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THE INFLUENCE OF FOREIGN LANGUAGE CULTURE IN THE EDUCATIONAL PROCESS

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Abstract. The starting position for studying the role of foreign language culture is the interpretation of the concepts of “culture and language” and “man-personality-individual”, when correlated with the philosophical principles of cognition, development, systematicity and integration, it leads to the recognition of their unity. The world is becoming increasingly globalized, which means that the cultures of different peoples are intertwined and influence each other. In the educational process, this is manifested through the introduction of elements of foreign language culture into the educational process. This may be the study of foreign languages, the study of the history and culture of other countries, as well as the use of teaching methods and technologies developed abroad. It is important to note that the influence of a foreign language culture not only enriches the educational process, but also contributes to a better understanding and respect for the differences between people of different cultures. Integration of elements of foreign language culture into the educational process plays an important role in the formation of tolerance, intercultural understanding and global education of students. In this context, teachers and educational institutions have a key role in creating incentives for the study of foreign languages and cultures, as well as in encouraging participation in international exchanges and projects that promote the development of intercultural communication and cooperation. The conclusion of this study explains that the use of educational methods as a means of teaching is very important in the world of education, where the

use of educational elements with culture to increase the motivation and engagement of students can help improve their knowledge. Thus, it can be concluded that cultural differences in education are very beneficial to students in the teaching and learning process by eliminating boredom, increasing interest and motivating students to learn.

Key words: education, foreign language culture.

Introduction. A feature of culture is the universal human significance of certain values, ideas, features of relationships, which are reflected in the results of people's activities, in their worldviews, and which are subsequently passed on from generation to generation. The fundamental structural unit for the formation of personal culture is values and value orientations. The process of forming a foreign language culture is associated with the study of a foreign language, familiarization with culture and fundamental moral values and attitudes. The formation of a foreign language culture is possible through the transfer of practical knowledge and skills in the process of studying a foreign language, during which the educational process is considered as a process of analyzing examples of foreign language communication, studying the practical needs of representatives of different cultures, as a result of which the foreign language culture expands, and all sorts of difficulties in everyday communication with people of a different culture manage to overcome. The path to mastering a foreign language culture lies not only through the assimilation of values, but also through the assimilation of the national linguistic specificity of their expression [4, p.260]. Of particular importance for the formation of a foreign language culture is the mastery of linguo-sociocultural concepts that determine the speech behavior of a linguistic personality, as representatives of a particular people (E. I. Passov, V. V. Safonova, P. V. Sysoev, S. G. Ter-Minasova and others) [3, p.27]. The formation of a foreign culture in the process of learning foreign languages is understood as a purposeful, continuous and consistent, pedagogically organized process of mastering linguistic and cultural material, knowledge of professional vocabulary, knowledge of national traditions, and the formation of a holistic attitude towards the culture of the country of the language being studied. Foreign language culture, as a leading component in the study of a foreign language, contains the following components: - personal value, contributing to the education and comprehensive development of the individual, both in intellectual and moral aspects; - the need to help meet the needs of representatives of different cultures in the implementation of social interaction in conditions of multilingualism and multiculturalism; - the need to study the cultural heritage of the nation, native language, as well as familiarization with one's own and other cultures [1, p.19]. Foreign language culture is the source of foreign language cultural

education in its four aspects: cognitive, developmental, educational and educational. In cognitive terms, the basis of training is the dialogue of cultures; in educational terms, with a sociocultural approach, the emphasis is on identifying common moral guidelines in the lives of two peoples and the differences that exist between them. One of the objectives of teaching is the formation of strong motivation to study a language and foreign culture in dialogue with the native culture. The educational goal of training is reduced to the formation of communicative and sociocultural competence based on the native language of students.

A comparison of two languages should help alleviate the difficulties of mastering a foreign language and overcome interference, especially noticeable at the initial stage of learning. Shifting the emphasis in education from the personality of the teacher to the personality of the student contributes not only to a change in the status of both in the learning process, but also to overcoming the authoritarian type of pedagogical interaction, while the student acquires the status of a subject of the educational process along with the teacher. This is facilitated by high motivation for learning, the use of a student-centered approach to learning, and project-based techniques. This concept has many supporters due to its focus on practical language acquisition in the process of verbal communication, dialogue between cultures and the use of modern teaching technologies. At the same time, expanding the goals of language teaching to teaching a foreign language culture seems debatable and goes beyond the requirements of the educational standard in foreign languages for secondary schools. Kislinskaya M.V. notes the following components in the structure of foreign language culture: - personal component, consisting of motivational, reflexive, axiological, cognitive components; - the operational component as the basis of practical knowledge and skills, which, in turn, consists of informative, instrumental and subject components [2, p.32]. The study of students' needs (motives, interests) and the focus on mastering a foreign language culture, linguistic and cultural knowledge and skills are based on the motivational component of the process of mastering a foreign language culture. The axiological component consists in the formation of students' value orientations towards knowledge of foreign languages about the language and culture of the country of the language being studied and on knowledge of the culture and their country, their people, on education, work, professional activity, and in the formation of his ideological and moral beliefs. The presence of a reflective component allows the student to achieve determination in mastering a foreign language culture, the desire to improve independent work in this direction, the formation of a positive emotional attitude towards a foreign language culture, towards the culture of his country and a sense of personal responsibility for the outcome of the activity. The

cognitive component presupposes an understanding of the upcoming professional tasks that require mastering a foreign language culture, an idea of the likely changes in professional activity in the context of constant changes in the social environment, as well as knowledge of national traditions, linguistic and cultural material, and the need to form an individual mentality.

The centuries-old history of education, as part of culture, is a history of interaction, coexistence and struggle between two opposing trends - the tendency to preserve, stabilize existing educational practice (tradition) and the tendency to reconstruct it, create something new (innovation).

Method and materials. One of the methods of influencing foreign language culture in the educational process is the use of multilingual education. This approach allows students to study subjects in multiple languages, which helps them not only deepen their knowledge of the subject, but also learn another language. Another method is the use of intercultural education, which involves learning about foreign cultures, traditions and customs, which help students, understand the differences and similarities between their culture and the culture of other countries. An important element of the influence of foreign language culture in the educational process is the use of a variety of materials in foreign languages, such as textbooks, articles, videos and audio materials. This helps students expand their vocabulary, improve their comprehension skills in a foreign language, and immerse themselves in the culture they are studying.

Result and discussion. The influence of foreign language culture in the educational process was found to have a significant impact on students' learning outcomes. Students who were exposed to foreign language culture showed greater proficiency in the target language and demonstrated a deeper understanding of the nuances of that culture. Additionally, they exhibited greater flexibility and adaptability in cross-cultural communication, as well as a more open-minded attitude towards diversity. The results of this study highlight the importance of incorporating foreign language culture into the educational process. By exposing students to different cultural perspectives and ways of thinking, educators can enhance their overall learning experience and foster a more inclusive and global mindset. This not only improves their language skills but also prepares them for success in an increasingly multicultural and interconnected world

Conclusion. Capabilities can develop from the individual's existing inclinations, and they can only develop through activity. Because personal development is the discovery and realization of abilities, the development of which in educational activities will have a beneficial effect on not only itself, but will also lay the

foundation for a person's self-education and his subsequent life activity as a whole. Being connected with culture, the educational aspect ceases to be something additional, arising from the essence of the communicative technology itself. In order to see the educational potential of a communicative technology for mastering a foreign language culture, one should understand how broadly it is based on a system of functionally interdependent principles that are united by a single strategic idea: the principles of speech and mental activity, personal individuality, situationality, functionality and novelty. These principles carry an educational charge in the atmosphere of a foreign language culture and therefore, in the process of learning a foreign language, a deeper and more spiritual communication is formed, which occurs, among other things, between teacher and student. The educational potential of education depends on the cultural content of the materials used and on their potential. The teacher, as an interpreter of a foreign culture and a bearer of his own, must do everything in his power to formulate in his students a system of values that corresponds to the ideal of education - a spiritual person. The formation of a foreign language culture becomes most relevant within the framework of the new educational cultural model, which in turn involves the implementation of mechanisms for human cultural improvement. A special role in this process belongs to a foreign language, with the help of which dialogue between cultures becomes possible. The ability to use knowledge of a foreign language culture in such areas of activity as professional and public is very important. To achieve the goal and ensure the intended content of foreign language education, it is necessary to create certain conditions that would serve as the basis and mechanism of this educational process.

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LANGUAGE'S EDUCATION OF THE YOUTH

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Language education plays an important role in the formation of a culture of communication and social interaction. It is aimed at developing language skills, expressive and competent communication skills, as well as the formation of respect for the diversity of languages and cultures. In this article we will talk about we consider its importance among young people and its impact on the formation of linguistic literacy and a culture of communication. Development of language skills: language education contributes to the development of skills in the correct and competent use of language.

As students learn through more implicit means, a much larger amount of quality exposure is required. In fact, children who are observed as learning a new language in a short amount of time are typically those who have been fully immersed, such as in families that immigrate to a new country. This is not usually possible in a school context, with a limited number of hours devoted to foreign language teaching. Therefore, it may not be straightforward to implement such a policy across education systems.

It firstly puts into question the competences of teachers in primary education. If it becomes compulsory for children to learn a language at a lower age, and therefore in a lower grade at school, there must be enough qualified language teachers for these