

CURRENT ISSUES OF LINGUISTICS AND FOREIGN LANGUAGE TEACHING: ACHIEVEMENTS AND INNOVATIONS

Jienbaev Abdibay Jienbay uli

A graduator of master's degree at the department of English Linguistics in KSU

Annotation: Theoretical issues of teaching foreign languages in the era of globalization and the “birth” of a global language are considered. At present, the need of people from different countries and nationalities in intercultural communication is growing. To achieve the goal of teaching foreign languages and preparing students for real intercultural communication, foreign language teachers need to take into account the peculiarities of intercultural communication, to master modern communication and pedagogical technologies.

Keywords: foreign languages, global language, intercultural communication, globalization, learning content.

INTRODUCTION

Knowledge of a foreign language is the most important condition for communication between people of different nationalities. In the modern information world, people's interest in learning foreign languages is rapidly increasing. Thanks to scientific and technological progress and the changes taking place in society, the education system is also being improved. Therefore, the process of teaching foreign languages in a secondary school and in higher educational institutions must meet the requirements of the time. The world is becoming different, the process of globalization, that is, world economic, political and cultural integration and unification, covers all spheres of society.

MATERIALS AND METHODS

The global language is a guide to the culture of the English-speaking peoples and a means of understanding people. However, the presence of a global language entails negative consequences both for the English language itself and for the languages of other peoples. So-called variants of the English language appear (Spanglish, Frenlish, Denglish, etc.), which, in turn, influence the formation of a more simplified version of the English language (World English), understandable to various peoples who are not native speakers of English. Gradually, the wealth, beauty of the English language and, accordingly, the culture of native English speakers are being lost.

RESULTS AND DISCUSSION

The content of teaching foreign languages as a methodological category answers the question "What to teach?". There are several approaches to determining the content of teaching foreign languages. Many methodological schools in Russia are based on the definition of G.V. Rogovoi, which distinguishes three main components of the content of education: linguistic, psychological and methodological. A.N. Shchukin considers the content of learning from the standpoint of the object of learning, the object of assimilation and the results of learning: "The content of learning consists of those knowledge, skills, abilities, competencies, the mastery of which provides the ability to use the language as a means of communication, the formation and development of personality".

"The content of education," according to I.L. Beam, is everything that needs to be mastered/assigned to a person in the process of education". However, in each historical epoch this concept was filled with its own specific content.

I.L. Beam believes that the components of the content of teaching foreign languages are learning objectives, that is, foreign language communicative competence and its components (language, speech, sociocultural, compensatory and educational-cognitive competences), the activities of the teacher and students, as well as feelings and emotions, caused by the interaction of the selected components of the learning content, which contribute to the creation of a favorable learning environment. I.L. Beam, like other methodologists, considers the text as the main unit of learning content. The text acts in learning as an object for recognition visually (reading) and by ear (listening), as well as a product of speech production (speaking, writing). The text is capable of carrying any information from all areas of knowledge, which gives a diverse focus to teaching foreign languages. Learning to read (work with text) is directly related to learning to speak. More L.V. Shcherba in his writings paid special attention to reading:

"Teachers who believe that reading can only be learned to the extent of mastering the spoken language imperceptibly falls into a false circle: in order to learn to read books, you need to learn to speak, but it turns out that in order to learn to speak, you need read a lot" [1].

Teaching foreign languages in the era of globalization has its own characteristics and difficulties. Preparation for real intercultural communication determines the main goal of teaching foreign languages. It is possible to achieve this goal by means of the subject "Foreign language". In the article "Studying foreign languages in the era of globalization and dialogue of cultures" M.N. Vetchinova argues that today approaches to teaching a foreign language are organized around its cultural component, and the

idea of studying the culture of the people through language learning becomes the main educational paradigm [2].

According to S.G. Ter-Minasova, a foreign language lesson is a crossroads of cultures, it is a fact of presenting a foreign language culture, it is a practice of intercultural communication, because every foreign word reflects a foreign world and a foreign culture [3]. One of the components of the goal of teaching foreign languages is sociocultural competence, the formation of which directly depends on the formation of language and speech competencies. By studying a language, we study the culture of native speakers.

The emergence of a single global language, according to S.G. Ter-Minasov, is attracted by the opportunity to solve many problems of international communication, reduce the huge financial costs of international organizations for translators, promote the exchange of information and, consequently, accelerate and improve scientific and technological progress, trade, business, etc. [4]. However, “the prospect of a global unification of mankind, the interaction and interdependence of all people and all countries living peacefully and amicably in one global village, caused the opposite reaction, namely, it made all peoples remember their languages and cultures, national traditions, tastes, values, which led to the realization of the importance of preserving national identity” [5].

CONCLUSION

The teaching of foreign languages is directly related to the innovative processes taking place in the world, in society. Modern communication technologies are being developed, the main mission of which is to optimize interaction and mutual understanding in human society. Today, a new approach to teaching foreign languages is needed. The formation of a foreign language communicative competence of the younger generation, the education of morality, respect for a different culture, successful communication and mutual understanding between peoples depend on the professional competence of school and university teachers, their skills.

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