
БІЛІМ БЕРУДІҢ ТЕОРИЯСЫ МЕН ПРАКТИКАСЫ ТЕОРИЯ И ПРАКТИКА ОБРАЗОВАНИЯ THEORY AND PRACTICE OF EDUCATION

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Regional approach in English language teaching

This paper demonstrates the results of the study on realization of regional approach in English language teaching at universities. The regional approach contributes to the formation of student's personality as a worthy representative of any place. When it is included into teaching a foreign language it can also help students become familiar with the treasures of their own country's culture, which is essential for the harmonious development of a modern personality. In addition, the realization of regional approach in the process of teaching English language allows students not only to better understand and assimilate individual linguistic phenomena and cultural realities but also to prepare students for future professional activities in their region. The aim of this research study is to examine students' regional awareness and assess the effectiveness of regional materials in teaching English. The experiment was conducted to determine whether awareness of regional materials in teaching English could enhance students' English language skills. The results of the experiment indicate that the majority of students understand the necessity of including regional content in the teaching process, and regional materials contribute to the development of students' English language skills. The authors of the article believe that their recommendations will facilitate the realization of the regional approach in English teaching.

Keywords: regional approach, teaching, English language, culture, national values, regional awareness, attitude, university

Introduction

All the actions taken in the field of science and culture in the country are aimed at raising education to a higher level for Kazakhstanis on the basis of universal and individual national benefits. One of the most significant state challenges is the formation of an individual who respects the native country, its traditions and customs in order to join the ranks of competitive developed states. Thus, the training of competitive, professionally competent specialists who define the national spiritual character has become an urgent concern in the context of the democratization and humanization of public life.

At this stage of development, as our country has firmly established itself on the international stage and is forging qualitatively new ties with other countries, the ability of specialists to effectively master a foreign language has become essential to society. In this regard, the training of specialists who master English well is very important, since knowledge of English opens up new opportunities for everyone. Knowing English, one can take part in various international conferences, symposiums and seminars devoted to various fields of science. Moreover, specialists who know English well have the chance to work for huge, global corporations that hold prominent positions all around the world.

For English language teaching to be successful, it is essential to enrich the goals of teaching with new content, adopt diverse approaches, and develop innovative teaching methods. The curriculum for teaching English should not only familiarize students with the national values of the country of a target language but also emphasize teaching English in a way that connects to their own national values. In this regard, adopting a regional approach can significantly enhance students' success in learning English. Incorporating a regional perspective fosters students' awareness of their local culture and identity, which should be encouraged as part of international communication.

The integration of a regional approach in language instruction enables students to gain a deeper understanding of both the significance of culture in the modern world and culture itself. It helps students feel more connected to their own culture, fosters tolerance, prepares them for cross-cultural dialogue, and enhances their ability to creatively represent their cultural identity.

Despite these benefits, the regional approach is not fully integrated into the English language teaching process at universities. As a result, students often struggle to communicate effectively in English about the unique aspects of their home region and native culture. They face difficulties in authentic communication because they are unable to express and share their individuality, which could otherwise connect them to global culture. Therefore, within the culturally diverse context of teaching English at universities, it becomes essential to develop students' communicative skills to ensure they can use English as a language of international communication.

The issue concerning a region is not a novel approach in Kazakhstani educational science. The works of 19th-century educators such as A. Kunanbayev, Sh. Ualikhanov, and Y. Altynsarin highlight issues related to native land, country, and folk education within the context of national education. A. Kunanbayev was able to educate the public with his songs and edifying words on values such as duty, debt, friendship, art, education, teaching, life's work, and morals. The thinker motivated young people to understand the importance of becoming decent citizens who serve their people with obedience — the “full man”. He encouraged young people to learn a range of new trades and gave them advice on how to work morally for the sake of society.

Through his songs and words of wisdom, A. Kunanbayev taught the people about the noble examples of virtues such as responsibility, duty, friendship, art, education, teaching, hard work, and morality. The poet's intention was to instill in young people the values of being good citizens who serve their people with dedication — the concept of the “whole person,” which inspired the thinker. He advised the youth to work honorably for the benefit of society and encouraged them to learn a variety of new skills.

K.K. Tokayev, the president of the Republic of Kazakhstan, advocated for raising Kazakh children as patriotic citizens of their country in his article “Abai and Kazakhstan in the 21st Century”. His legacy was a school of patriotism, which serves as the foundation for respect toward his state. We must continue reading Abai's writings if we hope to cultivate an enlightened citizenry. Like Abai, we must love our people. Despite his criticism of his countrymen's shortcomings, the great poet made it his mission to guide his nation toward prosperity and greatness. Abai's rich legacy contributes to the formation of a new national consciousness among Kazakhs. His writings help instill a sense of patriotism and love for the nation, the people, and the land in all young Kazakhstanis [1]. It is crucial to instill in young people the core principles of Hakim Abai and make them guiding principles in their lives. He praised Abai's pedagogical conclusions within the context of enlightenment, stating, “This is one of the main steps in the modernization of the nation.”

Each nation has its own way in raising children, according to M. Zhumabayev, who highlighted in his work “Pedagogy” that the ideas of ethnopedagogy and ethnopsychology are the primary variables that determine the aims, objectives, content, and principles of education and training. Teachers have a duty to teach children in the spirit of national traditions because they live and work among their people. He stated that “Every person has certain educational traditions, with the observance of which it is very important to enter the world community” [2]. In the research we conducted, M. Zhumabayev's pedagogical ideas emphasize the value of preserving national customs in young people's education.

The researchers also stressed how important it is to consider and utilize the opportunities of environment in the teaching process as much as feasible. When the topic was discovered to be both a product and a producer of the environment, the question of the educational potential of the surroundings was first seen as crucial. N.S. Gashkov cited in his article P.F. Kapterov's saying that “Pedagogical thought came to life, as if someone sprayed it with live water, new goals and paths emerged right away. The most significant issues surrounding public education were brought forward and added to the agenda” [3].

E.N. Bakurova in her article “Regional component in the content of teaching a foreign language” highlights that thanks to inclusion of regional approach students will be able to develop the ability to represent

their original culture by speakers of other cultures in a language they understand thanks to its introduction and the way the learning process is organized, which is impossible without knowledge of one's own cultural identity [4].

Many studies have been conducted regarding to the inclusion of the regional approach in the content of teaching English as the process of interaction between culture and personality. This reflects mastering the cultural heritage and culture of our days, awareness of one's own cultural identity and the ability to represent one's native culture with its regional specifics in dialogue with speakers of another culture. For example, researcher I. Cakir stated that notwithstanding divergent viewpoints, culture has gained significant attention in the field of foreign language instruction and acquisition. It is often acknowledged that language and culture serve as the primary means of expressing culture. Though "pure information" is helpful, it doesn't always result in learners gaining insight; on the other hand, those who are more culturally aware are able to think more critically. The most common complaint is that although students understand language rules to a large extent, they sometimes struggle to use the language appropriately because they don't know enough about their own culture [5].

Yusniawati and Y. Lestari considered the potential of using local cultural materials in EFL context. Using selected books, review articles and empirical research articles they draw conclusions about use of local culture-related materials in EFL classroom. Their theories suggest that teachers may help students attain English proficiency while opposing the dominance of English content in EFL instruction by incorporating items relating to the local culture [6].

Researcher H. Kaltsum noted that textbooks should contain local potentials with distinctive regional characteristics. He thinks that most of the textbooks contain general discourse and do not have specific characteristics and potential areas where English is taught. He created English textbooks with the local content. In their view incorporating local content in English language teaching will increase students' motivation to study and give opportunities to better understanding of their national values [7].

H.Y. Lu and C.W. Chien believe that local culture in the curriculum in an English Scenario Classroom influences the development of students' environmental and vocabulary knowledge. In their view integrating local culture elements into an English Scenario Classroom provide students with pertinent background information, and the curriculum's execution supported students' contextual learning. In addition, the issue-integrated curriculum is productive in the development of students' environmental knowledge [8].

Scholars Y. Oktarina and others emphasize the significance of including students' native culture elements in the reading materials. They believe that incorporating indigenous culture into English language teaching contribute both the development of students' awareness of their country and English language communication about their own culture. Moreover, these authors maintain the idea that incorporating local culture into readings helps students improve their reading skills [9].

Herdi and other scholars highlighted that the capacity of students to learn English with local culture in intensive course classes is greatly impacted by incorporating local culture into English language instruction. The students gained awareness of the importance of conserving their native culture in addition to learning a new language during the teaching and learning process [10].

Analysis of the sources related to the issue of the study provided explanation that it is important to realize the regional approach in the teaching process of English. The researchers of this study believe that in order to realize the regional approach in the teaching process one needs to know student's regional awareness and their attitude to inclusion of regional materials into teaching process of the English language.

Methods and Materials

The major empirical method was employed. Data were collected through a survey, and students' knowledge was assessed using tests. The aim of the experiment was to determine the efficiency of using a regional approach in teaching English. In the first stage of the experiment, students' attitudes toward using regional materials in teaching English were defined through a survey. First-year students from various universities in Kazakhstan participated in the survey. They were selected because English is taught in the first year of all majors at universities across Kazakhstan. A total of 171 students from eight universities participated in the survey. The survey was adapted from R. Perkins' *Cultural Awareness, Knowledge, Skills, and Attitude (CAKS and Attitude) Survey* [11]. It consisted of 13 questions and covered the questions about history, culture, famous people, etc. and students' attitude to inclusion of regional content into English teaching process. The survey was completed via Google form and distributed among the first-year students of universities.

After we collected these data, two groups of students were formed: an experimental group (EG) and control group (CG). The number of students in both the EG and CG was the same, with 32 students in each group. The experimental group students were majoring in Public Administration and the control group students were majoring in Energetics. The test designed to assess the regional knowledge of EG and CG students consisted of 30 closed test questions in English, covering regional content. The test questions were structured based on increasing levels of difficulty (10 easy questions, 10 medium-difficulty questions, and 10 difficult questions). Each test question had four answer options, with one correct answer to be selected. The test questions included information about historical monuments, cities, cultural landmarks, and other regionally significant information from various parts of the country.

In the formative stage of the experiment the CG students were taught according to the approved curriculum, with no changes made to the content of the course. In the teaching process of the EG, regional materials were integrated. This stage lasted two months. And in the third stage of the experiment the post tests were conducted and the results were compared with the results of the pre-test.

Results and discussions

Table 1 shows the number of participants from different universities enrolled in the survey.

Table 1

Respondents' composition by universities

| Universities | Number of students |
|---|---------------------------|
| L.N. Gumilyov Eurasian National University | 85 |
| M.H. Dulati Taraz Regional University | 8 |
| Khozha Akhmet Yassawi International Kazakh-Turkish University | 28 |
| A. Baitursinov Kostanay Regional University | 6 |
| O.A. Baikonurov Zhezkazgan University | 12 |
| E.A. Buketov Karagandy State University | 5 |
| Korkyt ata Kyzylorda University | 27 |
| Overall | 171 |

Table 2 demonstrates the educational programmes of respondents.

Table 2

Respondents' educational programmes

| Educational programmes | Number of respondents |
|-------------------------------|------------------------------|
| Physics teacher | 8 |
| Mathematics teacher | 8 |
| ICT teacher | 15 |
| Pedagogy | 13 |
| Accounting and Audit | 8 |
| Public Administration | 32 |
| Metallurgy | 13 |

Continuation of Table 2

| Educational programmes | Number of respondents |
|------------------------|-----------------------|
| Management | 14 |
| Civil Construction | 15 |
| Energetics | 32 |
| Transport | 13 |
| Overall | 171 |

The information in the table shows that respondents' educational programmes are diverse. The results of respondents' answers to the questions "What is your attitude to regional culture and history" are given in Table 3.

Table 3

Respondents' answers

| Regional culture | Results (in %) | Regional history | Results (in %) |
|---|----------------|-----------------------------|----------------|
| I am not interested. | 3.5 % | I am indifferent. | 2.3% |
| I am indifferent. | 4.1% | I am not interested. | 3.5% |
| I am highly interested. | 25.7% | I am highly interested. | 24% |
| I always develop my knowledge in the regional culture | 26.9% | I get experience from it. | 25.8% |
| I respect regional culture | 39.8% | I respect regional history. | 44.4% |

From this table it can be observed that students respect regional culture (39.8 %) and regional history (44.4%). Only 3.5% of students are not interested both in regional culture and regional history. Approximately similar responses we received for students' high interest in regional culture (25.7%) and regional history (24%). These data make us possible to draw the conclusion that students are interested in regional culture and history and they are eager to increase their regional knowledge in these fields. Figure 1 demonstrates the answers for the question "What is a region for you?"

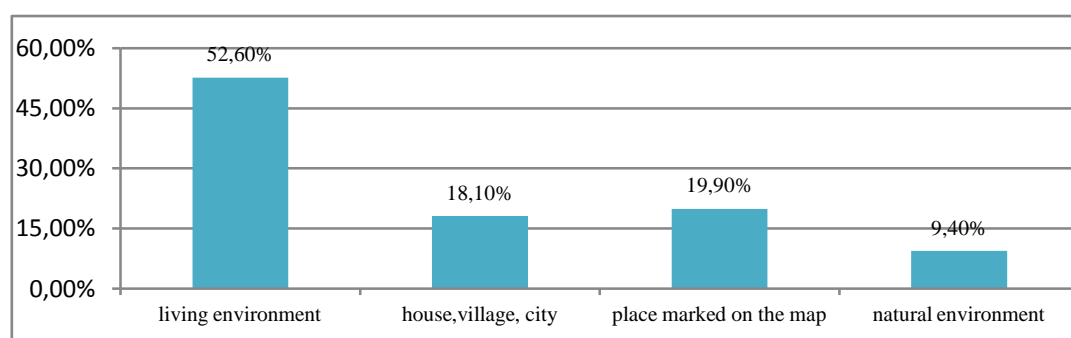


Figure 1. Respondents' answers

The data show that more than half of students (52.6 %) think that it is a living environment. In these answers, "living environment" refers to the broader regional setting, while "house", "village", and "city" represent specific types of spaces where people reside and engage with one another. Only 9.4 % of students consider the region as a natural environment. 18.10% of students suppose that it is a house, a village or a city

and 19.9 % of them think it is a place marked in the map. From these results we can conclude that most respondents accept a region as a living environment and connect it with their life.

The next figures show the answers for the questions “What is regional knowledge for you?” and “Where do you take the regional knowledge?” (Fig. 2, 3)

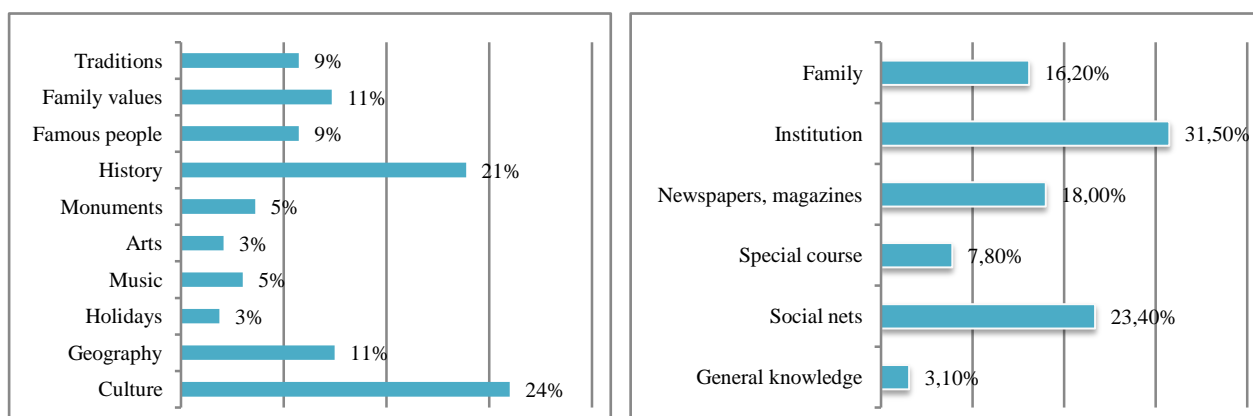


Figure 2. What is the regional knowledge for you? Figure 3. Where do you get the regional knowledge?

From Figure 2 it is obvious that approximately one quarter of respondents think that regional knowledge is historical or cultural knowledge. Only 2.8% of respondents believe that it is holidays and 3.1% think that it is arts. 11% of them consider regional knowledge as family values and other 11 % think that it is geography 8.6 % think that it is traditions and famous people.

31.5 % of students think that they get regional knowledge from educational institutions. Then 23.4% say that they receive it from social nets and from 18 % to 16.2 % think that they acquire it from newspapers and family.

From these results we suppose that most students connect regional knowledge with local history and culture. Moreover, most students think that they accumulate regional knowledge from their studies at universities.

Figure 4 illustrates the answers for the question “How do you feel about discussing regional issues in the lessons?”

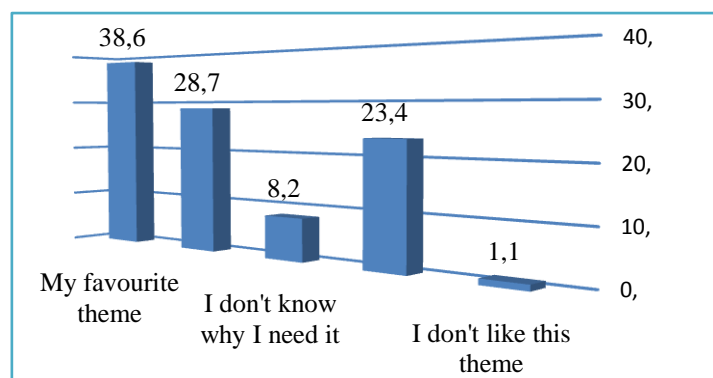


Figure 4. Discussing regional issues in English lessons

From these results we could observe that more than a third of the respondents (38.6%) answered that regional content is their favorite theme and 28.7 % of the respondents think that this should be one of the favorite themes. However, there were respondents (8.2%) who don't know why they need it and 1.1 % of them do not like this theme.

The following figure demonstrates the information about the respondents' opinions on the positive sides of regional knowledge in English teaching process. (Fig. 5)

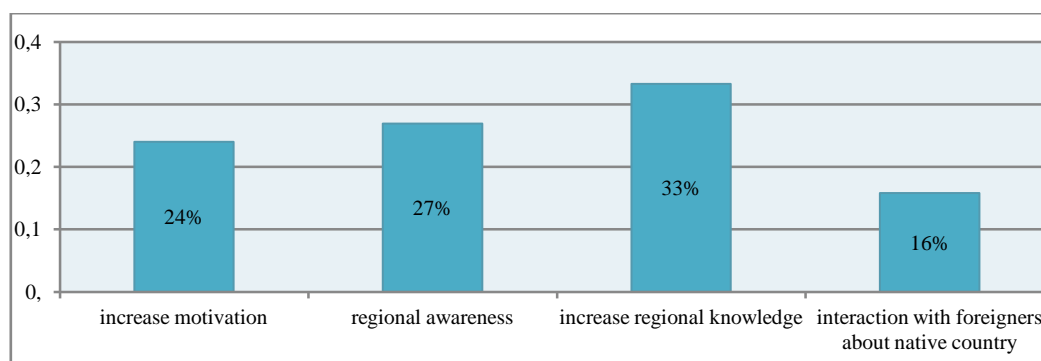


Figure 5. Positive sides of regional knowledge

In these responses, “regional awareness” and “regional knowledge” refer to distinct concepts. Regional knowledge encompasses factual information about a specific region, such as its geography, history, culture, traditions, economy, and demographics. Regional awareness goes beyond knowledge, incorporating sensitivity, respect, and the ability to navigate regional differences appropriately. The data demonstrate that 24 % of respondents answered that regional knowledge increases motivation, it develops regional awareness (26.9 %), it increases regional knowledge 33.3 % and they can talk about their country with people from other countries 15.8 %.

Figure 6 presents information about the challenges respondents may face when engaging with regional content.

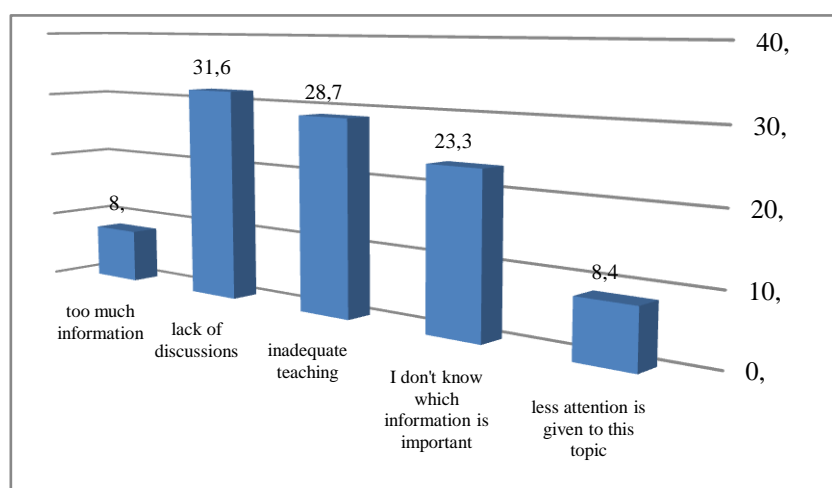


Figure 6. Challenges faced by respondents in engaging with regional content

The data illustrate that a lack of discussions and inadequate teaching are common problems students face when engaging with regional content. Additionally, 8% of respondents believe there is too much information, while 8.4% feel that this topic receives insufficient attention.

According to the conducted survey, the majority of respondents view the area as their home’s secondary regional education system, as well as its regional culture and history. The majority of respondents stated that they get regional knowledge from educational institutions, and that they adore discussing regional concerns in class. This suggests, in our opinion, that the respondents would prefer that the classes include content from the locality. The majority of respondents would like to have broad knowledge about the area and their future profession. In response to inquiries about the benefits of regional education, how it impacts their development, they responded that regional approach raises regional awareness and education. This indicates that respondents think regional knowledge is important and will help them in their future careers. Lack of adequate training and discussions on the subject are noted by respondents as challenges in working with regional materials.

The regional materials presented to the EG students covered regional historical, geographical, and cultural content about five regions of Kazakhstan (southern, western, central, eastern, and northern) across five chapters. The materials were sourced from Sacred Kazakhstan [13], National Sacred Sites of Kazakhstan [14], and other books, organized and compiled according to the requirements for preparing educational materials. These materials were processed, taking into account the necessary standards, and then translated into English. A total of 34 reading texts and 15 listening texts were provided to students, accompanied by pre-, while-, and post-learning activities. Table 4 provides some of the topics covered by the regional materials.

Table 4

Regional materials topics

| Topics | Reading materials | Listening materials | Topics in the curriculum |
|---|--|--|-------------------------------|
| Welcome to Central Kazakhstan! The picturesque mountains of Central Kazakhstan | Bektau Ata, Karkaraly – the legend of the steppe mountain | Edyge Peak | Cultural and historical basis |
| Historical complexes in Central Kazakhstan | Alzhir, Karlag complexes | Zhuban Ana Mausoleum | Art, Music, Literature |
| Worth-seeing lakes | Lake Balkhash, Lake Korgalzhyn | Shaitankol | Art, Music, Literature |
| Welcome to Eastern Kazakhstan! | Amazing places in the East Lake Markakol, Mount Muztau | Lake Alakol | Education |
| Historical sites in the East | Berel Complex, Shilikti Complex | Akbauyr Complex | Education |
| A trip to historical sites | Konyr Aulie Cave, Kazy Korpesh Baiyan Sulu Mausoleum | Zhidabai-Borili Abai Historical and Cultural Complex | My profession |

Although the regional topics we proposed do not exactly match the topics in the curriculum, we can see that the gap between them is not significant. Therefore, the materials we suggested enhanced the teaching content and provided an opportunity to improve the regional knowledge and language skills of the EG group students. Additionally, since this is a “Foreign Language” course, our goal was not only to improve students’ regional knowledge but also to expand their vocabulary in English through regional materials, as well as to help them learn to analyze topics based on regional content. As a result, new words or phrases in English were italicized in each regional text, and a series of exercises was suggested to help students master them.

The test results were measured using a ratio scale, which is commonly applied in pedagogical research to evaluate correct and incorrect responses [12]. Each correctly answered easy question was awarded 2 points, each medium question 3 points, and each difficult question 5 points, with a total possible score of 100.

Thus, the data obtained were converted from a ratio scale to an ordinal scale, as an ordinal scale assigns levels to the measured objects. Thus, the levels of students’ regional knowledge were determined on the basis of the following scale:

Less than 40: low level

41–70: medium level

71–100: high level

The initial results of the regional knowledge of EG and CG students are presented in Table 5.

Table 5

The results of the regional knowledge of EG and CG students

| Groups | Indicator | Levels | | | Overall |
|--------|-----------|--------|--------|------|---------|
| | | Low | Medium | High | |
| EG | Numerical | 13 | 18 | 1 | 32 |
| | % | 40.63 | 56.25 | 3.12 | 100 |
| CG | Numerical | 14 | 17 | 1 | 32 |
| | % | 43.75 | 53.13 | 3.12 | 100 |

From the above data, we could conclude that more than half of the students have medium-level regional knowledge: 56.25% in EG and 53.13% in CG. Fewer than half of the students have low regional knowledge: 40.63% in EG and 43.75% in CG. The number of students with high-level regional knowledge is just one in each group, making up 3.12%. Based on the methodology applied, we conclude that greater attention should be given to students' regional knowledge during the formative stage of the experiment.

The tasks for learning new words and phrases included matching the words with their synonyms, antonyms, and definitions, creating a glossary with new words, forming sentences using the given words, constructing sentences by arranging the given words, creating crosswords and word searches from the words, and so on.

After our intervention, we conducted the test with students from both the EG and CG again. The test results at the beginning and end of the experiment are presented in Table 6.

Table 6

The levels of regional knowledge of EG and CG students at the beginning and end of the experiment

| Groups | Indicators | Period | Levels | | | Total |
|--------|------------|-----------|--------|--------|------|-------|
| | | | low | medium | high | |
| EG | numerical | beginning | 13 | 18 | 1 | 32 |
| | % | | 40.63 | 56.25 | 3.12 | 100 |
| | numerical | end | 8 | 22 | 2 | 32 |
| | % | | 25 | 68.76 | 6.24 | 100 |
| CG | numerical | beginning | 14 | 17 | 1 | 32 |
| | % | | 43.75 | 53.13 | 3.12 | 100 |
| | numerical | end | 13 | 18 | 1 | 32 |
| | % | | 40.62 | 56.26 | 3.12 | 100 |

According to the results obtained, we observed the dynamics of change in the knowledge of the EG students. Before the experiment, the share of students with low level was 40.63%, and after the formative experiment, it decreased by 25%. Conversely, the number of students with medium-level knowledge increased from 56.25% to 68.76%. The number of students with high-level knowledge rose from 3.12% to 6.24%, which corresponds to an increase of one student.

The results of the regional knowledge test for EG and CG students were processed using SPSS software and compared using the T-value. The independent samples test information is provided in Table 7.

Table 7

Independent Samples Test

| Groups | | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------|-----------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | | upper | lower |
| CG | Equal variances assumed | Equal variances assumed | ,709 | ,403 | -,503 | 62 | ,617 | -1,063 | 2,113 | -5,286 | 3,161 |
| | Equal variances not assumed | Equal variances not assumed | - | - | -,503 | 61,972 | ,617 | -1,063 | 2,113 | -5,286 | 3,161 |
| EG | Equal variances assumed | Equal variances assumed | ,073 | ,788 | 4,510 | 62 | ,000 | 7,906 | 1,753 | 4,402 | 11,410 |
| | Equal variances not assumed | Equal variances not assumed | - | - | 4,510 | 61,478 | ,000 | 7,906 | 1,753 | 4,402 | 11,411 |

The data represent the results of an independent samples t-test for two groups: CG (Control Group) and EG (Experimental Group). According to the results in CG the difference in means is not statistically significant, as indicated by the p-value of 0.617 and the confidence interval that includes zero. In EG the difference in means is statistically significant, as indicated by the p-value of 0.000 and the confidence interval that does not include zero. Thus, the intervention had a significant impact on the EG group, but not on the CG group.

Our findings indicate that incorporating regional materials not only broadens students' understanding of the region but also significantly benefits their language skills when applied in English lessons. Additionally, integrating region-focused content makes learning more engaging and contextually relevant, promoting both cultural awareness and language development. Activities such as reading, listening, and discussing regional topics encourage students to build critical thinking and communication skills in English, creating a more comprehensive and enriching educational experience. This research made it possible to give the following recommendations:

1. To select, systematize and construct the regional materials in order to use them in English classes.
2. Different effective methods and techniques should be utilized for incorporating regional content into English lessons at universities.

Conclusion

The paper presented the results of the study on regional approach in English teaching process at universities. Realization of the regional approach in the content of foreign language teaching is dictated by the desire to bring the learning process closer to reality. The conducted research emphasizes the significant role of regional content in students' education. While some express concerns about information overload, the majority of respondents support incorporating local topics into educational materials. They believe such integration is valuable for expanding their knowledge and skills, particularly in relation to their future professional endeavors. However, challenges such as inadequate discussion opportunities and insufficient teacher training need to be addressed to enhance the effectiveness of utilizing regional materials in the educational process. These issues require focused attention to ensure better implementation and overall educational improvement.

Our findings highlight the positive impact of incorporating regional materials into the educational process, particularly in language learning. By integrating local topics into English lessons, students not only

deepen their understanding of the region but also enhance their language skills. Regional approach implies, on the one hand, the knowledge of students about their region, and, on the other hand, it is the knowledge about the country of the target language. It is feasible to familiarize students with the facts of the native country and the cultures of the countries of the target language in comparison to one another through the proper selection of subject content [15].

This approach enables students to develop a deeper understanding of cultural features and differences, thereby fostering intercultural competence. Integrating a regional component into the educational process not only increases students' interest in the language being studied but also enhances their ability to apply the acquired knowledge in professional and everyday contexts.

For the effective implementation of the regional approach, it is important to consider aspects such as adapting educational materials to the specific characteristics of the region, using local texts that reflect the cultural, historical, and social features of the area, and including tasks in the curriculum that encourage students to conduct comparative analyses. Thus, the regional approach to teaching English promotes the integration of local context into the learning process, making it more relevant, engaging, and practically meaningful for students.

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Ағылшын тілін оқытудағы аймақтық тәсіл

Мақалада университеттерде ағылшын тілін оқыту үдерісінде аймақтық тәсілді жүзеге асыру бойынша зерттеу нәтижелері көрсетілген. Аймақтық тәсіл кез келген аймақтың лайықты өкілі ретінде студентті жеке тұлға ретінде қалыптастыруға ықпал етеді. Шет тілін оқытуда аймақтық тәсілді жүзеге асыру студенттерге өз елінің мәдени құндылықтарымен танысуға көмектеседі, бұл қазіргі заманғы тұлғаның үйлесімді дамуы үшін қажет. Сонымен қатар, ағылшын тілін оқыту үдерісінде аймақтық тәсілді жүзеге асыру студенттерге жекелеген тілдік құбылыстар мен мәдени құндылықтарды жақсы түсінуге және игеруге ғана емес, сонымен қатар студенттерді өз аймағындағы кәсіби қызметіне дайындауға мүмкіндік береді. Зерттеудің мақсаты студенттердің аймақтық хабардарлығын зерттеу және ағылшын тілін оқытуда аймақтық материалдарды пайдаланудың тиімділігін бағалау. Зерттеу нәтижелері көрсеткендей, студенттердің көпшілігі оқу процесіне аймақтық контентті енгізу қажеттілігін түсінеді, ал аймақтық материалдар тілдік дағдыларды дамытуға ықпал етеді. Қорытындыда мақала авторлары ағылшын тілін оқытуда аймақтық тәсілді жүзеге асыруға көмектесетін ұсыныстар берген.

Кілт сөздер: аймақтық тәсіл, оқыту, ағылшын тілі, мәдениет, ұлттық құндылықтар, аймақтық хабардарлық, өзара байланыс, университет.

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Региональный подход в обучении английскому языку

Статья посвящена результатам исследования по реализации регионального подхода в процессе обучения английскому языку в университетах. Региональный подход способствует формированию личности студента как достойного представителя определенного региона. Реализация регионального подхода в преподавании иностранного языка может помочь студентам познакомиться с культурными ценностями своей собственной страны, что необходимо для гармоничного развития современной личности. Кроме того, реализация регионального подхода в процессе преподавания английского языка позволяет студентам не только лучше понимать и усваивать отдельные языковые явления и культурные реалии, но и готовить студентов к их профессиональной деятельности в своем регионе. Целью данного исследования является изучение региональной осведомленности студентов и оценка эффективности использования региональных материалов в преподавании английского языка. Эксперимент был проведен с целью определить, может ли осведомленность о региональных материалах в преподавании английского языка способствовать улучшению языковых навыков у студентов. Результаты эксперимента показали, что большинство студентов понимают необходимость включения регионального контента в процесс обучения, а региональные материалы способствуют развитию языковых навыков. В заключении авторы статьи дают рекомендации, которые помогут реализовать региональный подход в преподавании английского языка.

Ключевые слова: региональный подход, обучение, английский язык, культура, национальные ценности, региональная осведомленность, отношение, университет.

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