

Atabayeva F.K.¹, Atabayeva G.K.²,

¹Candidate of pedagogical sciences, Docent of University «Turan»,

²Magister of social sciences of Kazakh National University named after Al-Farabi,
Kazakhstan, Almaty, e-mail: a_farida@inbox.ru; atabaeva.g@mail.ru

**INTERCULTURAL COMMUNICATION
IN FOREIGN LANGUAGE TEACHING**

The article deals with the intercultural communication in foreign language teaching. Intercultural communication plays an important role in the learning process of a foreign language. It means that students should not only have a good command of a foreign language, but also correctly understand the national culture of the country of the studied language, the mentality of the speakers of this language, the features of their daily life, traditions and customs, both verbal and non-verbal. Customs and traditions are an integral part of the spiritual culture of each people. As an intermediate link, they find expression in the act of communication in speech intentions, for example, in congratulations or in non-verbal means expressing traditional norms of behavior in a particular situation.

Key words: intercultural communicative competence, informational and educational environment, foreign language education, media education, electronic educational resources, content, technology.

Атабаева Ф.К.¹, Атабаева Г.К.²,

¹«Туран» университетінің доценті, п. ф. к.,

²Әл-Фараби атындағы Қазақ ұлттық университетінің аға оқытушысы, магистр,
Қазақстан, Алматы, e-mail: a_farida@inbox.ru; atabaeva.g@mail.ru

Шетел тілін оқытуда интерактивті коммуникация

Бұл мақалада шет тілдік ақпараттық-білім беру ортасы: мазмұны, біліктілік талаптары, ұйымдастыру механизмдері қарастырылады. Мәдениетаралық коммуникативті біліктілікті жетілдіру барысында шет тілінде ақпараттық қоршаған ортаны қалыптастыру және білім беру құралдары ретінде тұлғалық-бағытталған шетел тіліндегі электронды білім беру ресурстары айқындалады. Тұлғалық-бағытталған оқу ортасы бағдарланған білім беру жүйесін құру құралы ретінде оның тиімділігін жетілдіру мақсатында білім беру үрдісінде ақпараттық-коммуникациялық технологияларды, жүйелік интеграция құралдарын қамтамасыз ету, электрондық білім беру ресурстары компоненттерінің жиынтығы болып табылады.

Түйін сөздер: мәдениетаралық коммуникативтік біліктілік, ақпараттық білім беру, қоршаған орта, шет тілі білім беру, электрондық білім беру ресурстары, мазмұн, технология.

Атабаева Ф.К.¹, Атабаева Г.К.²,

¹к. п. н. доцент Университета «Туран», ²магистр ст. преподаватель

Казахского национального университета им. аль-Фараби,

Қазақстан, Алматы, e-mail: a_farida@inbox.ru; atabaeva.g@mail.ru

Межкультурная коммуникация в обучении иностранному языку

В статье рассматривается межкультурная коммуникация в обучении иностранному языку. В условиях формирования межкультурной коммуникативной компетенции иностранный язык является информационной и образовательной средой, формирующей личностно-ориентированные иноязычные электронные образовательные ресурсы. Образовательная среда представляет собой набор компонентов электронных образовательных ресурсов, обеспечивающих интеграцию систем, инструментов информационных и коммуникационных

технологий в образовательном процессе с целью повышения его эффективности и выступает в качестве средства построения образовательной системы личностно-ориентированного подхода.

Ключевые слова: межкультурная коммуникативная компетентность, информационная и образовательная окружающая среда, иностранный язык, медиаобразование, электронные образовательные ресурсы, содержание, технологии.

Introduction

In the context of globalization, successful business requires not only knowledge of foreign languages, but also cultural characteristics of representatives of a particular country. Today there is a real need for specialists who know a foreign language, capable of carrying out foreign-language intercultural and interpersonal communication both in professional and non-professional spheres of activity.

They young specialists should possess the skills of intercultural, professional and personal communication with foreign colleagues, representatives of countries with other social traditions, social structure and language culture.

In modern conditions, educational institutions take on the functions of cultural succession and cultural creation, ensuring national identification and self-realization of the individual in the process of getting acquainted with the multicultural space of the world and mastering the ways of interpersonal and intercultural interaction. Ensuring cultural self-realization of the individual requires the educational institution to include cultural aspects both in the content of teaching and in the content of the educational process.

A special role in the process of personal adaptation to the sociocultural diversity of the world is played by foreign languages. The development of a foreign culture involves the acquisition of knowledge about various areas of the country's life of the language being studied, the education of an interested and tolerant attitude towards the country and its people, the development of intercultural communication skills and the formation of motivation for further mastering the language.

The students' access to the culture of the representatives of the studied language makes it possible to better understand their literature, everyday life, and also causes students to take an interest in the origins of their culture. This means that, in addition to didactic goals, it also fulfills an educational function. In addition, learning through the cognition of the culture of another people makes it possible to feel a sense of belonging to the world cultural heritage.

The main part

Learning a foreign language in modern society goes beyond the process of forming the ability to understand the interlocutor speaking a foreign language, express his thoughts, and extract information from the text read. Learning a foreign language should be considered, first of all, as teaching a means of interethnic and intercultural communication in order to realize the communicative and cognitive needs of a specialist. The concept of «teaching languages» is gradually replaced by the notion of «teaching language and foreign culture» [1].

Intercultural communication plays an important role in the learning process of a foreign language. It means that students should not only have a good command of a foreign language, but also correctly understand the national culture of the country of the studied language, the mentality of the speakers of this language, the features of their daily life, traditions and customs, both verbal and non-verbal. Customs and traditions are an integral part of the spiritual culture of each people. As an intermediate link, they find expression in the act of communication in speech intentions, for example, in congratulations or in non-verbal means expressing traditional norms of behavior in a particular situation.

Communication presupposes the availability, first of all, of the ability to communicate (the ability to listen to the interlocutor, to enter into communication, to support it, etc.). The process of forming this skill in teaching students a foreign language in basic parameters is adequate to the actual process of communication due to the interaction of two phenomena: transfer, which is ensured by the awareness of the adequacy of the learning environment, and the motivation that is provided by how fully the character of communication is modeled in the learning process [2].

In this regard, it is necessary to encourage students to want to share with their teammates their knowledge, their own life position, their attitude to the phenomena of reality or the behavior of people.

Communicative-oriented training in an economic institution provides for the creative use of language material in professionally – oriented

situations, dialogues, discussions, role-playing and business games, debates, projects, etc. Its effectiveness, in addition to knowledge of the language, depends on many factors: the conditions and culture of communication, the rules of etiquette, the knowledge of non-verbal forms of expression (facial expressions, gestures), the presence of deep background knowledge, consideration of the mentality of native speakers and much more.

In the lessons of a foreign language, communication conditions are created through the use of collective, pair and group forms of communication, as they facilitate interaction between students mediated by the learning task, their joint coordinated activities. These forms of communication allow students to learn to state their point of view reasonably, to conduct a civilized conversation, to take part in disputes; educate in the spirit of tolerance, that is, they form the ability to perceive the opposite point of view, find compromises, respect their traditions; instill interest and respect for the culture, history of another country [3].

The effectiveness of this training activity depends on the personal characteristics of students, the level of their knowledge, on their relationship with each other and with the teacher, the general atmosphere in the class.

With the help of the Internet, students have the opportunity to communicate with native speakers both in their country and in the country of the studied language. Thus, a unique situation is created in the natural language environment, which has an indisputable advantage, because neither a teacher who knows a foreign language well nor authentic means of education can compensate for the lack of direct interaction with native speakers.

Each lesson in a foreign language is a crossroads of cultures; this is the practice of intercultural communication. While mastering the foreign language, students not only acquaints with the culture of the countries of the studied language, but also compares the features of their national culture by comparison, acquaints them with universal human values.

Formation of skills of intercultural competence among students should take place at all stages of teaching a foreign language and in all spheres of communication. Organization of the learning process in accordance with the requirements of communication will contribute to the fact that in the classrooms important for students will become not only the language knowledge, but also the realized need for their application in practice. In this

regard, we believe that the formation of intercultural communication skills among students in the process of teaching foreign languages will be effective if the content of professional educational programs will provide for the study of real situations of intercultural communication oriented toward the communicative orientation of teaching a foreign language having personal significance for students.

The realization of the process of intercultural education of students and the formation of their intercultural competence requires the consideration of the provisions of the cultural, humanistic, communicative and activity approaches to education and orientation to general pedagogical principles – a cultural-oriented principle that presupposes teaching a foreign language in the context of a dialogue of cultures and civilizations, person-oriented, -oriented, the principle of naturalness. In addition, it is necessary to take into account professionally oriented interests and needs of students in intercultural communication [4].

In connection with the need to build a didactic structure of the process of intercultural education, we outlined the following private-methodological principles of teaching students a foreign language on the basis of a dialogue of native and foreign culture:

- the principle of personal-oriented learning and communication in the conditions of group interaction (humanization of relations between subjects of the educational space, the integration of group forms and personality-oriented methods of instruction aimed at developing interpersonal interaction skills in the educational dialogue);

- the principle of integration in education (interaction and interpenetration of cultures and systems of native and foreign languages with the purpose of creating conditions for speech development, the integration of the subjects studied, additional education and personal experience of trainees to establish the connection between everyday knowledge and classroom work and satisfaction of cognitive interests in any of the spheres of activity);

- the principle of development of speech activity and independence of students in mastering foreign culture on the basis of situations as a system of relationships (teaching a foreign language in parallel with the formation of thought processes in the context of an integrative dynamic system of social status, role, activity and moral relationships);

- the principle of interrelation between the formation of intercultural competence and the improvement of the creative abilities of students (their intellectual and foreign speech development

in the process of forming the ability to consciously develop the creative world around).

The main goal of language education in a non-linguistic institution of higher education – professionally directed personal improvement of students – requires the solution of the following tasks in the context of their intercultural education:

1) development and improvement of communicative skills and abilities in group interaction and development of relevant personal qualities of the student (emotional, creative, social, cognitive and speech);

2) formation of an appropriate communicative level in a foreign language;

3) formation of cultural identification of students (awareness of themselves as the bearer of a certain national culture in the context of intercultural education);

4) the formation of a tolerant consciousness of students (rejection of the ego and ethnocentric position in the face of differences both at the interpersonal and intercultural level, the education of a person capable of perceiving different cultures on the basis of equitable, equivalent constructive relations).

5) knowledge of foreign culture and corresponding elements of the native culture, assimilation of universal values;

6) formation of positive perception and attitude to the culture of the country of the studied language and its people;

7) formation of interest and motivation for further study of a foreign language and independent mastering of foreign professional culture.

Achieving such a result requires the creation of a didactic system of intercultural language education that implements the interaction of the processes of education, upbringing and development of the individual in the cultural and educational spaces. With a view to realizing this idea, we believe it expedient to create an appropriate methodology for teaching a foreign language based on the above principles, taking into account all the functions performed, which would contribute both to the solution of communicative tasks and the formation of analytical forms of thinking on the material of studying native and foreign languages; the development of the skills of conscious creative analysis of linguistic phenomena, the ability to linguistic generalization, as well as involving students in a foreign culture. For this it is important to understand the language not only as a system of signs, a set of grammatical rules and syntactic constructions, but also as an element of the national culture, reflecting it and, at

the same time, allowing penetrating its depths [5].

In connection with this, we have identified the following requirements for the selection of the content of teaching a foreign language on the basis of a dialogue of cultures:

– cultural content (the inclusion of professionally oriented texts reflecting the professional interests of representatives of the country of the language being studied, as well as culturally-oriented cognitive texts containing the aspects of foreign culture that are being studied);

– educational value (the possibility of selected didactic material in the intercultural education and development of students by means of a foreign language: the education of emotional, creative, social, cognitive, speech personal qualities, positive attitude towards the country of the studied language and its representatives, in the formation of empathy);

– correspondence to professional interests of students, their life and speech experience and creation of conditions for development of new interests and motivation for further study of a foreign language;

– possibility of using the text as a source of cultural information, its correlation with a similar element of the culture of its country, and problems for discussion, creating communicative situations.

Language is learned by students as a means of communication, therefore the main way to mastering a foreign language is communicative. Ensure the creation of communicative motivation for students can be, by showing at the beginning of the class or before the performance of any task a specially designed type of external visibility. The means of creating communicative motivation, that is, the initiative participation of the student in communication, in the manual are specially selected authentic materials. The more interesting is the content of the students' intellectual activity, the more intensive the student's need for self-expression, so the diversity of the plot-compositional construction of classes, the selection of material that provokes interest among students and activates the thought processes, was of particular importance in the creation of methodological aids.

The use of authentic texts of cultural content in the process of teaching a foreign language allows students, as subjects of a certain culture, to enter into a dialogue with another culture, comparing it with their own. The selected texts are an interesting story material, enrich the vocabulary of students, have the potential to create a communicative situation, provide an opportunity for a gaming learning

organization (lexical, grammatical, role-playing, theatrical games).

This is the variable content component of these benefits. Depending on the area of emerging interests, personal characteristics of students, their life experience, the specifics of the institution, the available texts can be replaced with other material.

Conclusion

Education and personal development is possible only in activities based on the principles of cooperation, which consist in the dialogic interaction of subjects of the educational process. In practice, this requires the selection of certain

methods, techniques, forms of organization of the educational process. Authentic didactic material in our manuals is combined with a set of specially designed exercises, selected taking into account the goals, objectives and principles of intercultural language education.

The formation of intercultural competence allows participants in intercultural communication to comprehend the feelings and thoughts of another people, helps to overcome negative attitudes towards a different national culture. In addition, intercultural competence promotes a better understanding of oneself, a deeper awareness of one's own culture in comparison with the culture of the language being studied.

Литература

- 1 Пассов Е.И. Основы коммуникативной методики обучения иноязычному обучению. – М.: Русский язык 1989. – С. 276.
- 2 Садохин. А.П. Введение в теорию межкультурной коммуникации. – М.: Высшая школа, 2005.
- 3 Кунанбаева С.С. Теория и практика современного иноязычного образования. – Алматы, 2010.
- 4 Атабаева Ф.К. Барьеры межкультурной коммуникации в иноязычной среде // Вестник КазНПУ. Серия филологическая. – № 2. – 2015 г. – С. 15-23.
- 5 Чагликова А.Т. Научно-теоретические основы формирования межкультурной компетенции в условиях информатизации иноязычного образования: Автореферат докторской дисс. пед. наук: 13.00.02 – Теория и методика обучения и воспитания. – Алматы, 2008. – С. 60.
- 6 Атабаева Ф.К. Методы использования ИКТ в иноязычном образовании в неязыковых вузах. – Алматы, 2010.
- 7 Евдокимов М.Ж. Теория и практика ИКТ в обучении иностранным языкам. – М.: МИЕТ, 2004.
- 8 Рубцов В.В. Коммуникационная ориентированная образовательная среда // Психология дизайнера: сборник статей. – М., 2006.
- 9 Угольников О.В. Дистанционное обучение на базе междисциплинарного подхода // Материалы межвузовской научной конференции «Проблемы улучшения высшего дистанционного образования». – М.: РЗИТЛП, 1999.

References

- 1 Passov E.I. Osnovy kommunikativnoy metodiki obucheniya inoyazyichnomu obscheniyu. [Fundamentals of communicative methods for teaching foreign-language instruction] M.: Russkiy yazyk, 1989. 276 s. (In Russian)
- 2 Sadokhin. A.P. Vvedenie v teoriyu mezhkul'turnoy kommunikatsii. [Introduction to the theory of intercultural communication.] M.: Vyssh. shk., 2005. (In Russian)
- 3 Kunanbaeva S.S. Teoriya i praktika sovremennogo inoyazyichnogo obrazovaniya [Theory and practice of modern foreign language education.] Almaty, 2010. (In Russian)
- 4 Atabayeva F.K. Bareryi mezhkulturnoy kommunikatsii v inoyazyichnoy srede. [Barriers of intercultural communication in a foreign language environment.] Vestnik KazNPU. Seriya Filologicheskaya. No 2, 2015. S. 15-23. (In Russian)
- 5 Chaklikova A.T. Nauchno-teoreticheskie osnovy formirovaniya mezhkulturnoy kompetentsii v usloviyah informatizatsii inoyazyichnogo obrazovaniya: [Scientific and theoretical basis for the formation of intercultural competence in the context of informatization of foreign language education:] Avtoref.dis.dokt.ped.nauk: 13.00.02. Teoriya i metodika obucheniya i vospitaniya. Almaty, 2008. 60 s. (In Russian)
- 6 Atabayeva F.K. Metody ispol'zovaniya IKT v inoyazyichnom obrazovanii v neyazykovykh vuzakh. [Methods of using ICT in non-language education in non-linguistic universities.] Almaty, 2010. (In Russian)
- 7 Yevdokimov M.G. Teoriya i praktika IKT v obuchenii inostrannym yazykam. [Theory and practice of ICT in teaching foreign languages.] M.: MIET, 2004. (In Russian)
- 8 Rubtsov V.V. Kommunikatsionnaya orientirovannaya obrazovatel'naya sreda. [Communication-oriented educational environment.] Psychology of design: a collection of articles, edited. M., 1996. (In Russian)
- 9 Ugolnikov O.V. Distantsionnoe obuchenie na baze mezhdisciplinarnogo podhoda. [Distance learning based on an interdisciplinary approach.] Abstracts of Interuniversity scientific conference «Problems of improvement of higher distance education.» M.: RZITLP, 1999. (In Russian)