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FOREIGN LANGUAGE EDUCATION: DEVELOPMENT OF INTERCULTURAL COMPETENCE

Аннотация. Осы мақалада авторлар мәдениетаралық қуырметтілік проблемаларын теориялық және эмпирикалық зерттеуді қарастырады. Компонентті талдау негізінде мәдениетаралық қуырметтілік сипаты мен қурылымы әртүрлі әлемге бейімделу және әртүрлі мәдени контексттерде шетелдік мәдениетке, зиялы мен толеранттылыққа бейімделу қысқарас арқылы тиімді және дұрыс өзара әрекеттесу қайыметі ретінде қарастырылады. Шет тілін оқыту мазмұнын мәдениетаралық аспектіні ортақ мәдени және кәсіп жазынан анықтайды. Мәдениетаралық қуырметтілік қурылымдық компоненттерін қалыптастыру әртүрлі дәстүрлі және интерактивті оқыту әдістерінің шеңберінде және оқу үдерісін ұйымдастыру нысандарында жүзеге асырылады.

Түйін сөздер: шет тіл, мәдениетаралық қуырметтілік компонент, мәдениетаралық оқыту, әдістер.

Аннотация. В данной статье авторы рассматривают современные теоретические и эмпирические исследования проблем межкультурной компетенции. На основе компонентного анализа, сущность и структура межкультурной компетенции рассматриваются как способность адаптироваться к разнообразному миру и поддерживать эффективное и надлежащее взаимодействие в различных культурных контекстах через непредвзятое отношение к чужой культуре, эмпатию и толерантность. Обосновывается необходимость включения межкультурного аспекта в содержание преподавания иностранного языка. Формирование структурных компонентов профессиональной межкультурной компетенции может происходить в рамках различных традиционных и интерактивных методов обучения и форм организации учебного процесса.

Ключевые слова: иностранный язык, межкультурная компетенция, компонент, межкультурное обучение, методы.

Abstract. In the article, the authors consider theoretical and empirical studies of the problems of intercultural competence. The component approach has revealed the nature of intercultural competence as the ability to adapt to a diverse world and maintain an effective and proper interaction in different cultural contexts through an unbiased attitude to a foreign culture, empathy and tolerance. The necessity of including the intercultural aspect in the content of foreign language teaching for professional communication as integrated professional skills based on common cultural and professionally marked components is substantiated. The development of structural components of intercultural competence is carried out within the framework of various traditional and interactive teaching methods and forms of organization of the educational process.

Key words: foreign language, intercultural competence, component, intercultural learning, methods.

Introduction

Qualitative changes in the social and economic context of society have contributed to shifting the emphasis towards intercultural model of learning and searching for innovative methods of the formation of a new type of personality as a mediator between cultures in multilingual and multi-ethnic world. As a result, the

methodological potential of a foreign language in the Republic of Kazakhstan has been significantly revised. Foreign language is thought as an effective means of mastering the culture of native and target languages. Being an integral part of the world culture, it absorbs universal values and forms of cultural identity and global thinking. When teaching a foreign language, intercultural component as a set of required knowledge and skills is applied into educational programs in order to develop students' skills of intercultural communication. Skills of a culture mediator are needed for any profession so that to manage difficulties and avoid stereotyping in the process of communication between cultures.

Over the decades of initiatives, an abundant literature has been developed, describing approaches to accomplishing the essence of intercultural competence. Different models of intercultural competence were designed from various research areas such as the ability to intercultural communication of a personality [1], ethno-linguistic peculiarities [2], international education [3], intercultural psychology [4] and personality [5] and many other works. This disciplinary diversity reflects the importance and relevance of intercultural competence in a wide range of contexts.

Discussion

Since the notion of intercultural competence is quite complex, the term itself is interpreted differently by scholars. We hold the point of view according to which intercultural competence "can only be inherent in an intercultural communicator, i.e. a linguistic personality who has learnt through the study of languages both features of different cultures and the peculiarities of culture interactions" [6]. In addition, intercultural competence is different from other linguistic communicative competence in terms of "creating" a fundamentally new meaning based on two or several existing positions (linguistic or behavioral proper) and in terms of introducing paralinguistic, psychological components in intercultural communication]. We approve the belief of G. Elizarova that the components of intercultural competence "relate to foreign language communicative competence, modifying some of the content of the latter, adding to them intercultural dimension"

Thus, intercultural competence is defined as a special type of competences, which is based on the knowledge and skills of performing intercultural communication by medium, which are common and clear for all participants of intercultural communication. Janet Bennett also considers intercultural competence as a set of cognitive, affective, and behavioral skills and characteristics that supports effective and appropriate interaction in a variety of cultural contexts. It is a sense of curiosity about the world and the behavior and lives of other people, including those who live in your home country.

In the structure of intercultural competence, its three main components are distinguished:

1. cognitive component;
2. cultural component;
3. behavioral component.

Cognitive component is the knowledge of models, communicative actions and their verbal and semantic interpretations in own and target culture and language. It includes the number of characteristics such as common worldview, knowledge of differences and similarities of communicative, linguistic and cultural codes, skills of introspection and self-analysis, an ability to evaluate a partner of communication. Capacity to analyze, synthesize and interpret events and processes of cross-cultural communication is the main criterion to measure the level of this component development.

Cultural aspect involves awareness of how to interact with individuals of alien cultures, who have their cultural specifics of mentality. In this respect, intercultural competence involves positive attitude towards other culture representatives, psychological and social adaptation to own culture and diverse cultural systems.

Developing cultural awareness is significant because behavioral patterns that are viewed as inadequate in an individual's own culture may be the norm in other cultures. Students have to be taught how to integrate critically the elements of alien cultures into their own system of mentality and values. Knowledge and skills of proper behavior comprise a range of strategies for balancing the intercultural communication, namely, solving problems and conflicts, which appear in the course of communication.

Understanding the role of behavior in interactions is greatly important, for it leads to group harmony, teamwork and productivity. Intercultural behavioral awareness includes the development of learners' skills:

- to know and apply culturally specific forms of discourse;
- to be tolerant for ambiguity;

- to consciously create the scenario of cultural interaction;
- to create and maintain personal relationships with the group members and participate in solving the problems in group;
- to use appropriate strategies and tactics for solving cross-cultural conflicts and prevent negative consequence;
- to study cultures based on comparative and unprejudiced approach.

The above provisions indicate that the formation of intercultural competence should be considered in relation to the development of a personality and his/her abilities and willingness to participate in the dialogue of cultures based on the principles of cooperation, mutual respect and tolerance for cultural differences.

The specificity of intercultural communication is that the participants deal with different linguistic and cultural encodings and norms of communication. In-depth understanding of the use of the language in various cultural contexts can be developed through authentic and meaningful interactions. E. T. Hall, the founder of cross-cultural communication, notes that culture is learned. Culture teaches people how to think and feel, instructs them how to act, especially how to interact with others, in other words, how to communicate. In this respect, recommendations, made by Byram M., seem rather valuable in organizing learning activities for developing intercultural communication competence [7].

Concerning teaching foreign languages, some researchers claim that the main goal is to develop students' ability to intercultural communication in the framework of their future professional activities [8]. This goal eliminates too much attention to the study of grammar, which until recently suppressed all other aspects of the study of foreign languages, to the detriment of the students' communicative needs. Bolatbaeva T. believes that the purpose of teaching foreign languages under the existing conditions is to study a language with a socio-cultural component, i.e. as a means of intercultural communication, namely to acquire the knowledge of the language through culture [9].

At the same time, the study of language and cultural phenomena is necessary to start with the analysis of students' own experience with respect to their native culture. It is preferable to compare and contrast cultural phenomena of native speakers around the critical evaluation, revealing new evidence and forming beliefs. With the purpose of revealing features of behavior and value orientations of native speakers, it is necessary to search for diverse opinions, to reject generalizations and stereotypes.

When teaching a foreign language, great opportunities and a wide range of methods provide boost to students' self-actualization and self-expression in terms of formation of intercultural skills. The most efficient learning activities involve:

- making comparisons, detecting similarities and differences in cultures;
- critical reading of newspapers and magazines;
- listening and watching audio, video and films;
- organizing role plays, games and simulations, motivating students to share cultural, social and personal experiences;
- using grammar and vocabulary exercises as a source of intercultural information;
- providing learners with Internet research and computer-based tasks;
- creating culturally loaded texts and essays;
- reflection and self-assessment on the process of learning;
- producing case-study research.

However, the development of intercultural competence implies not only the use of intellectual teaching methods, but also affective, behavioral pedagogical methods and techniques. At the same time, the main task is to recognize the native and foreign culture as acquired coordinate systems. Such methods as a group work, a biographical method and the construction of an authentic situation, exercises on cultural sensitivity and analysis of intercultural professionally oriented situations, role-plays and business games provide the greatest effect in the learning process. Applying of such methods into teaching process boosts students' abilities to interact with other culture representatives. Clearly, the objectives and expected outcomes guide the selection of each technique for intercultural competence training.

Conclusion

Based on the research of contemporary concepts in question, it is assumed that intercultural competence can be classified according to cultural features, relationships, and worldview. The component analysis of the

essence and structure of intercultural competence allows considering intercultural competence as the ability to adapt to a diverse world and support effective and appropriate interaction in a variety of cultural contexts through an unbiased, empathic and tolerant attitude towards other cultures.

It is possible to conclude that developing intercultural competence in the process of studying a foreign language ensures the effectiveness of intercultural communication. The solution of simulated professionally oriented tasks and problem situations, arising in the process of practical activities, develops creative and culturally sensitive thinking among students and, being an effective means provides development of intercultural competence.

Meanwhile, the specifics of teaching intercultural competence in the process of learning a foreign language imposes special requirements on the quality of educational materials and the organization of the communication process. Language teachers require training in order to integrate the intercultural dimension into their professional practice. To facilitate this process a theoretical model of the development of intercultural communication competence (ICC model) is currently being designed alongside with the elaboration of a training course "The Intercultural Educator for Perspective Teachers of a Foreign Language".

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