

ОБУЧЕНИЕ КУЛЬТУРЕ НА ОБУЧЕНИИ ЯЗЫКАМ

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CULTURE TEACHING IN LANGUAGES TEACHING

АННОТАЦИЯ

В Казахстане суть культурного проекта «Триединство языков» заключается в изучении казахского языка как государственного, русского — как языка межнационального общения и английского — как языка успешной интеграции в глобальную экономику. Язык является одним из важнейших носителей культуры и отражает последнее. Без языка культура была бы невозможна. Основной целью изучения любого языка является приобретение коммуникативной компетенции, в то время как развитие и совершенствование такой компетенции в некоторой степени зависит от эффективного и научного подхода к обучению. Студенты могут получить более глубокое понимание целевой культуры, что, несомненно, будет способствовать их пониманию и умению грамотно общаться на целевом языке.

ABSTRACT

In Kazakhstan the essence of the cultural project "Linguistic trinity" is to study the Kazakh as the state language, Russian - as the language of international communication and English - as the language of successful integration into global economy. Language is one of the most important carriers of culture and reflects the latter. Without language, culture would not be possible. The basic goal of learning any language is to acquire the communicative competence, while the development and improvement of such competence is to some extent dependent of efficient and scientific teaching approach. The students can get a further understanding of the target culture which will without doubt promote their understanding and command of competent communication in the target language.

Ключевые слова: язык, культура, обучение языку, принцип, коммуникативная компетенция

Key words: language, culture, language teaching, principle, communicative competence

Kazakhstan is a multinational, dynamically developing state with its historical and cultural heritage, successfully solving problems in any field. Today, one of the priorities in the Republic of Kazakhstan is the development of language policy. Language policy in Kazakhstan is based on the idea of a unique cultural project "Linguistic trinity", initiated by the head of the state. Leader of the state N.A. Nazarbayev pays special attention to this issue, having developed a unique project called "Trinity of Languages". Since the adoption of the new development strategy of the country "Kazakhstan-2050", the policy of trilingualism, aimed at the study of Kazakh, Russian and English languages by Kazakhstanis has been pursued intensively. The idea of the trinity of languages is expressed by the formula: we develop the state language, we support Russian and we learn English.

The purpose of learning any language is to learn to communicate in the target language, to learn the customs and traditions of the speech community, and to promote one's study and work. The communicative competence is acquired through the socialization of the

speaker. A person, from an ignorant individual to a social member, must learn the knowledge, skill and conversation so as to adjust himself to the society and qualify himself as a social member. This process is known as the socialization of a man and it goes throughout a man's life. This holds true not only to one's native language but also to his learning a foreign language in that language, as a social product, fully embodies the culture of its speech community and is closely related to the culture of the speech community.

Intercultural communicating means communicating among people come from many and various cultures face to face. For foreign language educators, to develop the learner's intercultural communication competence is to know how to teach foreign culture. Culture teaching in foreign language teaching is a question countered by language teachers throughout all universities and colleges in the world.

Knowledge of Kazakh language is an indispensable part for young generation in Kazakhstan. Some aspects of language policy have been analyzed such as "New Latin graphics", "Spiritual revival", "State language" and "State Education Development Program

2011-2020”.

Implementation of the national component in modern methodology of teaching Kazakh language is called cultural studies aspect.

Cultural and social priorities and focus on the Kazakh-Russian socio-cultural space largely determine language preference among students. Different views on the concepts of nation-state, national characteristics, interests, traditions, language situations and the educational process determine the types of cultural approach students must know. The integration of ethnic Kazakhs into the new society of Kazakhstan inevitably leads to contact between two languages: Kazakh and Russian. The Russian language occupies a strong position in Kazakh society, not only because of the ethnic composition of the population but also because of historical realities, particularly the influence of the long-standing language policy on the educational system. Consequently, the Russian language has a dominant position in all areas of communication in Kazakh society.

The implementation of the language and cultural aspects in teaching Kazakh and Russian languages involves the use of a system of texts with national-cultural component, reflecting the traditions, customs, life, religion of the Kazakh and Russian people, in general, recreating their national cultural background. The range of these texts includes works of fiction, myths, legends, journalistic works. They should not only be used in the classroom but also to be the focus of attention on the lessons of Kazakh and Russian languages, in extracurricular activities as well.

LANGUAGE AND CULTURE

A. *The Relationship between Language and Culture*

The relationship between language and culture is dynamic. Firstly, language is an important part of culture. It is the primary vehicle by which a culture transmits its beliefs, values and norms. Secondly, language is influenced by culture.

Language is one of the most important carriers of culture and reflects the latter. If there is no language, culture would not be known. On the one hand, culture is the basis and one of the most important attributes of language and exerts great influence on the latter. If there is no culture, language will be like water without a source or a tree without roots.

B. *The Relationship between Culture and Foreign Language Teaching*

In foreign language learning, linguistic transfer refers to the effect of one language, usually the native language on the learning of another usually the target language. This is also a common strategy employed by foreign language learners. They often use native language patterns or rules in learning target language, which results in errors or inappropriate forms in the target language. This is called negative transfer, also known as interference. Language is inextricably bound up with culture. Cultural values are both reflected by and carried through language. Accordingly, it is inevitable that the way of thinking and expressing influenced by the native culture will be unconsciously transferred to the target language during the intercultural communication. That is the cultural transfer. As a matter of fact, the most

difficult thing for the language learners to deal with in their study of the foreign language is not the linguistic forms or grammar, but the cultural difference. In the process of cognition of the world, people always store the schemata into their brain, schemata can be compared to an immense system of files in one's brain, where you can classify and store your brain and individual knowledge and experience. After receiving some new information, the brain will set up a new schema to store it or put it in an established schema of the same class. Cultural schema refers to the knowledge structure based on cultural knowledge. The teaching of cultural knowledge and the establishment of cultural schema will be of great help to the learners' linguistic comprehension and expression. Once needed, the cultural schema stored in one's brain will be used by the students to get rid of the obstruction and solve the problem resulting from cultural differences. Cultural schemata are of vital importance for many aspects of the foreign language learning.

COMMUNICATIVE COMPETENCE

Intercultural communication focused on what occurs when the source and the receiver are in different contexts or cultures. Becoming a competent intercultural communicator means being effective in communication with those of diverse cultures and groups. The first judgment refers to the ability to produce sentences, which are grammatical. The second judgment refers to the ability to produce sentences that are feasible or psychologically acceptable. The third judgment refers to the ability to use correct forms of language in a specific socio-cultural context. The fourth judgment is about the occurrences of the linguistic forms.

Communicative competence is the ability to achieve certain communicative aims by various possible linguistic or non-linguistic means. The communicative competence is far more than the grammatical competence of an ideal speaker and it is a highly complex ability. The acquisition of communicative competence in the mother tongue is a natural process of socialization, which has much to do with the whole social activities and social environment. For native speakers, there also exist different degrees of communicative competence. As far as communicative competence in a foreign language is concerned, the training of it takes time and efforts. The basic goal of learning a foreign language is to acquire the communicative competence, while the development and improvement of such competence is to some extent dependent of efficient and scientific teaching approach. Communicative approach takes the development of communicative competence as the main objective of foreign language teaching, with less focus on the correctness of linguistic structure but more on the getting through of meanings, especially the speaker's abilities of interpretation, expression and negotiation in communication. When we communicate, we use the language to accomplish some function such as persuading or protesting, which should be carried out within a social context. Communication is a process, and it is not enough for the learners to simply grasp the knowledge of language forms, grammar and function. The learners must be able to use the language to negotiate meaning in communication, and be able to use the

language appropriate to a give social context. Communicative approach will fail without the solid foundation of enough knowledge of the language. Communicative approach is of great significance lies in the fact that it attaches more importance to the practical use of the foreign language rather than the structure or grammar of it.

CULTURE INTRODUCTION IN LANGUAGE TEACHING

In the past, in foreign language teaching, teachers usually focused on the language points while neglected the importance of culture introduction in language teaching, so most students know a great many of words and grammar knowledge well, but they lacked the ability to use the language properly. When such students communicate with foreign people, they may make a lot of mistakes. For example, when they meet foreigners, they may ask questions like 'how old are you, are you married, how much do you earn'. Such questions made foreign people embarrassed, because they do not ask these questions in their own country. These questions are very personal for them. Although we often ask such questions in our country when we chat with people. In English speaking countries, it is not polite, its personal question too. Why students made such mistakes? Because they do not know the foreign culture, they just know the language, the grammar. It is not enough for language study obviously.

Because of the culture difference, students also made mistakes when they just translates their native language and foreign language to each other. For instance, in English, they say 'eat like a horse', but some students may say 'eat like a wolf and a tiger'. Therefore, if students do not know the culture background behind the language, they cannot understand and use the language well. In foreign language teaching, teacher should not only let students know the basic knowledge of the language, the grammar, but also the culture knowledge. So students may develop a good thinking habit while they use the foreign language, that is our goal while teaching.

The culture background knowledge should be given in the teaching experience, we should firstly learn enough before teaching. We should know politics, economics, geography, history, art, religion, literature and other aspects of the social life. For the language part we should learn the everyday language, idiom, proverbs because they reflect the culture behind the language. We can get these knowledge by reading books, movies, literature, communicating with foreign friends and so on. Secondly, in our country we do not have course to introduce foreign cultures for non-English major students, when we explain language points and text we should give the culture background at the same time. Thirdly, compare the contrast between the native language the foreign language. In the teaching, we should not only introduce the culture knowledge, but also we should compare the difference between the two languages, so students can the foreign culture clearer.

Words are very important carrier of the culture information, all kinds of culture features can be reflected in the words. Some word have positive meanings in one language while negative meanings in another language.

For example, in English, the meaning of the word "Palace" is the same with the meaning of Kazakh word but the Russian meaning is different, it can be understood as "shed". When we have this text, teachers should explain this word clearly, so students can understand what the author really want to express. Students often meet sentences with much culture information, as this time, teachers give the cultural background knowledge, in this way, students can understand the sentences better and have a foundation for them to understand the whole text. For example, in *A Miserable, Merry Christmas*, if students do not know the culture information about story about Christmas or about the Santa Claus and how Santa Claus give children the gifts through chimney, they will not understand the sentence, no candy, there ought to be something to fill your stocking with. In Russia and Kazakhstan Santa Claus is famous only with his candies.

From the angle of the second language acquisition, according the language-processing mode, learning starts from the controlling process, learners learn the dominant language knowledge through practicing and exercising, dominant language knowledge changes to recessive language knowledge. Through culture information introduction, the second language learner will focus on the contrast between the native language and the second language and practice, so the culture knowledge of the second language will become the recessive knowledge for the second language learners. So the intercultural communication can be made smoothly.

CONCLUSION

Needless to say, the exploration in this paper of how teach culture in language education only touches a limited number of issues. The close interaction of language and culture justifies the cultivation of cultural awareness in languages teaching as well as challenges the traditional teaching approach centered on the teaching of linguistic knowledge. The teaching of culture knowledge will undeniably promote communicative ways and methods. The paper through a brief discussion of the relation between language and culture, the principle involve in cultivation of cultural awareness and the approaches to develop cultural awareness, aims at a tentative exploration into the modern teaching method of foreign language teaching. At the same time, attention should be given that cultural awareness, through important and indispensable in foreign language teaching, cannot be so overemphasized as to neglect the teaching of linguistic knowledge. The proportionate combination of the two is delicate yet to be appreciated. Research findings will indicate that language policy in Kazakhstan has implications for language planning which are designed to promote the quality of language acquisition.

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ҚАЗІРГІ ҚАЗАҚ АУЫЗША СӨЗЖҰМСАМЫНДАҒЫ БҰЙРЫҚ, ТІЛЕК МӘНДІ ҚОЛДАНЫСТАРДЫ ТЕОЛИНГВИСТИКАЛЫҚ ТАЛДАУ

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ТҮЙІНДЕМЕ

Мақалада қазақ тіл білімінің функционалды грамматикасындағы өзекті мәселелердің бірі тілдік модальділік, қазақ тіл біліміндегі модальділік категориясының зерттелуі мәселесі көтеріледі. Қазіргі қазақ ауызша сөзжұмсамындағы бұйрық, тілек мәнді қолданыстарға теолингвистикалық талдау жасалады. Діни мәтіндердегі бұйрық және тілек реңктерінің құрылымдық сипаттамалары зерттеледі. Діни мәтіндерде жиі кететін қателіктер және олардың жолын бөгеу қажеттігі бұл мақаланың маңыздылығын арттырады. Модальділік категориясы тілдің әмбебап құбылысы болып табылады. Ол тілдің түрлі деңгейлерінде (морфологиялық, синтаксистық және интонация арқылы) көрініс табады.

АННОТАЦИЯ

В данной статье рассматриваются актуальные лингвистические проблемы функциональной грамматики казахского языка, а также языковой модуляции и изучение содержания модальности в языковой лингвистике. Был проведен теоретический анализ осмысленного использования порядка в современной казахской устной речи. Структурные характеристики повелительного и изъявительного наклонений рассматриваются в контексте религиозных текстов. Наиболее распространенные ошибки в религиозных текстах и необходимость их предотвращения являются основой данной статьи. Режим модальности стал универсальным явлением языка. Он проявляется на разных уровнях языка (морфологический, синтаксический и через интонацию).

ABSTRACT

One of the topical issues in functional grammar of linguistic school of languages is the problem of language modulation, and the study of modality content in linguistics. Theoretical analysis of meaningful use of word order in modern Kazakh verbal system is being conducted. Structural characteristics of orders and desires are studied in religious texts. Most common mistakes in religious texts and the need to prevent them are the essence of this article. Modality regimen has become a universal phenomenon of language. It is expressed at different levels of language (morphological, syntactic and intonational).

Тірек сөздер: модальділік, бұйрық модальділігі, теолингвистика, теолингвистикалық талдау.

Ключевые слова: модальность, повелительная модальность, теолингвистика, теолингвистический анализ.

Key words: modality, imperative modality, theolinguistics, theolinguistic analysis.

Функционалды грамматиканың ауқымды бөлігін қамтитын модальділік ұғымы қазіргі тіл білімінде жан-жақты қарастырылып жүр. Ғылыми көзқарастардың көптігінен біртұтас тұжырымды пікір әлі қалыптаса қойған жоқ. Сондықтан, модальділік ұғымының ғылыми тұжырымдары толық шешімін тапты деуге әзірге ертерек. Оның негізгі факторларының бірі осы ұғым

семантикасының алуан түрлі қызметтеріне байланысты.

Модальділік – семантикалық категориясы. Адамға модальді реңктермен сипатталатын эмоциялар тән. Адам баласы ақиқатты танудағы сан түрлі мағыналық реңкті бейнелеу қызметі функционалды грамматиканың негізгі нысанына айналып отыр. Адам бойында сан алуан, рухани