

**Methodological approaches to content of foreign language education**<sup>1</sup>Kamariyash Raikhanovna Kalkeyeva, <sup>1</sup>Perizat Bayteshevna Seitkazy, <sup>2</sup>Gulnur Sabetkanovna Jexembayeva<sup>1</sup>Eurasional National University named after L.N. Gumilev, 5 Munaytpasov St., Astana, 010000, Kazakhstan<sup>2</sup>“Turan-Astana” University, 29 Y. Dukenuly St., Astana, 010000, Kazakhstan

**Abstract.** In this article we consider content of foreign language education, which is methodological issue, caused by globalization process of modern society. Developing of foreign language education must take into account not only requirements of XXI century, but provide maintaining the best traditions of national educational systems. During building of content of foreign language education focusing on reality of the world educational development, specifics of the local country education features, as well as politics, economics, social, historical and cultural, educational sides of life development is needed. Suggested methodological approaches provide complete fulfilling of the content of foreign language education. Approaches are supposed to consider foreign language education as natural, regular process of society developing. Methodological approaches are reflected in various educational and cultural theories. The article can be start point for the future researches and developers of foreign language education issues.

[Kalkeyeva K.R., Seitkazy P.B., Jexembayeva G.S. **Methodological approaches to content of foreign language education.** *Life Sci J* 2014;11(1s):249-253] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 45

**Keywords:** Foreign language, education, methodological approaches.

**Introduction**

Modern transformations in Kazakhstan have changed infrastructure of society to its democratic and multicultural direction, what have led to activation of national self-consciousness of ethnicities in new sociocultural circumstance and to determination of need in elaboration of value system, significance and mission of foreign language education.

Nowadays foreign language education becomes not only as indicator of intellectual development and acquisition of general human and professional culture, but as guarantee of social prosperity and prerequisite for competitiveness of expert.

With board breaking mobility of people, their motivation to learning foreign languages, aspiration to developing contacts with foreign countries increases. Due to these processes one of the appearing tendencies in domestic educational paradigm is becoming of communicative educational subjects, including foreign languages, as priority ones.

Foreign language education, which has a lot of educational potential, is source of building and developing of communicative skills of personality.

Foreign language education is considered as process and result of training high qualification experts, who have combination of competencies, classified knowledge and practical skills, which allow solve theoretical and practical problems of education for further educational, diplomatic activity, as well as for translation, what requires knowing of foreign language.

Prerequisites of building foreign language education are followings:

- Social and political prerequisites – it is regulating diplomatic communication, influx of foreign specialists to the country, strengthening of international collaboration;
- Social and cultural developing of educational work on the base of foreign source study data;
- Social and economic prerequisites: level of literacy increasing through economic growth, international trade developing;
- Educational: establishment of first schools with higher educational course.

Foreign language education is considered as axiological element, measure of society developing. That is why modern theoretical paradigms of foreign education in universities are followings:

- Traditional paradigm, which is supposed to maintain and transmit to young generation the most significant cultural elements;
- Rational paradigm, which focuses on ways of knowledge assimilation by students;
- Humanistic paradigm, which is aimed to self-developing and free personality of student.

The leading tendencies of developing of foreign education include combination of basic education with specialized education, national character of education, diversification and modernization.

That is why there is a need of complex using of states of the next modern approaches to elaboration of

foreign education, such as systematic, person-oriented, axiological, reflexive, innovative, civilizational approaches, also activity approach.

Selection of systematic approach is caused by the fact, that the analysis of process of humanitarian culture of student developing, taking into account the main goals of foreign language education, where functioning of other approaches is determined, which are in relation of collateral subordination with systematic approach.

Systematic approach in the fame of collaboration of content from the general theory of systems allows making nexus of scientific knowledge specifics with deep philosophical problems, to create full knowledge about object searched. Also it is supposed to consider the process of developing of humanitarian culture of students in wholeness and diversity of its elements. Because of it we should notice, that process of developing of humanitarian culture of students in university by means of organizing their foreign language educational activity becomes system, which has definite structure, including following features:

1. Elements in an interconnection;
2. Unity with environment;
3. Hierarchy.

Therefore, taking into account requirements of systematic approach means that process of developing of humanitarian culture of students is considered as complicated and diverse process, as educational system.

Foreign language education is cultural phenomena, therefore content developing should be led within culturological approach, which allows correcting identifying of cultural conditionality of genesis, functioning and developing of phenomenon.

Culturological approach is supposed to integrate language and culture in the general cultural level. It determines system forming features of culture and strategy of education, oriented to these features.

Culturological approach is supposed to implement of culture as measure and way of creative self-developing in different types of educational activity, aimed to development, transfer and create values and technologies of education.

Culturological approach requires strengthening of importance of humanitarian subjects in professional and general training, content updating, releasing from schematics dogmatism, identifying its spiritual potential and human values.

In modern science culture is considered as process and result of transforming activity, complex of material and spiritual values. Culture is a base, goal and content of training and education, development of all essential power of personality. Culture, through all

life activity of society, is one of the elements of generalized criteria of specific historical existence.

We chose definition of philosopher A. Schweitzer: "Culture is a complex of progress of human beings and humanity in all sides and directions as long as this process serves as spiritual development of human being". [1,10] It implies that the priority essential feature of this phenomenon is spiritual component.

There is exactly the main point of contact of education and culture. Here education plays role as required condition of culture reproduction. Getting its phenomenology, social and cultural phenomenon of society, human being becomes heir of culture and process training and education. He gains status of personality – social unit with national mentality features.

Thus, during researching issues of foreign language education we should take into account that core of culture is unit of all general human and national values.

There are paradigmatic changes in educational science, reflecting penetration of ideas of axiology to education. Transformation of educational systems always passes within culture development in the whole. Knowledge is considered as value. [2, 68] the most important requirement applied to building new educational plans and programs is taking into account the national and cultural specifics and its unity with general human culture[3; 4; 5; 6].

From the axiological point of view, culture is seeking process, creating and obtaining of values and at the same time their complex. The key element of educational phenomenon review is ideals and values, which determine goals and objectives of training and education. In the whole it is a complex of value orientation on the society level, which gives opportunity to identify its general directivity. [7, 83] this idea includes interconnection of cultural and axiological approaches to development of foreign language content.

Scientists showed special meaning of active, evaluative and objective aspects of life activity of human being and society. Axiological aspect is considered as need component between theory and practice. Therefore it includes interconnection of axiology and foreign language issue. Axiological basis of education content gives opportunity to research living conditions, evolution of worldview positions and subjective need in activity on personal level due to specific historical reality. Value system of each generation transforms depending on external conditions and dynamic of world community development. There is a category of values, which is absolute and stable in all time of human being development. Its values are relative, unstable, which

can be changed because of historical, worldview positions.

Studying of foreign languages, which opens history, culture of countries, national specifics of world perception and world view of not only foreign culture representatives, but local culture representatives, helps building of international communication culture. Ongoing comparing of language and cultural world vision, analysis of mental systems contributes to realization of national and cultural identifying of personality, to building tolerance to different cultures of other nations.

Thus, foreign language education performs culture creative function and becomes mechanism of culture translation and mean of humanitarian culture development of student.

The next important methodological provision in foreign language education is provision about process of value orientation building. Researchers distinguish the following regularity – value orientation system and its content always adequate to value system of society.

Values perform various functions in social life: become as objects of social process; play roles as guide in reality; serves as designation of different attitude to objects and phenomenon of surroundings.

Value approach states that person is the highest value of society. Value issue in science is considered as not “only epistemological and sociological, but as educational issue. [8, 5] Value approach in foreign language education allows considering of training and education issues from the point of view of educational process humanization, which is main direction. Humanistic traditions, which go into the past centuries, begins in national pedagogics. Essence of humanism, by definition of I.Kant, consists of humaneness. Its main components are “sense of good, attitude to surrounding people and opportunity to communicate with them in order to humanity turn into fellowship of understanding and collaborating people”. [9, 9]

Humanism is reflected in goals of training and education, in humanistic orientation of educational process. Goals, developing, fulfilling with new content in different historical era, become as one of the basic factor of viability of many educational systems and as leading factor of humanitarian culture development of personality, which is mean of moral, social, cultural and worldview self-identifying.

Distinguishing humanitarian culture of students to special object, reliance on activity concept is needed. Including in activity is main way of human being development, consisting of culture building of individual. Culture building includes the following values: spiritual, general human values, intersocial

values: accumulated knowledge, skills, social feelings, social valuable human characteristics.

Effective development of personality is possible only in the process of learning surrounding reality, experience of previous generation, culture, positive experience of social affairs. This everything is goes through activity. (B.G. Ananyev [10; 11], S.L. Rubenstein [11], A.N. Leontiyev [2; 219], A.V. Petrovsky [12], and others.).

The basic principles of activity approach are the facts, that activity is considered as process of interaction of human being (subject) and surrounding reality (object), in which human being as well as surrounding world changes and transforms.

Thus, activity as form of active relation between object and subject connects them. It is a process of interaction where there are three basic elements in “activity” definition: human being as subject of activity, surrounding reality as object of activity, interaction between them and activity structure: activity-action-operation (activity components), which correlates with structure of motivation sphere: motive-goal-condition.

Within the context of activity approach we consider development process of humanitarian culture of students in foreign language education in the logic of the integrate consideration and analysis of all components of education: goals, motives, actions, operations, results. We assume that learning of humanitarian knowledge and intersocial values, acquisition of social and cultural skills, development of socially important values of student is implemented by mean of including student in active cognitive activity on learning language and culture.

Implementation of these objectives is possible in the frame of person oriented approach for solving problems of education and personality development.

Reflexive approach is important for the process of humanitarian culture development. Process of culture cognition is modeled as a process of cultural reflection, which is organized on the basis of problem situation of cultural nature. Student must know how to reflect on himself or herself, on culture, on values of his or her own and another culture, must know how to distinguish general intersocial values.

Nowadays civilizational approach to researching genesis of educational process is actively developed. One of its exponents such as G.B.Kornetov thinks that civilizational approach can become integral factor in synthesis of different science, can allow analyzing of educational phenomenon of various eras in the frame of comparative plan. He assumes, hypothesis of civilizational approach “has significant potential”. [13, 5].

A.Toynbee, E.Myers considered as civilization as social and cultural entity, and education as one of

its side. Role of education is noted in civilization history.

Subject of civilizational approach is “complex of all rules of human vital activity in their historical development and continuity” or “as something that we can call as civilization in local and broader meaning – till to general human expression”. [14,53]

Civilizational and cultural approaches have common features. Civilization assesses social existence of culture, what gives opportunity to “organically transfer civilizational approach on the field of worldwide educational process, where human being, who is educating and educated, developing culture, which is created by previous generations and turning reorganizing himself and culture in this process, is in the center of this field”. [15, 12]

Educational innovatika – area of scientific knowledge, building new opportunities for comprehension of foreign language education.

Innovatika is considered complex process of creating, spreading and using of new mean to satisfy social demand. If to compare concept “novation” and “innovation”, then unlike innovation, which are performed in the frame of generally accepted ideas, theories and methods, innovation has unconventional approaches.

Innovation can be considered as an alternative to traditional. Difference between novation and innovation is that novation develops settled process, and innovation is major reconstruction.

Innovative approach in educational science in oriented to future, to identify of development of personal potential for preparing to “joint actions in new, possibly, unprecedented conditions”. [16,39]

Innovative approach in foreign language education is supposed to be as transition of social connections between generations, connections which settle relation traditions and innovations during knowledge transfer, supports developing new strategy of education. On this basis conditions are created for high readiness of teachers to “indefinite future”, for increasing of intellectual and communicative activity development. [17, 132] Innovation satisfies demand in “new people” in developing social system. Innovation processes in the educational system are the jey for these social demands.

Multiple aspects of researched phenomena of foreign language education require integrative review, and in the basis of which there is a complex of methodological approaches, supplementing each other, enabling to distinguish basic tendencies of its functioning and developing.

Herewith this integrative complex must to satisfy the following requirements:

- 1) Approaches, building the basis for integration, should supplement each other;

- 2) Including every approach must be justified from the point of its expediency in the context solving problem;
- 3) Scientific and methodological apparatus and principles of implementation of leading approaches must function on the methodological, theoretical and praxeological level, supplementing each other and providing holistic consideration of issue;
- 4) Leading approaches are specified by identified on the lower level of analysis, disclosing mechanisms of their implementation.

Methodological approach is not only model of author vision, comprehension and interpretation of foreign language education, but also as kind of scientifically justified holistic analysis.

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1/24/2014