The development of Turkish students’ lingua cultural competence in learning Kazakh


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Abstract

The problem of formation of lingua cultural competence of Turkish students in Kazakhstan is of great importance with the development of cultural, economical and educational connections between countries. The problem of conflicts between “own” and “foreign” cultures is connected with the problem of understanding and respecting the values of “foreign” culture, different life style, stereotypes and bias. The principles of language studying via “foreign culture” are topical and effective nowadays and lead to substituting communicative oriented approach to language learning by cultural oriented one. Cultural awareness of foreign students is a condition of successful language learning and the means of cognition of their “own” culture which reduce the distance in intercultural communication. Knowledge of cultural aspects gives the opportunity to develop interpersonal qualities and get rid of negative stereotypes. Cultural awareness is necessary for forming skills of choosing adequate behaviour strategies. In the article factor analysis, investigation of personal intercultural competences, the choice of effective strategies for intercultural communication for effective Kazakh language learning by Turkish students are given full attention. The present study has been conducted with 20 Turkish students studying in Kazakhstan. Having investigated the problem it was specified that using the nationally oriented lexis makes possible to overcome the problems of misunderstanding and have mutual understanding and respect other culture. The cultural errors are more suffering than linguistic ones. That is why it is very important to warn, explain, and prevent inadequate associations due to historical, socio-linguistic peculiarities and uniqueness of national cultures.

Keywords: lingua cultural competence; culturally oriented lexis; cultural concepts; intercultural communication.
1. Main text

1. Introduction
Formation of lingua cultural competence of Turkish students in Kazakhstan is of great importance with the development of cultural, economical and educational connections between two countries. But strengthening the ties between countries can also cause a problem of native culture collision with foreign cultures. The problem of conflicts between “own” and “foreign” cultures is connected with the problem of understanding and respecting the values of “foreign” culture, different life style, stereotypes and bias. However, despite the significant scientific interest and importance of the results of researches, the problem of the formation of lingua-cultural competence of non-native students has not got to date and paid proper scientific attention. The cultural errors are more suffering than linguistic ones and make negative impression (Tomalin, 1996). That is why it is very important to warn, explain, and prevent inadequate associations due to historical, socio linguistic peculiarities and uniqueness of national culture.

2. Purpose of research
The research work presented aims to contribute to the methods of forming lingua cultural competence of Turkish students because cultural awareness is necessary for forming their skills of choosing adequate behaviour strategies. The knowledge of cultural aspects gives the opportunity to develop interpersonal qualities and get rid of negative stereotypes (Hall, 1990). Lack of language knowledge, traditions and modern features of the Kazakh culture become a need to educate Turkish students who can feel free in dialogues between two cultures. It should be mentioned that a foreign language itself is not only system of linguistic knowledge, but also a knowledge system about the social norms, religious values, and a set of relations between people (Aaron, 2006). Accordingly, lingua cultural competence is one of the main components in the study of a foreign language.

The main reasons for being formation of lingua cultural competence problematic are lack of understanding of generally accepted lingua-cultural competence as a complex of cultural and educational phenomenon that requires specially organized measures for its establishment; inadequate technology measurement and evaluation of the results of lingua-cultural competence of non-native students to the modern requirements; undeveloped methodological aspect of lingua-cultural competence formation of non-native students in terms of their language training.

3. Method
Lingua cultural competence of non-native students is a kind of competence, including knowledge of different cultures and norms of interaction with its representatives, effective verbal communication skills, and intercultural communicative skills necessary for the implementation of speech activity.

In this paper we proposed the methods of language studying via “foreign culture” which are topical and effective nowadays and lead to substituting communicative oriented approach to language learning by cultural oriented one. Cultural awareness of Turkish students is a condition of successful language learning and the means of cognition of their “own” culture which reduce the distance in intercultural communication. Lingua cultural competence as the integrative quality of the person, including the knowledge and skills related to the selection, assimilation, processing, transformation and practical use of information the experience of cross-cultural communication and personal qualities is necessary for its successful implementation in other culture. In this regard, one of the most important trends in educational development is the use of a competent approach as an application of related skills in practice of communication, cultural and social competencies. Despite the fact that this issue is being discussed in the scientific and educational literature the cognitive approach is dominated, and the students are "forced” to remember large amounts of information in order to develop basic competencies necessary for successful speech activity.

4. Discussion
During our investigation 20 students from Turkey successfully participated in the language program of learning Kazakh. As practice shows the principle of learning language through knowledge of "foreign culture" (here Kazakh) is recognized as highly effective, leading to a change from communication-oriented language teaching to a culturally-oriented. Therefore, comprehension of Kazakh culture is both a fact of better mastery of Kazakh language and culture, which reduces the distance in intercultural communication. In order to participate adequately in cross-cultural communication Turkish students needed strategy selection skills for interactions. For the investigation of the stated problem we have done factor analysis of effective Kazakh language learning by Turkish students via Kazakh culture and observation of personal intercultural competences. To identify the choice of effective strategies for intercultural communication we had content analysis of interviews.

For evaluation of Turkish students’ lingua cultural competence the following Self observation list was suggested.

Table 1. Self observation list of strategy selection skills in intercultural communication

<table>
<thead>
<tr>
<th>Situation</th>
<th>Before (%)</th>
<th>After (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to act if you are going on a visit to the Kazakh family</td>
<td>20</td>
<td>95</td>
</tr>
<tr>
<td>The features of national dishes, speech etiquette, national holidays</td>
<td>35</td>
<td>90</td>
</tr>
<tr>
<td>How to wear national clothes, play national instruments and games</td>
<td>15</td>
<td>80</td>
</tr>
<tr>
<td>How to react to comments in hosting culture, respond to praise, address in public transport</td>
<td>25</td>
<td>90</td>
</tr>
<tr>
<td>Average</td>
<td>24</td>
<td>89</td>
</tr>
</tbody>
</table>

How the Turkish students understand the cultural concepts or in contrary fail to choose appropriate strategy in situation and how their proficiency of lingua cultural competence increases are represented in Table 1. The respondents were suggested the questionnaires before and after the course of practical Kazakh. The plus signs denote that the student indicate the understanding the concept, minus means he/she isn’t able to understand correct meaning of the situation.

Before the Language courses the lack of students experience to comply with the local rules of speech etiquette, wrong understanding of speech acts of studied language led to serious misunderstandings and even conflicts. According to a survey of Turkish students’ lingua cultural competence, we found out that during the time of arrival in Kazakhstan (eight months), the Turkish students formed lingua cultural competences of finding and applying appropriate strategies, and they know how to behave in a given situation. Culturally oriented approach to studying Kazakh gave an opportunity for Turkish students to comprehend “Kazakh culture" features, understand better “their own culture" and enable the personality development. Knowledge of the peculiarities of Kazakh culture helped Turkish students to get rid of stereotypes and generalizations that could negatively influence the outcome of intercultural communication. They have an adequate opportunity to participate in cross-cultural communication, which is one of the necessary conditions for successful lingua cultural interaction in different situations. Practical experience shows that the comprehension of Kazakh culture is a fact of better mastery of Kazakh language and culture.

In the results of investigation we identified factors of successful language learning. One of the factors necessary for formation of lingua cultural competence is course books. Turkish students realized Kazakh culture value
The purpose of ethno cultural vocabulary study is improving Turkish students' speech culture, the creation of some important facts about the life of Kazakh people. It contains materials of cultural and cross-cultural character bases in course book texts via the lexical, stylistic means of Kazakh language. Different situational awareness conditions for the development of skills in independent work, selection and use of written and spoken language bases in course book texts via the lexical, stylistic means of Kazakh language. Different situational awareness tools to motivate Kazakh language learning (Sateno, 2003). The logical implementation of tasks prepares the students for their self-reproduction of linguistic material. Turkish students faced with an important part of Kazakh speech etiquette, communicative taboos - a ban on the use of certain features of the Kazakh identity (Kazhgalieva, 1991). The purpose of this manual is to present non-native students some important facts about the life of Kazakh people. It contains materials of cultural and cross-cultural character aimed to develop students’ attitudes to "Kazakh" customs and traditions, give an idea of the important events of Kazakh nation. They study culture values through the lens of history (Dikilitaş & Demir, 2012). The logical implementation of tasks prepares the students for their self-reproduction of linguistic material. Turkish students were also taught the principles of communication etiquette, standard formulas in communicative situations. They faced with an important part of Kazakh speech etiquette, communicative taboos - a ban on the use of certain words on specific topics in different communicative situations (death, gender, etc.). We focus our attention on the second factor of effective Kazakh language learning as methods. It is important to hold practical classes from the perspective of regional material: study the local place names; dialect features; exploring cultural concepts of the Kazakh language.

The practice shows the effectiveness of the methods of working with a group of ethno cultural vocabulary. For example, the following thematic groups are identified.

1. Names of architectural structures and their parts (қыз үй, ұық, шаңырақ, қереге).
2. The names of the national utensils (астау, кубі, ұаба).
3. The names of vehicles and vehicles (араба, қеруен).
4. The names of food and traditional dishes (ет, қуырдақ, қымыз, шұбат, ірімшік, құрт, жент, бауырсак, наурыз қоже).
5. The names of National Instruments (домбыра, қобыз, қетіген, сәбызғы, сазсырнай и т.д.).
6. The names of musical forms, performers and dance (жар-жар, қоңрау, сыңсу, қамажай).
7. Genres of folklore (ақтыс, өтірік өлек).
8. The images from folklore (мыстан кемпір, қезетырнак, Алдар коес).
9. The forms of speech etiquette (айналайып, қарағым, шырағым, коп жаса, албасты и т.д.).
10. Paremiological vocabulary (Улық болсаң, кішік бол, кызы қырық үйден тыым ығты, агасы бардын жағасы бар, ішіні бардың тынысы бар, ағайын тату болса, ат коп, абұсын тату болса, ас коп).
11. Phraseological units (қозі бөтісін, қаракатағы, танадай; алума мойын, қыпшы бел, қолан шаш, карға тамырлы қазақтых).

The purpose of ethno cultural vocabulary study is improving Turkish students’ speech culture, the creation of conditions for the development of skills in independent work, selection and use of written and spoken language tools to motivate Kazakh language learning (Sateno, 2003). At the lessons Turkish students have used the system of dictionary work. The activities of working on the lexical meaning of the word (шаңырақ – кыз үйдің негізді болғы, отбасы; дастарқан – тұрлі ас, молшылық); acceptance of the expanded interpretation of the words (жеті ата – жанұя шежіресі, қара шаңырақ – ата-ананың үйі); using techniques of lexical compatibility (наурыз қоже, бесік той, жеті ата, ақ жаулық); selection
of synonyms (қіндік қаны тамған жер – Отан, түтін түтеткен жер – үй); drafting tables of ethno cultural vocabulary thematically and working with texts containing ethno cultural vocabulary were proposed.

Task system at the lessons was aimed at stimulating students' speech activity based on real communicative needs and goals of learning the Kazakh language. The task complex identifies the set of notions of Kazakh culture and contains the following types of activities.

1. Properly complete the proverb (Ағасы бардың жағасы бар …).
2. Human quality correlating with the animal (Жылқы мінезді, бота………).
3. To write the names of prominent representatives of culture in accordance with their native activity (Абай - ...... Қажымұқан...........).
4. To name famous dishes of national cuisine, folk games, folk festivals (тағам……….., ұлттық ойын ...... салт-дәстүр …………).

Students also found it interesting to work with “Comparative passport” of two languages Kazakh and Turkish which also provides lingua-cultural competence formation. It was built on the principle of “own” and “foreign” in the context of national cultures. This passport represents the students’ actual productive vocabulary in both Kazakh and Turkish. It also enables the Turkish students the find the differences and similarities of basic concepts of two cultures. The contrastive analysis of two languages gives the opportunity to use appropriately the culturally marked vocabulary in language situations. Turkish students did not have great linguistic difficulties but faced with the problems of using some cultural concepts due to the lack of these concepts in their own culture. Co-study of language and culture does not only increase the overall level of language proficiency, but also motivates the successful study of the Kazakh language.

5. Conclusion
This brief study revealed that the cultural mistakes of foreign language students may be perceived much more painful than the errors of language and often produce a negative impression. Therefore, in the course of language training students must be prevented from inadequate usage of cultural concepts due to the originality of the national culture. The study of the problem in the theory and practice has allowed us to make a conclusion that the linguistic and cultural competence are formed independently and requires targeted action for its formation. Cultural competence in teaching Kazakh in the initial stage of language training solves not only a cognitive task, but also lingua cultural and form concepts of culture, patriotism, and tolerance. Thus, knowledge of rituals, speech etiquette of the country is an urgent need, an essential condition for the effective guarantee of performance and success in communication. Formation of lingua-cultural competence of non-native students is a systematic accumulation of positive quantitative and qualitative changes in the content of lingua cultural competence formation and achievement of the unity of its components in the specifically organized educational process. For the formation students’ lingua cultural competence within the University of Suleyman Demirel it is necessary to add in the curriculum of Turkish students a variety of courses: "Cultural Linguistic", "Introduction to Intercultural Communication", "Linguistic and cultural studies", "Workshop on the culture of verbal communication" including formation of following important lingua cultural issues: cultural background, cultural space, coherent linguistic identity, model linguistic identity, the content components of the language person, evaluative, cultural, personal, and the problem of understanding in cross-cultural communication, the formation of cross-cultural competence, etc. Moreover, teaching language skills are meaningless without knowledge of ethical culture, students’ verbal and nonverbal behaviour in cultural setting. Having investigated the problem it was specified that foreign students have negative stereotypes. Using the nationally oriented lexis makes it possible to overcome the stereotypes and have mutual understanding and respect to Kazakh culture. In the dialogue of cultures there are the conditions for understanding the uniqueness of Kazakh and Turkish cultures and their value bases.

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