control (methods of surface control and self-control, written control and self-control) (Korneeva, 2016).

In the context of teaching the Kazakh language as a foreign language, these methods include a variety of methods, including authorship and technology of teaching.

In the opinion of L. M. Permian, in technology as a skill and the art of a special combination of methods, forms, methods of activity find a reflection of all the processes that make up the training in many of its elements. Among these elements are important for our research:

- 1) principles of selection and structuring of educational material;
- 2) dominant methods of training;
- 3) the principles of mutual relations between the teacher and the students and between the students;
- 4) requirements for learning outcomes (including educational standard) (Perminova, 2015).

We hold the opinion that in the study of the Kazakh language takes central place are occupied by students who are the subject of training. «Training» can have an effect only through «learning». All types of teaching activities should be based on students and consider the needs of students in order to arouse their interest in the school, to facilitate their mastery of the Kazakh language. Therefore, we chose the most suitable textbooks for training, teaching the level, ability and purpose of study of students.

The training was conducted purposefully, in the process of training it was necessary that teachers paid attention to the problems of students, studied the regularity of their behavior, talked to students, listened to their opinions, expressed their views and methods of training in accordance with the content of feedback from students.

However, considering students in the training center, it is impossible to leave without paying attention to the role played by the teacher. In the process of training, the teacher must be a good organizer, able to rationally combine different educational activities, for example, work in pairs or in groups, role-playing games, mini-projects, etc. e, to conduct effective training and guide students in this process.

Block 4 – criterion-assessment.

Criteria-assessment block shows the degree of integration of all structural components of the model and the result of training. He appreciates the development of students in the curriculum and the level of knowledge of the Kazakh language. To assess the level of formation in students of intercultural communicative competence teaching the Kazakh language as a foreign language at the initial stage developed the following criteria:

motivational – current desires, interests and needs in speech communication in the process of cognitive activity;

cognitive – control of the system of knowledge of the language for solving communicative tasks;

operational-activity – possession of skills to use language units in speech and writing;

emotional-evaluation – the level of formation of tolerance, empathy and reduction of ethnocentrism in the process of intercultural communication.

Successful implementation of this didactic principle is ensured by the acquisition of the following pedagogical conditions:

– application of interactive teaching methods, as well as a method of modeling situations based on exercises, presented in the author’s textbook;

– step-by-step performance of educational tasks on the basis of the proposed algorithm of action;

-application of the author’s thematic Kazakh educational dictionary of thesaurus type for beginners;

– formation of authentic cultural environment for students, assuming active participation in the educational process of the most educated.

Conclusion

The above approaches, principles, methods and didactic conditions are relevant for the process of teaching students the Kazakh language. Thus, the formation of intercultural communicative competence in the Kazakh language by students is based on the application of these approaches, principles and methods in the learning process.

The above-mentioned didactic principle is a complex model of training and the basis for the development of methods of formation of intercultural communicative competence among students who are beginning to study the Kazakh language and Kazakh culture.

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**Г. Т. Шериева¹, Ж. Сулейменова², А. Қ. Мейрбеков³*

^{1,3}Қ. А. Ясауи атындағы Халықаралық қазақ-түрік университеті,
Қазақстан Республикасы, Түркістан қ.

²Қазақ ұлттық қыздар педагогикалық университеті,
Қазақстан Республикасы, Алматы қ.

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ҚАЗАҚ ТІЛІН ОҚЫТУДА МӘДЕНИЕТАРАЛЫҚ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУДЫҢ ДИДАКТИКАЛЫҚ ПРИНЦИПТЕРІ

*Мақала қазақ тілін оқытуда мәдениетаралық коммуникативтік
құзыреттілікті қалыптастырудың дидактикалық принциптеріне*

арналған. Оқытудың бастапқы кезеңіндегі мәдениетаралық коммуникативтік құзыреттілік.

Мақалада «дидактикалық ұстаным», әзірленген дидактикалық принциптердің ұсынылған құрылымы және оның негізгі компоненттері анықталған. Ол өзара байланысты төрт негізгі блокты қамтиды: мақсатты, әдіснамалық, технологиялық, бағалау критерийлері. Мақсатты блок оларға жету үшін қажетті жалпы дидактикалық мақсаттар мен міндеттерді анықтайды. Әдістемелік блок студенттерді қазақ тіліне оқыту процесінің тиісті тәсілдері мен қағидаттарын ұсынады. Технологиялық блокта студенттерге қазақ тілін оқытуда қолданылатын әдістер анықталды. Дидактикалық қағидат қазақ тілі мен қазақ мәдениетін жаңадан үйреніп келе жатқан студенттердің мәдениетаралық коммуникативтік құзыреттілігін қалыптастыру әдістерін әзірлеу үшін негіз және оқытудың кешенді моделі болып табылады.

Студенттердің мәдениетаралық коммуникативтік құзыреттілігінің қалыптасу деңгейін бағалау критерийлері әзірленеді. Мақалада сонымен қатар осы дидактикалық принциптерді сәтті жүзеге асырудың дидактикалық шарттары көрсетілген.

Кілтті сөздер: дидактикалық принциптер, мәдениетаралық коммуникативтік құзыреттілік, әдістер, принциптер, білім.

*Г. Т. Шериева¹, Ж. Сулейменова², А. Қ. Мейрбеков³

^{1,3}Международный Казахско-Турецкий университет имени Ходжа Ахмета Ясави,

Республика Казахстан, г.Туркестан;

²Казахский национальный женский педагогический университет, Республика Казахстан, г. Алматы.

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ДИДАКТИЧЕСКИЕ ПРИНЦИПЫ ФОРМИРОВАНИЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ПРИ ОБУЧЕНИИ КАЗАХСКОМУ ЯЗЫКУ

Статья посвящена дидактическим принципам формирования межкультурной коммуникативной компетенции при обучении казахскому языку. Межкультурная коммуникативная компетенция на начальном этапе обучения.

В статье дано определение «дидактической позиции», предложена структура разработанных дидактических принципов и ее основные компоненты. Она включает четыре взаимосвязанных основных блока: целевой, методический, технологический, критерии оценки. Целевой блок определяет общедидактические цели и задачи, необходимые для их достижения. Методический блок предлагает соответствующие подходы и принципы процесса обучения учащихся казахскому языку. Технологический блок выделяет методы, которые необходимо использовать при обучении студентов казахскому языку. Дидактический принцип является комплексной моделью обучения и основой для разработки методики формирования межкультурной коммуникативной компетенции студентов, начинающих изучать казахский язык и казахскую культуру.

Разрабатываются критерии оценки уровня сформированности межкультурной коммуникативной компетенции студентов. В статье также обозначены дидактические условия для успешной реализации данных дидактических принципов.

Ключевые слова: дидактические принципы, межкультурная коммуникативная компетенция, методы, принципы, образование.

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Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

«Toraighyrov University» баспасы

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

8 (7182) 67-36-69

e-mail: kereku@tou.edu.kz

pedagogic-vestnik.tou.edu.kz