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## INTERCULTURAL SCHOLARLY DISCUSSION AS AN OBJECT OF METHODOLOGICAL MODELLING IN FLT

The article deals with the problems of methodological modeling of intercultural scientific discussion in a foreign language as an international academic measure implemented through intercultural academic interaction of representatives of various cultural, linguistic and research communities. For professional-branch communicative preparation of students of language specialties for effective participation in this scientific event in a foreign language it is necessary: a) to determine the conceptual content of the term “intercultural scientific discussion”; b) to identify the nomenclature of sequential fragmentation of intercultural communicative macro education in the micro education term on the basis of didactic-oriented content analysis of the system of activity for participants of intercultural scientific discussion in the socio-cultural academic role; c) to identify the main types of professional task assignments (in the context of international and national universities standards) created by a hierarchical system of foreign language for consistent and dynamic communicative and cognitive development of students as an equal participant of intercultural academic communication. At the same time, in the field of domestic linguistics, there is still a tendency to ignore the intercultural aspect of teaching discussions using methodological researches in Universities. This process continues in domestic science, despite the fact that such universal competencies as “communication” and “intercultural interaction” (in the formation of these competencies, the University plays a key role in language teaching), are manifested as educational results in all languages studied in the Universities.

**Key words:** intercultural academic communication, intercultural scientific discussion, socio-cultural academic roles, intercultural communicative macro and micro educations, professional-profile and cultural-oriented problem tasks.

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### Мәдениетаралық талқылау FLT-дегі әдістемелік моделдеу нысаны ретінде

Мақалада әртүрлі мәдени, лингвистикалық және ғылыми қоғамдастықтар өкілдерінің мәдениаралық академиялық өзара әрекеттестігі арқылы жүзеге асырылатын халықаралық академиялық шара ретінде шет тіліндегі мәдениаралық ғылыми пікірталасты әдіснамалық модельдеу мәселелері қарастырылған. Шетел тіліндегі осы ғылыми іс-шараға тиімді қатысуға тілдік мамандықтар студенттерін кәсіби-салалық коммуникативті дайындау үшін: а) «мәдениетаралық ғылыми пікірталас» терминінің тұжырымдамалық мазмұнын анықтау; б) әлеуметтік-мәдени академиялық рөлдегі мәдениетаралық ғылыми пікірталасқа қатысушыларға арналған жүйенің дидактикалық-бағдарланған мазмұндық талдауының негізінде микро білім беру кезеңінде мәдениетаралық коммуникативті макро білім берудің дәйекті фрагментация номенклатурасын анықтау; в) студенттердің мәдениаралық академиялық коммуникацияның тең құқықты қатысушысы ретінде дәйекті және динамикалық коммуникативті-когнитивті дамуы үшін шет тілінің иерархиялық жүйесімен құрылған кәсіби тапсырмалар (халықаралық және ұлттық университеттер стандарттары аясында) негізгі түрлерін анықтау. Сонымен қатар, отандық лингвистика саласында университеттердегі әдістемелік зерттеулерді қолдана отырып, пікірталастарды оқытудың мәдениетаралық аспектісін елемеу тенденциясы сақталуда. Бұл үрдіс отандық ғылымда жалғасуда, «коммуникация» және «мәдениетаралық өзара іс-қимыл» сияқты әмбебап құзыреттіліктер (бұл құзыреттіліктің қалыптасуында университет тілді оқытуда шешуші рөл атқарады), барлық тілдерде білім беру нәтижелері ретінде көрінеді.

**Түйін сөздер:** мәдениаралық академиялық коммуникация, мәдениаралық ғылыми пікірталас, әлеуметтік-мәдени академиялық рөлдер, мәдениаралық коммуникативті макро және микро білім беру, кәсіби-профильдік және мәдени-бағытталған мәселелік тапсырмалар.

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## Межкультурная дискуссия как объект методологического моделирования в FLT

В статье рассматриваются проблемы методологического моделирования межкультурной научной дискуссии на иностранном языке как международной академической меры, реализуемой через межкультурное академическое взаимодействие представителей различных культурных, лингвистических и исследовательских сообществ. Для профессионально-отраслевой коммуникативной подготовки студентов языковых специальностей к эффективному участию в данном научном мероприятии на иностранном языке необходимо: а) определить концептуальное содержание термина «межкультурная научная дискуссия»; б) выявить номенклатуру последовательной фрагментации межкультурного коммуникативного макрообразования в термине микрообразования на основе дидактико-ориентированного контент-анализа системы деятельности участников межкультурной научной дискуссии в социокультурной академической роли; в) определить основные типы профессиональных заданий (в контексте международных и национальных стандартов университетов), создаваемые иерархической системой иностранного языка для последовательного и динамичного коммуникативно-познавательного развития студентов как равноправных участников межкультурного академического общения. В то же время в отечественной лингвистике сохраняется тенденция игнорировать межкультурный аспект преподавания дискуссий с использованием методических исследований в университетах. Этот процесс продолжается в отечественной науке, несмотря на то, что такие универсальные компетенции, как «коммуникация» и «межкультурное взаимодействие» (в формировании этих компетенций университет играет ключевую роль в обучении языкам), проявляются как образовательные результаты на всех языках.

**Ключевые слова:** межкультурная академическая коммуникация, межкультурная научная дискуссия, социокультурные академические роли, межкультурное коммуникативное макро- и микрообразование, профессионально-профильные и культууроориентированные проблемные задачи.

### Introduction

The need for active and productive participation of Kazakhstan in modern global civilization programs such as «Open Education» and «Open Science», «Open Innovations», «Opening to the World» set a number of challenges for higher education. They are: 1) in the context of cultural and civilized dialogue in the modern globalized world, where the contradictions of the geopolitical, cultural, linguistic, religious and political-economic nature in the context of information wars, in the worldview of a person; 2) training of specialists capable of effective professional intercultural interaction within the framework of social development.

For a long time, debate has been considered the most effective form of achieving the set tasks in controversial issues that arise in human life and are an integral part of humanitarian education and knowledge in the field of linguistic literacy. So far, the focus has been on general issues of the teaching methodology and the discussion of the methodological potential of this language form as a developer of communicative tools. Therefore, in the context of intercultural competence, dynamically focused on such levels of higher education as magistracy, doctoral studies, but special attention was not paid to the problems of formation and development of academic discussion in higher education (Muratov S.A., 1996). This article deals with the basics

of academic discussion in a foreign language, methodological modeling of the behavior of participants of scientific academic debate and international norms of interaction for the discussion in accordance with their social and cultural academic roles.

### Literature Review.

In the 70s of the last century, there was a methodological interest in the study of debate in a foreign language. This event contributed to the publication of the first methodological works on discussion in the framework of teaching a foreign language. Later in the field of language pedagogy, this fact becomes the subject of research. As a result, P. B. Gurvich, E. V. Shantarina, N. E. V. Shuvalova, E. V. in Smirnova's works it became possible to define a certain set of discussion skills and offer forming and developing tasks on the basis of the studied foreign language material. The methodological significance of these works is still high. However, it should be noted that in the works of the above-mentioned authors were not paid attention to many objective and subjective reasons of intercultural aspect. Nevertheless, the fact of the possible creation of methodological approaches to teaching students through academic discussion remains doubtful. This is a very important aspect of the effectiveness of intercultural academic discussion. This issue is

further intensified in the context of the development of modern civilization, a multilingual and multicultural world. In addition, while striving for «Open Education», «Open Science», «Open Innovation», it is impossible not to pay due attention to this issue. At the same time, in the field of domestic linguistics, there is still a tendency to ignore the intercultural aspect of teaching discussions using methodological researches in Universities. This process continues in domestic science, despite the fact that such universal competencies as «communication» and «intercultural interaction» (in the formation of these competencies, the University plays a key role in language teaching), are manifested as educational results in all languages studied in the Universities.

### Material and Methods.

In the process of intercultural scientific discussion, communicators solve many communicative and high communicative professional tasks:

- to analyze actual problems in the work of a particular scientific school and issues of interest from a scientific point of view (including certain parts of the discussion interaction) and the results.
- the possibility of research and scientific consensus on the most controversial conceptual rules.
- Establishing and maintaining cooperation for further professional communication with colleagues in virtual and non-virtual space, exchange of professional experience.

When modeling intercultural scientific discussion in the conditions of foreign internship of undergraduates, intercultural education through communicative connections should be considered as a micro level of education. According to the scientist (Popova T., 2015), analyze original materials, video recordings of scientific discussions (which took place in 2014-2018 at international conferences and scientific and methodological seminars in English or other languages) for organizers and other participants in scientific discussions included a list of intercultural macro- and micro levels of education through the use of communication links in order to achieve linguo-didactic tasks, as well as determine the range in performance of various sociocultural academic roles. At the initiative of the Council of Europe and the European Union, based on the expertise of international scientific and practical seminars, we have included the following socio-cultural academic roles:

- Chairman and / or Leading Organizer;
- Expert / experts;
- Moderator / group of moderators
- Facilitator/ group of facilitators;
- Representatives of scientific schools and national academic associations (Pustovalova O.S., 2001).

There are main macro and micro educational nomenclature common to most participants of international science workshops associated with their specific cross-cultural roles (Rukavishnikov L.A., 2003) – see table 1:

**Table 1** – The system of activity for organizing scientific discussions:

Macro education	Micro education	Socio-cultural academic roles
To organize academic discussions based on the cultural and social background of the participants;	<ul style="list-style-type: none"> <li>• to meet participants of scientific discussion as representatives of different cultural/ cultural-linguistic communities;</li> <li>• to interpret the relevance of scientific discussion topic;</li> <li>• to distinguish the problem parts of the academic debate;</li> <li>• to interpret organizational forms of interaction (if it is necessary);</li> <li>• to strict compliance with the temporary rules of academic interaction in the format of scientific discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Presiding director/ organizer of the scientific discussion.</li> <li>• Invited Experts.</li> </ul>
To present moderators, facilitators, experts to the audience.	<ul style="list-style-type: none"> <li>• to use cultural and social formulas for moderators and experts properly;</li> <li>• to provide accurate information about the scientific achievements of experts and moderators, their valuable work in the real science and pedagogical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Presiding director/ organizer of the scientific discussion.</li> <li>• Invited Experts.</li> </ul>
The ability to summarize the results of intercultural research.	<ul style="list-style-type: none"> <li>• to ask a number of research questions that require cooperation and collaboration in research and education.</li> <li>• to determine the main results obtained in during scientific discussion;</li> <li>• Express gratitude to the participants of the intercultural scientific debate organized to discuss the main development problems of modern Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Presiding director/ organizer of the scientific discussion.</li> <li>• Invited Experts.</li> </ul>
To express final words of gratitude on the results of intercultural scientific discussion.	<ul style="list-style-type: none"> <li>to use polite forms of communication with representatives of academic communities correctly;</li> <li>• To thank for the opportunity to participate in cross-cultural scientific discussion, obtained in the intercultural academic relations;</li> <li>• To determine the importance of intercultural scientific discussion in the development of modern science;</li> <li>• To use appropriate non-verbal communication tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Presiding director/ organizer of the scientific discussion.</li> <li>• Invited Experts.</li> </ul>

When studying intercultural scientific discussion in the intercultural aspect of modeling, it is necessary, first of all, to pay attention to the linguistic meaning of this term. Intercultural scientific discussion in this article is understood as a kind of discourse functioning in the language of the international professional and scientific events. The main goal of these events

(international conferences or seminars) is a collective assessment of theoretical and applied scientific results or analysis of the achievement of an academic consensus in the process of ethnic (supra-ethnic), regional, geopolitical, continental, religious and cultural-linguistic interaction between representatives of cultural and linguistic subcultures – see table 2:

**Table 2** – Moderators and Facilitators Action System.

Macro education	Micro education	Socio-cultural academic roles
To establish contacts with the academic group, taking into account the academic degree and the socio-cultural role of the participant in the scientific discussion.	<ul style="list-style-type: none"> <li>● To apply social and cultural factors of the relationship to participants in intercultural academic interaction;</li> <li>● Take into account the socio-cultural verbal and non-verbal features of the discursive activity of the participants as representatives of various academic linguistic and cultural communities.</li> </ul>	<ul style="list-style-type: none"> <li>● Moderators</li> <li>● Facilitators</li> </ul>
To create a favorable atmosphere for constructive discussion.	<ul style="list-style-type: none"> <li>● To apply social and cultural formulas of communication to the participants of intercultural academic interaction correctly;</li> <li>● To help the participants of interaction discussion to follow the ethical norms of academic interaction and relate their communicative actions (verbal and non-verbal) with functional and cross-cultural composition in the audience;</li> <li>● To interpret scientific opinions/rules that are difficult to understand;</li> <li>● To use communicative and rational verbal means required to manage the process of scientific discussion;</li> <li>● To use mediation as a means of overcoming communication barriers.</li> </ul>	<ul style="list-style-type: none"> <li>● Facilitators</li> </ul>
To manage the process of academic discussion in professional intercultural communication.	<ul style="list-style-type: none"> <li>● Demonstrate what all participants of intercultural discussion are united;</li> <li>● To formulate and ask specific questions about managing the implementation process in scientific discussion and determine the scientific positions of its participants;</li> <li>● Use mediation as a means of eliminating communicative and cognitive deficiencies, overcoming terminological and conceptual misunderstandings;</li> <li>● Provide active and equal opportunities for all participants in intercultural scientific discussion;</li> <li>● To control the compliance with the time schedule of the discussion participants in a negotiated format;</li> <li>● To act as a fraud respecting the code of ethics of a member of the international academic community;</li> <li>● To use non-verbal communication means of academic communication, as well as modern technological means of achieving scientific enrichment effectively.</li> </ul>	<ul style="list-style-type: none"> <li>● Moderators</li> <li>● Facilitators</li> </ul>
To draw up the results of intercultural scientific discussion.	<ul style="list-style-type: none"> <li>● To use adequate discourse formulas to complete the debate;</li> <li>● Define the main results obtained during the scientific discussion;</li> <li>● Express gratitude to the participants in the intercultural scientific debate for discussing topical issues of modern Sciences.</li> </ul>	<ul style="list-style-type: none"> <li>● Moderators</li> </ul>

In accordance with the current regulatory and methodological strategy of higher education, the participants of the scientific discussion in a foreign language acquire socio-cultural academic roles if they have mastered it before the master's and doctoral studies, as a specialty at the bachelor's level. And at

the master's level, it is planned to master academic roles by directing participants of interaction debate, but in doctoral studies this process will be mastered in the system of activities of academic roles, facilitators, moderators aimed at experts (Egorov V.V., 1999). However, it is connected with micro

education and professional foreign language that determine the communicative-pragmatic minimum of verbal and non-verbal thinking, combined with a specific macro education and linguo-cultural format (Glazov L.G., 2017).

### Results and Discussion.

According to the statement of the expert in the field of intercultural communication Safonov V.V., the modeling of professional tasks must be based on the regulatory requirements for professional standards. We are talking about a professionally-oriented solution of problem-communicative tasks necessary for the rational and effective participation of undergraduate and graduate students in intercultural linguistics, which is important to carry out in a scientific environment with representatives of the academic community, where there is an integration of the competence approach and identification of problem positions. The above must comply with the regulatory and methodological requirements of the professional standard (Safonova, V.V. 2001). A teacher of professional and additional professional education (Amantai D., 2005) agrees with this opinion, who considers the importance of mastering the system of interactive discussions, especially in the context of intercultural communication.

It is important to note here that academic communication is a complex methodological system, which, in turn, requires the creation of a hierarchical system of professionally oriented problem communication tasks for intercultural academic communication in order to prepare students of language specialties (Zasurskiy I., 1996). Therefore, when modeling intercultural scientific discussion of linguo-didactic purpose in this issue it is rational to use the following:

1. Cultural-oriented communicative tests (B2) (aimed at developing the ability of the communicative-linguistic competence to select adequate linguistic means of expression in debates related to in-

tercultural discussion);

2. Professionally-oriented cultural, educational and search tasks (contributing to the development of control of verbal and non-verbal activities of participants for intercultural scientific discussion in foreign language, the generalization of their communicative and pragmatic observations, the definition and generalization of the activities of participants for the scientific discussion and the Chief-organizer of the scientific seminar, moderators and facilitators in the case perform their academic functions);

3. Professionally oriented tasks of a communicative and pragmatic nature. It should be noted here that this implies the search for ways to overcome the communicative and cognitive properties characteristic of Kazakhs at the time of communication with representatives of other linguistic cultures, as well as, accordingly, the solution of professional and communicative tasks that arise in the process of interaction;

4. According to a specialist in the field of intercultural interaction, educational role-playing games are needed to study socio-cultural academic roles (Zimenko, 1999);

5. In the process of a communicative event, which is characterized by well-established and strictly regulated rules of the academic game, it is important to conduct a case study during the simulation of a scientific seminar.

### Conclusion.

The necessary prerequisites for modeling the system of teaching students and undergraduates intercultural communication with representatives of various linguistic and cultural academic communities in a foreign language are linguistic and cultural studies and studies of intercultural academic discussion in combination with the main sociocultural academic roles. The effectiveness of the results can be achieved by solving professionally oriented problem-communication tasks.

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