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## **EFFECTIVE METHODS OF TEACHING SPEAKING SKILLS AS A MEANS OF SUCCESSFUL INTERCULTURAL COMMUNICATION**

*The article is devoted to the problems of speaking skills in a foreign language, which cause barriers in communication with native speakers among students of language faculties. After analyzing various scientific works devoted to this problem, the authors come to the conclusion that the development of speaking skills is an important part in teaching a foreign language, since knowledge of individual words, phrases and grammatical rules of a foreign language does not guarantee successful communication. Due to the modern requirements of society, speaking skill is closely related to the concept of "intercultural communication", without highly developed speaking skills, effective intercultural communication is impossible. Nowadays, the world needs such specialists who will be able to enter into intercultural communication by understanding the culture of a foreign country. For this reason, the article discusses the problem of teaching speaking skills in the context of intercultural communication. The authors also showed a model of intercultural communicative competence. In the practical part of the study, the author demonstrated several effective tasks for the development of speaking skills among students of language faculties. In our research work, we used such methods as theoretical analysis of literature, pedagogical observation, experiment, and statistical data analysis.*

*Key words: competence, brainstorming, discussion, speaking skills, intercultural communicative competence, logical support scheme.*

### **MAIN PROVISIONS**

Our cultural environment is changing very fast and becoming more diversified. A good partnership requires effective communication, which is a crucial component of all relationships. All relationships have their ups and downs, but having a good communication style can help you deal with disagreements and forge a stronger, healthier relationship. Communicating with someone from a different culture is more difficult and it is more difficult to reach mutual agreement. The effectiveness of intercultural communication is defined as the ability to communicate with people from different cultures in a way that maximizes the likelihood of mutually beneficial outcomes. The question of what and how exactly ensures the effectiveness of intercultural interaction is answered by W. Gudikanst's Theory of Managing Anxiety-Indeterminacy. From her point of view, when people from different cultures come into communication, their communication is filled with uncertainty. It is difficult for a person to predict the behavior of a stranger, so increasing the predictability of a communication partner's behavior and reducing uncertainty is a key need in communication.

### **INTRODUCTION**

In the modern world, society needs qualified, educated specialists who speak at least two foreign languages. As a rule, to speak a foreign language means to engage in communication on various topics with representatives of another culture. Knowledge of foreign languages gives a person many opportunities like traveling abroad, business trips, high-paying jobs and bonuses. A good command of a foreign language is not only the ability to speak this language, but also the ability to engage in intercultural communication, understanding the speech, culture and norms of behavior of the interlocutor of another culture. In the era of globalization, when our country is

assigned an important role on the world stage, the need for foreign language proficiency is increasing, which is why modern teaching of foreign languages is aimed at forming the subject of intercultural communication. Unlike traditional speaking skills training, speaking skills training as a means of intercultural communication differs in its content of the educational process and the choice of materials for work. Effective intercultural communication depends not only on the level of knowledge of the grammatical and lexical rules of the English language. At the heart of effective intercultural communication, it is important to have knowledge in the field of culture of a foreign-speaking country. Also, an important role is played by the acceptance of this culture with all its features that are alien to the native culture. Therefore, in order to develop speaking skills for intercultural communication, it is very important to choose the right materials for training and create an environment that is as suitable as possible for a natural foreign-speaking country

Studying the scientific works of various authors and teachers, we came to the conclusion that there is a large amount of work on the formation and improvement of speaking skills, but the problems of preparing students for intercultural communication have not been sufficiently investigated. The relevance of the identified problem helped us to determine the topic of the article. The purpose of our research is to identify the most effective ways to form speaking skills as a means of intercultural communication.

### MATERIALS AND METHODS

Theoretical analysis of literature on the topic of the problem; pedagogical observation; testing; experiment using methods for the formation of speaking skills; statistical analysis of the results obtained.

To fully disclose the topic of our research, we have included several concepts for our research and divided them into complex and basic ones. The basic concepts that we have are "speaking", "formation" and "communication". Concepts such as "formation of communication skills" and "intercultural communication" are complex concepts.

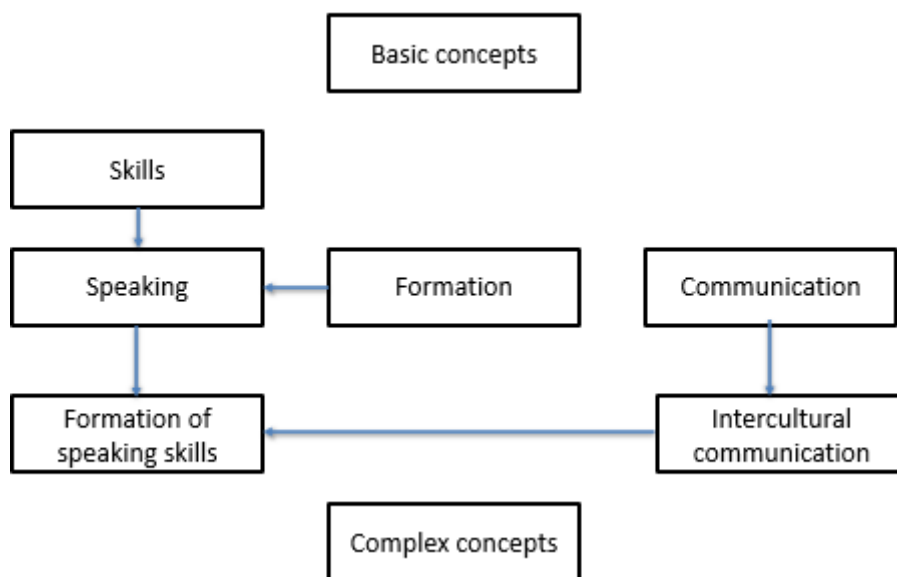


Figure 1- Conceptual framework of the problem of the formation of speaking skills as a means of intercultural communication.

According to the definition of G.V. “skill” is a set of actions and mental operations that are performed in an exact sequence to perform a specific type of activity [1]. N.D. Galskova defines skills as the ability to meaningfully carry out the process of speaking, which is based on the implementation of a certain set of skills in practice [2]. “Speaking skills” are the ability to perceive foreign language speech, express one's point of view and adequately respond to different situations

within the framework of intercultural communication [3]. According to the works of I.A. Zimnaya, the process of speaking consists of skills and knowledge that are needed to understand a representative foreign language culture, as well as to form their own model of speech behavior, which contributed to adequate goals, spheres, situations of communication [4]. The formation of speaking skills is a process aimed at mastering a certain set of knowledge, actions, skills necessary for effective intercultural communication. Intercultural communication is the process of communication between representatives of different cultures. Unlike ordinary communication, intercultural communication requires from the interlocutors not only knowledge of the language and individual lexical units, but also knowledge about culture, about the norms of everyday life [5]. It is important to develop knowledge not only in the field of speaking and vocabulary, but also to develop knowledge in the field of culture, and methods should also be directed to the development of inter-cultural communicative competence [6]. Figure 2 shows the model of ICC.

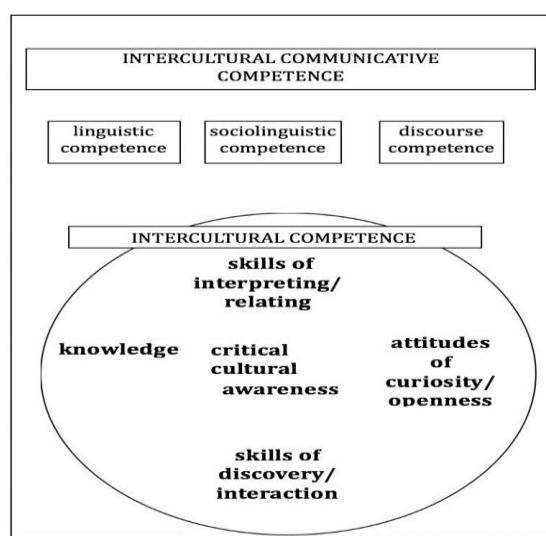


Figure 2- A model of intercultural communicative competence.

In cross-cultural communication, it is very important to respect the interlocutor, his culture, norms of behavior, and points of view of the interlocutor. For example, in Saudi Arabia, people do not criticize each other or another person openly, as this is treated with disrespect. In the UK, people first prepare the interlocutor for a conversation before talking about the main point of the matter, and in the USA, on the contrary, they immediately get to the point of the matter. E. Hirsch identified four levels of intercultural competence (Figure 3).

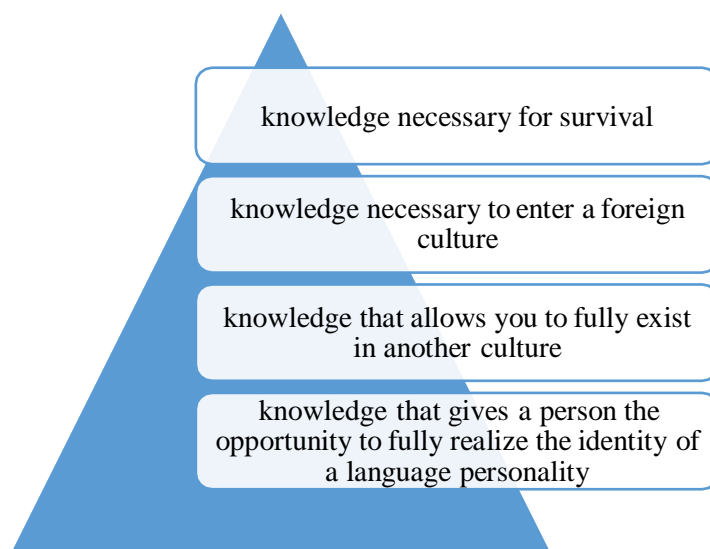


Figure 3- E. Hirsch’s four levels of intercultural competence

The development of speaking skills as a means of intercultural communication will be effective if the following pedagogical conditions are met:

- contribute to the motivation of students to learn a foreign language using cognitive and interesting tasks;
- use interactive teaching methods and authentic materials;
- pedagogical support of the process [7].

Our experimental lesson was attended by first-year students of language faculties. A total of 15 students with B1 level participated.

Observing the first pedagogical condition, in order to increase motivation to learn in the first classes, we used the method of discussion, According to N.V.Elukhina, discourse occupies a central place in intercultural communication [8]. Safonov V.V. defines intercultural communication as a functionally conditioned communicative interaction of people who are carriers of different cultural communities [9].

We start the lesson with simple questions: “What five things would you take with you to a desert island?” make a pyramid of these things starting with the most important. In this way, we interested students in the lesson, thereby forcing them to think critically. To improve vocabulary, we used a cluster. The keyword was recorded in the center, and then all the words that are known related to the keyword (Figure 4)

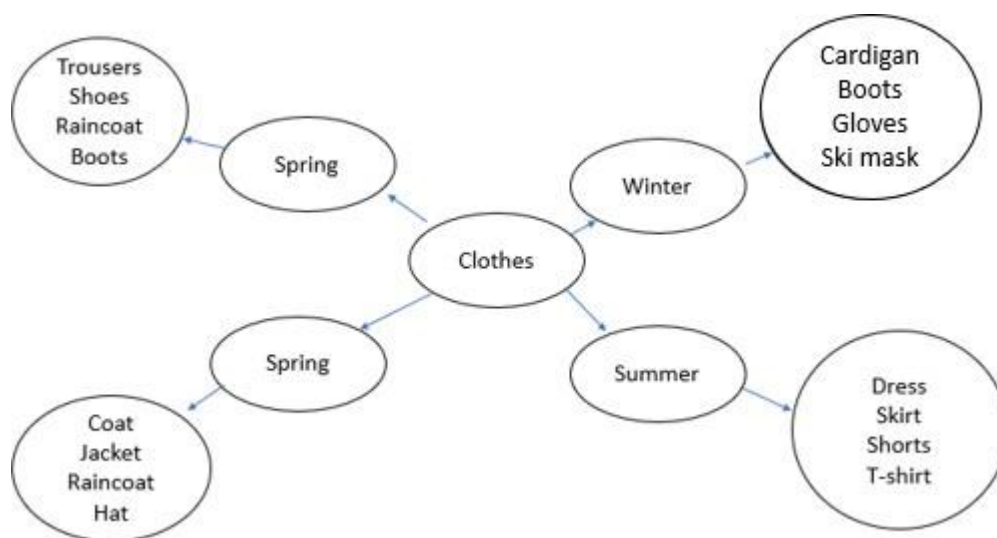


Figure 4- Example of a cluster on the topic “Clothes”.

After using the cluster, we used a logical reference scheme, that is, students were offered a text, according to this text, students should make a diagram or diagram according to which they will retell the text orally. This method allows students to effectively memorize the content of the text. Figure 5 shows the example of a logical reference scheme on the topic “Cuisine from around the world”.

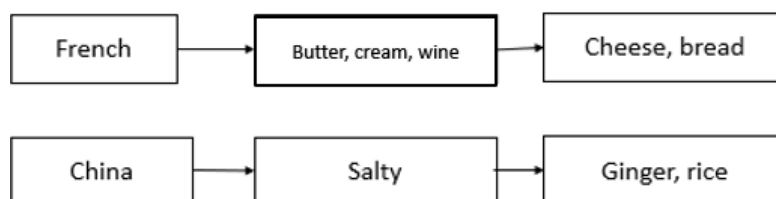


Figure 5 - Example of a logical reference scheme on the topic “Cuisine from around the world”.

an interviewee	an interviewer
<p><b>Cristiano Ronaldo</b>                      * on February 5, 1985, Portugal                      * a soccer superstar playing for English team Manchester United                      * when he was three                      * Sporting Lisbon                      * became the only player in history to play for the Under-16, Under-17, Under-18, B team and first-team within one season.                      * the English Premier League                      * helped the team win nine trophies, including the UEFA Champions League</p>	<p>1) When/where born                      2) What became                      3) When began to play football                      4) What joined                      5) What happened after Sporting Lisbon                      6) What set                      7) How helped the team</p>

Figure 6-Example of the card used in the role-playing.

One of the most effective ways to develop speaking skills is role-playing. With the help of this task, students have a dialogue of cultures where they compare their culture with a foreign culture. Bibler V.S. defines the term “dialogue of cultures” as the interaction of different cultures among themselves, the mutual creation of cultural space [10]. Students were asked to get used to the role of celebrities and answer questions in interviews, one student as a celebrity, another student as a journalist. Students were given cards with key information about the celebrity and with questions, students needed to process these key words and transform them into sentences. Figure 6 shows an example of the cards.

## RESULTS AND DISCUSSION

In accordance with the research plan, in the last lesson, the level of articulation of speaking skills was revealed through observation in the process of group work, also by the method of interviewing. According to the results of the study, out of 15 students, the level of formation of speaking skills in seven students showed a high, five average and three students had a low level (Figure 7).

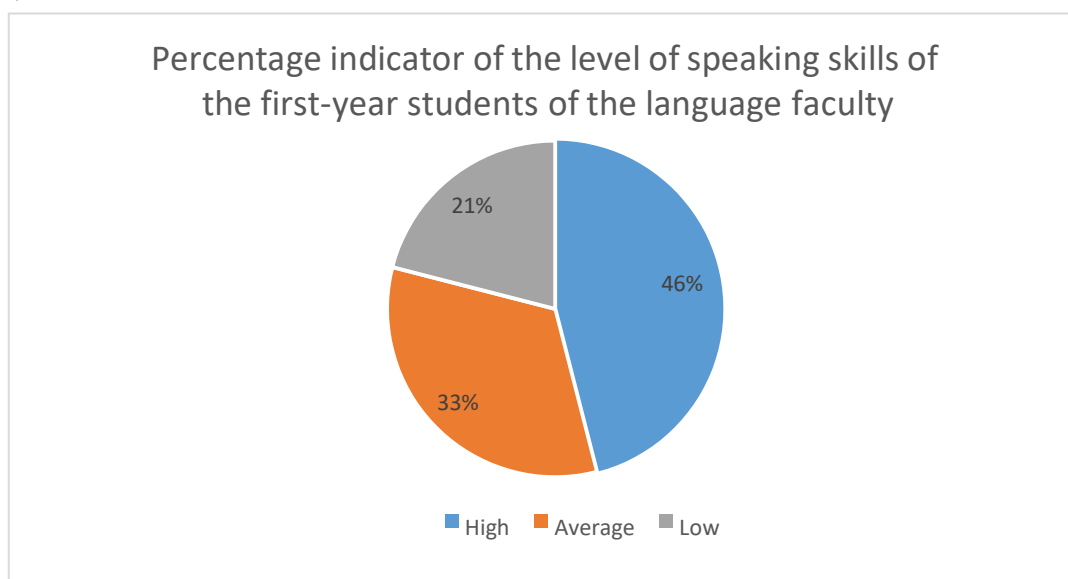


Figure 7- Percentage indicator of the level of speaking skills of the first-year students of the language faculty.

Figure 7 shows that 46% of students can speak a foreign language fluently, are able to easily express their thoughts and engage in intercultural communication on various global topics without difficulties. 33% of students are also interested in developing speaking skills, able to express their thoughts and are ready to engage in intercultural communication on simple topics. 21% of students are interested in speaking, but cannot express their thoughts freely due to insufficient vocabulary and practice. The results of our research show the effectiveness of using the above methods for the development of speaking skills as a means of intercultural communication than traditional teaching methods.

During the experimental work by the method of pedagogical observation, we noticed that all students in the class had an increased interest in the English lesson, group work gave a positive result in the development of students' communication skills. The methods used in the experimental lessons helped the students to memorize the information in the text and the method of the logical reference scheme can be used by the students themselves in further lessons. Thanks to the correct selection of the lesson topic, the students managed to improve their knowledge not only in the language aspect, but also in the cultural aspect. Tasks with a cluster on the topic clothes allowed students to increase their vocabulary and recall previously learned words. The role-playing method allowed the students to feel the real language environment, also increased the creative skills of the students. Thanks to the key information in the issued cards, the students independently came up with complete interrogative sentences and also answered in full sentences using these key information. It should be taken into account that for the full development of speaking skills in an intercultural context, it is necessary to regularly increase cultural knowledge, read books in a foreign language and use authentic materials in lessons, because you can notice the real specifics of language and culture in the authentic materials.

## CONCLUSION

We know that the study of a foreign language is a difficult, multifaceted and serious process, the success of which depends on a large number of points, one of which is considered to be the skill of intercultural communication, which determines the success of socialization and the formation of intercultural competence – an aspect relevant and important for professionals and their own work. As our research work has shown, the development of speaking skills is a very important part in foreign language education, since the goal of any language subject is to teach how to speak this language, but due to new social and professional requirements, it is now important to teach students not just to communicate in English, but to form the skill of intercultural communication so that students do not cultural shock or misunderstandings in cross-cultural communication in the future. Therefore, all topics and tasks in English lessons should be aimed at the development of cultural knowledge.

Intercultural dialogue leads to important positive results both in mastering a foreign language, for example, and in deepening knowledge about other cultures, expanding the picture of the world; promotes the development of intercultural tolerance, empathy and awareness of the relationship between culture and personality. Intercultural communication is associated with problems related to socio-cultural differences, language and social barriers of communicants. Communicative problems, such as basic, instrumental, meaningful and reflexive, make it difficult to establish contact and establish dialogue in situations of foreign language communication.

Overcoming of variable communicative problems is quite likely in the criteria of interpersonal communication, provided that the cultural differences of the communication members are understood, with the readiness for interaction, for the interpenetration of several cultures, provided that the general search for overcoming these problems by means of communication.

Additionally, the purposeful organization of the educational process based on intercultural communication significantly increases the attention of students to the study of a foreign language, to the culture of various countries; creates skills for interaction and cooperation; develops personal and professional properties and capabilities.

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### **Табысты мәдениетаралық қарым-қатынас құралы ретінде сөйлеу дағдыларын оқытудың тиімді әдістері**

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*Мақала тіл факультетінің студенттері арасында мәдениетаралық қарым-қатынас барысында кедергілер тудыратын шет тіліндегі сөйлеу дағдыларының мәселелеріне арналған. Осы мәселеге арналған әртүрлі ғылыми жұмыстарды талдай отырып, автор сөйлеу дағдыларын дамыту шет тілін оқытудың маңызды бөлігі болып табылады деген*

қорытындыға келеді, өйткені шет тілінің жеке сөздерін, сөз тіркестерін және грамматикалық ережелерін білу сәтті қарым-қатынасқа кепілдік бермейді. Қоғамның қазіргі заманғы талаптарына байланысты сөйлесу дағдысы "мәдениетаралық коммуникация" ұғымымен тығыз байланысты, жоғары дамыған сөйлесу дағдыларыңыз тиімді мәдениетаралық коммуникация мүмкін емес. Жаһандану дәуірінде әлемге шет елдің мәдениетін түсіну арқылы мәдениетаралық қарым қатынасқа түсе алатын мамандар қажет. Осыған орай, мақалада мәдениетаралық қарым-қатынас контекстінде сөйлеу дағдыларын үйрету мәселесі қарастырылады. Сондай-ақ, авторлар мәдениетаралық коммуникативті құзыреттілік моделін және зерттеудің практикалық бөлімінде тіл факультеті студенттерінің сөйлеу дағдыларын дамыту үшін бірнеше тиімді тапсырмаларды көрсетті.

*Кілт сөздер:* құзыреттілік, миға шабуыл, пікірталас, сөйлеу дағдылары, мәдениетаралық коммуникативті құзыреттілік, логикалық қолдау схемасы.

Материал 09.12.2022 баспаға түсті

### **Эффективные методы обучения навыкам говорения как средство успешной межкультурной коммуникации**

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*Статья посвящена проблемам разговорных навыков на иностранном языке, которые вызывают барьеры в общении с носителями языка среди студентов языковых факультетов. Проанализировав разные научные работы, посвящённые на данную проблему, автор приходит к выводу, что развитие разговорных навыков является важной частью в обучении иностранному языку, поскольку знание отдельных слов, фраз и грамматических правил иностранного языка не гарантирует успешного общения. В связи с современными требованиями общества разговорный навык тесно связан с понятием "межкультурная коммуникация", без высокоразвитых разговорных навыков эффективная межкультурная коммуникация невозможна. В настоящее время мир нуждается в таких специалистах, которые смогут вступить в межкультурную коммуникацию, понимая культуру чужой страны. По этой причине в статье рассматривается проблема обучения разговорным навыкам в контексте межкультурной коммуникации. Авторы также продемонстрировали модель межкультурной коммуникативной компетенции. В практической части исследования автором были продемонстрированы несколько эффективных заданий для развития разговорных навыков у студентов языковых факультетов. В исследовательской работе нами были использованы такие методы как теоретический анализ литературы, педагогическое наблюдение, эксперимент и статистический анализ данных.*

*Ключевые слова:* компетентность, мозговой штурм, дискуссия, разговорные навыки, межкультурная коммуникативная компетенция, схема логической поддержки.

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