

# **Realization of Intercultural Approach in English Language Learning at the Secondary Stage**

*Tenbay Sabina Dumankyzy*

*Student of 4th course,*

*L. N. Gumilyev Eurasian national university,*

*Kazakhstan, Astana*

*Gauriyeva Gulzhan Mukhametkaliyeva*

*Candidate of pedagogical sciences, associate professor*

*Abstract.* This article considers a new direction in the methodology of teaching English language based on intercultural approach. The actual task of the teacher of English language is the formation of such skill as intercultural competence, which helps to establish mutual understanding between people of different cultures. The definition of intercultural communication and difficulties that arise in its implementation are tackled here. The importance of forming intercultural competence as a prerequisite achievement of mutual understanding between nations in the modern world is also investigated.

*Keywords:* English language teaching, intercultural approach, culture and language, intercultural competence, intercultural communication.

## **Introduction**

The increased role of Kazakhstan in the world arena, serious changes in the field of ideology, politics, economics, culture, constant growth of migration of peoples, acceleration of the development of language contacts, emergence of new communication goals contribute to increasing interest in mastering English language. The confident entry of Kazakhstan into a single international educational space and the signing of the Bologna Declaration increase the demand for specialists with knowledge of foreign languages who widely use language for professional purposes and for the communication with foreign colleagues from other cultures. Today we can talk about the new goal of teaching foreign languages - the integration of the cultural component in the learning process.

## **The Need for Implementing Intercultural Approach in Learning Process**

It's obvious that today in the theory and practice of teaching English language there are new tasks that require renovation of methodological approaches. If the differences between languages and cultures of nations are wide, then it is more difficult to master a foreign language as a means of communication. Consequently, a qualitative increase in the level of communication between representatives of different nations is achieved with the mandatory consideration of the cultural characteristics of other people. The emergence of this approach is caused by the spread of globalization to all spheres of human activity, while the foreign language

is in close unity with the culture, which it preserves and conveys. Thus, the realization of the intercultural approach in the practice of teaching English language is undoubtedly relevant and innovative. "The inclusion of cultural information in the program of teaching English language is not connected with the desire to make learning process more interesting, but with the internal necessity of the learning process itself" [1, 13]. In the learning process acquisition of intercultural communication cannot occur without linguistic and cultural components. In order to attract English language learners and to simplify learning process information on country studies should be submitted in an appropriate way. The realization of a cross-cultural approach to teaching English language has become possible due to the appearance of multicultural communities that require, in addition to the knowledge of English language, not only the acceptance of a different culture, but also active interaction with its speakers. Also, there is no doubt that "languages should be studied in continuous unity with the world and the culture of people who speak these languages" [2, 336].

### **Difficulties in Implementing Intercultural Approach**

A difficult task today is faced by English language teacher - to teach not only how to understand English language but also how to communicate orally and in written form. The effectiveness of intercultural communication, in addition to knowledge of the language, depends on communication, etiquette, awareness of non-verbal forms of communication (facial expressions, gestures), etc.

In the process of learning a foreign language, the peculiarities of different cultures should be taken into account. They may include attitudes towards nature, time, space, activities, the essence of communication, arguments in the course of communication, personal freedom and individual autonomy, rivalry, power, human nature [3, 30].

In order to improve the quality of communication, it is not enough to overcome language problems. There are also cultural misunderstandings. Due to the specific cultural characteristics, it can be difficult for people of different cultures to communicate with each other. Such specific cultural characteristics include:

- a) traditions (stable components of culture), customs and ceremonies;
- b) domestic culture, which is in close relationship with traditions;
- c) accepted norms of communication (habits and daily behavior of representatives of a particular culture);
- d) the so-called "national pictures of the world", expressing the peculiarities of acceptance of the surrounding world;
- e) literary culture, which reflects the traditions of various nations [4, 28-29].

### **Conclusion**

Learning English language should occur simultaneously with the study of cultural characteristics. The goals and objectives of teaching English language have radically changed. Today, the study of English language is carried out not only for the sake of communication and acquaintance with another culture, but also, for the

sake of professional interaction in various fields of human activity with representatives of another society, another country.

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