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DEVELOPMENT OF CULTURAL SPEAKING SKILLS OF STUDENTS ON THE BASIS OF THE ENGLISH LANGUAGE SUBJECT THROUGH FEATURE FILMS AND INFORMATION TECHNOLOGIES

G. Kassymova^{1,2*}, A. Shayakhmetkyzy², B. Okenova³, A. Palmanova², Zh. Ussenova⁴

¹Abai Kazakh National Pedagogical University, Almaty, Kazakhstan

²Suleyman Demirel University, Almaty, Kazakhstan

³Turan University, Almaty, Kazakhstan

⁴Yogyakarta State University, Yogyakarta c., Jalan Colombo No 1, Karangmalang, Indonesia

*Corresponding author email: zhaina.kassym@gmail.com

Abstract. Language is a tool that determines the history and culture of every nation and is an integral part of its education, as the worldview and beliefs of a person are formed and developed through language. Language shapes the nation identity and cultural features. Moreover, one of the requirements that is rapidly developing today is the knowledge of a foreign language at a decent level. Teaching a foreign language is a daunting and challenging task for language teachers; this article offers ideas to use the advanced information technologies in a proper way. Hence, the effectiveness of the old methods of language teaching in the modern era of digitalization that were established in the absence of information technology is questionable. Currently, one of the most important principles of learning and teaching languages is introducing intercultural competence along with the structure of the language. Furthermore, the authors of the article discussed about one of the ways of learning English in a more captivating and contemporary way: watching feature films and actively using information technology. These relatively new methods aid students develop creative and critical skills using authentic materials through interactive games, discussions, information and innovative technologies. As part of the study, the article studied and presented samples and types of practical exercises using these methods.

Keywords: feature film, information technology, language, teaching, student.

Introduction. At present, large-scale reforms aimed at the advanced development of the field of education are being carried out, which prove the need for maximum development of education and training. Among the comprehensive measures taken to develop the continuous education system in the country and meet the global requirements, there are issues of scientific and methodological provision of education [1]. Therefore, in order to provide deep and thorough education to students, the teacher must have deep knowledge and great methodological skill in teaching the subject to be used appropriately in speaking.

The languages being taught are shown as methods of mastering special knowledge, social, cultural and historical experiences of different countries and peoples. The great French writer V. Hugo said: "The greatness of a people is not measured by consciousness, the only measure is the development of its mind and moral level." In these cases, the modern education is aimed not only at promoting the state language, but also at learning the culture and language of other peoples. The polycultural component in educational subjects considers two issues: creating conditions for students' interest in new knowledge and different attitudes towards the environment [2, 65 p.].

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Currently, there is a need to teach a foreign language in accordance with the needs of society, and it is necessary to consider ways and methods of teaching it effectively. What is a method? A method is a way of research or knowledge, a way of studying natural phenomena and the conditions of social life, ways of studying phenomena, methodology-theory and confirmation of knowledge and reality. Method and theory are always closely related. Theory is the basis of any methodology of pedagogical phenomena and is expanded by the data obtained with the help of that methodology [3, 94 p.]. The methodology seeks methods and ways to achieve effective knowledge in a real and practical way. Therefore, in teaching a foreign language, we consider modern methods for effective education of students [4, 5].

In the course of language teaching, it is better to teach by covering ethnographic, linguistic, cultural, cognitive, psychological, and philosophical issues through linguistic data. Language is always the beginning of a good deed. In any age, language is the tool of the diamond sword of the apostle. The beginning of education and manners is language. Language is also the translator of mind and knowledge. So, the salvation of man is from language. In a civilized society, language is considered an invaluable asset of humanity. Keeping in mind that "One language is one desire", "Language destiny is the destiny of the country", it is our duty to work towards achieving language unity, the basis of national unity. Therefore, our main task is to awaken the love of the young generation for the Kazakh language, to increase their interest and desire to learn other languages, and to achieve the formation of a generation that will forever connect their fate with the fate of the country [6-8]. It is also crucial to understand specific peculiarities of a culture in detail. Any intercultural misunderstanding depends not only on languages, it depends on the culture understanding. "Even when people speak the same language, they do not always understand each other," says E. M. Vereshchagin [9].

It is important to include authentic learning materials from the information communication technology which provides interesting original information in a form of video lectures or small educational movies from the reliable sources; consequently, such learning and teaching materials help students to understand specific characteristics of the national culture and avoid conflicts arising in personal and intercultural relations and to solve them. It is important to use authentic materials in solving these problems.

Main provisions. A person who knows the language well will be cultured, educated and successful. It is known that in the course of daily communication, a person goes through the experience of recognizing the environment. If we say that the style of oral speech is emotional, it is conveyed not only through words, intonation, syntax, gestures, body movements, but also through other paralinguistic and extralinguistic means. At this point, in the course of teaching the lexical fund to representatives of other cultures, it is necessary to pay attention to the problem of being able to present paralinguistic tools in the form established in foreign cultures, taking into account various social characteristics of the communicant (age, rank, religious belief, activity, etc.).

Materials and methods. In this article, the authors analyze research on the subject of foreign language - English, and consider specific exercises and tasks based on fiction films and information technologies in order to develop students' speaking skills.

Research results and discussions. One of the main tasks of a foreign language teaching is to come up with linguacultural methodology during educational process and to search for effective methods of in-depth assimilation of knowledge. Training and formation of intercultural communication skills interactive approaches, games, discussions, informative, innovative technologies, the Internet, and the help of the computer are enormous. Information technology of education means ways of working with information, software and technical tools. If we focus on the role of the Internet in the formation of cultural competence in the teaching of



the English language, students can correspond by e-mail, participate in virtual communication clubs and conferences. Using authentic texts, listening to speakers of that language, communicating with them creates a natural language environment for a foreign language learner. Game technology and problem-based learning can also be attributed to the effective methods of developing cultural communication skills among students [10].

The formation of intercultural communication competence is one of the main parts of communication, which is the main goal of teaching foreign languages at the present time. Researchers of this problem S.S. Kunanbaeva and D.N. Kulybayeva believe that achieving the basic level of teaching foreign languages is determined by the level of formation of linguistic and cultural competence. The educational basis of linguistic and cultural competence is formed by the following:

- Linguistic knowledge (knowing the reflexes, non-equivalent vocabulary, rules of conduct of the country where you are learning the language);
- knowledge of country studies (knowing the climatic, economic, socio-political and social characteristics of the country whose language is being studied, knowing the main stages of its historical and cultural development);
- cultural-cognitive knowledge (knowing the peculiarities and traditions of national behavior, lifestyle, national psychology).

In order to fully and comprehensively learn a foreign language and to be able to communicate on an equal level with the representative of that country, the foreign language should be taught in combination with getting to know that country. Therefore, in order to form the linguistic and cultural competence of a national person, he must have sufficient knowledge. For that, a knowledge fund is needed to describe the pure national features, which are characteristic of the traditions, lifestyle, and culture of the country where the language is being studied. This is called background (background) knowledge in methodological science. We mean background knowledge - general knowledge acquired by students in studying a foreign language. Such background knowledge is the mutual knowledge of the speaker and the listener, which is the basis for language communication. That is, the meaning of the term "background": knowledge about the life and culture of another country, people. Ayak education is a summary of the image and reflection of the real life of another country. Among them are catchwords and fixed phrases, non-alternative vocabulary and lacunae, lego-epistemes and realia. These accelerate mutual understanding in intercultural communication. In order to improve the effectiveness of communication with representatives of different cultures, it is necessary to overcome the cultural barrier in addition to the language barrier. From this point of view, the formation of intercultural communication skills in students is very important [9; 11, 44 p.].

Currently, the communicativeness, authenticity of foreign language learning is based by the cultural context of the language learning process. It is not enough to memorize new vocabulary from the context or text books and retell what a student has studied at home as an assigned tasks. Exercises are also not enough to train students' speaking skills and intercultural competences, so the most effective way of teaching is to include real-life cases or problem based tasks. Such developmental assignments help students to face real life and students will try to find a solutions in the correct way by using authentic materias [12].

A system of exercises according to the requirements of the work program is recommended. Training is work that forms skills in a certain subject, improves it, and forms thinking operations [13, 98 p.]. Methodologist-scientist A.V. Tekuchev says: "Exercise should not be considered as a method describing only the explanation of the theoretical material passed through grammar, it is a necessary part of the organized language lesson and an inseparable chapter. "If Russian language education was taught without exercises, it would turn out to be



dry theories disconnected from real language materials from life and experience," stated he [14, 194 p.]. That is, exercises are performed in accordance with certain requirements and to achieve a certain result. The significance of feature films and information technologies in English is very important in the formation of intercultural communicative competence of students. As shown in Table 1 below, this method of teaching is very effective and unique.

Table 1 - Features of the use of art films and information technologies during education

<i>Features:</i>	<i>Field of application in education:</i>	<i>Student and teacher activities:</i>
Information creativity	Getting new information on intercultural communication by watching feature films;	Independent work of students;
Interactive interaction	In the process of performing exercises and tasks, students are involved in interactive work with each other; The teacher can implement monitoring and observe students;	Individual activities of students on their own; Joint activities of students studying in one place; Actions of the teacher; Feedback between student and teacher, between student and student;
Communicative (formation of speaking skills)	Students are involved in communication for the purpose of discussing and evaluating information based on watching the film; English can be a medium of communication;	Joint activities of students studying in one place; teacher-student and student-student relationships;
Creativity	By watching feature films, students can express their views on intercultural communicative problems and create their own content;	Independent activities of students; Critical skills of students are formed;
Supervision	Self-monitoring, mutual monitoring in the learning process, that is, listening and monitoring each other during the discussion; supervision of students by the teacher;	Individual activities of students on their own; Joint activities of students studying in one place; Teacher actions;
Development of objects of intercultural communication	Formation of verbal and non-verbal forms of communication by watching authentic films in English and discussing them using discussion technology in a foreign language.	Students' ability to communicate with representatives of different nationalities.

In order to prove the peculiarities of the use of fiction films and information technologies in the foreign language class, which are shown in the table, we offer the exercises and tasks provided in the next part of this article. Exercises and tasks presented during the study. In the practice of foreign education in our country, there are almost no tasks and exercises for cross-cultural communicative competence with the help of Internet resources, from the point of view of cultural communication to feature films in English.

Research materials: Ch. Loreta's What every student should know about intercultural communication, New English File [15] and Internet resources - documentaries, fiction films in English related to intercultural verbal and non-verbal communication.

Exercises and tasks for verbal intercultural communication: students will read a short text and share their thoughts. There are no right or wrong answers here, students prove their ideas and discuss where and how the incident occurred. If there are deviations in the understanding of intercultural tension among students, the teacher explains what happened.

The next type of tasks/exercises is called **"Master your skills"**. Here, students work with authentic texts, that is, they read the text and answer the given question in the form of a test. In addition, they explain why they chose the answer to the question and exchange opinions with other students. At the end of the discussion, if the correct answer is not given, the teacher



explains the correct version of the answer.

The next type of exercise is called *"Contribute to your attitude development"*. This type of task involves watching and analyzing feature films in English, exchanging opinions during the lesson, looking at events from a cross-cultural perspective, students sharing their thoughts about them, comparing other cultures with their own. For instance:

Task. Watch the comedy-drama film *"Guess Who's Coming to Dinner?"* (1967) (<https://www.youtube.com/watch?v=eav3na6NnN4>) by Stanley Kramer and answer the following questions [15]:

1. Analyze and synthesize the plot and the main characters of the movie.
2. What kind of cultural challenges do the film characters need to overcome?
3. How are these problems viewed by the main characters of the movie?
4. The upper-class American representatives the Draytons claim to be liberal and tolerant. What happens when they encounter the situation testing their tolerance?
5. Evaluate the Draytons' and the Prentices' information communication competence component - attitudes. Can you see any shift of progress in their attitudes?

Exercises and tasks for nonverbal intercultural communication: The next type of task is called *"Master your skills"*. The tasks here pave the way for the formation of students' non-verbal intercultural communicative competence. Here, students can communicate with people not through words, but through body movements and actions. By reading various events, they analyze them, exchange opinions, and expand their understanding of the culture of representatives of other nations.

Another type of exercise called *"Contribute to your Attitude development"* is for non-verbal communication. Here, students watch documentaries or fiction films using the Internet.

You can also watch one of the feature films for body movements, *"Charlie Chaplin"* (Figure 1). The film is based only on body movements. While watching the movie, you can understand it well, even if no words are spoken. Such films prove that body movements and human actions play an important role in communication.



Figure 1 - Extract from the feature film "Charlie Chaplin"

Summarizing the overall results, the proposed tasks and exercises form the training materials. Exercises and tasks for developing students' intercultural communicative competence and speaking skills from a cultural point of view are called *"verbal communication tasks"* and *"non-verbal communication tasks"*.

Conclusions

Summarizing the above, the combination of the capabilities and innovative capabilities of



modern technical tools will be a rational way of organizing the training of intercultural communication skills. To be a successful communicator for students after graduation at international level, teachers should use different authentic materials and explain if students do not understand cultures of that language which they are studying, to avoid and solve conflicts arising in personal and intercultural relations. In order to achieve mutual understanding between the representatives of different language communities, it is important to have similar linguistic and cultural levels. That is, representatives of different cultures should pay attention to linguistic as well as extralinguistic factors during communication. Adequate intercultural communication depends on the situational context in many cases. The selection of any linguistic means in a certain communicative act is consistent with the purpose, presupposition of that act, as well as with the specific conventions (conditions) of speech. The use of feature films in English during training is of great importance in the formation of intercultural communicative competence. Allows you to get data about the country where you are studying the language of feature films. They contribute to teaching students knowledge, skills, and abilities. Such feature films arouse students' interest in a foreign language, teach them to set goals for themselves, and contribute to the effectiveness of the learning process. Films that include and depict cultural features increase interest in learning a foreign language.

When learning a language - whether it is a foreign language or a native language - the student should pay attention to all the cultural, historical values and features of that language. "Your language is for unity, another language is for life; language status - country status; language is the golden bridge of friendship", it can be understood from the background of these proverbs from the Kazakh language that it is necessary to know our own language and a foreign language consciously.

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АҒЫЛШЫН ТІЛІ ПӘНІ НЕГІЗІНДЕ СТУДЕНТТЕРДІҢ МӘДЕНИ ТҮРҒЫДАН СӨЙЛЕУ ДАҒДЫСЫН КӨРКЕМ ФИЛЬМДЕР ЖӘНЕ АҚПАРАТТЫҚ ТЕХНОЛОГИЯЛАР АРҚЫЛЫ ДАМУ

Г. Касымова^{1,2*}, А. Шаяхметқызы², Б. Окенова³, А. Палманова², Ж. Усенова⁴

¹Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан

²Сулейман Демирель атындағы университеті, Алматы, Қазақстан

³Тұран университеті, Алматы, Қазақстан

⁴Yogyakarta State University, Yogyakarta c., Jalan Colombo No 1, Karangmalang, Indonesia

Түйін. Адамның дүниетанымы, сенімі тіл арқылы қалыптасып, дамитындықтан, тіл – әрбір халықтың тарихы мен мәдениетін айқындайтын құрал және оның тәрбиенің құрамдас бөлігі. Тіл ұлттың болмысын және мәдени ерекшеліктерін қалыптастырады. Оның үстіне қазіргі таңда қарқынды дамып келе жатқан талаптардың бірі – шет тілін лайықты деңгейде білу. Шетел тілін оқыту – тіл мұғалімдері үшін қиын әрі жауапты міндет; бұл мақала озық ақпараттық технологияларды дұрыс пайдалану идеяларын ұсынады. Демек, қазіргі цифрландыру дәуірінде ақпараттық технологияның жоқтығынан қалыптасқан тіл үйретудің ескі әдістерінің тиімділігі күмән тудырады. Қазіргі уақытта тілдерді оқыту мен оқытудың маңызды принциптерінің бірі тіл құрылымымен қатар мәдениетаралық құзыреттілікті енгізу болып табылады. Сонымен қатар, мақала авторлары ағылшын тілін неғұрлым қызықты және заманауи түрде үйренудің бір жолы туралы: көркем фильмдерді көру және ақпараттық технологияларды белсенді пайдалану туралы талқылады. Бұл салыстырмалы түрде жаңа әдістер студенттерге интерактивті ойындар, пікірталас, ақпараттық және инновациялық технологиялар арқылы шынайы материалдарды пайдалана отырып, шығармашылық және сыни дағдыларды дамытуға көмектеседі. Зерттеудің бір бөлігі ретінде мақалада осы әдістерді қолданатын практикалық жаттығулардың үлгілері мен түрлері зерттеліп, ұсынылды.

Түйін сөздер: көркем фильм, ақпараттық технология, тіл, оқыту, студент.

РАЗВИТИЕ КУЛЬТУРНО-РАЗГОВОРНЫХ НАВЫКОВ УЧАЩИХСЯ НА ОСНОВЕ ПРЕДМЕТА «АНГЛИЙСКИЙ ЯЗЫК» ПОСРЕДСТВОМ ХУДОЖЕСТВЕННЫХ ФИЛЬМОВ И ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

Г. Касымова^{1,2*}, А. Шаяхметқызы², Б. Окенова³, А. Палманова², Ж. Усенова⁴

¹Казахский национальный педагогический университет имени Абая, Алматы, Казахстан

²Университет имени Сулеймана Демиреля, Алматы, Казахстан

³Университет Туран, Алматы, Казахстан

⁴Yogyakarta State University, Yogyakarta c., Jalan Colombo No 1, Karangmalang, Indonesia

Резюме. Язык является инструментом, определяющим историю и культуру каждого народа и являющимся неотъемлемой частью его образования, так как мировоззрение и убеждения человека формируются и развиваются посредством языка. Язык формирует национальную идентичность и культурные особенности. Более того, одним из требований, которое сегодня стремительно развивается, является знание иностранного языка на достойном уровне. Преподавание иностранного языка — сложная и комплексная задача для учителей иностранных языков; в этой статье предлагаются идеи по правильному использованию передовых информационных технологий. Отсюда сомнительна эффективность старых методов обучения языку в современную эпоху цифровизации, сложившихся в условиях отсутствия информационных технологий. В настоящее время одним из важнейших принципов изучения и преподавания языков является внедрение межкультурной компетенции наряду со структурой



языка. Кроме того, авторы статьи обсудили один из способов изучения английского языка более увлекательным и современным способом: просмотр художественных фильмов и активное использование информационных технологий. Эти относительно новые методы помогают учащимся развивать творческие и критические навыки, используя аутентичные материалы посредством интерактивных игр, дискуссий, информации и инновационных технологий. В рамках исследования в статье изучены и представлены образцы и виды практических занятий с использованием данных методик.

Ключевые слова: художественный фильм, информационные технологии, язык, обучение, студент.

Авторлар туралы ақпарат:

Г. Касымова* - PhD докторы, Абай атындағы Қазақ ұлттық педагогикалық университеті, пр-т Достық 13; Сулейман Демирел атындағы университет, Абылай хан көшесі 1/1, Қаскелең қ., Қазақстан. Email: zhaina.kassym@gmail.com

А. Шаяхметқызы - Сулейман Демирел атындағы университетінің Педагогика және Гуманитарлық ғылымдар факультетінің магистранты, Абылай хан көшесі 1/1, Қаскелең қ., Қазақстан. Email: 221302002@stu.sdu.edu.kz

Б. Окенова - педагогика ғылымдарының магистрі, цифрлық технологиялар және өнер факультеті, «Тұран кино академиясы» кафедрасы, Тұран университеті, Сәтбаев к., 16А, Алматы, Қазақстан. Email: b.okenova@turan-edu.kz

А. Палманова - Сулейман Демирел атындағы университетінің Педагогика және Гуманитарлық ғылымдар факультетінің магистранты, Абылай хан көшесі 1/1, Қаскелең қ., Қазақстан. Email: 221302034@stu.sdu.edu.kz

Ж. Усенова - student, Faculty of Economics, Yogyakarta State University, Yogyakarta c., Jalan Colombo No 1, Karangmalang, Indonesia, e-mail: ussenova.zhaniya@gmail.com

Сведения об авторах:

Г. Касымова* – PhD доктор, Казахский национальный педагогический университет имени Абая, пр-т Достык 13; Университет имени Сулеймана Демиреля, ул.Абылай хана 1/1, г.Каскелен, Казахстан. Email: zhaina.kassym@gmail.com

А. Шаяхметқызы - магистрант Факультета Педагогических и Гуманитарных наук университета имени Сулеймана Демиреля, ул.Абылай хана 1/1, г.Каскелен, Казахстан. Email: 221302002@stu.sdu.edu.kz

Б. Окенова - Магистр педагогических наук, Факультет цифровых технологий и искусств, отделение «Киноакадемия Туран», Университет Туран, ул. Сатпаева, 16А, г. Алматы, Казахстан. Email: b.okenova@turan-edu.kz

А. Палманова - магистрант Факультета Педагогических и Гуманитарных наук университета имени Сулеймана Демиреля, ул.Абылай хана 1/1, г.Каскелен, Казахстан. Email: 221302034@stu.sdu.edu.kz

Ж. Усенова - student, Faculty of Economics, Yogyakarta State University, Yogyakarta c., Jalan Colombo No 1, Karangmalang, Indonesia, e-mail: ussenova.zhaniya@gmail.com

Information about authors:

G. Kassymova* – Ph.D. doctor, senior lecturer in the Institute of Pedagogy and Psychology, Abai Kazakh National Pedagogical University, Dostyk Avenue 13; Suleyman Demirel University, Abylay Khan street 1/1, Kaskelen, Kazakhstan. Email: zhaina.kassym@gmail.com

A. Shayakhmetkyzy - master's degree student in the Faculty of Education and Humanities, Suleyman Demirel University, Abylay Khan street 1/1, Kaskelen, Kazakhstan. Email: 221302002@stu.sdu.edu.kz

B. Okenova – Master of pedagogical sciences, Faculty of Digital Technologies and Arts, Department “Turan Film Academy”, Turan University, Satpayev st., 16A, Almaty, Kazakhstan. Email: b.okenova@turan-edu.kz

A. Palmanova - master's degree student in the Faculty of Education and Humanities, Suleyman Demirel University, Abylay Khan street 1/1, Kaskelen, Kazakhstan. Email: 221302034@stu.sdu.edu.kz

Zh. Ussenova - student, Faculty of Economics, Yogyakarta State University, Yogyakarta c., Jalan Colombo No 1, Karangmalang, Indonesia, e-mail: ussenova.zhaniya@gmail.com

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