

**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ**

**«Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ» КЕАҚ**

**Студенттер мен жас ғалымдардың  
«GYLYM JÁNE BILIM - 2023»  
XVIII Халықаралық ғылыми конференциясының  
БАЯНДАМАЛАР ЖИНАҒЫ**

**СБОРНИК МАТЕРИАЛОВ  
XVIII Международной научной конференции  
студентов и молодых ученых  
«GYLYM JÁNE BILIM - 2023»**

**PROCEEDINGS  
of the XVIII International Scientific Conference  
for students and young scholars  
«GYLYM JÁNE BILIM - 2023»**

**2023  
Астана**

**УДК 001+37**  
**ББК 72+74**  
**G99**

**«GYLYM JÁNE BILIM – 2023» студенттер мен жас ғалымдардың XVIII Халықаралық ғылыми конференциясы = XVIII Международная научная конференция студентов и молодых ученых «GYLYM JÁNE BILIM – 2023» = The XVIII International Scientific Conference for students and young scholars «GYLYM JÁNE BILIM – 2023». – Астана: – 6865 б. - қазақша, орысша, ағылшынша.**

**ISBN 978-601-337-871-8**

Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

**УДК 001+37**  
**ББК 72+74**

**ISBN 978-601-337-871-8**

**©Л.Н. Гумилев атындағы Еуразия  
ұлттық университеті, 2023**

## THE APPLICATION OF INTERCULTURAL SIMULATION GAMES IN FOREIGN LANGUAGE TEACHING

Jieensi Ailiya

[ailiyajieensi@gmail.com](mailto:ailiyajieensi@gmail.com)

2-year master's student with a major in "Foreign Language: Two Foreign Languages",  
L.N. Gumilyov Eurasian National University, Astana, Kazakhstan  
Scientific supervisor – A.Ye. Niazova

### Introduction

Under the macro international development background of world multi-polarization, economic globalization, and cultural diversification, the demand for transnational, interethnic, and intercultural communication is increasing day by day. In the process of our foreign language teaching, the importance and necessity of intercultural competence has been continuously highlighted, which has gradually become the core competence necessary for high-quality international talents. Students not only need to master sufficient language knowledge, but also need to have a high level of intercultural communication ability. Intercultural education is a very arduous and complicated project, which requires educators and even the whole society to brainstorm and work together to complete it. As an important place of education, universities are considered to be the main positions for intercultural education, and foreign language teaching is one of the most effective and ideal ways for intercultural education. [1, 40p]

However, students have various problems in foreign language learning during teaching. Among them, students are relatively weak on language skills and communication skills. This is not because learners' language knowledge foundation is not good enough, but because English teaching does not give students effective cultural input, lacks the cultivation of students' pragmatic ability, and students have no way to express the language knowledge they have learned properly. When they are learning English, most of them just pay too much attention to the learning of English knowledge, and spend a lot of time on memorizing words and practicing sentence patterns. Although students master a large number of grammar and vocabulary usage, however, in the application of the actual environment, they cannot successfully complete the purpose of language communication, let alone carry out cross-cultural language communication. At the same time, some students majoring on English, although they can also master the general basic cultural etiquette and habits, they are extremely lacking in the ability to communicate in English to convey their own culture, which also seriously leads to foreign exchanges. These are also the specific manifestations of insufficient intercultural language communication skills. [2, 35p]

This article will explore the role and practical significance of intercultural simulation games in foreign language teaching. Through three specific intercultural simulation games, namely Bafa, Bafa, Draw with Two Hands, and Who Am I, it explains how to use intercultural simulation games in foreign language teaching. So as to achieve the goal of improving students' foreign language and intercultural ability.

### The relevance of simulation games and language teaching

There are many ways to improve foreign language and intercultural communication. With the deepening and recognition of the concept of game-based learning, more and more games are used in foreign language class. Which includes digital games, role-play games and simulation games. Intercultural simulation games are helpful to foreign language education. It is conducive to learners to improve one's own intercultural awareness, increase intercultural knowledge and train intercultural communicative skills in the process of foreign language teaching. Learners need to be placed in real-life situations, experience real stresses and problems, and understand the complexities and implications of reality. The simulation game provides such a real-life situation. [3, 225p] The simulation game has the characteristics of authenticity, complexity, experientiality and content. Therefore, games that simulate intercultural environmental situations in the classroom are widely

used by many teachers. [4, 831p] Many scholars and educators have used them and published results. Elements of intercultural simulation games often focus on obstacles to achieving goals, such as time, information and language constraints. [5, 97p] These are important intercultural content that students in foreign language learning need to master.

The effectiveness of game-based learning has been verified by many scholars, and it is believed that it can achieve gratifying effects not only at the cognitive level, but also at the emotional and behavioral levels. Game-based learning plays an important role in promoting students' participation, motivation and attitude. [6, 1158p] Thus, integrating games into teaching is expected to improve students' enthusiasm for learning, especially for learners who use English as a second language. Gamification learning experience can stimulate interest in learning English and increase the ability to speak English in communication to improve the ability to apply English. Foreign language teachers should pay attention to the exploration of intercultural simulation games, understand how to use them and make innovations on this basis.

In general, the application of simulation games in foreign language class has the following advantages and importance:

- The simulation games stimulate students' interest and creativity;
- The simulation games enhance students' enthusiasm for participation and cultivate their cooperative spirit and ability;
- The simulation game is in line with the student-centered teaching philosophy of foreign language teaching in the 21st century;
- The simulation games enable students to train intercultural communicative skills;
- The simulation games bring new ideas to the innovative development of foreign language teaching.

Therefore, we can see the close correlation between simulation games and foreign language education. Simulation games inject vitality into foreign language teaching and enrich teachers' teaching methods. In addition, we need to pay attention to the fact that teachers are the design organizers and participants of games. When teachers carefully design game activities and classroom organization before class, they need active guidance, reasonable control and use games to mobilize the emotions of all students, so that every learner can "move" and take on a role in the game. This can not only increase the emotional communication between teachers and students, but also improve students' initiative and enthusiasm in learning English.

### **The application of intercultural simulation games**

There are many types of intercultural simulation games. Teachers can choose suitable games according to their needs. The book "Intercultural Learning Classroom Activities" summarizes many tasks that are applicable to different situations. [7] This article introduces three simulation games from the book, such as Bafa, Bafa, Draw with Two hands, and Who Am I. They can be used for basic intercultural communication teaching. 1) Bafa Bafa is one of the earliest and most classic intercultural training simulation games. This simulation game is universal. All different cultures and scenarios can be incorporated. It is practical in the foreign language class. Learners are divided into different groups representing different cultures, and they need to construct their own virtual culture. The content it creates includes all aspects of intercultural communication knowledge. This intercultural simulation game is very good to motivate students and cultivate their interaction and cooperation skills. In the process of communication, their foreign language expression ability can be improved. 2) Draw with Two Hands is the simplest intercultural entry game. In basic foreign language teaching, teachers can use this game to enable students to have a preliminary understanding of intercultural communication. Which let students become aware of the link between verbal and nonverbal communication. It can also activate the classroom atmosphere and serve as a warm-up task for foreign language and intercultural communication teaching. 3) Who Am I, this intercultural simulation game can help learners understand themselves and others. Teachers use it in foreign language class to improve students' vocabulary, encourage foreign language students to express themselves, and improve language oral expression skills. The game also includes language knowledge and intercultural content. In addition, teachers can also use it in

the first class to let students know and understand each other through games. It not only achieves the purpose of foreign language learning, but also increases the fun of the class.

In order to use intercultural simulation games in foreign language teaching, the organization of teachers' activities is very important. First of all, teachers need to choose the appropriate intercultural simulation game according to the teaching content and the number of students, and then prepare sufficient game materials to ensure the quality of the activities. A real environment can be created with enough game materials to increase students' participation and interaction. Secondly, during the activity, the teacher acts as an observer, and the students are the real protagonists. Teachers need to make sure everything is in place before conducting intercultural simulations. Finally, teachers need to organize discussion and reflection on the process of the games when the activity is over. In order to let students actively express their game experience and perception. And connect foreign language learning with examples in real life, so that students can better feel the importance of foreign language and intercultural learning for them.

The successful application of intercultural simulation games is inseparable from the following points, which are the details that teachers need to fully consider when organizing activities;

- The selection of intercultural simulation games should take into account the foreign language level of the students to ensure that the learners can understand and carry out the activities smoothly;

- Teachers need to pay attention to time management and time control when conducting intercultural simulation games to ensure that students can complete them within the prescribed classroom time;

- The teacher should explain the rules of the game in detail and fully before the start of any activity, so as not to interrupt the game due to various problems during the activity;

- Intercultural simulation games are usually carried out in groups. Teachers need to ensure that students are combined with a reasonable foreign language level to ensure that every student can participate in the game.

### **Conclusion**

The importance of intercultural teaching in foreign language is obvious, and intercultural simulation game teaching can not only enable students to firmly grasp the basic language knowledge of English, improve the practical ability of language application, enhance their intercultural communication ability, but also relieve the tension in the class, so that students can acquire and master the language in a pleasant environment. The application of intercultural simulation games in foreign language teaching has important practical significance. At the same time, whether intercultural simulation games can be successfully applied in the class depends on the reasonable arrangement, organization of teachers and the active participation of students. Sufficient activity preparation can ensure the achievement of the goal. When the fun, knowledge and entertainment of intercultural simulation games are effectively used in foreign language learning, this effective auxiliary teaching method will play an infinite role in helping us achieve the ultimate goal of foreign language teaching.

### **Literature**

1. Barnett R. Higher Education: A Critical Business. – Buckingham: Open University Press, 1997, 40 p.
2. Byram M. Teaching and assessing intercultural communicative competence. – London: Multilingual Matters, 1997, 35 p.
3. E. Gerulaitiene. The role of intercultural simulation games in the study process: the impact on the development of intercultural competence // Proceeding of the International Scientific Conference. – 2015. – № 1. – 222–231 p.
4. Hofstede G.J., Caluwé de L., & Peters V. Why simulation games work–In search of the active substance: a synthesis // Simulation & Gaming. – 2010. – 41(6). – 824-843 p.
6. Fowler S.M. & Pusch M.D. Intercultural simulation games: A review (of the United States and beyond) // Simulation & Gaming. – 2010. – 41(1). – 94-115p.

7. Blanka Frydrychova Klimova. Games in the Teaching of English // Procedia - Social and Behavioral Sciences. – 2015. –191. – 1157-1160 p.
8. Intercultural learning Classroom activities [Electronic resource]. – Access mode: <http://intercultural-learning.eu/wp-content/uploads/2018/11/ICL@School-Toolbox-final-1.pdf> – Date of the application: 11.2018.

UDC 372.881.111.1

## **WAYS AND TECHNIQUES OF SPEECH ACTIVATION INTERACTION OF STUDENTS IN THE ENGLISH LESSON**

**Kalashnikova Taisia Vasilevna**

[taissyak@mail.ru](mailto:taissyak@mail.ru)

master's student with a major in "Foreign Language: Two Foreign Languages",  
Astana International University, Astana, Kazakhstan  
Scientific supervisor – M.Zh. Yeskendirova

Speech interaction is an important prerequisite for the organization of pupils' and students' learning activities in a foreign language lesson, which can be used for rational use of teaching time, activation of students' speech and thinking activity, and increasing the developmental effect of learning. In order to organize students' speech interaction, we need such methodological tools and techniques that would provide the necessary speech interaction in a foreign language. Speech interaction is the coordination and complementation of the efforts of the participants in communication to define and achieve a communicative goal and result by means of speech. Speech interaction is an important condition for the organisation of pupils' and students' learning work in a foreign language lesson, which can be used to rationally use the teaching time, activate students' speech and thinking activity, and increase the developmental effect of learning [1. p. 23]. It also allows for the most complete solution to the task of intensive foreign language teaching.

Education and training are a significant base in the development of the state, including a variety of social, political, cultural and economic aspects, playing a special role in the considerable and long-term planning of developed countries. In the past centuries, the sociocultural context of the assimilated foreign languages significantly changed. Significantly increased the educational and self-education functions of foreign languages, their professional importance in the educational brought and the work of the aspects, which was a drag for so much increase of motivation in achievements and languages in international communities. When you don't stand by to mention the fact that not so much native language has been learned in English, but has also been learned in English.

The requirements for a graduate of a secondary school with in-depth study of a foreign language(s) today presuppose subsequent mastery: to take part in a conversation with one or more partners, expressing their opinion about the facts and results and attitude to them; to discuss what they read, to give information about those partners, about those who expressed their opinion about the facts and their attitude towards them; while performing periodicals published in their native and foreign languages. In the case of a student, there is a wide range of evaluative, grammatical, grammatical and type-contemporaneous evaluative forms. On the other hand, it is impossible for the students to have any direct interaction with the lesson and to replace the words with a repetition, to use the omens in the dialogue, to represent the dialogue by analogy with the model, etc. at the same time, how real interaction implies the teacher's ability to organize the communication of the students in the formative, suggesting the enormity of how the dialog, Thats and monologue speeches with ambiguities not prepared in the Apostille. In Empiric, activating oral-speech interactions of students who have studied at a high school has become one of the most relevant issues in the modern method of teaching in the foreign languages. The problem has attracted the attention of psychologists, Methodist and teacher-practitioner. For example, in pedagogy developed