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READING AS AN ASPECT OF INTERCULTURAL COMMUNICATION IN THE PROCESS OF TEACHING THE RUSSIAN AND KAZAKH LANGUAGES TO FOREIGN STUDENTS

Abstract. This article discusses the problems of the formation of intercultural competence of foreign students, studying the Kazakh and Russian languages. Much attention is paid to various guidelines for teaching reading, as it is reading that performs not only a cognitive function, but also contributes to the formation of intercultural competence of students, their communication in the new language environment. The activity of a teacher should be aimed not only at teaching the reading technique, but also at the careful selection of literature, containing interesting and informative information. The article suggests forms of work, that will enhance the activities of students, their assimilation of the Kazakh and Russian languages. Teaching – a complex and multi-pronged process. The activities of the teacher should be aimed to maximize the learning process. Accounting for these moments allows the teacher to build a class methodically competently, to adjust their pace, alternate forms of work, that means to intensify the activities of the students. Communicative principle, which became the base for most of didactic concepts and successfully implemented in almost all stages of education, largely strengthened ties methodology and linguistics, increased interest in teaching communicative process parameters. In the article, various methodic recommendations are provided, which correspond to various stages of education. It is given attention not only to linguistic form of expression, but to informal form. Interactive forms of teaching are proposed for speaking.

Key words: Reading, intercultural competence, method, teaching Kazakh and Russian, innovative technologies, skills.

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Шетел студенттеріне орыс және қазақ тілдерін оқыту үдерісіндегі мәдениетаралық коммуникацияның аспектісі ретіндегі оқылым

Аңдатпа. Бұл мақалада қазақ және орыс тілдерін оқытын шетел студенттерінің мәдениетаралық құзыретін қалыптастыру мәселелері қарастырылады. Оқылым тек танымдық функцияны ғана емес, сонымен қатар студенттердің мәдениетаралық құзыретін, олардың жаңа тілдік ортада коммуникациясын қалыптастыруға ықпал ететіндіктен, оқылымға үйрету бойынша әртүрлі әдістемелік ұсыныстарға көп көңіл бөлінеді. Оқытушының қызметі тек оқу техникасына ғана емес, сонымен қатар қызықты және танымдық ақпараты бар әдебиеттерді мұқият іріктеуге бағытталуы тиіс. Мақалада ұсынылатын жұмыс түрлері қазақ және орыс тілдерін меңгерушілердің белсенділігін арттыруға көп септігін тигізеді. Осы мақалада ұсынылған жаттығулар жүйесі жазбаша қарым-қатынасты дамытуға ықпал етеді. Оқыту күрделі және көп мақсатты үдеріс. Оқытушының қызметі оқу үдерісін барынша арттыруға бағытталуы керек. Осы сәттерді ескеру оқытушыға аудиторияны сауатты ұйымдастыруға, жылдам, балама жұмыс түрлерін түзетуге мүмкіндік береді, бұл студенттердің белсенділігін арттыру болып табылады. Көптеген дидактикалық ұғымдардың негізіне айналған және білім берудің барлық сатыларында ойдағыдай жүзеге асырылатын коммуникативтік принцип байланыспен лингвистика әдіснамасын күшейтіп, коммуникативтік үрдістің параметрлерін оқытуға

қызығушылықты арттырады. Мақалада оқытудың әртүрлі сатыларына сәйкес келетін әртүрлі әдістемелік ұсыныстар ұсынылған.

Түйін сөздер: оқылым, мәдениетаралық құзыреттілік, әдіс, қазақ және орыс тілдерін оқыту, инновациялық технологиялар, дағды.

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Чтение как аспект межкультурной коммуникации в процессе преподавания русского и казахского языков иностранным студентам

Аннотация. В этой статье рассматриваются проблемы формирования межкультурной компетенции студентов-иностранцев, изучающих казахский и русский языки. Большое внимание уделяется различным методическим рекомендациям по обучению чтению, так как именно чтение выполняет не только познавательную функцию, но и способствует формированию межкультурной компетенции студентов, их коммуникации в новой языковой среде. Деятельность преподавателя должна быть направлена не только на обучение технике чтения, но и на тщательный подбор литературы, содержащей интересную и познавательную информацию. Обучение – сложный и многоцелевой процесс. Деятельность преподавателя должна быть направлена на максимизацию процесса обучения. Учет этих моментов позволяет преподавателю грамотно организовать аудиторию, корректировать темпы, альтернативные формы работы, что означает активизировать деятельность учащихся. Коммуникативный принцип, ставший основой большинства дидактических концепций и успешно реализованный практически на всех этапах образования, в значительной степени укрепил методологию связей и лингвистику, повышенный интерес к преподаванию параметров коммуникативного процесса. В статье предлагаются различные методические рекомендации, которые соответствуют различным этапам обучения. Ему уделяется внимание не только лингвистической форме выражения, но и неформальной форме. Предлагаются интерактивные формы обучения. В статье предлагаются формы работы, которые будут активизировать деятельность учащихся, их усвоение казахского и русского языков.

Ключевые слова: чтение, межкультурная компетенция, метод, преподавание казахского и русского языков, инновационные технологии, навык.

Introduction

The problem of intercultural communication in the modern world is the most relevant. This problem is related to the national-cultural specifics.

Foreign students, who study at the faculty of pre-university education of al-Farabi KazNU, study the Kazakh and Russian languages. Students come from different countries to get a quality education. According to the results of the rating of the international agency QS in 2019 Al-Farabi Kazakh National University entered the top 210 of the best higher educational institutions in the world.

Arriving in Kazakhstan, students are immersed not only in another language environment, but also in the environment of cultural and historical values of the people of Kazakhstan. Intercultural communication allows students to get to know Kazakhstan, its sightseeing, its achievements in different areas of life. Reading literature, newspapers, magazines in the being studied languages contributes to the formation of intercultural competence.

Experiment

In the modern world, teaching the Kazakh and Russian languages to foreign students is due to several factors: economic, socio-political and cultural. The culture-forming function of education occupies an important place in modern society.

In recent years, the methods of teaching RFL have been actively developing ideas for integrating culture into the theory and practice of teaching the subject, using the concepts of “intercultural competence” and “intercultural learning”. Teaching the Kazakh and Russian languages to foreign students involves the development of a student’s personality on the basis of knowledge of the reality alien to him/her and the accomplishment of a different culture.

Intercultural training is caused by vital needs. For a teacher working with foreigners, it is important to use a variety of languages and cultures as a factor in mutual understanding and enrichment, helping the creative development of a socially active and independent person.

The difference in languages and cultures impedes a dialogue between representatives of different nations. The principle of multilingualism and multiculturalism allows us to conduct this dialogue, to realize that each person is not only a representative of his/her nation, but also a subject of multicultural world civilization.

Intercultural communication is currently the subject of study by linguists and methodologists, philosophers and psychologists.

Education in the modern world is understood as the self-awareness of civilization, the study of various areas of science, problems of philosophy. The formation and development of personality don't occur through the accumulation of facts, but through the assimilation and understanding of a certain content. An educated person is a representative of his/her culture and at the same time a tolerant member of society, recognizing a different worldview as an equal.

In connection with the culture-forming concept of teaching the Kazakh and Russian languages to foreign students, the communicative orientation of the educational process is used. The purpose of the training is not only teaching spoken Kazakh and Russian, but also the development of intercultural (social) competence among students. Intercultural education is aimed at developing tolerance towards representatives of other cultures.

Intercultural learning is an educational and developmental process, where both cultures (native and foreign) play a significant role.

Currently, computer technologies and the Internet allow students to independently master more deeply other languages, learn the culture of the worldview of another people.

Students of different countries study at the faculty of pre-university education of al-Farabi KazNU. Education in Kazakhstan has its own characteristics. In Kazakhstan, the state language is Kazakh. The Russian language occupies a worthy place, being the language of interethnic communication. Proclaimed by the President Nazarbayev N.A. the course on trilingualism (Kazakh, Russian, English) expands the horizons for students. Students of the faculty immediately feel this. The basic textbook is "The Road to Russia", which contains information about Russia, its history and culture. At the same time, a teacher, teaching the Russian language to students, introduces them to the history, culture and achievements of Kazakhstan.

At the initial stage, students develop skills of social behavior in situations of everyday communication. Country Studies helps to shape students' ideas

about the spiritual values of the people of the studied language.

"Intercultural learning" and "intercultural competence" allow us to step to a new stage, which involves updating the personality of students on the basis of their knowledge of someone else's reality and the accomplishment of a different culture.

It is interesting to compare the formation of intercultural competence among the Chinese and Afghan students who are currently studying at the faculty. Chinese students, for the most part, do not speak foreign languages when they begin to learn Russian. Most of them are atheists, they are not very sociable, they don't know world culture, but they have an idea of Russian literature (they know the names of Pushkin and Tolstoy), they know absolutely nothing about Kazakhstan.

Afghan students, for the most part, speak conversational English, they are believers, Muslims who regularly go a mosque, perform prayers. Afghan students have little knowledge of world culture and history, poorly know Russia and Kazakhstan, but they know well the history of the Middle East.

Arriving in Kazakhstan to study, the Chinese and Afghans find themselves in an unusual environment, many have a cultural shock. A teacher working in these groups should patiently teach not only phonetics and grammar, but also from the first days try to immerse students in the reality of Kazakhstan, help to clear and understand the cultural and spiritual values of the peoples of Kazakhstan, draw the attention of foreign students to respect, toleration and tolerance of peoples living in Kazakhstan, try to exclude students from unambiguous assessments from atheism to radical Islam, teach a culture of behavior, enrich students with knowledge about Kazakhstan and Russia as the two friendly countries, to encourage students' interest in the study of the Kazakh language.

A language education, based on an intercultural paradigm allows not only to use the experience of the native language and culture, but also to realize the value of creativity, the value of personality development in a dynamically changing world. We can talk about intercultural communication (with all its errors, failures) only if, in the process of a dialogue, students not only belong to different linguo-ethnic cultures, but also realize that they are different from each other.

Intercultural communication should be formed for students specifically. The teacher must skillfully teach students mutual understanding of communication partners, which is no less important than the exclusion of language errors in speech.

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

Experience in a foreign audience shows that not every student can fully master the language and culture. This often depends on the general education of the student, his/her character, capacity for work and desire to succeed.

Foreign students develop intercultural communication skills while acquainting themselves with Russian traditions and customs, also with Kazakh traditions and customs, with cultural events that influenced the mentality of the Russian and Kazakh people. Students need to be taught to compare native and non-native daily culture and holiday culture.

Students should be helped to master intercultural knowledge by linguistic-country and cultural comments, presented in textbooks and prepared by a teacher specifically for a particular group. Audiovisual tools allow you to see a lot, expand your horizons, but the main thing in the work of a teacher should be the ability to pick up a variety of materials that represent the general picture of the world.

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

Verbal methods are appeal, acquaintance, greeting, farewell, compliment, telephone conversations, expressing requests, apologies, wishes, congratulations, sympathy, etc. Then, in the learning process, a teacher should draw the students' attention to the fact that sometimes speech constructions, being correct, are erroneous in terms of language behavior, socially accepted in the Russian culture.

Students should realize that the more knowledge they have about a foreign culture, the less communicative problems they will have with native speakers in the future.

Students are aware of the problems of intercultural and interlanguage communication when comparing the Russian language with their native language and a foreign culture with their familiar, native language.

A man is formed by the culture in which he/she grows. Entering into communication with the bearers of a different culture, students expand their vision of the world, change their lifestyle, mentality, preserving cultural-specific, native features for them, develop tolerance, respect, a desire to have a positive attitude to everything new.

Intercultural communication in the practice of teaching KFL and RFL is developed for verbal and non-verbal communication between speakers of different languages and cultures.

The analysis of oral and written answers of students, studying the Kazakh and Russian languages, allows us to draw the following conclusions:

Intercultural communication is formed not only in the learning process, but also in the living environment. Students with a good general education, perceive a different culture faster and communicate easily. Afghan students very often use "loans" in spoken language, but they write poorly. Chinese students write better and more freely, but have difficulty liberating themselves in verbal communication.

A teacher must form an understanding among students of the Russian language that knowing the language means being able to use it as a means of social communication.

A major role in the formation of intercultural competence is played by reading.

Foreign students who study at the faculty of pre-university education al-Farabi KazNU study simultaneously the Kazakh and Russian languages. Students learn the Russian language from the textbooks "The Road to Russia" (first, second and third book). In this educational complex, students can read texts about the history of Russia, about its famous writers, artists, scientists. Students read with interest texts about A. Pushkin, A. Akhmatova, I. Levitan. Teachers need to offer students texts about Kazakhstan, about Abai, about M. Auezov, about artists and scientists. Reading these texts, students better understand the cultural life of Kazakhstan, the worldview of the peoples of Kazakhstan, the role of the Kazakh nation in creating intercultural harmony in Kazakhstan, and the development of Kazakh-Russian relations. Teachers of the Kazakh and Russian languages should form reading skills for foreign students.

Teaching reading occupies an important place in teaching the Kazakh and Russian languages. Innovative methods of teaching reading are connected with the fact that students in the age of technological progress should clearly understand what role reading plays in the educational process. Using a computer gave students an access to a huge information stream. A student must learn not just to read, but to do it consciously, considering the necessary goal, to be able to work with the text.

Reading performs the following functions:

- 1) to instill the skills of independent work;
- 2) the text is the basis for writing, listening and speaking;

3) to develop a habit of being interested in new books;

4) to solve problems in the formation of intercultural competence (worldview, moral values);

5) to play a significant role in obtaining education.

The whole period of teaching foreign students the Kazakh and Russian languages can be divided into three stages (elementary, intermediate and advanced). For each stage, teachers must select specific texts for reading. Reading from the very beginning contributes to the formation of intercultural competence, therefore it is very important that texts correspond to this formation. By the end of the study, students should be able to read texts from popular science and socio-political literature, as well as adapted texts from fiction. Students read aloud and to themselves. Reading aloud allows teachers to control the perception of the text. Reading to oneself is an inner listening.

Students' independent work involves reading to themselves.

In the modern methodology of language teaching, the following types of reading are distinguished: "analytical, scanning, skimming, detailed comprehension, viewing, etc" (classification by N.I. Gez) (Gal'skova N.N, 2008).

View reading. The purpose of this type of reading is to see interesting information, to have a general idea of the being read text. Students must be taught to find and use a text material in accordance with tasks.

Scanning reading is not intended to provide any specific information. Students may be interested in different facts that they understand.

Detailed comprehension reading is necessary for a complete understanding of all the information contained in the text. Students should not only read, but also study the text.

Skimming reading is necessary for reading literature on the specialty. Students prepare essays, term papers and diploma works. For this type of reading, they should use not only books, magazines, but also a computer, find the necessary information on the Internet.

All these types of reading are formed at the initial stage.

After students graduate from the initial language training course, they must develop the following skills for independent work:

1) to understand simple texts with unfamiliar words, guessing the meaning of these words using word-formation analysis;

2) to find the necessary information, to be able to highlight the main thing.

For the advanced stage, students need to be taught skimming reading, using scientific texts, messages, excerpts from fiction. Training in skimming reading is carried out using various articles, publications.

Before starting reading instruction, you need to clearly identify the goals and objectives of each type of reading.

Scanning reading. Students need to be taught to determine the availability of information of interest; to get a general idea of the read information. Learning assignments should help students find the information they need.

Skimming reading. This type of reading is without a specific task and has a cognitive character. All read may not be used in the educational process.

Detailed comprehension. This type of reading is intended to teach students a full understanding of the information that is available in the text. Tasks for this type of reading are given in order that students study the text well and critically interpret it.

For students, who study reading, must:

1) use bilingual dictionaries;

2) be able to distinguish unfamiliar words in two groups according to the degree of importance for reading comprehension;

3) use illustrations, graphics, tables to understand the content of the text;

4) be able to understand what the text will be about, using headings, pre-text questions;

5) read the text many times for better understanding and memorization.

From the very beginning, teaching reading requires students to develop the skills that are needed for various types of reading. Students should understand a text, comprehend it and be able to process it. For this, students need to be taught the independent ability to highlight the main thing (the most important information, dates, numbers) in the text, the ability to separate the known information from the new, draw general conclusions, critically evaluate the content and be able to retell it briefly (Kruchkova L.S, 2012).

Teaching scanning reading.

Students need to be sent to search for meaningful information, for this you need:

1) conduct scanning reading using large texts as a type of independent work (reading to oneself);

2) teach students to select and group information;

3) select paragraphs that need to be studied in the future.

Exercises.

a) review the annotation;

b) read the text and find information on the subject of the text;

c) draw up a plan, divide the text into parts;

e) rate what you read.

Teaching skimming reading-

When teaching this type of reading, students need to develop the following skills:

1) to predict information on the heading;

2) to separate the main information from the secondary;

3) to identify the main idea.

Exercises.

1. Read the teacher's plan. Determine whether it matches the sequence of events and facts set forth in the text.

2. Choose the correct answer from 3-4 options, suggested by the teacher.

3. Retell the text and express your opinion.

4. Make your outline of a text.

Teaching detail comprehension reading-

Students need to be taught reading to themselves.

1. Translation of the whole text using a dictionary into the native language.

2. Re-reading with the solution of problems for study.

Exercises.

1. Read slowly the text to yourself.

2. Translate the text into your native language.

3. Make a shortened version of the text.

4. Answer the questions.

5. Highlight the main.

Teaching reading as one of the types of independent work of students requires daily practice. Reading a textbook and a book for a reading are a necessary minimum for students with different abilities (Zemskaya A.E, 2006).

Results and discussion

Reading texts in Kazakh and Russian, students will learn a lot of new and interesting information, immerse themselves in the world of historical and cultural values of Kazakhstan and Russia. In the process of reading, students better understand the worldview of the people of Kazakhstan (Ignatova E.R, 2013: 121-123).

Great challenges are facing teachers of the Kazakh language. In his message to the people of

Kazakhstan (2.09.2019), the President K.K. Tokaev noted that the Kazakh language should gradually become the language of interethnic communication in Kazakhstan. The language is well mastered by students if the learning process is interesting. Teachers should carefully select texts for reading, to acquaint foreign students with the best scientific and cultural values of Kazakhstan, with outstanding scientists, writers, artists.

The transition of the Kazakh language to the Latin alphabet poses new challenges for teachers. Many foreign students are well aware and use the Latin alphabet in their native languages, as well as in international English. Therefore, the transition to the Latin alphabet for many students will be easy.

Teachers should understand that the alphabet is only a tool for reading and writing, for expressing thoughts and reflecting any information.

Therefore, tasks for independent work of students should be divided depending on reading: scanning, skimming or detailed comprehension (Tolmacheva D.S, 2014: 135-138).

Search reading is checked by using the following exercises:

1. To name the main facts that are in the text.

2. To put questions to the main information.

3. To be able to answer these questions.

4. To be able to make an annotation or abstract.

To test learning reading, you need to suggest the following:

1. To make questions through a text and be able to answer them.

2. To make a detailed plan.

3. To make a generalization.

Conclusion. Findings

Thus, tasks of teaching reading as one of the types of speech activity is as follows:

1) to teach students to extract information from a text to the extent that is needed in each case, using different reading technologies;

2) to form the intercultural competence of foreign students, which will allow them not only to mechanically study the Kazakh and Russian languages, but to feel the worldview, learn the scientific and cultural achievements of the people of Kazakhstan, and expand their horizons.

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