Материалы
Международной научно-практической конференции
«Наука и образование в современном мире»

Том 8


Бұл материалдар ғылым саласында әртұрлі проблемаларды қарастьрыды және ЖОО оқытушылары мен ғылым саласындағы қызметкерлердің және жас ғалымдардың қызметіндерін камтіді.

В настоящее издание вошли материалы Международной научно-практической конференции «Наука и образование в современном мире», проходившей 21-22 февраля 2014 года в Карагандинском университете «Болашак». Они отражают проблемы различных отраслей науки и рассчитаны на широкий круг научных работников, преподавателей вузов и молодых ученых.

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Changes in the contemporary world demand a different approach to the way foreign languages are taught at present. In terms of these global changes it is necessary to consider modifications in language policy and explore the cultural context in particular.

According to R. Young “Understanding between members of different cultures was always important, but it has never been as important as it is now... The dilemma of the global age is that we are profoundly divided by race, culture and belief and we have yet to find a tongue in which we can speak our humanity to each other” [1]. The word ‘tongue’ is used by R. Young not in the meaning of ‘language’, but in a broader sense. It implies the need of many languages to create a spirit of co-operation, make it possible to negotiate meaning, broaden a global knowledge of cultural diversity and show respect for differences. Thus, languages are seen as carriers of cultural identity in all its diversity and fluent foreign language command opens new perspectives and could contribute to world peace.

High quality foreign language teaching should be based not only on language tools presented by vocabulary, grammar, pronunciation and functional aspects, but also on needs to cover the development of the learners’ readiness to open up to difference and its negotiation. Therefore, foreign language teachers need to be offered an exciting field of intercultural communication study in addition to their professional curriculum. This will prepare their learners for the ordinary details of everyday communication across cultural borders. Gran-

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USING INTERNET RESOURCES FOR EFFECTIVE INTERCULTURAL COMMUNICATION

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T actual and lexical correctness is an important aspect in the academic process, but it may not be the decisive factor in communicative success. Even basic generalized knowledge of foreign culture may not be a guarantee of success, as it may lead to or enhance existing stereotypes. R. Steele and A. Suozzo point out that “the emphasis should be on the process rather than the end result, on solving communication difficulties in the foreign language with the help of sociocultural understanding” [2].

Practice shows that students’ aim for learning English is not only to communicate with native speakers but with non-native speakers of English as well. Mattikainen and Duffy point out that “learning about cultural diversity provides students with knowledge and skills for more effective communication in intercultural situations” [3]. Many students learn English in order to effectively communicate with foreigners from all over the world in fields of business, technology, science, education and entertainment.

Taking into consideration the learners’ needs it is necessary to integrate the intercultural aspect of language learning into the process of language teaching. Foreign language teachers should realize how important the role of intercultural communication is in the educational process and use a variety of tools to motivate learners in acquiring skills for developing intercultural communication.

Internet resources can help students to broaden their intercultural awareness and become more competent in this field. BBC Learning English sites are considered to be an invaluable source of authentic reading, audio and video materials. “Today’s Phrase” [4] can help learners to become successful intercultural communicators providing them with the information concerning everyday phrases used in Britain. The definition given to each fixed expression helps students to understand new notions and examples illustrate the way these words are used in the target language. Interesting facts that accompany each phrase are related to the main word of the phrase and reflect historical, geographical or cultural peculiarities of the phenomenon, thus enabling EFL students to gain solid knowledge of the different world cultures. Supplementary tasks devised by instructors aim at developing learners’ ability to compare their native culture to other cultures, to evaluate critically and interpret the results of such comparisons and to apply this knowledge in communication for interactional purposes. Though the material of this site is suggested for pre-intermediate level students, learners with a lower level of English can use it as well. In this case, instructors should make appropriate adjustments before reading the texts. For example, it is possible to apply to the students’ native language or use introductory activities which pre-teach relevant vocabulary or structures. It is important that all the tasks correspond to the students’ stage of cognitive development. Thus, intercultural training must be started as early as possible, but not postponed until EFL learners are at an advanced language level.

“The English We Speak” [5] is a programme on BBC Learning English site that offers short dialogues for listening and downloadable scripts. Students can get a great opportunity to develop their language skills and at the same time gain valuable experience in understanding and using English phrases correctly. It is advisable that learners compare the phrases in the target language and their mother tongue, focus on differences in the vocabulary use and explain how these phrases reflect differences in cultural backgrounds.

“Word on the Street” [6] is a fascinating English language teaching programme produced by the BBC and the British Council. Short videos reveal the beauty of rural places in different parts of the United Kingdom, demonstrate numerous traditions of people living in Britain, and depict their everyday life. Each film is supplied with interactive tasks that help students improve their language skills. The materials of this site contribute a lot to developing students’ critical thinking. The information they gain from the videos make them look at their native culture at the conscious level and perceive it from an objective point of view. The learners come to evaluating their own culture and realize that it is one of the many diverse world cultures and part of the world’s cultural heritage.
It is obvious that implementing the intercultural approach in the educational process demands certain intercultural knowledge on the part of the language teacher. Learning foreign languages, if done under the guidance of an experienced teacher, is a long-term process that reveals the riches of other ways of looking at the world and human communication, and is, as such, one of the most rewarding intellectual activities imaginable. It is the task of the teacher to explain to their students that creating a stereotype or making generalization about people from other cultures may lead to misunderstanding. Another thing that can be mistakenly accepted by learners is that all representatives from another culture are homogeneous whereas there are as many differences in other cultures as there are in our own. Thus, the instructor should encourage their students to make attempts to learn and understand other cultures because this knowledge and awareness are indispensable for cross-cultural communication.

As a result of consistent intercultural training supported by various internet resources the new generation will be able to establish friendly relations with people from different world cultures and benefit from mutual understanding.

**Literature:**
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Современные проблемы образования и пути их решения в науке и практике

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