

**ТЕОРИЯЛЫҚ ЖӘНЕ САРАПТАМАЛЫҚ-ШОЛУ ЗЕРТТЕУЛЕР
ТЕОРЕТИЧЕСКИЕ И ОБЗОРНО-АНАЛИТИЧЕСКИЕ ИССЛЕДОВАНИЯ**

UDC 1751

Ivanova, Y.S.

*master of pedagogical sciences,
teacher of philology department*

Burmagina, L.A.

senior teacher of philology department

Rakhmetova, A.A.

*senior teacher of philology department,
Sultangazin University,
Kostanay, Kazakhstan*

**THE PLACE AND ROLE OF THE LINGUO-CULTURAL STUDIES
IN FOREIGN LANGUAGE TEACHING**

Abstract

This article is devoted to the important characteristics of the linguo-cultural components of the foreign language. The linguo-cultural knowledge can be got by students through original texts that contain plenty of lingua-cultural units. It highlights the peculiar usage of linguo-cultural units in everyday life. The reader can analyze the given examples of linguo-cultural units and think over their future possible usage in his speech.

Key words: *linguo-cultural studies, lingua-cultural units, language skills, communication, language development.*

1 Introduction

Recently in connection with humanization and democratization of school education, much attention is paid to search of the most effective methods and forms of work with pupils. Specifics of the subject «Foreign language» assume mastering pupils' communicative competence, i.e. ability of communication in the foreign language (FL). All this is impossible without involvement of cultural studies component. The principle of culturological conformity becomes one of the leading principles of the updated process of education at high schools. It means that education is based on universal values and according to features of traditional culture of the nation. Therefore, the subject «Foreign language» takes a special place. It does not only have to familiar with culture of the countries of the learned language, but also familiar with universal values by comparison of features of national culture. In other words, promotes education of school students in the context of dialogue of cultures.

It is known that for successful communication it is necessary not only to own language means of the interlocutor (phonetic, lexical, grammatical), but also the general substantial knowledge of the world. It is accepted to call this cognitive knowledge «background knowledge». It is necessary to agree with the statement of great linguists E.M. Vereshchagin and V. G. Kostomarov that each human community owns four main groups of background knowledge. They referred such universal concepts to the first group, as: sun, air, wind, mother, etc. The second group reflects specific concepts, characteristic for all members of a certain ethnic and linguistic community. The third group is made by social-group knowledge, which is a characteristic for social and professional groups (doctors, engineers, seamen, teachers, etc.). The fourth group is made by the knowledge connected with features of the region [1].

2 Materials and methods

It is considered that in the general plan foreign language teaching has to mean familiarizing with language consciousness of the people – the native speaker. In relation to training at high

school, familiarizing with the third and fourth groups of background knowledge is not included into problems of language acquisition as there are no objective opportunities of acquaintance to features of the professional speech and local dialects. At the same time training in communication on foreign language, even to a limited extent, does necessary mastering background knowledge (in verbal and nonverbal forms) of the second group. Otherwise, misunderstanding between the interlocutors belonging to different cultures is not excluded.

One of the most important tasks of the teacher – necessity of teaching technology development in a sociocultural component for the content of teaching foreign language. Thus, we should not forget about the native culture of the students, involving them in the elements for comparison, since only in this case the learner is aware of the particular perception of the world as representatives of another culture. Proceeding from it, it is logical to assume that pupils have to gain knowledge of the main subjects of national culture of Great Britain and the USA (on history, geography, the political and public relations, education, sport, etc.); about sociocultural features of the people – native speakers (it forms a basis of communication with people of different cultures and different professions). A task of the teacher is to teach:

- to understand oral and written messages on the subjects provided by the program;
- to express the opinion in an oral and written form;
- to estimate the offered material and actively work with it;
- to use the corresponding reference books and dictionaries;
- to argue the point of view and make own decision;
- to perform project works and papers;
- to work independently and in collective [2].

Communicative and sociocultural development of pupils by means of the subject «foreign language» is carried out due to the correct realization of Linguistic and cultural studies approach at lessons that provides assimilation of language in close connection with foreign-language culture. Exactly the Linguistic and cultural studies have to serve as a support for maintenance of motivation as includes two aspects: a training in language and information on the country of the learned language.

3 Results

In this regard in recent years it is accepted to speak about allocation of a Linguistic and cultural studies as element of foreign language courses. Now the Linguistic and cultural studies approach (LCSA) became an integral part of all course. Use of LCSA promotes formation of motivation of training and assumes introduction of modern information technologies, which allow the teacher to use a number of new pedagogical receptions, and stimulate creativity of pupils, increase interest in the studied subject.

For realization of LCSA it is necessary to influence actively and purposefully both on acoustical and visual analyzers. In order to create at trained real idea of the country of the learned language, on classes in German it is necessary to use authentic materials [3].

Ample opportunities for realization of LCSA are given by means of the information technologies (IT) that creates conditions for achievement of the didactic principles due to submission of educational information on the basis of technologies of multimedia; thus it is considered: specific features of trainees, speed and operating mode; focus on development of socially significant qualities of the personality – activity, independence, communicativeness. Thus, information technologies at the organization of training of LCSA possess double function.

Use of information technologies – to be exact, their integration with traditional methods of training – represents the effective instrument of ensuring the described principles. The basis of a technique of introduction of LCSA is made by creation of the computer control training presentations as the teacher, and the pupil. A sufficient condition, use of presentations within complete and logical creation of a lesson [3]. Familiar with culture of the country of the learned language was one of the main tasks since antiquity. Teaching classic languages as treatment religious texts, it is not thought without linguistic and cultural studies commenting. In teaching living languages since the end of the XIX century on the first place, along with oral speech familiar with realities of the country of the learned language moves forward.

4 Discussion

Development of business and personal contacts, expansion and strengthening economic and cultural ties between the people put forward before school in the field of training to foreign languages into the forefront a task – education of the person, the main thing which property are universal culture and universal values. This task is directly connected with a mutual understanding problem people, their spiritual bond and search of the general ways of implementation of progress.

The education humanization can be one of solutions of this problem that is familiarizing of pupils with cultural heritage and cultural wealth.

The special role in it belongs to a foreign language, by means of which and the direct and mediated dialogue of cultures is «carried out – foreign and native, – become to one of basic provisions modern concepts of education» [4]. The progressing development of the international contacts and communications causes orientation of a modern technique of training in foreign languages to the real communication conditions. Aspiration to communicative competence as final to result of training assumes not only language competence, but also assimilation of the enormous extra language information necessary for the adequate communication and mutual understanding as the last is unattainable without basic identity of the main data communicating about the surrounding reality. Noticeable distinctions in a stock of these data at carriers different languages generally are defined by various material and spiritual existence of the people and countries, features of their history, development, culture, socioeconomic system, political system, etc. From here follows conclusion about need of linguistic and cultural studies approach at training in a foreign language. There are two approaches in culture in the course of training in the foreign language: social science and philological. The first approach, in opinion of G.D. Tomakhin, «is based on discipline, traditionally connected with studying of any foreign language. Regional geography it is understood as the complex subject matter including various data on the country of the learned language. Unlike fundamental sciences on which it is based, the regional geography includes various data on the country of the learned language. Fragmental character is also defined as discipline in system of geographical sciences, the continents which are engaged in complex studying, the countries, large areas» [5].

However, the term «Linguistic and cultural studies» already strongly entered in the practice of teaching a foreign language. Therefore, it is necessary to represent accurately the difference between traditional regional geography and linguistic and cultural studies. If the regional geography is a social science discipline, in what language it would be taught, the linguistic and cultural studies is philological, the discipline substantially taught not separately as a subject, and on classes in practice of language in the course of work on semantics of the language units.

5 Conclusions

Thus, we can draw the following conclusions from all above: main goal of introduction of linguistic and cultural studies component of teaching foreign languages at school ensuring communicative competence is in, first of all through adequate perception of the speech of the interlocutor and original texts made for native speakers.

At selection of the maintenance of a national and cultural component from varieties of linguistic and cultural studies material that is allocated the pedagogical value that is capable to promote «not only to communicate on foreign language, but also to familiarize with culture of the country of this language».

These language and speech elements with a regional geographic orientation differ, according to most of researchers, essential features which complicates communication in a foreign language, in that number and by means of printing texts (that is reduces the communicative competence of pupils). These units are allocated mainly «on the contrastive of the plan of the contents caused by the intralinguistic facts foreign language units in comparison with units of the native language».

Treat units possessing such national and specific contents not only lexemes, steady verbal complexes, but also speech elements, in that number variable phrases and offers, micro- and macrottexts. Need of special selection and studying of language units, in which the originality of national culture is most brightly transferred and shown and which can't be understood as the native speaker understands them, is felt in all cases of communication with foreigners, when reading fiction, the press, when viewing film and video movies, when listening songs and so further.

References

- 1 Кукушина В.С.: Педагогические технологии. – Ростов н/Д: Март, 2012. – С. 240.
- 2 Larsen-Freeman D. Techniques and Principles in Language Teaching. – Oxford: Oxford University Press, 2009. – С. 242.
- 3 Нефедова М.А. Страноведческий материал и познавательная активность учащихся // Иностранные языки в школе. – 2010. – №3. – С. 67–69.
- 4 Аяпова Т.А. Программа по предмету «Иностранный язык» // Иностр. языки в школах Казахстана. – 2012. – №1. – С. 6–8.
- 5 Томахин Г.Д. Лингвострановедение: что это такое? // ИЯШ. – 2009. – №6. – С. 22–27.

Article received by the editorial office: 10.03.2020

ИВАНОВА, Е.С., БУРМАГИНА, Л.А., РАХМЕТОВА, А.А.

ШЕТ ТІЛДЕРІН ОҚЫТУ БАРЫСЫНДАҒЫ ЛИНГВОМӘДЕНИЕТТІҢ ОРНЫ МЕН РӨЛІ

Бұл мақала шет тілінің лингвистикалық және мәдени құрылымының маңызды сипаттамаларына арналған. Тіл білімінде студенттер көптеген тілдік бірліктері бар түпнұсқалық мәтіндерден оқи алады. Бұл лингвистикалық бірліктердің күнделікті өмірде ерекше қолданылуына назар аударылады. Оқырман лингвомәдени бірліктерден берілген мысалдарды талдап және оларды сөйлеу барысында қолданылуын қарастырады.

***Кілт сөздер:** лингво мәдениеттану білімі, лингво мәдениеттану бірліктер, тілдік дағдылар, байланыс, тіл дамыту.*

ИВАНОВА, Е.С., БУРМАГИНА, Л.А., РАХМЕТОВА, А.А.

МЕСТО И РОЛЬ ЛИНГВОКУЛЬТУРОЛОГИИ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Данная статья посвящена важным характеристикам лингвокультурных составляющих иностранного языка. Языковые знания могут быть получены студентами через оригинальные тексты, которые содержат множество языковых единиц. Здесь подчеркивается своеобразное использование лингвокультурных единиц в повседневной жизни. Читатель может проанализировать приведенные примеры лингвокультурных единиц и обдумать их возможное использование в своей речи.

***Ключевые слова:** лингвокультурное образование, лингвокультурные единицы, языковые навыки, коммуникация, развитие языка.*

UDC 37.022

Kassymova, A. G.

*candidate of physical and mathematical sciences,
associate professor of the department of physical
and mathematical disciplines*

Koszhanova, A. G.

*senior lecturer of the department
of physical and mathematical disciplines,
KSPU named after U. Sultangazin,
Kostanay, Kazakhstan*

THE FUNCTIONAL RESPONSIBILITIES OF TEACHERS AND VARIOUS SPECIALISTS IN INCLUSIVE EDUCATION

Abstract

The article says that one of the main tasks of the educational institutions' teachers work in the inclusive education context is the quality management of the regulated process of including a child with special educational needs and his family in the general educational environment. And one of the main steps in this direction for changing social conditions should be the training of all participants in the educational process, and the teacher himself, at first.