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## FEATURES OF IMPROVING THE INTERCULTURAL COMMUNICATIVE COMPETENCE OF STUDENTS

***Annotation.** The purpose of foreign language teaching is to cultivate students' comprehensive foreign language application ability, especially their listening and speaking ability. Its core is to enhance students' intercultural communicative competence and highlight the practicality of foreign languages. This article first introduces the concept of intercultural communication. Secondly, it discusses the problems in the cultivation of students' intercultural communicative competence during foreign language learning. Finally, it puts forward the ways to cultivate students' intercultural communication competence under the background of modern information technology which require the need to further improve the system of teaching intercultural communicative competence in the course of teaching a foreign language, where the main trends should be internationalization, the introduction of advanced methods and information technologies, various academic mobility programs, new educational materials and manuals, the implementation of joint international and educational projects, etc.*

***Keywords:** competence; communicative competence; intercultural communicative competence; language competence; multimedia; computer technology; information technology.*

### *Introduction*

Intercultural communication competence has ended up one of the fundamental capacities of high-quality abilities. Technological innovations in communication, transportation, and different data tools have made a difference to form the most prominent blending of societies the world has ever seen. More than ever some time recently, competence in intercultural communication is required for you to operate will in your private and open lives [1]. In 1976, Reuben pointed out that intercultural communicative competence alludes to the capacity of people to carry out communicative exercises in a one of a kind environment in arrange to attain their capacities, objectives and needs [1].

The concept of intercultural communication was first put forward by Edward Hall in *The Silent Language* in 1959: “as I see it, between the electronic engineer's approach and the approach of the cultural-communication specialist is that one works with highly compressed symbolic data while the other tries to find out what happens when people talk, before the data is stripped of all its overtones” [2, p. 120].

Intercultural communication is often characterized as “communication among individuals from different national societies, and many researchers force it to communicate face to face” [3, p. 179]. The examination of competency in intercultural interaction is regularly influenced by the definition of intercultural communication and the conceptualization of competency by the



researcher. Conceptualizing competent intercultural communication requires a few presumptions in arranging to legitimize one's choice of factors in depicting what ICC is. Collier (1989) distinguishes three major issues to note when examining ICC: how culture and intercultural communication are characterized, the authenticity and consistency between suspicions made by the psychoanalyst, and the need the psychoanalyst to be unequivocal almost inquire about objectives, and the hypothetical point of view [4, p. 138].

Revealing the essence of the notion of «intercultural communicative competence», Leontovich O.A. points out that intercultural competence «is a conglomerate of three components: linguistic, communicative and cultural competence. We agree with the statement of Leontovich O.A. about the formation of a qualitatively new one, “which has its own characteristics, different from each of the components taken separately” [5, p. 32-33].

*The object of the research:* Intercultural communicative competence as a major component of the foreign language teaching system and aims at the formation of the «subject of intercultural communication».

*The subject of research:* Intercultural communication as a communication process.

*The aim* is to describe the broad range of cross-cultural communication processes and problems that naturally arise in the educational process. Intercultural communication is sometimes used synonymously with cross-cultural communication.

*Tasks:*

- Identification of the importance and role of inter-cultural communication in the context of globalisation.
- Analyze tendency the importance and role of Intercultural communication.
- Study international research studies on Intercultural communication .

#### *Research results*

This term is used to describe characteristic problems, management techniques and academic study centred on interactions between people from different cultures. Various aspects of intercultural communication such as linguistic differences, diverging stereotypes, social roles and belief systems lead to misunderstanding and conflicts and are thus examined with the aim of facilitating resolution. Common issues inherent in cross-cultural communication are present in many human activities such as education, trade and diplomacy. Solutions for intercultural communication issues are interdisciplinary in nature and require a good understanding of the cultural factors involved.

In recent years, the issue of the use of new information technologies in secondary education has come up more frequently. This is not just new material, but new forms and methods of teaching, a new approach to teaching. The principal aim of the teaching of foreign languages is the training and development of the communicative culture of the students, the teaching of the practical mastery of a foreign language [6, p. 25].

The complex reflection of methodological principles in the theory of intercultural and communicative teaching of foreign languages to the competence-based pedagogical theory is an integrative concept of the competence model of the "field of intercultural communication". Consequently, each methodological principle provides a certain facet of the cross-cultural and communicative model of foreign language teaching. The integrative nature and reflection of methodological principles on the subject of intercultural communication determines the expediency of determining the specifics of the content-functional and influencing orientation of each of the above basic methodological principles. For this purpose, it is necessary to consider the relevant data and achievements of a number of Sciences, their contribution to the interpretation and research of the conceptual essence of "intercultural communication" [7, p. 133].

The need for an interconnected manifestation of methodological principles in the methodology of foreign language education is also due to the target educational task of forming a multi-layered "intercultural-communicative competence" in students. The formation of



"intercultural-communicative competence" also requires a comprehensive reflection on the subject-content and technological plan of the combined application and reflection of methodological principles in the formation of "subject of intercultural communication".

The "subject of cross-cultural communication" is defined by us as a person with "secondary cognitive consciousness", based on the integrative potential of the above-mentioned methodological principles that form the basis of "cross-cultural competence". But the degree of formation of this competence will either bring it closer to the level of a native speaker, or leave it at the level of an adequate participant in communication. Insufficient development of the problem of creating a linguodidactic model of formation [7, p. 134].

The problem of improving the quality of Kazakhstan education in recent years gets a new foreshortening of consideration. The Concept of modernization of Kazakhstan education for the period up to 2015 emphasizes that the education policy of Kazakhstan takes into account the general trends of world development, determining the necessity for significant changes in the education system: the transition to a postindustrial, information society, significant expansion of the scope of cross-cultural interaction, and therefore the factors of sociability and tolerance has a particular importance [8, p. 44].

The intercultural communicative competence has a particular importance for modern education, so as it is school graduates who will carry out not only an intercultural communication in the professional sphere, but also to solve the problems of the formation and development of intercultural competence in their future professional activity. A modern education is designed to meet the challenges of educating cross-cultural personality, and also to provide the readiness of graduates to interact with other people in the process of exchanging the cultural values, knowledge, ways of activity. The use of various information technologies in a foreign language classes has a great role in the development of students' intercultural communicative competence.

Intercultural communication refers to the exchange of ideas and languages between communicators with different cultural backgrounds. Intercultural communicative competence not only refers to the communicator's language competence, but also involves the communicator's understanding, recognition and integration of the cultural concepts, values and cultural differences of the native and target language countries. Higher vocational education emphasizes the practicality of FL, which in essence means to strengthen students' comprehensive ability of language application and to put what they have learned into practice.

Higher education must help students to develop their potential as possible within the context and prepare them for a life time of learning, problem working, changing and coping with change, encourage students to plan for, manage and reflect on their own learning development, then help students to understand the role of creativity in their learning and their experiences of learning. Creativity process may contain a set of interconnected activities, experiences and relationships, for example:

- 1) thinking ahead and planning what to do-analyzing tasks, identifying goals, creating strategies to achieve;
- 2) doing things in line with planned intentions;
- 3) thinking about what was done and what was achieved in order on learn (reflecting, reviewing and evaluating; making sense of experience);
- 4) self-observing and recording-thoughts, ideas, experiences, actions and their effects, experiences to develop a record of learning;
- 5) participating in activities (thinking about identity and integrity);
- 6) communicating constantly (developing communicative abilities) [9].

In teaching, it is stressed that the cultivation of intercultural communication competence is defined by the cultural characteristics of the speech itself, which is contributing to improving students' understanding of FL, expanding their knowledge level, and realising the cultural



background and connotation of FL. Students can effectively express and communicate across cultures.

The main goal of teaching a foreign language is the formation and development of intercultural communicative competence and the formation of a foreign language subject. A foreign language is a source of socio-economic, scientific, technical and cultural development of society in accordance with modern requirements. Now the level of methods of teaching a foreign language is high. The language teaching uses an interactive approach, games, Inter-University discussions, as well as information technologies, the internet, and a computer [10].

Strategies of cultivate students' intercultural communication competence:

1. Attach importance to consciousness cultivation and define teaching objectives. In the process of cultivating students' intercultural communication competence in vocational colleges, schools, teachers and students should attach importance to the cultivation of intercultural consciousness. First of all, schools should give theoretical guidance in the planning, arrangement and implementation of foreign language teaching, and put consciousness cultivation into specific curriculum organization and teaching implementation, so that teachers can carry out cross-cultural foreign language teaching with a clear aim. During the teaching process, teachers and students should always make clear the objectives of foreign language teaching, choose appropriate teaching methods and fully explore the cultural background of teaching materials. Through comparison and analysis, help students master cultural differences and cultivate students' intercultural communication competence consciously.

2. Optimize the structure of teaching materials and enrich teaching methods. Foreign language teaching depends on textbooks and is organized by teachers, so the appropriateness of textbooks is the first priority. With the rapid development of today's society and the emergence of various new social hot spots and cultural phenomena, it is necessary for us to speed up the updating of teaching materials. Meanwhile, we should grasp the theme of teaching materials and balance the proportion of Chinese and Western culture. In the specific teaching process, teachers should enrich their own teaching means and adopt a combination of various teaching methods. For example,

(1) Communicative approach is adopted to construct relatively real communicative scenes and let students carry out cross-cultural communicative activities in simulated situations;

(2) Group cooperation method is adopted to improve the utilization rate of effective class time and increase the practical application opportunities and time of students' foreign language;

(3) Adopt multimedia teaching method, utilize modern information technology and combine sound, text, image and video to create a real and vivid foreign language learning atmosphere with blending of scenes. Of course, there is no fixed teaching method, as long as it can achieve the cultivation of students' intercultural communication ability teaching method, we can use as appropriate.

3. Rational use of resources to build a practice platform for cross-cultural communication. Command language, need to use a lot of time to practice, the cultivation of intercultural communication ability, in addition to the time of classroom teaching, we should reasonable use of resources, make the practice of cross-cultural communication platform, the development of modern science and technology changes with each passing day, all kinds of communication platform virtualization emerge in endlessly, we should make full use of the foreign language online learning network platform, make students autonomous learning online and off-line mode. We should also make good use of the real language resources around us and encourage students to communicate more with foreign teachers or foreign students in the campus, so as to improve their intercultural communication skills in the real context [11].

At the present stage, one of the main tasks set for every teacher is to constantly improve teaching methods and master new pedagogical technologies. In this regard, the requirement for specialists teaching a foreign language today is to provide high – quality education using new technological methods.



In today's training system, the use of various new technologies is becoming more practical and gives results. New learning technologies are the organization of the goal of activating the educational process, the influence and influence of preliminary thinking in the focus on a specific goal, and the content technique of successful implementation of the educational process [12, p. 15].

Therefore, we must always be in a great search and fully prepare for each lesson. An interesting, high-quality course of the lesson directly depends on the skill of the teacher. You can achieve a lot of results by using different methods at different stages of the same lesson. Many methodologists consider the formation of intercultural communicative competence in different directions [13].

#### *Conclusion*

To some extent, the goal of foreign language teaching is the cultivation of intercultural communication competence. Therefore, in the process of foreign language teaching, we should face up to the existing problems, work together in multiple ways, change teaching concepts, enrich teaching methods, and use a variety of teaching methods to help students understand cultural differences. Comprehensive utilization of various resources, to create a practical platform for cross-cultural communication, to help the cultivation of students' cross-cultural ability.

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**Шәріп Г., Оңғарбаева М.С., Наубай Б.Н., Кузембекова Ж.Ж.**  
**СТУДЕНТТЕРДІҢ МӘДЕНИЕТАРАЛЫҚ КОММУНИКАТИВТІК**  
**ҚҰЗЫРЕТТІЛІГІН АРТТЫРУ ЕРЕКШЕЛІКТЕРІ**

**Аңдатпа.** Шет тілін оқытудың мақсаты - студенттердің шет тілін, әсіресе олардың тыңдау және сөйлеу қабілеттерін жан-жақты дамыту. Оның мәні студенттердің мәдениаралық коммуникативтік құзыреттілігін арттыру және шет тілдерін оқытудың практикалығына назар аудару болып табылады. Бұл мақалада біріншіден мәдениетаралық коммуникация ұғымы қарастырылған. Екіншіден, шет тілін үйрену процесінде студенттердің мәдениаралық коммуникативті құзіреттілігін қалыптастыру мәселелері қарастырылады. Сонымен, қазіргі ақпараттық технологиялар жағдайында студенттердің мәдениаралық коммуникативті құзіреттілігін қалыптастыру жолдары алға тартылды, мысалы негізгі үрдістері интернационалдандыру, озық әдістер мен ақпараттық технологияларды енгізу, ұтқырлықтың әртүрлі академиялық бағдарламалары, жаңа оқу материалдары мен құралдары, бірлескен халықаралық және білім беру жобаларын іске асыру және т. б. болуы тиіс шет тілін оқыту барысында мәдениетаралық коммуникативтік құзыреттілікті оқыту жүйесін одан әрі жақсарту қажеттілігін талап етеді.

**Кілт сөздер:** құзыреттілік; коммуникативтік құзыреттілік; мәдениетаралық коммуникативтік құзыреттілік; тілдік құзыреттілік; мультимедиа; компьютерлік технологиялар; ақпараттық технологиялар.

**Шәріп Г., Оңғарбаева М.С., Наубай Б.Н., Кузембекова Ж.Ж.**  
**ОСОБЕННОСТИ ПОВЫШЕНИЯ МЕЖКУЛЬТУРНОЙ**  
**КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ У СТУДЕНТОВ**

**Аннотация.** Цель обучения иностранному языку состоит в том, чтобы развить у студентов всестороннюю способность к применению иностранного языка, навыки и умения слушать и говорить на иностранном языке. Данная статья рассматривает особенности повышения межкультурной коммуникативной компетенции у студентов и акцентирование внимания изучения иностранных языков на практике. В данной статье анализируется понятие межкультурной коммуникации. Во-вторых, рассматриваются проблемы формирования межкультурной коммуникативной компетенции у студентов в процессе изучения иностранного языка. Наконец, выдвигаются пути формирования у студентов межкультурной коммуникативной компетенции в условиях современных информационных технологий, которые требуют необходимость дальнейшего улучшения системы обучения межкультурной коммуникативной компетенции в ходе преподавания иностранному языку, где основными тенденциями должны являться интернационализация, внедрение передовых методов и информационных технологий, различные академические программы мобильности, новые учебные материалы и пособия, реализация совместных международных и образовательных проектов и т.д.

**Ключевые слова:** компетенция; коммуникативная компетенция; межкультурная коммуникативная компетенция; языковая компетенция; мультимедиа; компьютерные технологии; информационные технологии.