

метод преподавания китайского, как иностранного языка, это интегрированный метод преподавания, а именно интеграция языка и культуры» [4, 76]. Такой метод поможет повысить интерес учащихся к обучению языка и сформировать межкультурную компетенцию учащихся. Только таким образом, имея понятия о китайской культуре обучающиеся могут понимать сущность языка, стараться мыслить по-китайски, интерпретировать с помощью знания о традициях, свободно владеть языком; полное понимание культуры Китая поможет учащимся почувствовать все очарование китайской культуры.

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THE POLICY OF DISSEMINATION OF CHINESE LANGUAGE IN KAZAKHSTAN

Abstract

This work is devoted to the Chinese policy of dissemination of Chinese language in Kazakhstan. The analysis of the main tools of language distribution problems faced by the Republic of Kazakhstan to the practice of its application.

Key words: language policy, Chinese, global politics.

Ключевые слова: языковая политика, китайский язык, мировая политика

Kazakhstan - the largest landlocked country in the world. It is also the largest neighbor to the north-west of China. The number of Chinese who know Kazakhstan and interested in this country, is constantly increasing, and the passion of Kazakhstan to China and the Chinese language is also growing significantly. [1].

“Chinese - the largest language in the world, about 1,300 billion people speak in China. If we compare with the English language, where the number is from 300 to 400 mln. people”. The 20th century China entered the world of informational technologies. In 2009 - the number of Internet users in China reached 360 million people. [2].

But despite the pessimistic side of this issue, the interest of Kazakhstan to the Chinese language is increasing recent years. The reasons for such interest, of course, include increased economic potential of China and the need for professionals in trade relations, but more important reason is the active policy of the leadership of PRC for the dissemination of the Chinese language.

Consideration of this issue requires setting the following objectives: the definition of instruments and dissemination of the results of the Chinese language in Kazakhstan, its distribution problems in the territory of the Republic of Kazakhstan.

As well as setting the following tasks:

Consider a modern foreign “language” policy of the PRC on the following aspects:

- The number and geographical distribution;
- Policy issues;

- The degree of effectiveness of policy;

The educational policy of the Ministry of Education and Science of the Republic of Kazakhstan in the late 20th century led to the expansion of cooperation of Kazakhstani universities with universities of foreign countries. Today, with the Asian partners, the greatest cooperation is with China. The geography of cooperation is not only the Far East, and Central, South and West parts of the Republic of Kazakhstan and is aimed at enhancing joint educational and research work: sharing advanced scientific achievements and innovative techniques in the field of education, the expansion of linguistic exchanges and research fellowships.

“Intensive stage in the development of educational cooperation is necessary for 2007 and associated with the establishment of Confucius Institutes. In December 2007, the Confucius Institute opened in the Eurasian National University named after E.N. Gumilyov (ENU) in Astana. The Institute trains specialists Sinologists. Agreement on cooperation in the construction of the Confucius Institute initiated the Heads of State Nursultan Nazarbayev and Hu Jintao. Chinese Office for Teaching Chinese language and ENU named after E.N. Gumilyov signed it in December 2006” [3].

Confucius Institutes - a network of educational institutions under the leadership of the Chinese government agency for the dissemination of Chinese Language, Ministry of Education of China. Today, Kazakhstan has four Confucius Institutes, which were established at the Kazakh National University (Almaty), ENU (Astana), Aktobe State Pedagogical Institute (Aktobe) and KSTU (Karaganda). Activities and events of the Institute: teaching Chinese as a foreign language, training and certification of Chinese language teachers, to support scientific research in the field of Chinese studies, conducting scientific-educational and educational activities aimed at promoting Chinese language and Chinese culture, conducting testing on the Chinese language (HSK), organization of training, competitions.

Over twenty years of reform and opening up (改革开放) the language policy has become one of the important component parts to improve the image of China abroad. “In 1984, the Ministry of Education of the PRC established the office for Chinese language dissemination abroad, since 1992 - created exam on knowledge of Chinese as a foreign language HSK in the image of the British TOEFL. By November 2009, more than 40 million foreigners learn Chinese. In 2004 - the opening of overseas training and information centers - Confucius Institutes. By April 2009, - 326 institutions in the world, by October 2009 - 523 Institutes were opened. In Russia there are 12 institutions. In 2008 the Chinese language was taught in 3500 of higher institutions all over the world” [2]. For the first time in Kazakhstan, the Department of Chinese Language was opened in 1989 at the Kazakh National University, now there are many Chinese language departments in educational institutions over the country. “Today China has more than 8,000 Kazakh students. For a country, where total population is less than 17 million, this is a respectable number” [1].

No wonder, the Chinese turned into an export commodity. China has an active foreign policy in the area of its dissemination. However, whether you want to distribute Chinese language policy in Kazakhstan? “Kazakhstani Institute of Political Solutions conducted a sociological survey, the results of the study show that 56.3 percent of respondents supported the Kazakhstani relations with China; 27.7 percent of respondents were against the Kazakh-Chinese relations; 16 percent of respondents were undecided on the issue” [5].

Despite the results of the survey, in recent years the cooperation between China and Kazakhstan is dynamically developing. For example, “in 2015 in Beijing the 8th meeting of the Subcommittee on Security Cooperation of the Kazakh-Chinese Cooperation Committee was held, in the course of the committee's work, along with discussion of topical regional issues, and the question of China's Year of Tourism in Kazakhstan in 2017 was discussed, in order to attract Chinese tourists to visit the international exhibition “EXPO-2017” [6]. Due to the development of Kazakhstan-China comprehensive strategic partnership, young Kazakhs acquire new opportunities for skills development, and this is an important motive of learning Chinese.

For the youth of Kazakhstan knowledge of the Chinese language is as if the door to a more beautiful future. But it is important to think about the beautiful future with China, not to forget their mother tongue and culture of the Kazakh people.

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МЕТОДЫ ИНТЕРАКЦИИ НА ЗАНЯТИЯХ ПО ИНОСТРАННОМУ ЯЗЫКУ

Аннотация

В статье рассматривается значимость технологий интерактивного обучения иностранному языку будущих профессионалов. Приводятся образцы некоторых новаторских идей и приемов для обучения студентов на занятии по английскому языку.

Ключевые слова: технология, интеракция, иностранный язык.

Keywords: technology, interaction, foreign language.

Быстрая смена приоритетов в мире, затрагивающая такие сферы жизни как культура, политика и экономика, вынуждает приспособляться и самые прогрессивные образовательные системы. Система высшего образования тоже не остается в стороне. В соответствии с этим и трансформируются запросы к современным специалистам. И нынешним выпускникам приходится им соответствовать. Формирование студентов как профессионалов должно совершаться не только в области их профессиональной деятельности, но и в других областях. Большую значимость имеют самообучение и изучение предметов, содействующих развитию многосторонней личности. Собственно с этим и связан большой интерес, проявляемый к изучению иностранного языка в неязыковых университетах.

Новые запросы к специалистам приведут к постепенному изменению как образовательного процесса в целом, так и преподавания иностранного языка в частности. Это следующий шаг на пути создания языковой личности новейшей формации. И, конечно же, это не обойдется без использования инновационных разработок. Для этого требуется реорганизация учебного процесса таким образом, чтобы вызвать в студенте непреодолимую тягу к знаниям, чтобы он субъектом образовательного процесса, разноплановой личностью, готовой обучаться всю жизнь. В частности поэтому построение хода занятия по иностранному языку должно быть возведено на новый уровень. Принимая во внимание, что преподаватель иностранного языка работает с обучающимися в далеко неязыковой среде, за неимением носителей языка, преподавателю следует прибегнуть к методам интерактивного обучения, как наиболее эффективным, поскольку они предполагают активное взаимодействие обеих сторон[1].