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ON THE ROLE OF INTERCULTURAL COMPETENCE IN FOREIGN LANGUAGE TEACHING

Abstract

The article covers the concepts related to intercultural communicative competence. Correlation between the concepts "communicative competence" and "intercultural competence" is revealed, definitions of different scholars and authors are given and the role of intercultural communicative competence in foreign language teaching is defined in the article.

Ключевые слова: коммуникативная компетенция, межкультурная компетенция, компетентность.

Key words: communicative competence, cross-cultural competence, competence.

Being currently realized comprehensive modernization of foreign language education in accordance with the «Concept of development of foreign language education of the Republic of Kazakhstan» has led to the orientation of foreign language education system of the republic within the anthropocentric approach, according to which the aim of foreign language education is formation of a personality of the subject of intercultural communication, i.e. an individual, capable of and ready to intercultural, foreign language communication [1, 135]. A key feature of such a personality is intercultural competence, which represents complex entity including peculiarities of thinking, attitudes, knowledge and skills of both mother and the target culture.

Thus, according to the recommendations of the European Council, communicative competence that includes a number of components is related to the competences based on Common European Framework of Reference for Languages.

It should be noted that the term «competence» appeared in the native science within the framework of studies on professional pedagogics and psychology in connection with the consideration of issues of professional activity and professional development of personality. As our article touches upon the role of intercultural communicative competence in foreign language teaching, we will focus on the characteristics of the concept «intercultural communicative competence». The main aim of modern foreign language education is formation of intercultural competence. In this regard it becomes relevant to comprehensively study and clarify the concept of intercultural competence, as well as its correlation with such concepts as communicative competence and competency.

The concept of «competence» (from the Latin *competere* means *seek, fit*) is a range of issues that determines person's proficiency, knowledge and experience [2, 44]. A person competent in a particular area has the appropriate knowledge and skills enabling him or her to reasonably make judgements related to the domain and act effectively within it. Competence is a set of interrelated qualities of personality (knowledge, skills, experience and techniques of work), and competency is the person's possession of appropriate competence, including his personal attitude to it, and the scope of activity or set of specific professional characteristics. Thus, the term «competence» is primary in relation to the concept of «competency» and, speaking of foreign language education, it is necessary first of all to talk about the formation of competencies.

The concept of «communicative competence» was synthesized as a result of efforts of the methodologists around the world to define a common goal of teaching foreign languages, organize and synchronize the content and teaching methods to achieve this common goal. «Communicative competence» was first used as the term by Dell Hymes in his work «On communicative competence». This term has been formulated on the basis of N. Chomsky's concept of «linguistic competence», which scholar used to determine the internal mental grammar of the individual, asserting that it is precisely here that language is represented in the form of abstract sets of rules, that are most clearly reflected in the subconscious intuitive representations of the individual on language. D.Hymes defined communicative competence as internal knowledge of situational appropriateness of language [3, 261].

I.A.Zimnyaya considers communicative competence as person's ability to adequately organize his speech activity in its productive and receptive types in accordance with communicative situation [4, 56].

R.P.Millrood defines communicative competence as «demonstrative area (s) of successful communicative activity based on mastered tools and strategies of verbal communication, supported by language skills and speech skills» and mentions linguistic, pragmatic, cognitive, informative competences within it. Further author notes that all components of communicative competence can be measured by means of testing and objectively evaluated [5, 14].

I.N. Khaleyeva's definition given to intercultural communication is considered to be generally accepted in teaching a foreign language. According to scholar's definition intercultural communication is a process of verbal and non-verbal communication between communicants, who are natives of different cultures and languages. Participants of these type of communication not only belong to different cultures, but moreover realize the fact that each of them is «different» and each of the parties understand foreignness of the partner [6].

Secondary linguistic identity that has the ability to realize him in the framework of intercultural dialogue is formed in the conditions of intercultural communication. This ability is called intercultural competence. The formation of such competency is recognized by modern researchers as the main objective of foreign language education. This idea is reflected in the works of N.D. Galskova and N.I. Gez, who state that intercultural paradigm is the ontology of modern language education [7, 336].

K.Knapp offers a modern model of intercultural competence, which the author defines as «the ability to achieve equally successful understanding of other cultures and communication societies and representatives of one's own culture» [8].

N.N.Vasilyeva defines intercultural competence as the knowledge of living habits, customs, norms of the given society, forming individual and group standards; individual motivations, patterns of behavior, non-verbal components, national and cultural traditions and value systems. One of the components of teaching, aimed at formation of intercultural competence, according to the author is «tolerance for diversity and willingness to question their own norms» [9, 411].

Thus, a person who possesses intercultural competence has the following qualities:

- ability to see the relationship between different cultures;
- ability to mediate, interpret one culture in terms of the other;
- critical and analytical understanding of their own and other cultures;
- awareness of their own view of the world and the fact that his thinking is culturally determined.

Above-mentioned definitions of intercultural competence allow us to make the following conclusion. Intercultural competence is the complex entity, including such components as peculiarities of thinking, attitudes, knowledge and skills, all of which are referred to both the native and to the target culture.

Based on the fact that the aim of foreign language education is formation of personality of the subject of intercultural communication, it seems appropriate to use the term «intercultural communicative competence», which reflects both the knowledge of the foreign language, and ability and willingness to intercultural communication in it.

In the result of correlating the concepts «communicative competence» and «intercultural competence» in the interpretation of different authors, we conclude that the role of intercultural communicative competence in foreign language teaching language is most fully reflected in the concept of «intercultural communicative competence».

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IMPLEMENTATION OF MULTILINGUALISM IN KAZAKHSTAN

Abstract

This article is about the development and implementation of trinity of languages in Kazakhstan. Today trilingualism policy aimed at the development of Kazakh, Russian and English languages in society, and language policy is an essential part of it.

Key words: Language policy, trilingualism, bilingualism, culture, modernization, democratization

Ключевые слова: языковая политика, трилингвизм, билингвизм, культура, модернизация, демократизация

Language policy in Kazakhstan – is a way of integration of Kazakhstan into the world community.

Today trilingualism policy aimed at the development of here languages: Kazakh, Russian and English in Kazakhstan society. Stating work priorities in the field of education, the President in his Message to people of Kazakhstan “Strategy” Kazakhstan-2050”: a new political coarse of established state” noted that, as in the world, Kazakhstan needs to adopt new methods of education [1]. At the heart of the trinity of languages policy there is a requirement of knowledge of the Kazakh language by citizens of the country. Particular importance in the language policy of Kazakhstan is given to the Russian language, which is one of the world’s languages, and is widespread in the modern world. The third element is the English language, which has a dominant position in the modern world. English opens to Kazakhstan people window to the world, a window into globalization. Kazakhstan is wider and more deeply involved in the international processes and contacts. Today nobody should be persuaded that knowledge of English is an essential resource professional human growth in society

Trilingualism does not require forgetting our mother tongue; on the contrary, it raises Kazakh language in the first place. Twenty years of independent development of Kazakhstan, it is possible to draw some conclusions, to assess progress. One of the undoubted successes of the country - developed a unique model of peaceful coexistence of many different ethnicities and cultures. Kazakhstan has developed a unique experience of interaction and mutual enrichment of national cultures. A unique institution of cultural and religious interaction - the Assembly of People of Kazakhstan, having received, as you know, the opportunity to participate directly in the legislative activity of the Kazakh Parliament. The Republic of Kazakhstan is always with great care and attention to the development of language treated the Wealth of Nations states, to understand its role in the development of modern society.

The fact that Kazakhstan has become a leader in the CIS in the socio-economic, market and political modernization played major role in development of bilingualism.