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Innovative methods of ethno-cultural competence development on the basis of Kazakh stories

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Abstract

The purpose of the article is to prove that multilingual education is a universal matrix of dimensions, qualities, and approaches that encompass theories and practices of educational reform. On the basement of our methodology, we presented four stages of ethno-cultural competence development in teaching Kazakh literature for Russian-speaking students of higher educational institutions. Each stage fulfills its own specific functions and the set of certain skills are formed on each stage, which is equipped by the most effective methods and techniques. Experiment showed that the usage of methodology promoted the effective acquisition by ethno-cultural competence by students through Kazakh stories.

Keywords: Culture; Ethnos; Kazakh stories; Methodology; Modern technologies.

Métodos innovadores de desarrollo de competencias etno-culturales sobre la base de historias de Kazakh

Resumen

El propósito del artículo es demostrar que la educación multilingüe es una matriz universal de dimensiones, cualidades y enfoques que abarca teorías y prácticas de reforma educativa. Sobre la base de nuestra metodología, presentamos cuatro etapas de desarrollo de la competencia etnocultural en la enseñanza de la literatura kazaja para estudiantes de habla rusa de instituciones de educación superior. Cada etapa cumple sus propias funciones específicas y el conjunto de ciertas habilidades se forman en cada etapa, que está equipada con los métodos y técnicas más efectivos. El experimento demostró que el uso de la metodología promovió la adquisición efectiva por la competencia etnocultural de los estudiantes a través de historias kazajas.

Palabras clave: Cultura; Etnias; Historias kazajas; Metodología; Tecnologías modernas.

1. INTRODUCTION

Multicultural education implying the formation of language personality, and the manner in which it can be implemented for the benefit of all societies in the Republic of Kazakhstan, remains a topic of much concern. Our students – future language personalities - are the participants of the transitional multilingual educational program, which suggests Kazakh language acquisition in all types of discourse.

We argue that the modern approaches, methods and techniques should be realized in the process of ethno-cultural competence development on the basis of authentic Kazakh literature.

Literature is a national treasure, a treasure of centuries-old existence of the nation. Each nation perceives surrounding world differently; the picture of the world and milieu are reflected in the literature and culture of the peoples. Culture is based on a worldview and the literature – is the main indicator of it, that is why, the modern linguistics considers literature not only as the instrument of communication. The research in contemporary linguistics attaches importance to consideration of literature as a cultural phenomenon, as a mirror of national outlook, as reflection of national culture. The fruit of mind, worldview, ways and methods of ethnos existence are the material and spiritual cultures, the history of it. Ingrained traditions and ceremonies of the material and spiritual cultures determine the essence of ethnos. The versatile disclosure of all these aspects through literature is always important for science. Undoubtedly, Kazakh literature – is a monolithic one, based on community and unity with insignificant regional distinctions. It is a worthy fact of the research as a trace of a "puerile" era of ethnos history. Literature reflects the traditional culture, defining the essence of ethnos; ethnocultural data; the facts that are fundamental for worldview of ethnos; the basics of national worldview in their contents; the special role of the culture's vectors with regional peculiarities and the research of the actual direction of contemporary worldview.

The significance of the literature as an instrument of communication between members of society – is the truth, which does not require the proof. National history is the phenomenon of centuries-old development and the centuries-old achievements of each ethnos in awareness and recognition of the boundless mysteries of the world are invaluable wealth imprinted and transferred through literature. This invaluable treasure contains the representations, which transfer the information about worldview of the people, their traditions, ceremonies and psychological picture of language, belief and the image of ethnos. Secrets, mysteries and features of any nationality – are reflected in literature, which is a fundamental root and the source of language is its long journey, it is consciously constructed culture and worldview.

The retention and transfer of such wealth from generation to generation, which is known as gnostic accumulation. We do not sound proofless, saying that language phenomenon, and world of literature – are the sources of self-knowledge of ethnos, the beginning of all beginnings. This concept holds all properties and qualities of literature; the emergence of ethnos depended on literature, which was a self-knowledge criterion, an artery of spiritual and cultural life. All this aspects are necessary in «the world of literature», «Thus, the world of literature is a synthesis of thousands, even millions of semantic units concerning essence of ethnos» (KAIDAR A.T. 1998)

Proceeding from these conclusions, the modern science pays attention not only to important role of literature as tool of relationship, but also to educational significance of literature and reflection of

culture in literature. Moreover, the man creates culture, his work. Culture – is a result of conscious activity of the man and literature reflects the development of consciousness, the cognition of the person. It is known that each era has its own culture; each nation has a peculiar traditional culture. The expansion of national consciousness by knowledge of the world, the development of the worldview of a certain nationality are connected with the meshing of work, therefore it is considered that «culture – is a result person's activity», culture is a tool to satisfy the needs of person's activity. The feature of culture – it is not only one of the objective truths, but it is the objective content by the nature of emergence. The source of culture emergence is connected with the person; this is the materiality of culture. Culture gets the material character only on the basis of life activity and objective work of the person. It is possible to assume that the culture of any ethnos acquires a material form and exists as a matter. We cognize the material culture through production tools and equipment, through architectural heritages and spiritual culture – through books, manuscripts and masterpieces of art, through works of poetry and literature. For example, M. Auezov's «Marriage»; M. Magauin's «Interethnic Scandal», «Mass Murder»; S.Muratbekhov's «Family House» and «Ata» can be taken into consideration for the selection of stories for the formation of ethno-cultural competence development.

Several approaches will help us to see how far the development of ethno-cultural competence on the basis of authentic Kazakh stories would be successful for students of higher educational institution. Communicative approach presupposes correct and adequate use of

linguistic system. Thus, learning occurs through interaction between students and teacher. The range of exercises and activities compatible with a communica¬tive approach is unlimited. Exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction (CAROLYN M. EVERTSON. 2006). Varieties of interactive activities have been prepared to support classes. Many proponents of communicative teaching have advocated the use of "authentic" materials in the classroom. These might include language-based realia, from Kazakh stories. The functional analysis of the communicative approach identifies the models of communication. Jakobson's model occupies an intermediary position between the linguistic, pragmatic and socio-psychological approaches to modeling communication. The complex nature of this model is based on the six-component scheme of communication. According to Jakobson, the six components fulfill six communicative functions: the emotive (addresser), referential and poetic (context, message), phatic and metalingual (contact, code) and conative (addressee) (JACOBSON, R. 1960). Lotman's psychological-culturological model postulates that an essential requirement for the generation of new knowledge during communication is the presence of dissimilar codes since if both sides possess the same information then there is no exchange of information and thus, by definition, no communication actually takes place) (LOTMAN M. 2000)

Competency based approach stipulates the successful functioning in the real world and consists of a description of the essential skills, knowl¬edge, attitudes, and behaviors required for effective performance of a real-world task or activity (

http://tntee.umu.se/lisboa/papers/full-papers/pdf/g4-lundgren.pdf)

The main reason, supporting the importance of lingua-cultural approach is that ethno-cultural competence is acquired through language. Language is not an autonomous construct but social practice both creating and created by the structures and forces of the social institutions within which we live and function. Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted. Culture is the foundation of communication (6.

http://radicalpedagogy.icaap.org/content/issue3_3/7-thanasoulas.html).

This approach will help language personality to understand the fact that all people exhibit culturally conditioned behaviors and social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave. It will help to increase their awareness of the cultural connotations of words and phrases in the target language, to develop the necessary skills to locate and organize information about the target culture. Finally, it stimulates

students' intellectual curiosity about the target culture and encourages empathy towards its people. At any rate, the classroom should become a 'cultural island', where the accent will be on 'cultural experience' rather than 'cultural awareness'. From the first day, teachers are expected to bring in the class posters, pictures, maps, and other realia in order to help students develop 'a mental image' of the target culture. Another insightful activity is to divide the class into groups of three or four and have them draw up a list of those characteristics and traits that supposedly distinguish the home culture.

The person-centered approach was developed from the concepts of humanistic psychology. The humanistic approach views people as capable and autonomous, with the ability to resolve their difficulties, realize their potential, and change their lives in positive ways. The psychologist Carl Rogers (1902 - 1987), who proposed new humanistic ideas for counseling, developed the person-centered approach (ROGERS, CARL, LYON, HAROLD C., & TAUSCH, REINHARD. 2013). Person-centered education, with a counseling-originated model, embraces a constructivist learner-centered model. Learner-centered model aims to make teachers more sensible to their learners' need as the students undertake a more participatory and a more active role in culture learning. Hence, the individuality of every learner, their learning styles, and multiple intelligences begin to be acknowledged by the educators. Likewise, the traditional teaching manner, in the learner-centered approach, the teacher has the role of knower and active organizer. Although in the learner-centered approach responsibility of the learning is on the shoulders of the

learners. Learning in learner-centered model is a non-linear, recursive, continuous, complex, relational, and natural, which is enhanced in contexts where learners have supportive relationships, have a sense of ownership and control over the learning process, and can learn with and from each other in safe and trusting learning environments.

2. METHODOLOGY

Having analyzed some of the most popular approaches, we concluded that a single approach, even a very effective one, could not satisfy the multifaceted demands of modern society. In other words, we can speak of integrated character of the above-mentioned approaches, which satisfies the set of multiple demands of today's society and makes a qualified ethno-cultural competence development available. It is described in terms of elements that break down the above-mentioned competence into smaller components; criteria that specify the minimal performance required to achieve a competency; examples of texts and assessment tasks that relate to the competence. We suggested the set of the sub competences for those who pretend to be the language personality in our republic: cognitive-communicative sub competence provides acquisition of language means and rules with the purpose to create linguistically correct utterances in oral and written forms of discourse. Speech-communicative sub competence provides the formation of the ability and readiness to realize communicative intention in different situations of oral and written discourse on the basement of listening, speaking, reading and writing.

Linguo-cultural sub competence reflects the correlation of culture and language in the process of communication. It provides ethno-culturally adequate discourse with the foundation of the secondary conceptualization of the world. Socio-cultural sub competence is understood here as an ability to reflect environment by means of a language in the Kazakh stories; to form the background of a picture of the world taking into consideration the position of the native speakers; to generate secondary cognition; conceptual sub competence and reflective ones.

Our methodology presents four stages of above mentioned sub competences development. Each stage fulfills its own specific functions and the set of certain skills are formed on each stage, which is equipped by the most effective methods and techniques. Moreover, each stage must be equipped with particular means of teaching with the help of various visual Internet resources that facilitator can use during the process. There should be mentioned that visualization plays a very important role in what we call cognitive learning. In addition, it can give the learners a chance to perceive necessary material and interpret the meaning of the conveying message expressing their own creativity and individuality.

The first two stages of methodology (perceiving basic notions and accumulating relevant data) are equipped with Kazakh authentic stories, which are presented in the form of text to read or track to listen to. However, facilitator can vary an organization of data perception with the help of video. The advantages of using videos on the first two stages are the following: it is more action-packed and eventful than

any reading or listening, so it helps to keep your students attentive; the most important fragments of information for memorization are usually accompanied by voice shades and different facial expressions, which facilitates the process of retaining necessary material. The third stage is a stage of quasi-communication. It is characterized by implementing images and speech paradigms. Quasi-communication stage presupposes the modeling of typical communicative situations. In other words, students are being prepared to free, spontaneous communication by role-playing typical communicative acts with the help of speech clichés. During this stage, students train both monologue and dialogue speech. Students are offered to read an authentic story and afterwards, facilitator provides them with a set of communicative tasks to fulfill: express your opinion about the acts of the main heroes. Discuss with the partner the specificities of organizing the Kazakh stories; write an essay discussing the concept of story. Speech paradigms can be used on the third quasi-communication stage. Speech paradigms can be defined as handouts that provide learners with necessary speech clichés that help them to sound natural and be aware of native speakers' norms of starting/continuing/concluding their speech in different situations. In other words, they can be defined as linking words and phrases that are grouped for usage in a particular case (discussion, argument, etc.) and presented in a compact form so as to be a constant helper for a learner till he/she memorizes it well. The third stage of quasi-communication prepares students for the next stage of free communication where they should be able to participate in a free spontaneous discourse.

On the stage of free communication the case study could be implemented.

The term 'case study' covers a wide range of problems posed for analysis, but most types include several key elements. Most cases are based on real or constructed events, which could reasonably take place. They tell a story, one involving issues or conflicts needed to be resolved—though most case studies do not have one obvious or clear solution. The information contained in a case study might be complex (including charts, historical background materials) or simple — a human story that illustrates a difficult situation requiring a decision (http://www.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/case_studies.pdf)

3. RESULTS and DISCUSSION

The analysis showed that Kazakh literature is gaining popularity due to programs and positive attitude of administration of republic to other languages and cultures. In our research, we decided to investigate the readiness of Russian speaking students to read Kazakh stories. We developed the criteria of the required readiness: positive attitude to Kazakh cultures and traditions; the desire to realize the communicative intention in Kazakh language; an ability to construct utterances according to semantic norms and rules of Kazakh language; an ability of overcoming a language barrier and fear to speak Kazakh. The criteria of readiness allowed the identifying the following levels of its formation: high, average and low. The Russian-speaking students of

Turan University took part in experimental research: 100 respondents of experimental group (EG) and 100 respondents of control group (CG). For the purpose of definition of the initial condition of Russian-speaking students' readiness to read and communicate Kazakh stories the complex of research methods was used: questioning, observation, testing, analysis of situations and solution of communicative tasks, analysis of documentation and products of activity and statistical data. In the process of investigation, we have come to understand that pedagogical process of higher education institution has a huge potential for the formation of students' readiness to realize their communicative intention in Kazakh language. The content of subjects has a sufficient capacity for the formation of the readiness; the purposeful system of teachers' activity in higher education institution to support communication in Kazakh language can hardly be overvalued. The results of the first survey did not reveal the reduction the number of students with low level of readiness to communicate in Kazakh language.
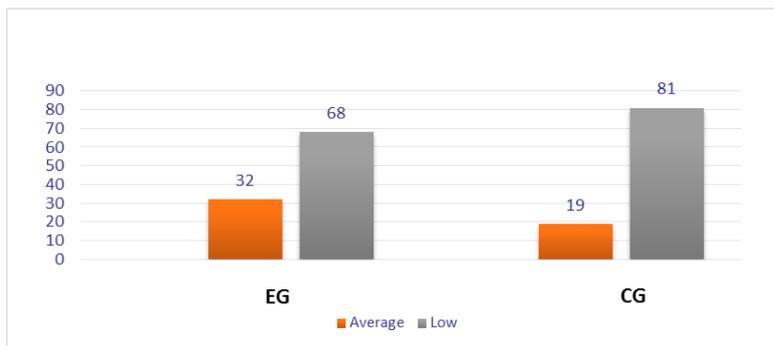

Figure 1: First Survey Results

The results pointed out that knowledge and skills, which can be acquired in the course of higher institution disciplines within the existing programs and standards, are not enough for the effective preparation of students. It defined the necessity of the organization of the subsequent stages of experimental-pedagogical work. The system of communicative tasks and test materials were prepared to form the intentional component of readiness. During the planning stage of the experimental work, we have differentiated variable and non-variable dimensions. The model proposed by us and constructed with the use of innovative communication technologies was a variable dimension in the experimental work. The students of the control group had the traditional classes of Kazakh literature while the students of experimental groups had classes based on presented methodology. A system of tasks developed by us, the amount of hours were the non-variable dimensions. In experimental groups, the learning course and content were formed in accordance with the model proposed by us, which was presented by four stages and set of exercises. At the final stage, the students had to present an independent research project. The work was carried out in mini-groups of 3-5 people where each group was engaged in implementation of the idea that had been suggested by previous tasks. The project work was realized with the help of few stages, which included the stage of planning where the discussion of the topic in mini-groups took place in order to determine the direction of the research work. The organizational stage of the project work determined the periods for the project implementation and each of its

section, allocation of the responsibilities among the students within mini-groups. During the analytical stage, the students realized the independent research activity of the topic using different data collection: work with special literature, the Internet, students' personal experience, consultation with experts, observation, questioning, interview and mass media analysis. At this stage, the analysis of the information received has been conducted. Each student created a blog of his topic, which served as his personal diary. During the work under the project, each student kept his blog for the analysis of the work and presentation of the interesting facts he found discussing the story with interested users. Next stage is a stage of information consolidation. The students used their wiki page as a kind of "canvas" for a collective work, where each of them posted necessary information, corrected and explained the information already added. The result of this work is a collective article on the topic of the project available on the Internet and at the same time representing the content of the project. At this stage, the students were able to apply their creative skills to select the most optimal method of presentation, which could have different formats: screen, brochure, and video. Then the second survey was carried out to define the dynamics of changing the readiness levels. It allowed to define the reduction the number of students with the low level of readiness (15%), the growth of average level (62%) and the growth of respondents with the high level of readiness (23%). The important role of this stage belongs to creative communicative technologies.
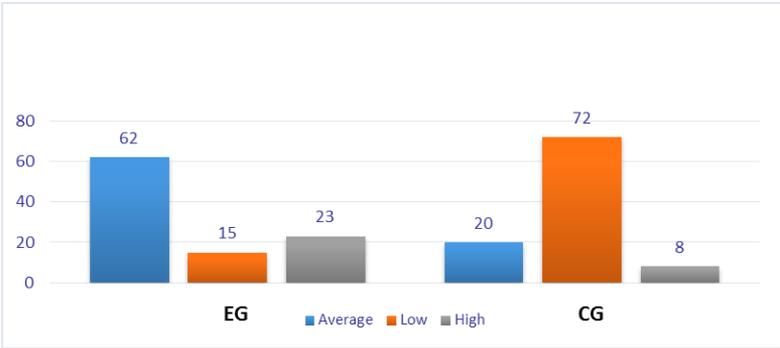
Figure 2: Second Survey Results

The work was continued. We developed the special program of Kazakh literature practicum according to our model, which included tasks for the cognitive-communicative, speech – communicative, lingua-cultural, socio-cultural, conceptual and reflective sub competences development. Here the system of practical tasks assumed the actualization of intentional and procedural components of students' readiness to read and communicate Kazakh stories. The results of the third survey showed the growth the number of students with high level and considerable reduction the number of respondents with the low and average levels. It demonstrated the efficiency of the work.
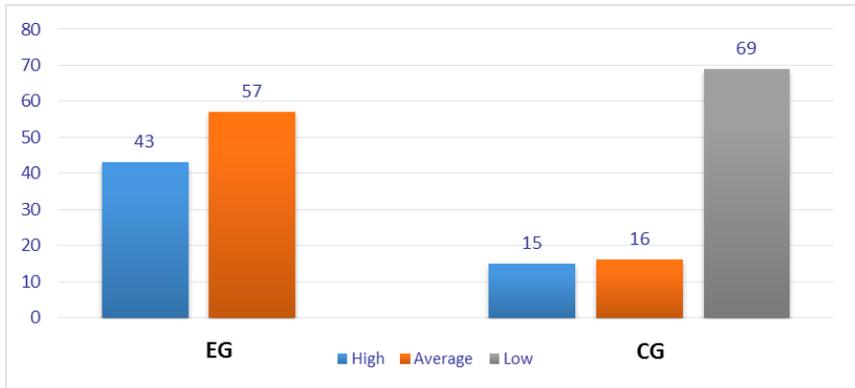
Figure 3: Third Survey Results

The comparison of the results gives the chance to observe positive dynamics of change of the ability of Russian-speaking students to read and communicate Kazakh stories: if the initial survey showed the low level of the readiness (68%), the final survey reflected the positive changes in levels of the researched readiness. It showed the increase of a number of examinees with high level of readiness (43%), the reduction of a number of examinees with low level and the increase a number of examinees with average level of readiness (57%).

4. CONCLUSION

Discussing the topic of ethno-cultural competence development, it should be noted that in the communicative space of Kazakhstan, its Russian-speaking citizens as communication participants do not experience discomfort, because they are not only familiar with the traditions and language of Kazakh cultures, but they are involuntary

propagandists of the common culture. Therefore, it is necessary to focus attention on the fact that an interest to Kazakh literature among Russian-speaking students is gaining popularity. In this case, many distinctive features in the worldview and understanding of the linguistic picture must be revealed, which should be reflected in readiness to read Kazakh literature. World trends of globalization of education impose new requirements to the identity of the student, who must be a creative personality with critical thinking, the translator of the best international experience applying new technologies. The solving of this contradiction is possible by development the readiness components and identification the levels of readiness formation as a professional quality of the student. From the methodological point of view, the theoretical position of our research was identified by conceptual framework of the research, specification of such aspect as «readiness to read and communicate Kazakh stories». The readiness of Russian-speaking students to read and communicate Kazakh stories is one of the important issues in preparation for professional activities in Republic of Kazakhstan. During the experimental and pedagogical work, we introduced the approaches, model of the development of ethno-cultural competence through reading Kazakh literature, criteria, indicators and levels of the researched phenomenon were developed. The results of diagnostics of the initial condition of the researched readiness defined the character and dynamics of the changes occurred in the course of readiness formation. The analysis of the experimental work gives the grounds to consider that the readiness of Russian-speaking students to read and communicate Kazakh stories is

important and necessary. Moreover, it is possible to carry it out in the conditions of the purposeful and systematic organization of experimental and pedagogical work. The results of experimental and pedagogical work confirm it. The theoretical justification and practical development of the students' readiness confirmed our hypothesis. The conducted research pretends to have theoretical - experimental character; it affects only one of the aspects of a multiple-factor problem and does not apply for an exhaustive solution of the problem of students' readiness to communicate in Kazakh language within the frame of updated demands of contemporary society. During the research and evaluation of its results new problems were outlined the solution of which were very important. There are: a further theoretical-methodological research of different aspects of readiness for professional activity and the use of new educational technologies in teaching Kazakh literature for Russian-speaking students.

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