

МІЖКУЛЬТУРНА КОМУНІКАЦІЯ У ПРАКТИЦІ ВИКЛАДАННЯ НЕРІДНОЇ МОВИ

Formation intercultural communication in practice teaching kazah and russian languages for foreign students

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In today's world, teaching Russian and Kazakh for foreign students is stipulated by several factors: economic, socio-political and cultural. There are four main aspects in the methods of teaching Russian and Kazakh languages for foreign students: phonetic, grammatical, lexical and stylistic. Based on the requirements of modern methods of teaching in recent years, the idea of integration of culture in the theory and practice of teaching the subject has been developed the, the concepts of "intercultural competence" and "intercultural learning" are used.

This approach to language learning in the process of training involves close interaction of language and culture of its speakers. The result of this training is to

develop both a communicative and social competence, ensuring the use of language in a specific cultural context through dialogue of cultures.

Teaching a foreign language for foreign students in Kazakhstan has its own characteristics. In Kazakhstan, the official language is Kazakh.

Students from different countries study at the Faculty of pre-university education at Al-Farabi Kazakh National University.

Teaching Russian for foreign students involves the development of the individual student based on their knowledge of a foreign reality for them and upbringing of another culture.

Intercultural teaching is caused by life-saving reasons. For the teacher, who works with foreigners, it is important to use the diversity of languages and cultures as a factor of mutual understanding and enrichment, helping the creative development of socially active and independent person.

The difference of languages and cultures hinders dialogue between representatives of different nations. The principle of multilingualism and multiculturalism allows to conduct this dialogue, to realize that everyone is not only representative of his country, but also the subject of a multicultural world civilization.

Intercultural communication is currently the subject of study of linguists and methodologists, philosophers and psychologists. Education in the modern world is understood as a self-civilization, studying different areas of science, philosophy problems. Formation and personal development does not take place by means of fact accumulation, but by learning and understanding of a certain content. An educated person is a representative of their culture and at the same time tolerant member of society to recognize each world as an equal.

In connection with cultural concept in teaching Russian for foreign students communicative orientation of the educational process is used. The purpose of training is not only a knowledge of conversational Russian language, but also to develop cross-cultural (social) competence in students. Intercultural learning is aimed at the

formation of tolerance towards other cultures. The same problems faced by the teachers of the Kazakh language as a foreign language.

Intercultural teaching – is the educational and developmental process where both cultures (native and foreign language) play a significant role.

Currently, computer technology, the Internet allows students to master more deeply Russian and Kazakh languages by themselves, learn the culture and world view of other people.

The process of language learning is an educational process, the contents of which is the culture of the target language country. Thus, foreign language culture - is what is the source of a foreign language and cultural education in 4 aspects: cognitive, developing, educational and training.

1. In terms of the cognitive basis of teaching in the framework of this approach is the dialogue of cultures as a comparison of the facts in the field of peoples artistic creativity (ideas, themes, issues, moral and aesthetic values) and the way of life of native speakers.

2. In the educational plan with the socio-cultural approach, the focus is on the identification of common moral guidelines of peoples life and the differences between them.

3. One of the goals of education is the formation of persistent motivation to learn a language and foreign language culture.

4. Academic objective of training is reduced to the formation of communicative and social competence.

At the initial stage skills of social behavior in everyday communication of the students are developed.

Regional geography helps to build students' understanding of the spiritual values of the people of the target language.

"Intercultural learning" and "intercultural competence" allow to move into a new phase, involving the updating of individual students based on their knowledge of a foreign reality for them and upbringing of another culture.

Students of the faculty of pre-university education at Al-Farabi Kazakh National University at the same time get information about Kazakhstan, its history and culture with information about the history, culture and achievements of Kazakhstan. It is interesting to compare the formation of intercultural competence students who are currently studying at the faculty. Chinese students, most do not speak foreign languages, when starting to learn Russian and Kazakh languages. They are in the majority, atheists, not very sociable, have poor knowledge of world culture, but have an idea of Russian literature (know the names of Pushkin, Tolstoy), completely unaware of Kazakhstan.

Having arrived in Kazakhstan to study, students get into an unfamiliar environment, face many cultural shocks. Teachers working in these groups should teach patiently not only phonetics and grammar, but also from the early days, try to immerse students in the reality of Kazakhstan, to help sort out and understand the cultural and spiritual values of the people of Kazakhstan, to draw the attention of foreign students on respect, tolerance and tolerance of peoples living in Kazakhstan, try to exclude students unambiguous assessment from atheism to radical Islam, to teach the culture of behavior, enrich students with knowledge about Kazakhstan, to encourage students' interest in the study of Kazakh and Russian languages.

Language education, based on intercultural paradigm allows to use not only the experience of the native language and culture, but also realize the value of work, the value of personal development in the rapidly changing world. It's about intercultural communication (with all its bugs, crashes) can only go in if the students in the process of dialogue not only belong to different linguistic ethnic cultures but also realize that they are different from each other.

Intercultural communication should be formed specifically at students. The teacher should teach students skillfully to understand partners in dialogue that is no less important than the exception in speech language errors.

Students, based on their linguistic cultural knowledge, gradually, step by step, begin to master the system of non-native language and a foreign culture.

Experience in a foreign audience shows that every student can not fully master the language and culture. This often depends on the total education of the student, his character, health and desire to succeed.

The development of foreign students skills of intercultural communication occurs during acquaintance with Russian traditions and customs, with the Kazakh traditions and customs, with cultural events that have affected the mentality of the Russian and Kazakh people. Students should be taught to compare native and non-native everyday culture, the culture of holding holidays.

Linguistic regional geography and cultural commentary presented in textbooks prepared for special groups should help students to master intercultural knowledge. Audiovisual tools allow much to see, to broaden their horizons, the main task of the teacher is to pick up a variety of materials that represent the overall picture of the world.

One of the areas of intercultural communication is functional and behavioral expression of the national culture, the ability of speech behavioral skills in various areas of communication.

Verbal ways are treatment, acquaintance, greeting, farewell, compliment, telephone conversations, the expression of requests, apologies, wishes, congratulations, sympathy, etc. Then, in the process of teaching the teacher should pay attention to students that sometimes verbal constructions, being right are wrong from the point of view of linguistic behavior, socially accepted in Russian or Kazakh culture.

Students should realize that the more they have knowledge of a foreign culture the fewer communication problems with native speakers in the future.

The problems of intercultural and cross language communication are realized by students in comparison with Russian and Kazakh languages, with native and foreign culture, with its familiar, native.

Man is formed by the culture in which it grows. Engaging in communication with other cultures, students expand their vision of the world, change the way of life,

mentality, keeping cultural-specific, native to them features, develop tolerance, respect, desire a positive attitude to everything new.

Intercultural Communication in the practice of teaching Kazakh and Russian languages is produced for oral and written communication between speakers of different languages and cultures.

Analysis of oral and written responses of students studying Russian and Kazakh languages, leads to the following conclusions:

Intercultural communication is formed not only in the teaching process, but in the living environment. Students with a good general education perceive other cultures faster and communicate easily. The teacher should form students studying Kazakh and Russian languages, understanding that knowledge of the language means, to be able to use it as a means of social communication.

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