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TRAINING AS A CONDITION FOR SUCCESSFUL CROSS-CULTURAL TRAINING OF STUDENTS IN ENGLISH LESSONS

One of the main tasks in mastering foreign languages is successful communication in the target language. It is obvious that a good command of communication skills: speaking, reading, writing, and linguistic forms is not enough for this. Given the current situation in the world, constant interethnic cooperation, any educated person must understand not only his native culture, but also the culture of other peoples, that is, he must have cross-cultural literacy and competence that will allow him to interact productively and adapt to modern living conditions. Cross-cultural competence is designed to help not only to act adequately in the existing cross-cultural environment, but also to be ready for changes in it, for independent restructuring of one's own activity, if the changing conditions so require.

Cross-cultural competence as a scientific problem has been studied by many researchers, and this is not accidental, since the further professional and personal development of a person largely depends on its success [Gannon and Poon 1997: 201].

In order to understand how a modern young person is ready to communicate through a foreign language and is interested in cross-cultural training, we decided to conduct a study with middle-level students of the city of Atyrau secondary school No. 33. The collection of primary information was carried out by the method of questionnaire survey. The study involved students in grades 7-9 in the amount of 83 people.

The study of the ability and readiness to express themselves in English, to correctly use the system of language and speech norms, to choose the right communicative behavior required an analysis of the reasons for learning English as a foreign language [Roshchupkin 2009: 162].

Of course, the study of a foreign language in a comprehensive school takes place more at the request of the educational program than at will. However, modern students are aware of the importance and necessity of this process. As the main reasons for learning a foreign language (English), middle-level students of the city of Atyrau, secondary school № 22, calls:

- requirement of parents (80%);
- possibility of travel (70%);
- expansion of the social circle (68%);
- watching movies and programs without translation (55%);
- buying goods on the Internet (45%);

- study abroad (40%);
- mind training (30%).

Thus, despite the fact that the requirements of parents occupy a key place in the determinants of learning a foreign language (80%), broadening one's horizons, the opportunity to travel freely and the prospect of studying abroad become powerful reasons for learning the language of another country.

Language is part of the culture of a people. Therefore, it is necessary to teach the language in direct connection with the study of the cultural characteristics of the country whose language you plan to speak. The question "Is it important to know the culture of the country whose language you are studying?" demonstrated the following results: more than 55% of respondents agreed that knowledge about the culture, customs, traditions of the countries of the language being studied is necessary, but 8% of schoolchildren do not agree with this, and believe that it is enough to study only the culture of their country.

In order to clarify the forms and methods of work in English lessons that contribute to mastering cross-cultural competence, students were asked the question "What forms and methods of work in English lessons can help to better understand the culture of another people?" Respondents were offered answers and received the corresponding choices:

1. conducting trainings, business games and other active forms of work (69%);
2. audiovisual methods (61%);
3. project method (including modeling of communicative situations) (15%);
4. traditional lessons (10%);
5. other (10%).

Students see other forms of work, first of all, in a useful dialogue with native speakers, watching films, programs without translation and the opportunity to practice speaking in English in front of an audience.

In my opinion, one of the most effective teaching methods that contribute to increasing the level of cross-cultural training of students is a lesson in the form of training. In addition, this form of organization of education, according to schoolchildren, is the most preferred.

The developed socio-psychological training "Adaptation of students to cross-cultural interaction" is aimed at developing the abilities, knowledge, and skills necessary to build communication based on the equality of all participants in cross-cultural interaction.

The purpose of the training: to promote the effectiveness of cross-cultural training of students in English lessons. Ways:

1. Contribute to the improvement of the culture of psychological communication of schoolchildren.
2. Contribute to overcoming the language barrier.
3. To teach to be aware of intercultural stereotypes.

4. To teach ways of self-regulation of the emotional state in modern cross-cultural conditions.

5. Increase interest in learning a foreign language.

The main methods used during the training work: games, mini-lectures, group discussions, modeling, problem solving, etc.

The training program includes 12 sessions (see an example of several sessions of the reconstructive phase of the training in Table 1), lasting 1.5 hours. Training sessions are recommended to be held in a group of 8-12 people and organized as optional activities in addition to training activities.

As an example, let's take the exercise "The Best Nationality", the purpose of which is to unite students, teach them to negotiate, listen to each other, objectively evaluate people and develop a positive mood towards other nationalities.

The exercise "The best nationality" is carried out as follows: all participants are divided into pairs, each chooses a nationality (except his own). Discussing in pairs, they must find a compromise by choosing one. In the process of discussion, opponents express the positive qualities of this nationality and its features. It is necessary to convince the interlocutor of the correctness of his choice. The couple then team up with another couple and the four of them try to come to a compromise by choosing the best nationality. Then eight, and so on, until the whole group chooses one nationality, which will be the best at this stage

In the work aimed at cross-cultural training of students, training is an indispensable form, since students take an active position in such activities, and the assimilation of competencies occurs in the process of living and personal experience of behavior [Tarasova and Naumenko 2012: 100].

Thus, we assumed that the cross-cultural training of school students will be more successful if the following conditions are met:

- the preparation process (in the classroom and outside the classroom) will include such exercises and games that are enhanced by cross-cultural content, as well as aimed at practical preparation for cross-cultural interaction;

formation in students of the necessary personal qualities that contribute to communicative competence, the development of reflection and productive methods of activity;

- use of methods of active socio-psychological training, including tasks aimed at the formation of cross-cultural competence.

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