

A stack of several books with dark covers and white pages, lying on a light-colored surface. Two bright red ribbons are tied around the spines of the books, extending downwards. The background is a soft, out-of-focus light grey.

**"THE SYSTEM OF EXERCISES ON
TRAINING THE
INTERCULTURAL-COMMUNICA
TIVE COMPETENCE OF THE
BACHELOR STUDENTS"**

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- INTRODUCTION
- STRUCTURE OF THE INTERCULTURAL-COMMUNICATIVE COMPETENCY

INTRODUCTION



- An intercultural communicative competence is defined by scholars as a capability, which allows a language personality to overcome the borders of his native culture and get a quality of not only languages but also cultures mediator without losing his native cultural identity.

STRUCTURE OF THE INTERCULTURAL-COMMUNICATIVE COMPETENCY BY S.S.KUNANBAYEVA



DISCRIPTORS FOR THE FIRST COURSE LEVELS BY CEFR



B Independent user	B1 Threshold or intermediate	<ul style="list-style-type: none">• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.• Can deal with most situations likely to arise while travelling in an area where the language is spoken.• Can produce simple connected text on topics that are familiar or of personal interest.• Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
	B2 Vantage or upper intermediate	<ul style="list-style-type: none">• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.• Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

COMMUNICATIVE SUB-COMPETENCY



- Theme: Different cultures in different countries. (Make a dialogue between two people)
- Skills: Verbal communication skills. (to describe desires, experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans)

- **Courgette**

- **Zucchini**



- **Drawing pin**

- **Thumbtack**



COGNITIVE SUB COMPETENCY refers to the cognitive processes that comprise creative thinking, which includes various creative thinking styles, such as legislative, global, and local thinking styles; and critical thinking, which includes reasoning, making inferences, self-reflection, and coordination of multiple views.

- Questions
- 1) What problem regarding colour does the writer explain in the first paragraph?
 - ? Our view of colour is strongly affected by changing fashion.
 - ? Analysis is complicated by the bewildering number of natural colours.
 - ? Colours can have different associations in different parts of the world.
 - ? Certain popular books have dismissed colour as insignificant.
- 2) What is the first reason the writer gives for the lack of academic work on the history of colour?
 - ? There are problems of reliability associated with the artefacts available.
 - ? Historians have seen colour as being outside their field of expertise.
 - ? Colour has been rather looked down upon as a fit subject for academic study.
 - ? Very little documentation exists for historians to use.
- 3) The writer suggests that the priority when conducting historical research on colour is to
 - ? ignore the interpretations of other modern day historians.
 - ? focus one's interest as far back as the prehistoric era.
 - ? find some way of organising the mass of available data.
 - ? relate pictures to information from other sources.
- 4) In the fourth paragraph, the writer says that the historian writing about colour should be careful
 - ? not to analyse in an old-fashioned way.
 - ? when making basic distinctions between key ideas.
 - ? not to make unwise predictions.
 - ? when using certain terms and concepts.
- 5) In the fifth paragraph, the writer says there needs to be further research done on
 - ? the history of colour in relation to objects in the world around us.
 - ? the concerns he has raised in an earlier publication.
 - ? the many ways in which artists have used colour over the years.
 - ? the relationship between artistic works and the history of colour.

The history of colour



- This book examines how the ever-changing role of colour in society has been reflected in manuscripts, stained glass, clothing, painting and popular culture. Colour is a natural phenomenon, of course, but it is also a complex cultural construct that resists generalization and, indeed, analysis itself. No doubt this is why serious works devoted to colour are rare, and rarer still are those that aim to study it in historical context. Many authors search for the universal or archetypal truths they imagine reside in colour, but for the historian, such truths do not exist. Colour is first and foremost a social phenomenon. There is no transcultural truth to colour perception, despite what many books based on poorly grasped neurobiology or - even worse - on pseudoesoteric pop psychology would have us believe. Such books unfortunately clutter the bibliography on the subject, and even do it harm.
- The silence of historians on the subject of colour, or more particularly their difficulty in conceiving colour as a subject separate from other historical phenomena, is the result of three different sets of problems. The first concerns documentation and preservation. We see the colours transmitted to us by the past as time has altered them and not as they were originally. Moreover, we see them under light conditions that often are entirely different from those known by past societies. And finally, over the decades we have developed the habit of looking at objects from the past in black-and-white photographs and, despite the current diffusion of colour photography, our ways of thinking about and reacting to these objects seem to have remained more or less black and white.

SOCIO CULTUROLOGICAL SUB-COMPETENCY in the structural plan includes cultural, cross-cultural, linguocultural, sociolinguistic and social competences of the student and is regarded as an integral part of communicative competence. By V. V. Safonova



- Theme: Different cultures in different countries
- Skills: Verbal and non-verbal communicative skills (to identify what do the gestures mean in different countries)

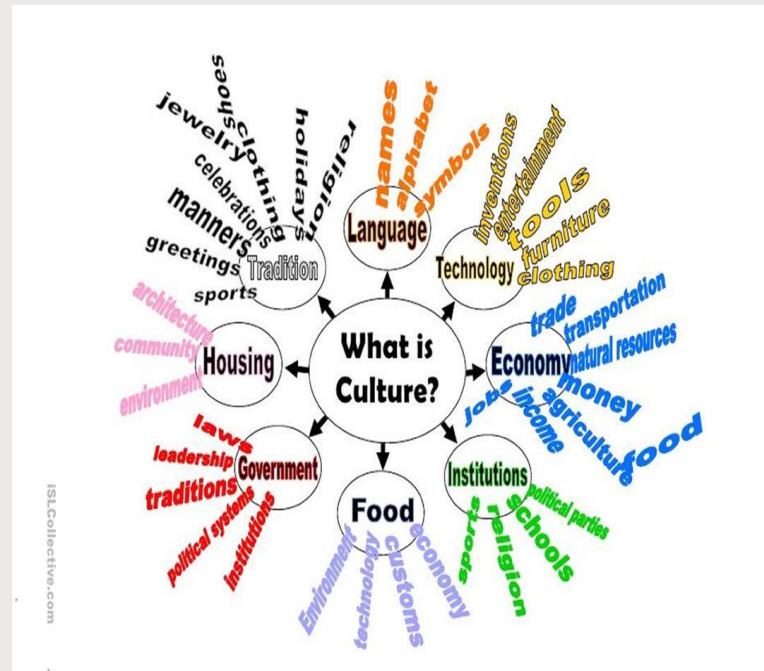


CONCEPTUAL SUB-COMPETENCY



Theme: Culture in my mind (Make a mind map which associate with word culture/try to create fairytale with this words)

Skills: ability to work with abstract concepts and ideas.



Personality centred sub-competency focused on the person the approach takes a dominating place, as in the higher, and on the average vocational training



Task: according to mind map create fairy telling and put the marks to each member of group/prove why did you put this mark? Are you satisfied or not?

- Skill: self-educating, self-evaluating, self-actualization of personality



COMMUNICATIVE SUB-COMPETENCY

- Theme: Different cultures in different countries. (Make a dialogue between two people)
- Skills: Verbal communication skills. (to describe photos and find differences between them)



Linguoculturological sub competency



- **The concept of linguoculturological competence can be defined as the ability and willingness to adequate understanding and interaction with the representatives of other linguocultural societies based on the acquisition of knowledge about the world, reflected in terms of language and it forms the foundation of cognitive communication.**
- *There are the stylistic differences: (In Russian language the system of suffixes is developed, e.g. doch' – dochka – dochen'ka – dochurka, in Kazakh language the ending system is developed, kyz-kyzym-kyzyna-kyzymdy-kyzga-kyzdy), but in English language there is no such systems, there are only the suffix system is developed slightly. We can face with different lingua -cultural units and phrases, which will describe the life, customs, cultures and traditions and that words which belong to historical development of one exact nation.*
- *Exercise: Write words that don't have any equivalents in other languages*
- *Example: The geographical lingua -cultural units: (tundra, the Kazakh land, Heathland in English);*
- *The lingua-cultural units that belong to types of jobs and the products: (kolkhoz, sovkhov, subbotnik);*

SOCIO CULTUROLOGICAL SUB-COMPETENCY



- The following are few examples of how British and Indonesian culture differ which might be useful be taught to our students.
- Impolite to use the left hand to pass things or to eat
- Both hands may be used

- When there's a funeral, most people take part in a procession
- Very rare ; funerals are usually limited to close friends and family
- Exercise: Find out differs between some cultures

SOCIO CULTUROLOGICAL SUB-COMPETENCE



- Work in pairs, write the list of national characteristics (for example: polite, conservative, punctual, diplomatic) for 4 nationalities (for example Americans, Germans, British, Kazakhs), compare yours with the partner's and justify your choice by giving facts and examples. Let your partner share with his list.
- Skills: The formation of skills and abilities to evaluate, select and group the characteristics, in accordance with their own point of view

Cognitive sub-competency



- Who eats what, where and when?
- **Europe:**

Here in Europe, there are vast differences in eating habits between the different countries. While northern Europeans tend to prefer hearty dishes, and already eat meats, cheeses, eggs, sausages and bread even for breakfast, the more southern citizens opt for a small sweet pastry instead. Countries such as Italy and Spain often skip the first meal entirely and eat at a later time.

One notably European tradition is “Tea time” or in German “Kaffeekränzchen”, which consists of coffee, tea, cake and pastries in the afternoon.

- **America:**

In America the eating habits also vary greatly depending on the country you're in. In the states, the day starts with quite a big breakfast already. Pancakes, cereals, donuts, bacon and eggs and hash browns are typical US breakfast essentials. But that's not the only voluptuous meal of the day. Dinner often comes as a burger and fries or maybe a typical American BBQ with steak and ribs. One notably American habit is cutting up your food in small pieces upfront and then eating your entire dinner with just a fork.

- **Australia:**

The eating habits “Down-under” are strongly influenced by the English. “Tea time” has long also become an Australian tradition. Other than that the Australian kitchen consists of a lot of meat. Beef, lamb and chicken but also more exotic meats such as kangaroo, emu, crocodile or buffalo are typical Australian dishes. One of the most famous Australian foodstuffs is the popular bread spread “Vegemite” which consists of yeast.



- **Africa:**

The African kitchen is also very versatile. East Africans like to eat absolutely every thing with the popular flatbread “Injera” and round off almost every dish with plant seeds and roots such as “Maniok”. North Africans prefer their meals hearty and spicy. Other than Couscous, they like to eat a lot of beef, poultry and lamb. West Africans prefer fish and complement most meals with plantains or yams.

- **Asia:**

Because rice cultivation is such a big part of the Asian culture, you will find rice in almost every dish. Even for breakfast it is not unusual to receive a bowl of sticky rice. The Asian kitchen is often well seasoned. Chili, ginger, tamarind and fish sauce are standard cooking essentials. The Asian kitchen is considered one of the healthiest kitchens in the world, due to the amount of fish and vegetables. One notable eating habit in Asia is that since most dishes are prepared cut small, knives are not usually used. It’s either chopsticks, forks or spoons.



1. Do northern Europeans tend to prefer hearty dishes?
2. What do they eat for breakfast?
3. What countries often skip the first meal entirely and eat at a later time?
4. What is “Tea time” in German?
5. What is typical breakfast in the US?
6. Is it right that dinner often comes as a burger and fries or maybe a typical American BBQ with steak and ribs?
7. One notable habit is cutting up? What is it?
8. Where can you find “down-under” habit? In what country?
9. Describe one of the most famous Australian foodstuffs?
10. What is “Injera”?
11. What is “Maniok”?
12. Describe the Asian eating culture?

Conceptual sub-competency



- Example:
- In English the two terms cup and glass encompass most of the objects one can drink from. The case for Russian is somewhat more complicated:
- “Russian, on the other hand, provides names encoding more specific distinctions in terms of shape, size and function. Chashka favors small containers with handles used for hot drinks, bokal/fuzher tall containers, with or without a stem, used for alcoholic drinks, and riumka/stopka small containers, with or without a stem, used for hard liquor. Stakan seems to name the broadest, most diverse of the Russian categories, referring to containers made of a variety of materials and used for either hot or cold drinks.”
- Exercise: Find out a distinct meaning in first language with the words of the new language