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Language Learning Through National Brands a Means of Developing Intercultural Communication

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Abstract

The article deals with the importance of the linguistic and cultural studies principle priority for the developing of intercultural communication in teaching the language to foreigners. A survey was conducted on video tutorials filmed by the authors, the results were analyzed using the IBM SPSS Statistics program. The intercultural communication of 51 students who took part in the survey was determined with a 100 per cent. In the first survey, the highest indicator was 23.5% ("meat dish"), the lowest - 2.0% ("various answers"), in the second survey, the highest indicator was 23.5% ("hospitable"), the lowest - 2.0% ("different"), in the third survey the highest indicator was the formation of stereotypes through brands. During the reflective survey, thematic and open-ended questions were used to determine the skills of associative perception. Based on the results of the study, the following conclusions were made: language learning through national brands develops the intercultural and communicative competence of language learners; this method is interesting and effective to teaching the language.

Keywords: educational system, brand, digital literacy, teacher education, innovative technologies in language education.

Introduction

Learning a new language is like discovering a new world, exploring all the phenomena and actions in it, and learning the cognitive characteristics and national values of native speakers. Therefore, to learn any new language, a person must first become acquainted with the culture of the native speakers. This necessity, in its turn, can shape the flow of language learning through the cultural dimension, especially in a multi-ethnic society.

New approaches to such teaching methods and the pandemic situation in the world began to transform both the methods and the format of language teaching, stimulating the formation of creative ideas in language learning.

Language learning through grammatical constructions in the traditional system is now obsolete, the need for communication has been identified as a key factor: "Language is not just a set of grammatical structures, but a communicative system." (Munby, 1978). Teaching language as a communicative system means developing the language learner's ability to communicate directly in a second language. By studying not only the grammar of the second language, but also its nature and essence, one can enter into intercultural communication.

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The structure of the language is a link in a much more complex conceptual space than just the processes of receiving and transmitting information from the external environment. It became the reason for the emergence of a large linguo-social category called the "linguistic picture of the world". And this category proper is the main prerequisite for learning and teaching modern language because to learn any language, a person must first learn to see the world through the eyes of native speakers of this language. Each nation passes the surrounding world through the prism of its native language; therefore, the national and cultural colouring is reflected in the language and fixed in the category of thinking as an image of cognition, beliefs, mentality, and traditions of the people (Yermekova, Myrzabai, 2021).

The theme of the national brand, which is the integration of national values and economic sectors, taking into account the requirements of the modern language process, and new technologies, can be rationally used when learning a language. Firstly, the topic is modern and relevant, secondly, it covers the cultural aspect of the language, thirdly, it helps the students to express their thoughts, and ideas, answer problematic questions, and fourth, to get new information and develop language skills based on this information. Since the main goal of language teaching is the free expression of one's thoughts and satisfaction of the student's communicative needs in all spheres of life, special methods and techniques should be used in the process of language teaching to facilitate the realization of these goals.

In the course of research work in language learning through a brand, attention was paid to four types of speech activity. Reading skills, which are instilled in stages, lead to the formation of a linguistic personality. Tatarnitseva S. N., following modern trends in the study of foreign languages, the main link in the system of intercultural and communicative competencies in connection with the formation of communicative and social skills, identifies the following main stages: 1-stage - mastering the main action based on models - stage of operation. Stage 2 - automated, formed by the repetition of the operation - the stage of skills. Stage 3 – the combination of skills in new situations - business stage (Tatarnitseva, 2021). Sheveleva in her research work distinguishes cognitive-activational, personal-activational, ethnographic, and linguoprismatic models of teaching technologies in the formation of intercultural competence of foreign language learners (Sheveleva, 2015). The cognitive-activational model allows for conscious mastering of material from the perceptual level to the conceptual level, the personal-activational model allows for forming an individual linguistic personality of the student, and the ethnographic model allows language learners to perceive both their own and other national-cultural features through ethnographic corporative analysis. In the process of language learning, based on the methodology of the specified models, the problem of learning from a sociocultural point of view is emphasized. Learning a second language is used as a cognitive tool for mastering national and world culture (Sheveleva, 2015). Since "Language is a mirror of culture, it reflects not only the real world surrounding a person, not only the real conditions of his life, but also the public self-consciousness of the people, their mentality, national character, lifestyle, traditions, customs, morality, system of values, attitude, vision of the world" (Ter-Minasova, 2000). When teaching a language, its representation as the identity of a nation, the soul of an ethnic group, significantly contributes to the formation of intercultural communication. When teaching a language, its reflection as an image of the nation, the soul of the ethnic group, is of great help in developing intercultural communication. I. Zwick in his research work on the problem related to the formation of intercultural communicative competencies of philological students focuses on the following teaching methods: problem-based, heuristic, research, project method, creative reading, discussion, round table, specific teaching methods filled with ethnocultural content to identify national-cultural features, he

singles out a specific teaching method filled with native ethnocultural content as the most effective one. The author sets as his main task the creation of emotional states of representatives of other ethnic groups by the participants of the educational process in situations of experience/empathy: "maintaining one's own cultural identity, in parallel developing the national-cultural values of the other, relying on the assimilation of its content" (Tsvik, 2014). Indeed, mastering a foreign language without getting acquainted with the culture of that country, the mentality of the people who speak that language, cannot provide full knowledge of that language. We have to master not only the language itself, but also the "image of the world" of the speaker (Salieva, 2008). The language learner should be taught not to accept their cultural norms as the only natural and correct way of behavior. The main attention is paid to the fact that the ability of a language learner to critically analyze the culture of the native and studied languages should be an integral part of any foreign language training program (Cem Alptekin, Sibel Tatar, 2005-2009). Juhee Lee & Jayoung Song conducted an experimental study on the development of intercultural competence, emphasizing the importance of the method of teaching through telecollaboration in the formation of this type of competence. According to the authors, students who studied the language while living abroad showed a high cultural and cognitive level. Scientists have concluded that even indirectly, education through telecollaboration expands intercultural knowledge (Juhee Lee & Jayoung Song, 2019; King, 2023).

"We see in history that people learn each other's languages within social, cultural, historical, and other relations. The motives for learning languages vary greatly depending on needs. They include meeting new cultures, new developments in the world, the desire to access and share knowledge faster, education, science, art, etc." (Polatcan, Faruk, et al., 2021).

One of the main didactic directions in teaching Kazakh as a foreign language is linguocultural. The concept of the unity of language and culture has two important aspects in the formation of linguistic knowledge: the selection of teaching material (lexical and grammatical); the covering of effective methods of its learning. The selection of the teaching material in the linguocultural direction is based on the spiritual and cultural values of the nation. In our article, we tried to answer the question: "Is it possible to use national brands to form intercultural communication in language teaching?" The hypothesis of the study is the use of national brand materials that make up the content of the linguistic and cultural orientation of language teaching in the formation of intercultural communicative competence of foreign students and the main emphasis on interactive learning technologies for their mastering.

In cross-cultural communication, the national values of any nation can be considered brands. Since the national brand is a symbol of people's individuality. Kazakh national brands: spiritual and material cultural works, traditions, household items, national cuisine, customs, etc. In some cases, even the writing itself becomes a national brand and motivates language learning. An example is pictographic writing, including Chinese characters, Arabic script. All this is new, unexplored for representatives of other nationalities, brings the language to the cognitive and informational level, thereby increasing the interest and desire of the student to learn the language through culture.

Method

In this research work, video tutorials aimed at teaching the language through national brands were used.

Research Design

The design of the study is not experimental. A mixed methodology was used (Mixed Methods Research, MR; Johnson and Onwuegbuzie, 2004; Denscombe, 2008). To conduct the survey, information was collected by using open questions in the Google form. This is due to the fact that the goal was to establish the role of the brand in the formation of intercultural communication and to determine the indicators of associations about national brands. Descriptive statistics of survey data were obtained using the SPSS program. This helped to conduct a qualitative analysis.

Quantitative and qualitative methods can be used in parallel for mutual confirmation (Creswell & Clark, 2007), so triangulation was included.

Study Group/Participants

51 foreign students of the 1st year aged 16-25, 26-35 years, studying at the philological and medical faculties of the International Kazakh-Turkish University named after Khoja Ahmed Yasawi of Turkestan, Republic of Kazakhstan, took part in the experiment. Students came to Kazakhstan for the first time and had not previously studied Kazakh. Kazakh is taught at the university as a subject from the elementary level A1. Therefore, the experiment was conducted by a teacher of Kazakh. They were instructed to listen to video tutorials.

15 video tutorials from the series «Kazakh language. "Video lessons" were used to experiment" (Suleimenova et al., 2021). The importance of video lessons is in the development of the state language, popularization of the spiritual and cultural values of the Kazakh people through the promotion of the national brand, and development of linguistic and cultural communication. Along with improving the quality of teaching methods of the Kazakh language as the state language, it opens up new methodological opportunities for effective mastery of the Kazakh language for students.

Table 1. Demographic Information of Participants.

	Frequency	Percent
Turk	10	19,6
Kyrgyz	4	7,8
Uzbek	21	41,2
Yakut	2	3,9
Uighur	5	9,8
Iran	7	13,7
Mongol	1	2,0
Azerbaijan	1	2,0
All	51	100,0
male	29	56,9
female	22	43,1
Total	51	100.0

As can be seen from Table 1, the largest number of participants are Uzbeks (21), Turks (10), followed by Iranians (7), Uighurs (5), Kyrgyz (4), Yakuts (2), Mongols (1), Azerbaijanis (1).

The majority of participants' gender identity was men (29), while women accounted for 22% of the participants.

Data Collection Tools

The text to be worked out in the lesson consists of 50 words. After the video tutorial containing the text is read by the presenter, language learners have the opportunity to watch the video

tutorial again, read it on their own, work with the dictionary and fully understand it. The main types of work on the text for reading are searching for answers to questions to the text, retelling, translating the text, working with the main reference words in the text, etc.

Language learners can watch the video tutorial remotely. They can also complete tasks on their own. The materials included in the video tutorial are based on the national brand. For example, the largest cities of Kazakhstan (Almaty, Turkestan), national dishes (meat, boursaks, kurt, zhent), national games (altybakan, sokyrteke), etc. Listening, and repeating samples of the correct pronunciation of new words, language learners create conditions for correct pronunciation and rapid assimilation of words in the Kazakh language. In the video tutorials pronunciation, writing, listening, and reading tasks include materials on topics that are related to the national brands.

After watching the video lessons and completing the lesson modules, a survey was offered to the respondents. The purpose of the survey is to determine the effectiveness of teaching through the brand.

At the end of the experiment, the survey was supposed to provide answers to the following questions: "Has the concept of a national identity of a language learner?" "Is there a similarity with the national identity of a language learner?" "How effective were video tutorials for language learning?" "Does it contribute to the formation of the cultural competence of language learners?" "How effective is it in terms of easy and interesting language learning?" "Did the video tutorial intended for the experiment help to reveal the topic of the research work?"

Data Analysis

Two questions of the questionnaire were presented in the form of 1 - Yes, 2 - No, 3-with a slight choice and three questions in the form of an open answer. We doubled the frequency of the number, the percentage is obtained. On average, a 100 percent indicator is obtained, including the percentage of reliability and the total percentage. Frequency analysis is calculated as follows.

Table 2. Determination of Intercultural Similarity and Language Proficiency.

1. Did you find in the video tutorials a characteristic resemblance to your nationality?		Frequency	Percent
Yes		29	56,9
No		8	15,7
A little		14	27,5
Total		51	100,0
2. Was it easy to learn the language with the help of the tutorial?		Frequency	Percent
Yes		5	9,8
No		12	23,5
There were some minor difficulties.		51	100,0
Total		34	66,7

The number of respondents who answered the question "Did you find in the video tutorials a characteristic resemblance to your nationality?" : "yes" - 29, "no" - 8, "a little" - 14. More than half found similarities. This may be due to the fact that the respondents belong to related Turkic peoples.

Was it easy to learn the language with the help of the tutorial? - 12 - 23.5% answered "a little", "no" - 5 - 9.8%, "yes" - 32 - 62.7%. The ease of learning the language is over 50 percent. Students studying at the A1, A2 level face difficulties in learning a new language and it is quite normal

Table 3. Determination of the Result After Watching the Tutorial.

Questions	Answers	Frequency	Percent	Valid Percent	Cumulative Percent
<i>. What did you like about the video tutorial?</i>	Culture of the Kazakh people	8	15,7	15,7	15,7
	Kazakh traditions	3	5,9	5,9	21,6
	Kazakh national dance: Orteke	7	13,7	13,7	35,3
	meat dish	10	19,6	19,6	54,9
	Nauryz	3	5,9	5,9	60,8
	Liked everything	7	13,7	13,7	74,5
	Did not like	1	2,0	2,0	76,5
	Yes	2	3,9	3,9	80,4
	Liked the educators	1	2,0	2,0	82,4
	It was time for personal business	1	2,0	2,0	84,3
	Don't know	1	2,0	2,0	86,3
	Answers in the lessons	3	5,9	5,9	92,2
	Kazakh national games / altybakan	2	3,9	3,9	96,1
	It was interesting	1	2,0	2,0	98,0
	New information	1	2,0	2,0	100,0
	Total	51	100,0	100,0	
<i>What did you know about the national brand after watching the tutorial?</i>	meat dish	12	23,5	23,5	23,5
	National clothes	7	13,7	13,7	37,3
	Nauryz kozhe / Nauryz holiday	3	5,9	5,9	43,1
	Orteke dance	2	3,9	3,9	47,1
	Hospitality	3	5,9	5,9	52,9
	National Games	1	2,0	2,0	54,9
	A great culture / traditions	7	13,7	13,7	68,6
	I have learned a lot	7	13,7	13,7	82,4
	Nothing / I don't know	4	7,8	7,8	90,2
	Yes	2	3,9	3,9	94,1
	Grammar has no brands	1	2,0	2,0	96,1
	There are many sights	1	2,0	2,0	98,0
	I learned very little	1	2,0	2,0	100,0
	Total	51	100,0	100,0	
<i>What is your association with the word "Kazakhstan" after watching the tutorial?</i>	Good / very good / excellent	7	13,7	13,7	13,7
	Hospitable	12	23,5	23,5	37,3
	Kind	9	17,6	17,6	54,9
	Peaceful country	1	2,0	2,0	56,9
	Delicious, varied food	4	7,8	7,8	64,7
	Open / modest	2	3,9	3,9	68,6
	Friendly multinational country	3	5,9	5,9	74,5
	Grammar	1	2,0	2,0	76,5
	My university	1	2,0	2,0	78,4
	don't know / none / same as before	5	9,8	9,8	88,2
	cultural country	1	2,0	2,0	90,2
	Many things	1	2,0	2,0	92,2
	Second home	1	2,0	2,0	94,1
	Yes	1	2,0	2,0	96,1
	Independent country / motherland of the Kazakhs	2	3,9	3,9	100,0
	Total	51	100,0	100,0	

What did you like about the video tutorial? Since there are no options suggested to the questions here, the respondents wrote different answers. The main and relevant types of them:

"Meat dish" - 23.5%, "National costume", "Nauryz kozhe / Nauryz holiday", "Hospitality" - 5.9%, "Orteke dance", "Yes" - 3.9%, "National games", "Grammar has no brands", "There are many sights", "I learned little" - 2.0%, "Great culture / Traditions", "I have learned a lot" - 13.7%, "Nothing / I don't know" - 7.8%.

Only one answer was "Educators", "I didn't like it", "I don't know", "Yes", "I had time to take care of personal affairs", "New information", in total - 2.0%, which were not taken into account, so how they make up a small percentage.

What did you know about the national brand after watching the tutorial? «meat dish» – 23,5 %, «National clothes» -13,7, «Nauryz kozhe / Nauryz holiday», «Hospitality» – 5,9 %, «Orteke dance», «Yes» – 3,9%, «National Games», «Grammar has no brands», «There are many sights», «I learned very little» –2,0%, «A great culture / traditions», «I have learned a lot» – 13,7 %, «Nothing / I don't know» – 7,8 %.

"The culture of the Kazakh people" is a common answer. Because the respondents could associate all the information in the video lesson with the Kazakh culture. "All brands" is also a common answer. There is only one specific answer - "meat dish".

To get an answer to the question "Is it possible to change the stereotype of the respondent after video lessons?", the question was asked What is your association with the word "Kazakhstan" after watching the tutorial? After watching the tutorial, the answers were as follows: "Good / very good / excellent" - 13.7%, "Hospitable" - 23.5%, "Kind" - 17.6%, "Peaceful country", "Grammar", "My university", "Cultural country", "Many things", "Second homeland", "Yes" - 2.0%, "Delicious, varied food" - 7.8%, "Open / modest", "Independent country / Motherland of the Kazakhs" - 3.9%, "Friendly multinational country" - 5.9%, "I don't know / None / As before" - 9.8%.

The result showed since the stereotype is formed over a long period it seems that within the framework of a single experiment, the stereotype cannot change immediately. Because the stereotypes that have long existed among the Turkic peoples are "multinational", "hospitable", "kind", "homeland of the Kazakhs". On the other hand, the "national dish" is a new stereotype. It seemed that the theme "meat dish" in the video tutorials gave rise to a new stereotype.

Findings and Discussion

The experiment was conducted remotely, and providing respondents with pre-prepared video tutorials made it possible to determine how effective distance learning was. This is made clear in this commentary: "being at a considerable distance from each other, they can solve problems that have arisen in the process of studying disciplines, discuss issues, and simply share new educational information without wasting time on installing and mastering additional software, using presentations, computer models, video clips, etc. This allows not only to revive the presentation of new material but also to provide a visual representation and perception of what is difficult to perceive in simple flat drawings" (Lysak, 2019).

Aslı Fişekcioğlu mentions that when learning a second language, familiarity with its culture contributes to the development of intercultural competence and learning in comparison to the

mother tongue. The author points out that in the West this is called the social act, intercultural and cultural competence, while in Slavic culture the term linguocountry studies are used. Learning based on Turkish national folklore also takes into account the fact that some words are not translated when teaching vocabulary (Ash, 2022). Considering this fact, many national brands are not translated into another language. The learner will therefore be able to distinguish the meaning and content of commonly used national brands.

Respondents compared similarities with their nation. Since there is an indication of comparison in the questionnaire, it was appropriate that everyone made an analogy. As shown in Table 13, out of 51 respondents, only 8 answered “no similarity”.

We were convinced that when teaching a language, it is effective to study not only grammar, but also the transmission of information about the native speaker of this language, that is, about the nation. Because when doing tasks, respondents have a higher rate of responses about the brand than the percentage of grammar tasks. Hence, the advantage of language acquisition through the brand is noticeable.

In the course of research work in language learning through a brand, attention was paid to four types of speech activity. Reading skills, which are instilled in stages, lead to the formation of a linguistic personality.

A conversation plays an important role in the formation of pronunciation skills. Reading the conversation by several people simplifies the psychological perception of the language learner. This prevents monotony when listening to the text and distinguishing between the replicas and words of each speaker. The frequent use of the language materials necessary for the practice of speaking in a text of conversation contributes to the rapid assimilation of this form.

The national cognitive value of the text lies in the distribution of the Kazakh national brand. For example, such texts contain national cognitive knowledge about what to cook a delicious dish from and how to prepare it. In addition, for a better understanding of the text, simple content questions were asked about what kuyrdak is, and how to cook it, which help the learners to consolidate their knowledge, increase vocabulary and, thus, speak the Kazakh language. A variety of exercises does not tire the language learner. In this regard, exercises were offered to determine whether the answers, that make up the thematic content, are correct. Thanks to this transformation, the students coped with the tasks for the video lesson without any problems.

The information that is transmitted through the texts covers topics such as national food, its nutritional value, and its benefits for human health and helps the language learner to understand the nature of the Kazakh people, allowing the development of intercultural communicative competence.

One of the important points of the video tutorial is that fragments can be watched again, and learners have the opportunity to listen and understand them on their own, and work on new vocabulary. Also, the fact that the presenter of the video tutorial demonstrates new vocabulary at the beginning of the lesson, shows an example of correct reading helps to optimize the ability of language learners to pronounce words correctly in Kazakh and quickly learn them. Students also actively worked on this algorithm while watching the video lesson. The responses to the survey showed that listening contributes to more effective learning.

In the formation of reading skills through video lessons among the exercises involving a communicative and functional orientation, a special place is occupied by reading exercises, and

dialogic exercises. In this regard, a text in the form of a letter was provided for reading covering the topic. It is necessary to pay attention to the correct pronunciation of words, and understand their meanings. An excerpt from the film "Kyz Uzatu" was shown for listening. Reading the text with watching the video showed that students can quickly perceive the content visually and aurally.

The Kazakh national games are the cultural and spiritual heritage of the people, transmitted over the centuries. In this regard, the lesson where foreign citizens receive information about the Kazakh national games in the process of learning the Kazakh language is also of great cognitive significance. In the "Play and have fun" section dedicated to the Kazakh national games, texts, dialogues and language material necessary for speaking related to the topics of "Sokyrteke", "Orteke", and "Altybakan" were given. It was noted above that for the language learner, the importance is attached to the ethnocultural, cognitive nature of the text.

The main purpose of the module "Oner, bilim bar zhurttar" in a series of videos is to promote the applied creativity of the Kazakh people, teaching the Kazakh language through acquaintance with handicrafts. The lesson begins by showing a picture of a decorated yurt from the 1st scene and playing a Kazakh melodic kuy. The use of this national flavor gave students additional information about our country and expanded their background knowledge. As a result of the fact that students used these data when answering the questions of the questionnaire, tables 2,3 show an increase in the percentage of the answer "Culture of the Kazakh people".

Although the effectiveness of language concerning the culture has been proven before, Fang Gao writes that "Culture is like an iceberg in that only a small part of it is visible, and the larger invisible part can cause chaos." Therefore, it is difficult for a language learner to cover all the information about culture and nation. But if, when teaching a language, a national brand is given as an example, then the focus of the language learner is concretized (Fang Gao, 2020).

If we consider this problem from the point of view of Bloom's taxonomy, then, by comparing the national characteristics of the Kazakh environment, we can understand that this is of paramount importance for the cultural growth of the Kazakh people. This contributes to the formation of a second language personality.

During the study, students realized the importance of knowing national brands for in-depth study of a second language. They showed great desire and interest in studying, were active.

In the process of studying the national brands of the Kazakh people, foreign students constantly compared them with their national brands and distinguished their similarities and features. This means that it is necessary to pay attention to the comparative study of national spiritual values in the methodology of language learning in the linguo-intercultural direction, to conduct deeper research in this area.

The results of the experiment proved the effectiveness of the use of educational materials aimed at intercultural communication in the study of the Kazakh language. According to the results of the survey, foreign students did not have knowledge about the national brands of our country. They did not know anything except for the frequently used names of one or two dishes (beshbarmak, kurt). And after the experiment with video tutorials, background knowledge about the national brand was formed. In confirmation of this, as shown in Table 3, 7 respondents answered "national clothes", 7 respondents answered "I learned about the culture of the Kazakh people", 12 respondents answered "meat

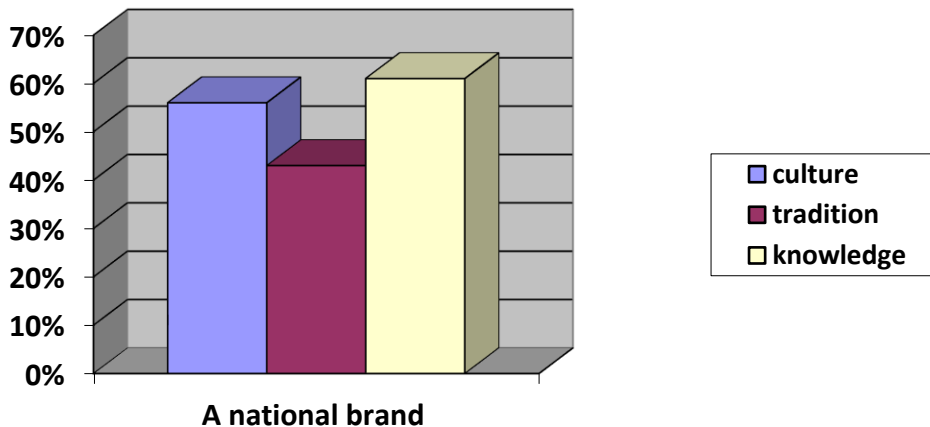
dish”.

Based on the experimental results, the following conclusions can be drawn:

- actualization of the content of knowledge acquired by language learners with the materials of the national brand contributed to the formation of intercultural communicative competence, formed a constant cognitive motivation.
- the effectiveness of organization forms of training, including online learning, the use of video tutorial materials, has been proven.

According to Table 3, among the answers to the question *What is your association with the word “Kazakhstan” after watching the tutorial?* such associations as "national cuisine", "motherland of the Kazakhs", "kind", "hospitable" are named. Because the video tutorial talked about national dishes and branded cities of Kazakhstan. It is also noted that in the practice of determining the purpose of studying the Kazakh language, foreign students are more likely to learn the national cognitive features, communicate with representatives of local nationalities, and choose to give priority to studying materials that are based on national cognitive materials. The conclusion is that it is necessary to continue improving the content of the educational and methodological system, prioritize the linguistic content, and effectively use information technologies.

A national brand is a concept that is inherent in a particular nation, and associated with its culture, traditions, and knowledge. This study indicates the percentage of this concept culture 56%, tradition, 43%, knowledge 61%, which effectively helps in language learning.



It is formed over the years based on the knowledge and conclusions of the nation. The use of national brands in Language Teaching helps not only to teach the language, but also to recognize the mental characteristics and image of the native population. This problem was demonstrated in the article by specific examples and proved by statistical data. In particular, the importance of brand-based learning was demonstrated, and the need to create a modern methodology for teaching and mastering the Kazakh language as the state language.

Conclusion and Implications

Global integration ties have revived the process of people learning each other's languages. In this regard, the relevance of intercultural communication in teaching the language of foreigners, as well as familiarization with national and spiritual values, as one of its substantive

components, has now been determined.

For a language learner, knowing the national brands of this country is equivalent to knowing its culture, identity, value and uniqueness.

Traditional methods of teaching the Kazakh language are taught within the framework of the principles of level grammar, starting with the teaching of special sounds in the language. National uniqueness and studying of the nation are not particularly taken into account. National brands are mainly recognized by the people, and the most respected associations. From this point of view, any language learner will be more productive if the method of teaching combines the acquisition of a second language with brands that are valuable and unique to this nation. To learn a new language, one must first become familiar with the culture of the native speakers of that language.

At the stage of the experiment, it was determined that students have a very weak idea of the national brand, and the main reasons for this were identified, and there was also a conviction that in the future, mastering national spiritual values when learning a language can be the basis for the intellectual growth of a foreign student, increasing the ability to logical thinking, the formation of the ability to intercultural communication. The possibility of using national brands to form intercultural communication in language teaching gave positive results during the study.

Language teachers or educators could be able to use the information written in this article by adapting their own nation's uniqueness and by applying the knowledge of the national brands to teach the language. It is also possible to facilitate intercultural interaction by applying it to foreign language learners.

The duration of the experiment related to national brand learning was 1 semester. If the experiment had been carried out for a longer time, the learners would have been able to communicate freely with the local people, to fully master and creatively use the national brands. They would have been able to feel free in the social environment, express themselves and socialise.

There was also no opportunity to meet with the students face to face during this research work. As the research work experiment was conducted remotely and only feedback in the form of a survey was received, there were no sincere emotions or impressions of the respondents. Reactions to words that caused some misunderstanding during the lesson were not identified.

In teaching through a national brand, you have to be very careful about the cultural dimension. Every nation has its own culture.

When analysing the cultural dimension according to Hofstede's model, new information could be accessed in the research paper (Hofstede, G. 2011). Therefore, even after reviewing a large number of studies the question remains: Are we ready with a definite answer on what approaches are required to motivate learners to adopt specific learning styles in specific cultural contexts for most beneficial learning outcomes to them?» (Alqarni, 2022).

In the respondents' answers, we have identified points in the video lessons which still need to be improved. Such shortcomings as improving the quality of video editing, simplifying the tasks, and replacing words that do not correspond to the level in the texts will be taken into

account when making the next video lessons.

Appreciation

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