

Торайғыров университетінің
ҒЫЛЫМИ ЖУРНАЛЫ

НАУЧНЫЙ ЖУРНАЛ
Торайғыров университета

**ТОРАЙҒЫРОВ
УНИВЕРСИТЕТІНІҢ
ХАБАРШЫСЫ**

ПЕДАГОГИКАЛЫҚ СЕРИЯСЫ
1997 ЖЫЛДАН БАСТАП ШЫҒАДЫ



**ВЕСТНИК
ТОРАЙҒЫРОВ
УНИВЕРСИТЕТА**

ПЕДАГОГИЧЕСКАЯ СЕРИЯ
ИЗДАЕТСЯ С 1997 ГОДА

ISSN 2710-2661

№ 1 (2021)

ПАВЛОДАР

**НАУЧНЫЙ ЖУРНАЛ
Торайгыров университета**

Педагогическая серия
выходит 4 раза в год

СВИДЕТЕЛЬСТВО

о постановке на переучет периодического печатного издания,
информационного агентства и сетевого издания

№ KZ03VPY00029269

выдано

Министерством информации и коммуникаций
Республики Казахстан

Тематическая направленность

публикация материалов в области педагогики,
психологии и методики преподавания

Подписной индекс – 76137

<https://doi.org/10.48081/RPSN2986>

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<https://doi.org/10.48081/WKMR3832>

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THE NEED TO USE ENGLISH-LANGUAGE TV CHANNELS IN THE FORMATION OF INTERCULTURAL CONVERSATIONAL SKILLS

The relevance of the work is due to the global process of informatization, which is observed in any field of human activity, especially in education. Recently, new and non-standard information and communication technologies have been widely used in educational institutions. This phenomenon contributed to the intensive development of educational institutions, which made it possible to successfully solve many problems of the modern education system: various forms of educational materials, the availability of education, the use of new technologies and teaching methods, and many other problems.

This article presents the theoretical foundations of the use of English-language TV channels for the formation of intercultural competence in English classes. This study examined methods for defining concepts and components of cross-cultural competence. Explains the peculiarities of using English-language TV channels in the context of an intercultural approach to teaching foreign languages.

Keywords: cross-cultural communications, cross-cultural competencies, English-language TV channels, communication activities, English language, English language training.

Introduction

More than sixty years ago, the term «intercultural competence» (or «intercultural conversational competence») was introduced into the sphere of scientific circulation, but its unified definition and structure have not yet been developed. Different authors explain this concept in their own way. Many methodologists understand intercultural competence only as knowledge about the

culture of the country / region of the target language [1, p. 38]. We believe that this competency has many more components.

The purpose of this article is to present the theoretical foundations of the use of English-language TV channels for the formation of intercultural competence in English classes.

Materials and methods

This study examined methods for defining concepts and components of cross-cultural competence. The objectives for achieving the goal are to study the types of competencies, the history of the emergence of intercultural competence, generalization of opinions and definitions about intercultural competence, methods of mastering intercultural competence, finding out the need to use English-language TV channels to improve speech skills in a foreign language and identifying methods of teaching using English-language TV channels. The methodological basis of the study is the modern achievements of the theory of knowledge based on the theoretical and empirical method of cognition.

The Terminology Handbook on Foreign Language Teaching Methods defines teaching methods as «the implementation in practice of leading and leading teaching concepts in the form of certain strategies and specific teaching methods» [2].

So, in order to generalize the concept of «intercultural competence», I. L. Kolesnikova and O. A. Dolgina proposed modern conceptual principles of teaching foreign language communication, V. V. Kabakchi defined the language of intercultural communication, E. M. Vereshchagin, G. V. Kostomarov proposed a prospect for the development of intercultural communication and communication, as well as other foreign writers considered general issues of the development of intercultural communication [3–6].

Intercultural competence (IC) can be expressed as a combination of knowledge, skills and personality traits that can enable him to achieve the goal of communication within the framework of intercultural communication.

We believe that the MK structure is as follows.

1 The cognitive part refers to the knowledge system, which contains knowledge about the cultural characteristics of the country and the target language.

2 The active part gives the skills and abilities to adapt their knowledge to a new cultural environment and put them into practice, quickly adapt to the proposed situation, use verbal and non-verbal means and interact with representatives of other cultures.

3 The premise of personnel is the presence of personality traits such as tolerance, tolerance, patriotism and empathy.

First of all, the relevance of new information technologies and teaching of the English language is determined by the needs of teaching in increasing the effectiveness of learning development, especially in connection with the need to develop skills for independent learning activities, research and creative teaching methods, the formation of critical thinking [7, p. 4].

Many universities attach great importance to teaching communication skills. Not only because for many specialties, according to state educational standards, it is necessary to study the norms, rules and methods of communication. First, the acquisition of knowledge and communication skills depends on the real needs of the labor market.

It is difficult to master communication skills in English without specifying the country / region in which the target language is located. Therefore, an important task for teachers is to use different working methods and skills (role-playing games, discussions, creative projects, etc.) to create a real and imaginary communication environment in foreign language classes.

In addition, it is important for students to have an intuitive understanding of life, traditions and linguistic realities in English-speaking countries. To solve this important problem, it is necessary to use modern technology.

Despite some progress (using the Internet, various programs, etc.), one of the difficulties in learning a foreign language is that it is difficult to communicate and communicate with native speakers, even if it is not trivial. Modern technologies make it possible to expand the scope of the curriculum and lead to the need to use new learning formats. One of these forms is the use of an English-language TV channel.

Programs of various English-language TV channels can solve very important educational problems. Firstly, students have the opportunity to hear English speech of native speakers while watching English-language TV channels. Secondly, TV channels give students the opportunity to see with their own eyes what we are talking about in class, what we read in texts and dialogues (views of London, various museums in England, etc.). By watching the programs on TV channels, students can learn more about the traditions and culture of the countries being studied.

The use of English-language TV channels in the classroom helps to improve the quality of knowledge, since it allows you to use the following types of communication activities: listening, speaking (discussing situations from the program), reading and writing (during exercises). The use of English-language TV channels is psychologically expedient: through the organs of sight and hearing, a person can receive a lot of information about the world around him. In addition, the use of TV channels in the classroom increases the motivation of students to study and activity, and also creates certain conditions for students to work independently.

It takes a lot of work to ensure that students receive satisfactory services from English-language TV channels through an accurate understanding of the language, and not just through interesting and interesting program stories. If we want students to master intercultural skills, then we must from time to time broadcast programs on English-language TV channels, but through the system, and organize demonstrations in an orderly manner.

The method of viewing TV broadcasts (video method) belongs to the group of visual methods. It contains teaching and parenting functions thanks to the high performance of visuals. Information presented in a visual form is easier and faster to perceive. In addition, the use of English-language TV channels in the classroom helps to meet the needs, wants and interests of students.

However, when using the visual method (video presentation of the material), many conditions must be observed:

1 the video materials used must correspond to the level of knowledge of the students;

2 clarity and descriptiveness should be used appropriately, and should only be developed gradually at an appropriate time during the session;

3 observation should be organized in such a way that all students can clearly see the displayed material;

4 it is necessary to clearly highlight the main and necessary;

5 consider in detail the explanation given in the presentation of the material;

6 the displayed video material must fully correspond to the studied textbook and correspond to the studied topic.

To use intercultural communication, it is necessary to explain the content of the program to students on a TV channel in order to activate the language thinking of students. After watching the broadcast on the TV channel, you can use the following exercises: answer questions, add and complete sentences, mark correct and incorrect answers, place verbs at the right time, etc.

At first glance, it is useful today to use English-language TV channels in classrooms for teaching. However, realizing the full potential of teaching by watching the broadcast (video) of an English-language TV channel, teachers rarely use this method in the classroom.

Of course, from the point of view of mastering a foreign language culture, especially from the point of view of the formation of social culture and intercultural competence as one of the components of communication skills, the use of video materials in foreign language classes provides many unique opportunities for teachers and students.

Unlike audio or printed text (which is essential for information, education, education and development), video content in programs broadcast on English

TV channels has the advantage of integrating all aspects of voice interaction. In addition to the content of the communication, the video also contains visual information about the venue of the event, the appearance of the participants and the non-verbal communication behavior under certain circumstances [8].

Based on a comparison of cultural reality and characteristics of human behavior in various situations of intercultural communication, video materials provide almost unlimited possibilities for analysis (provided that the selected video text provides the necessary basis for this comparison). Likewise, the effectiveness of listening comprehension increases significantly, and success is a good motivation for further learning [9]. When memorizing new words or the entire linguistic structure of the English language, including two sensory systems, other associations will arise in the process of perceiving information.

It is also obvious that video materials from English-language TV channels can have a strong emotional impact on students, and can be used as motivation and reinforcement to create more motivation in further learning, search and creative activity [10].

The student becomes not only a subject of the educational process, but also a researcher who can independently and creatively discover and solve various problems to the best of his ability, by selecting the necessary materials based on the watched broadcast (video), which are attached to the educational process [11].

The main goal of teaching a foreign language is the formation of intercultural and communication skills based on intercultural oral and communication skills based on linguistic knowledge and skills, as well as knowledge of the language, culture and region. When developing communicative competence, it is necessary to take into account the following aspects: linguistic competence, sociolinguistic competence, discursive competence, strategic competence, sociocultural competence and social competence.

Using video materials in the programs of English-language TV channels, they can be integrated into the educational process in order to more effectively solve many educational tasks in the classroom:

1 directly use different levels of complex network materials to develop reading and reading skills;

2 according to real voice texts and multimedia content prepared by the teacher to increase the level of listening;

3 improve the skills of monotonous and conversational presentation based on problematic discussions on the video presented by the teacher;

4 improve writing skills, be it personal or written letters, replies to partners, participation in abstracts, essays and other joint actions of students in writing;

5 to use the modern vocabulary of a foreign language to replenish their active and passive vocabulary in order to reflect a certain stage in the development of the culture of the people, the social and political structure of society;

6 possess knowledge of foreign culture, including speech etiquette, the peculiarities of the speech accent of each nation in terms of communication, the peculiarities of the culture and traditions of the country in which the studied language is located;

7 on the basis of the systematic use of real broadcast (video materials) of english-language tv channels, students can form a stable motivation for conducting foreign-language activities in the classroom, not only discussing textbook issues, but also discussing “hot” issues that interest everyone.

In such an informational and integrated society where people live, students cannot continue their studies in isolation and be limited to a closed community. With the help of TV channels in English, students can access a variety of information and data from around the world, and can also develop projects of interest to them based on the content they are watching. Such opportunities provide the strongest motivation for independent cognitive activity of groups and individuals. Collaborative work encourages students to learn about current problems from TV channels in English, have different views on the problems under study, find additional information and evaluate their own results.

It should be noted that teaching through English-language TV channels ensures that students are immersed in a real language environment, which significantly weakens traditional language barriers to the actual use of foreign languages in this environment, since the exchange of information between peers and, therefore, materials from the viewed content includes the broadcast of thoughts, concepts and real conditions [12].

In addition to important content, the broadcast (video) of the English-language TV channel also contains visual information about the venue of the event, the appearance of the participants in communication and non-verbal behavior in certain circumstances, which are usually due to the psychological characteristics of the speaker’s age, gender and personality.

Using video materials from English-language TV channels in the classroom will help to solve the following tasks:

- 1 many times increase interest and interest in learning;
- 2 strengthening of logical thinking based on the analysis of the viewed material;
- 3 activation of student involvement in the analysis of the viewed material;
- 4 independent work of students;
- 5 improving the quality of students’ knowledge.

In English lessons, you can use a large number of video materials from English-language TV channels. Nowadays, the use and application of video resources is becoming a very popular and effective technology in teaching English.

Educational tasks that can be solved using the video:

- 1 repeating the skillful vocabulary and expanding the vocabulary;
- 2 watching the broadcast (video) to memorize new words or new topics in English;
- 3 learning the perception of information by ear;
- 4 carrying out design work, research on the viewed broadcast (video material);
- 5 using the broadcast (video) to search for thematic information related to language learning.

Methodologists divide the process of watching a broadcast (video material) into several stages. Thus, there are four main stages:

1 Preparatory or presentation stage (preview). The purpose of this stage is to motivate students, discuss assignments, explain possible difficulties in understanding the text and prepare for the successful completion of the assignment.

2 Perception of the film or stage of the presentation (while watching). The purpose of this stage is to take into account the real communication skills of students in a foreign language and to ensure the further development of their language, speech or social and cultural skills.

3 Control the understanding of the main semantic load or the stage of post-presentation (viewing). The purpose of this stage is to take into account the possibility of real communication of students in a foreign language and to ensure the further development of their intercultural, linguistic, verbal or socio-cultural abilities.

4 Development of language and oral skills or creativity. The purpose of this stage: based on the original broadcast (video), develop the skill of discussing the problem in a foreign language.

It should be noted that the use of English-language TV channels in the classroom is not only another source of information. The use of TV channels contributes to the development of all aspects of psychological activity of students, especially the development of attention and memory [13]. During the viewing period, an atmosphere of joint cognitive activity reigned in the audience. In this case, even an inattentive student becomes attentive. To understand the content of programs on TV channels, students need to make some effort. Consequently, involuntary attention becomes voluntary. The intensity of attention will affect the memory process. The use of various channels of information flow (auditory, visual, motor perception) has a positive effect on the strength of the fixed area and language material.

Conclusion

Summing up, we can say that the videos of the English-language TV channel provide ample opportunities for positive work to develop students' oral skills in intercultural conversation and make the educational process for learning foreign languages attractive for all stages of education.

Undoubtedly, the use of video materials from English-language TV channels in foreign language courses provides teachers and students with many unique opportunities for mastering foreign cultures, especially in the formation of intercultural competence, which is part of the general communicative competence. In addition to the exchange of information, the broadcast (video) of the English-language TV channel also provides visual information about the incident, as well as the appearance and behavior of the participants under certain circumstances.

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Material received on 15.03.21.

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Қазақстан Республикасы, Қызылорда қ.

Материал 15.03.21 баспаға түсті.

МӘДЕНИЕТАРАЛЫҚ СӨЙЛЕУ DAҒДЫЛАРЫН ҚАЛЫПТАСТЫРУДА АҒЫЛШЫН ТІЛДІ ТЕЛЕАРНАЛАРДЫ ПАЙДАЛАНУ ҚАЖЕТТІЛІГІ

Жұмыстың өзектілігі адам қызметінің кез-келген саласында, әсіресе білім беруде байқалатын Ғаламдық ақпараттандыру процесіне байланысты. Соңғы уақытта оқу орындарында жаңа және стандартты емес ақпараттық-коммуникациялық технологиялар кеңінен қолданылады. Бұл құбылыс білім беру мекемелерінің қарқынды дамуына септігін тигізді, бұл қазіргі білім беру жүйесінің көптеген міндеттерін табысты шешуге мүмкіндік берді: оқу материалдарының әртүрлі нысандары, білімге қолжетімділік, оқытудың жаңа технологиялары мен әдістерін пайдалану және басқа да көптеген проблемалар.

Бұл мақала ағылшын тілінде мәдениаралық құзыреттілікті қалыптастыру үшін ағылшын тіліндегі телеарналарды қолданудың теориялық негіздерін ұсынады. Бұл зерттеу мәдениетаралық құзыреттіліктің тұжырымдамалары мен компоненттерін анықтау әдістерін зерттеді. Шет тілдерін оқытуға мәдениаралық көзқарас тұрғысынан ағылшын тілді телеарналарды қолдану ерекшеліктерін түсіндіреді.

Кілтті сөздер: мәдениетаралық коммуникация, мәдениетаралық құзыреттілік, ағылшын тілді телеарналар, коммуникативтік қызмет, ағылшын тілі, ағылшын тілін оқыту.

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Материал поступил в редакцию 15.03.21.

НЕОБХОДИМОСТЬ ИСПОЛЬЗОВАНИЯ АНГЛОЯЗЫЧНЫХ ТЕЛЕКАНАЛОВ В ФОРМИРОВАНИИ МЕЖКУЛЬТУРНЫХ РАЗГОВОРНЫХ НАВЫКОВ

Актуальность работы обусловлена глобальным процессом информатизации, который наблюдается в любой сфере деятельности человека, особенно в образовании. В последнее время в учебных заведениях широко используются новые и нестандартные информационно-коммуникационные технологии. Это явление способствовало интенсивному развитию образовательных учреждений, что позволило успешно решить многие задачи современной системы образования: различные формы учебных материалов, доступность образования, использование новых технологий и методов обучения и многие другие проблемы.

Эта статья представляет теоретические основы использования англоязычных телеканалов для формирования межкультурной компетенции на занятиях английского языка. В этом исследовании изучались методы определения концепций и компонентов межкультурной компетенции. Объясняет особенности использования

англоязычных телеканалов в контексте межкультурного подхода к обучению иностранным языкам.

Ключевые слова: межкультурные коммуникации, межкультурные компетенции, англоязычные телеканалы, коммуникативная деятельность, английский язык, обучение английскому языку.

Теруге 15.03.2021 ж. жіберілді. Басуға 29.03.2021 ж. кол қойылды.

Электронды баспа

2,30 Мб RAM

Шартты баспа табағы 15,8.

Таралымы 300 дана. Бағасы келісім бойынша.

Компьютерде беттеген З. С. Исакова

Корректоры: А. Р. Омарова

Тапсырыс № 3748

Сдано в набор 15.03.2021 г. Подписано в печать 29.03.2021 г.

Электронное издание

2,30 Мб RAM

Усл.п.л. 15,8. Тираж 300 экз. Цена договорная.

Компьютерная верстка З. С. Исакова

Корректор: А. Р. Омарова

Заказ № 3748

«Toraighyrov University» баспасынан басылып шығарылған

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