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SRSTI:16.31.51

UDC 371.3:81.42

https://doi.org/10.52269/22266070_2024_1_123

METHOD OF TEACHING VERBAL AND NON-VERBAL CODES OF ADVERTISING DISCOURSE IN THE CROSS-CULTURAL CONTEXT

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This article considers the problem of the methodology for training student majoring in advertisement in the context of the interculturalization of the advertising market. The modern world is an environment where different cultures are clashing and mixing constantly. Geopolitical or economic ties intricately link all nations and communities. Furthermore, this dynamic is intertwined with advertising, a phenomenon crafted as a part globalization. In this context, a country promotes its commodities to others, ventures into the global market, and engages in the import and export of its products. This underscores the practical significance of the research. Additionally, there is a discernible inclination towards creating advertisements for foreign products in alignment with the cultural nuances of the target audience. Both verbal and non-verbal elements of the local culture are used.

Therefore, there is a need to modernize and modify student's learning. To meet this need, the article proposes a model of teaching the verbal and non-verbal code of advertising discourse within the context of intercultural communication. The model focused on four-level qualitative indicators, contributed to the improvement of students' abilities to create advertising in the context of intercultural communication. The results of the study showed the specifics of students' language training, the importance of the ability to correctly use national cultural qualities, linguistic reality, mentality and acquired knowledge to create a successful and effective advertising company on the world market.

Key words: verbal codes, non-verbal codes, advertising discourse, cross-cultural context, teaching advertising.

МЕТОДИКА ОБУЧЕНИЯ ВЕРБАЛЬНЫМ И НЕВЕРБАЛЬНЫМ КОДАМ РЕКЛАМНОГО ДИСКУРСА В КРОСС КУЛЬТУРНОМ КОНТЕКСТЕ

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В данной статье рассматривается проблема методики подготовки студентов-рекламистов в условиях интеркультурализации рекламного рынка. Современный мир – это среда, в

которой происходит постоянное столкновение и смешение различных культур. Геополитические или экономические связи связывают между собой все страны и народы. Кроме того, это не обходит стороной рекламу, которая создается в условиях глобализации, когда одна страна рекламирует свой товар для других, выходит на мировой рынок, экспортирует и импортирует свою продукцию. Это определяет практическую значимость исследования. Более того, существует тенденция создания рекламы иностранного продукта в соответствии с культурными реалиями целевой аудитории. Используются вербальные и невербальные элементы местной культуры.

Поэтому появляется необходимость модернизации и модификации обучения студентов. Для удовлетворения этой потребности в статье предлагается модель обучения вербальным и невербальным кодам рекламного дискурса в контексте межкультурной коммуникации. Модель, ориентированная на четырехуровневые качественные показатели, способствовала совершенствованию способностей студентов создавать рекламу в контексте межкультурной коммуникации. Результаты исследования показали специфику языковой подготовки студентов, важность умения правильно использовать национально-культурные качества, языковую реальность, менталитет и полученные знания для создания успешной и эффективной рекламной компании на мировом рынке.

Ключевые слова: вербальные, невербальные коды, рекламный дискурс, межкультурный контекст, обучение рекламе.

МӘДЕНИЕТАРАЛЫҚ МӘНМӨТІНДЕ ЖАРНАМАЛЫҚ ДИСКУРСЫҢ ВЕРБАЛДЫ ЖӘНЕ БЕЙВЕРБАЛДЫ КОДТАРЫН ОҚЫТУ ӘДІСТЕМЕСІ

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Бұл мақалада жарнама нарығының мәдениетаралық байланысы жағдайында жарнамашы студенттерді оқыту әдістемесі мәселесі қарастырылады. Қазіргі әлем – әртүрлі мәдениеттердің үздіксіз қақтығысы мен араласуы орын алатын орта. Геосаяси немесе экономикалық байланыстар барлық елдер мен халықтарды біріктіреді. Сонымен қатар, бұл жаһандану үрдісі бір мемлекет өз тауарын басқа елдерге жарнамалап, әлемдік нарыққа шығып, өнімін экспорттап, импорттаған кезде пайда болатын жарнаманы да айналып өтпейді. Бұл зерттеудің практикалық өзектілігін анықтайды. Оның үстіне, мақсатты аудиторияның мәдени шындықтарына сәйкес шетелдік тауардың жарнамасын жасау үрдісі байқалады. Жергілікті мәдениеттің вербалды және бейвербалды элементтері қолданылады.

Сондықтан студенттердің оқуын модернизациялау және өзгерту қажет. Бұл қажеттілікті өтеу мақсатында мақалада мәдениетаралық қарым-қатынас мәнмәтінінде жарнамалық дискурстың вербалды және невербалды емес кодтарын оқыту әдісі моделін ұсынылады. Төрт деңгейлі сапалық көрсеткішке бағытталған модель студенттердің мәдениетаралық байланысы жағдайында жарнама құру құзіреттіліктерінің жоғарылауына септігін тигізді. Зерттеу нәтижесі студенттердің тілдік даярлығының ерекшелігі, әлемдік нарықта табысты және тиімді жарнамалық компания құру үшін ұлттық-мәдени қасиеттерді, тілдік шындықты, менталитет пен алған білімдерін дұрыс пайдалана білуге маңыздылығын көрсетті.

Түйінді сөздер: вербалды, невербалды емес кодтар, жарнамалық дискурс, мәдениетаралық мәнмәтін, жарнаманы оқыту.

Introduction. The main aim of our research is to perform an updated model of teaching verbal and non-verbal codes of advertising in the frame of intercultural communication for students. To achieve this goal we have put the following objectives: to investigate the current cultural turn in advertising industry worldwide and in Kazakhstan; to interpret the role of verbal and non-verbal codes in creating advertising in the frame of intercultural communication and globalisation; to develop a model of teaching students to make effective culturally relevant adverts and perform sample tasks.

Advertising discourse performs a significant communicative function in society for transmission and dissemination information about a particular product and “has lately become a subject of intensive research with some very different approaches” [1, p. 420]. It surrounds us every day becoming an integral part of life. Moreover, advertising carries important intercultural information. Culture-sensitivity claims are made by researchers [2, p. 354]. If before the study of advertising provided great opportunities for intercultural research, carrying the cultural code of the manufacturing country, which has its distinctive advertising style due to the peculiarities of national identity, historical advertising traditions, economic and social realities. Today

there is a reverse trend, when the country of origin of the product is guided by the cultural values of the target audience. "Marketing content must be culturally appropriate since culture has a big impact on it" [3, p. 326].

For example, global brands planning to enter the Kazakh market have begun to use local verbal and non-verbal cultural elements in their products and advertising. In the presentation and new advertising of the Dior fashion house, a spectacular rider acted as a model «to show the quality and style of the new boots of the famous brand. However, not even the horse's appearance caused delight, but a fashion accessory thrown over the saddle – a belt with a traditional Kazakh ornament adds brightness to the frame» [4]. The reaction of the Kazakh people was assessed as positive. The Kazakh people are one of the first to tame the horse and do not perceive themselves separately from the art of riding. In the video of a well-known brand, commentators saw a compliment addressed to the Kazakh people. It will of course affect sales activity. Such firm generated advertisements have been investigated from various perspectives but rarely in cross-cultural contexts [5, p. 57] even though international corporations use multiple social media platforms to market globally.

This turn requires higher educational institutions training advertising specialists to reconsider the teaching methodology. The development of intercultural knowledge and competencies of students is coming to the fore in connection with increasing global integration. Therefore, we aim to perform a teaching method model of creating advertising text in the case of Kazakhstan as a source country/culture (where the product is produced) and the USA (as a target market/culture). The model includes the pre-advertising preparation level, revision of the pre-advertising preparation level, and main advertisement creation level.

Research materials and methods. To be acquainted with the current trend in advertising, that is, the adaptation of "imported" advertising to local realities in the Kazakhstani context, articles and advertising itself in magazines and newspapers have been used in our study. At first, we selected articles or advertising texts themselves, in which world brands use elements of Kazakh culture in their advertising. Further identification of the verbal and non-verbal codes in them took place. After recognizing them, we interpreted their function in the context of advertising.

Based on this material, we offer a model of teaching method and present the results of testing this method among 3rd-year students of the specialty Journalism at Eurasian National University. However, it will be presented in the reverse vector, as the article talks about teaching Kazakhstani students. That is how they will advertise the Kazakh brand in the international arena. Tasks can be used both in-group and individual form.

The theoretical base of the article consists of the following materials. According to many researchers, advertising does not provide new values but uses social standards and stereotypes formed in a particular society. As noted by I.G. Pendikova and L.S. Rikitina "the theory of archetypes is actively used in the creation of product design and its advertising" [6, p. 14]. The authors argue that «knowledge of the mechanisms of the functioning of the human psyche allows you to create such an advertising product that affects, first of all, the unconscious part of the consumer's psyche, prompting you to purchase a product». C. G. Jung, the creator of the theory of archetypes, postulated: «in every personality, there is the presence of archetypes – collective representations that reflect stable patterns of behaviour» [7, p. 48]. W.W. Bridgeforth in his study also raises questions related to the «transfer of elements of the leader archetype through social interaction» [8, p. 87]. In this regard, the use of archetypes in the practice of brands becomes relevant. One of the first who began to study the use of archetypes in marketing was M. Mark and K. Pearson [9]. Their theory has found its application in foreign marketing. Russian researchers are also actively involved in the application of the theory of archetypes in branding. A. V. Chernyshev points out that in advertising a product in Russia it is necessary to take into account national symbols, and suggests considering the national archetype that forms the integrity of the brand [10].

According to the regional managing director of the Gray Global Group agency P. Leone, "There should be a local accent in a global campaign. If your business crosses borders and goes to neighbouring countries, he says, an advertising campaign will follow it without any problems. And this does not mean that we take an advertising campaign from the United States and "parachute" it down to Hungary or Russia. First of all, it is necessary to understand the culture of the population of each country, to explore the habits, customs and views of consumers [11].

Results and discussion. In mass media, one may observe a chain of publications as: "In Cartier jewelry collection that is dedicated to the leopard in the white gold version, the leopard becomes a snow leopard. The form of these ornaments is typical for the Saka animal style, which is familiar to every Kazakhstani. Steppe motifs are easily guessed in most of the looks from the spring 2022 Ready-to-Wear collection of the fashion house Etro. For example, large earrings are very reminiscent of classic earrings "syrga", and other jewelry could be created by a Kazakh jeweler "zenger" [12].

or "Capes are similar to elegant girlish camisoles in a modern interpretation. And one of the guests of this show in Milan, fashion designer Marina Mandadori came in a dress, the hem of which is decorated with the traditional pattern koshkarmuyiz" [13].

“One of the most famous sneaker brands in the world has a separate series called ‘Yurta’. Advertising and boxes for sneakers are decorated with images [14]. All this testifies to the trend of advertising domestication. This is consistent with Barth’s theory of enjoying the recognition of the familiar in what we read (in the case of advertising, what we see and read). And it certainly contributes to a positive perception and purchase of a new product. If you imagine the opposite picture: a European advertisement in which the father of the family cooks breakfast will look strange for a Kazakh society, where women are strictly engaged in cooking and kitchen chores or a man who takes care of the skin (puts on a mask, or cream) will be completely incomprehensible to Kazakh viewers. So, “advertising language, as other kinds of languages, is also a significant component of culture and is a comprehensive collection of different aspects of culture. In turn, it reflects the culture in its way” [15, p. 21]. And “a successful advertising campaign is linked directly to how it is perceived by different societies” [16, p. 114].

And we want to offer a method for teaching advertising students in the aspect of intercultural communication. First of all, students must distinguish between distinctive and universal values. After all, people all over the world have common human values, so companies can act as if there are no differences between nations in the world. Indeed, “there are some universal values (family protection, honesty, health, self-respect, self-confidence, justice, freedom, friendship, erudition)” [17, p. 32] that can guide the development of an advertising message for consumers around the world. However, there are enough reasons why companies should adapt their advertising messages to the specific conditions of national markets. “Among them: the need for adequate translation of advertising messages, different levels of economic development of countries, legal restrictions in the field of advertising, cultural and behavioral differences” [18, p. 57].

It turns out that to understand a different culture and its values and to find and show a zest in advertising, an advertiser needs to feel the target culture subtly. But culture is not born in one day. It’s a product of centuries and cumulative effects. There are moments when the culture is still developing, there may be innovations. To take into account all these points, students need to know history, literature, and social systems well, be well-read, and keep their ears sharp about changes in the world. To develop this ability, students can be offered the following model of performing the task. Teachers should take into consideration that it is long-term work, and should be planned as a self-work of students in the syllabus.

First step: Diagnostic level. 1. Studying the target audience: a) to study geography, climate (many things depend on climate, how people wear, what they mostly eat, sometimes even how they behave), culture (both material and spiritual (language, religion, beliefs, history, and literature)), eating habits (if advertising food products), way of dressing (if advertising clothes), attitude to beauty (if advertising beauty products), etc.; b) the forecast of their perception of a particular product, sometimes even religion, plays a role (for example, it is inappropriate to introduce products that are considered haram into an Islamic country) b) to study and predict in general the perception of the audience of foreign products. If their perception is positive, what products of which countries do they prefer, and trust, and why? To do this, you can use different methods of collecting information such as interviews, and questionnaires. Even students should take into consideration that “The relationship between metaphors (in advertising) and consumers’ evaluations is affected by the degree of incongruity and the richness/openness of the metaphor, consumers’ gender, culture, need for cognition (NFC), self-regulatory focus, metaphoric thinking tendency, and type of processing, as well as the headline execution” [19, p. 146]; 2. Studying the target market: a) to study their market, the products of which countries prevail in them, on the one hand, this shows how open they are to foreign products. Identify the abundance or shortage of certain goods; b) study advertising, what foreign advertisements they have and in what quantity. Is foreign advertising welcome (some nations are open to foreign culture and accept it, while some do not welcome advertising that is contrary to their moral principles), or adapted more suitable? 3) Studying the relationship between local and target culture. For example, if we want to introduce Kazakhstani products in the USA. There is a sharp need to analyze the relationship between countries. The promotion of the goods also depends on it. Indeed, in the current geopolitical situation, it is inappropriate to try to advertise your product in a country where you are not welcome, rather than your product.

Therefore, it means that the teacher gives a task for students to study, collect information about the target audience, and prepare a presentation based on the mentioned questions.

Second step: Conclusion and revising results of diagnostic level.

After a complete study of the target audience in this way, and providing a report, if the forecast is positive, then one can start thinking about the advertisement itself. To describe the next levels, we need to select the intended target country, and in our case, it is the USA.

Third step: Before creating advertisement text and thinking headline, and slogan, students should do a SWOT analysis of Kazakhstani products. This will help them to reflect in advertising all due (see the Table 1).

Table 1 – SWOT analysis of Kazakhstani product advertising

Strength	Weakness
<p>Kazakhstan has a good reputation in the international arena and does not cause biased discussions about the country as a whole, which is one of the key influencing factors in the promotion and advertising of the product.</p> <p>The unpolluted nature and ecology of the country, in comparison with other countries, implies the production of environmentally friendly, high-quality products.</p>	<p>Before this, Kazakhstan had not exported national food products to the United States and therefore had no advertising experience.</p> <p>Kazakhstan signed a major contract for the export of «kurt» (small salty balls made from cottage cheese and dried naturally in the sun) and «koumiss» (fermented milk drink made from mare's milk) to China.</p>
Opportunity	Threat
<p>The USA is one of the most open and democratic countries all over the world, where we can face different brands and goods.</p> <p>The USA and Kazakhstan are both melting pots of different nationalities and have good economic and political relationships.</p>	<p>There may be cultural misunderstandings about eating habits. For example, «kazy» (traditional horse meat sausage), and horse meat can shock Americans.</p>

Thus, the weakness is that to create advertising text for an American audience, one would need to study the advertising that already exists in it. The United States is the core of the world's creative potential and creativity, where the headquarters of the largest advertising holdings are located. Therefore, American creativity is international creativity, and it is most difficult to choose aspects that characterize it. «If you watch advertisement and understand how rational, logical and done according to all the canons of advertising science, then this is an American advertising campaign» [20, p. 117]. This other hand becomes an opportunity to create advertisements undomesticated. That is, the audience is ready and open for international advertising and no adaptation is required. It means that “Advertising, therefore, needs to attune products to the most interesting conversations, those that are consistent with the new sensibility of the individual, identifying the languages which reflect most closely the new values and which are most useful for effective storytelling” [21, p. 5]. But still, a lot of emphasis in American advertising is placed on traditional family values that are similar to Kazakh culture where family is one of the core values of human life. Therefore, for example, the headline of kurt’s advertisement may sound like “Natural calcium for the whole family!”

Fourth step. Choosing advertisement type: MAT. COMPOSITION OF ADVERTISING TEXT: ► headline ► main advertising text (ORT) ► reference data ► slogan ► image. Here teacher offers teams to choose Kazakhstani products to advertise in the USA.

Headline: “Natural calcium for the whole family!” In a headline, we see common values as ‘family’ and word attractors as natural; naturalness is valued in food products, especially in a modern world, where people suffer from artificial food. The next word motivator is calcium, a vitamin itself, which is a lot in kurt. It means that all the main components of the headline are the words that perform common cultural values and understanding in the source and target audience.

Main advertising text: Salty and healthy sour-milk Kazakh delicacy kurtis now in America. Non-perishable and retaining all the useful properties, especially calcium, is prepared from natural milk for the whole family. Slogan: Taste the unforgettable taste of Kazakh delicacy,

It is a unique combination of milk, salt, and calcium.

To create good slogans, advertisers need to constantly hone their literary skills, enrich the language, and compose poetry. So, after thoroughly describing the teaching model, we would like to reveal the results of its approbation. We have offered and tested this teaching model among 3rd-year students of the specialty Journalism of Eurasian National University (see the Table 2):

Table 2 – Information on the focus group

Number of students	Age	Gender	Form of task	Duration
120 (24 groups with 5 members)	19-21	78 girls 42 boys	SWS in the form of group work	4 weeks

Before the start of the experimental task, we identified criteria points and observed the focus groups to determine the starting point on a five-point scale (see the Figure 1):

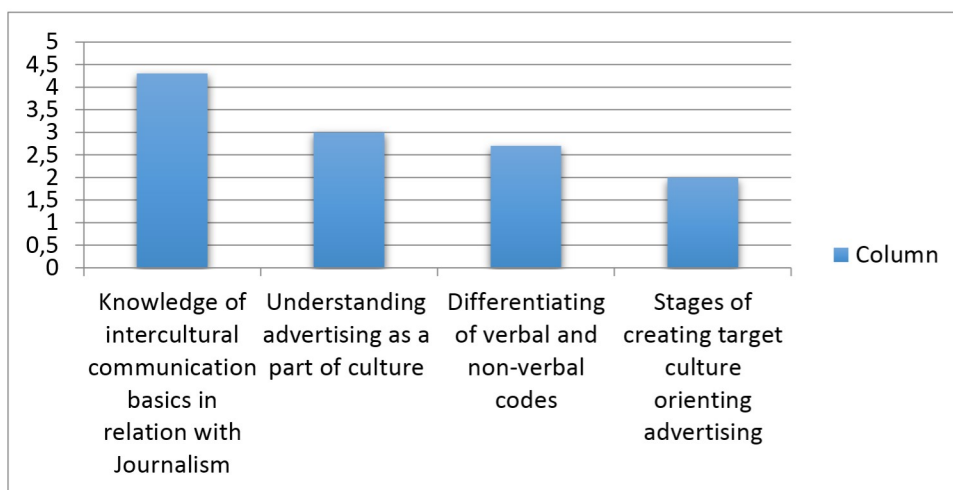


Figure 1 – Before experiment data (received by passive observation)

From the scale, we see that students know pretty well theories of intercultural communication, but feel difficulties in realizing advertising as a part of culture, and is more worse to differentiate verbal and non-verbal codes and their application in advertising. Finally, the worst point is knowing the stages of creating target culture-orienting advertising. Taking into account these features, we have offered them a sample model presented above and they worked in their groups for four weeks, consulting us whenever necessary. Then they presented their self-work work including all the stages, analyzing in detail the target culture and market, and at last their advertising. That was a really dramatic change, they seemed even more confident and felt themselves as real advertisers (see the Figure 2):

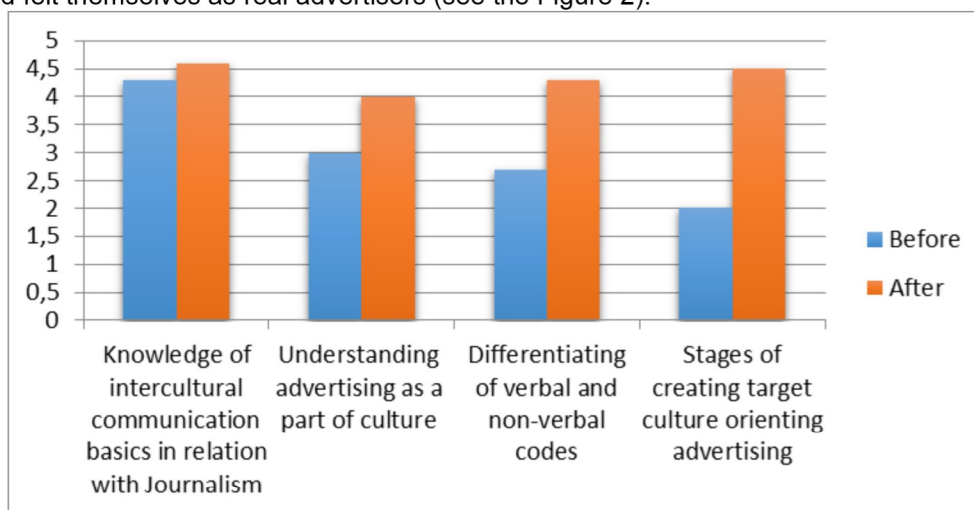


Figure 2 – After experiment data (received by passive observation)

After completing an independent task in a group according to the proposed model, we see noticeable progress in all criteria (Figure 2). Students deepened their knowledge of intercultural communication, understand the relationship between advertising and culture better, distinguish and effectively use verbal and non-verbal codes, and most importantly, they can create effective advertising in stages.

Conclusion. Thus, it can be concluded that this model of the teaching method for advertising students leads students to gradual critical thinking in the context of intercultural communication in advertising discourse, and the formation of their intercultural communicative competence. They will learn how to collect materials about the target audience in the first stage and present them, analyze the material received in the second stage using SWOT analysis, and then only create high-quality advertising, headlines, main text and slogan that will meet the material and moral requirements of the target society, will not contradict their morals and values, positively motivates them to buy this product. And all this will ultimately lead to the promotion of the domestic product on the world market. Also, this teaching method will make students aware that the creation of advertising is not easy, it is a whole stage of work. Further, as a perspective of this work, we plan

to create even more cases for teaching students how to create advertising for the promotion of Kazakh national brands in the world market with different target audiences that are open to international advertising or require its adaptation to local realities.

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ӨОЖ 378.147

FTAMP 14.25

https://doi.org/10.52269/22266070_2024_1_130

БІЛІМ БЕРУДЕ СИНЕРГЕТИКАЛЫҚ ТҰҒЫР НЕГІЗІНДЕ ҰЙЫМДАСТЫРУДЫҢ ҒЫЛЫМИ ТЕОРИЯЛЫҚ НЕГІЗДЕРІ

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Мақалада педагогика ғылымындағы синергетикалық тәсілдің рөлі көрсетілген, оны қолдану мүмкіндіктері талданған. Синергетикалық тәсіл педагогикалық ғылымдағы өзін-өзі ұйымдастыру процесі ретінде қарастырылады, оны қолдану мүмкіндіктері талданады. Жұмыста педагогикалық білім беруде кеңінен қолдануға мүмкіндік беретін синергетикалық идеяның теориялық негіздері келтірілген. Бұл жұмыста синергетиканың негізгі бағыттары көрсетілген. Педагогикада синергетикалық тәсілді қолдану білім сапасын тұтастай басқаруға және оқу процесінде мұғалімдердің өзін-өзі тәрбиелеуін ұйымдастыруда жаңа тәсілдерді табуға мүмкіндік береді. Синергетикалық тәсілдің өзектілігі оның жүйелілікті, ашықтықты, инновацияны талап ету тұрғысынан дайындықты, педагогикалық ғылым жүйесіндегі өзгерістерді қалыптастырудағы әлеуетіне байланысты. Сондай-ақ, мектеп мұғалімдерінің жаңа білім мен тәжірибе алуға деген қызығушылығын анықтау мақсатында негізделген өзіндік зерттеу нәтижелері ұсынылған. Алынған зерттеулер бойынша мұғалімдер инновацияларға, білім беру саласындағы инновацияларға, олардың синергетикалық тәсіл саласына мән беруіне қызығушылық танытты. Мақала педагогикалық қоғам үшін практикалық маңызы бар, өйткені ол мұғалімдердің біліктілігін арттыруға, білім беру жүйесі мен өзін-өзі дамыту теориясын жоспарлау мен ұйымдастырудың негізгі мақсатына тез және тиімді қол жеткізуге ықпал етеді.

Түйінді сөздер: синергетикалық тұғыр, білім беру, өзін-өзі ұйымдастыр, педагогикалық жүйе, мұғалімнің біліктілігі.

НАУЧНО-ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ОРГАНИЗАЦИИ ОБРАЗОВАНИЯ НА ОСНОВЕ СИНЕРГЕТИЧЕСКОГО ПОДХОДА

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В статье показана роль синергетического подхода в педагогической науке, который рассматривается как процесс самоорганизации в педагогической науке, проанализированы