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FORMATION OF FOREIGN LANGUAGE INTERCULTURAL COMPETENCE OF HIGH SCHOOL STUDENTS ON THE BASES OF LINGUISTIC AND REGIONAL MATERIAL

**Annotation.** In recent years, scientists have widely discussed the formation of foreign-language intercultural competence among school students, especially secondary school students, based on linguistic and cultural materials. To date, our country is actively implementing reforms to improve the education system. The issues of improving educational and educational activities in educational institutions are becoming increasingly relevant. One of the directions of the state policy in the field of education is connected with the formation of foreign-language intercultural competence of students.

**Keywords:** intercultural competence, foreign languages, country studies, secondary school students, education.

**Introduction.** To date, our country is actively implementing reforms to improve the education system. The issues of improving educational and educational activities in educational institutions are becoming increasingly relevant. One of the directions of the state policy in the field of education is connected with the formation of foreign-language intercultural competence of students. The strategic goal of the state policy in the field of education is to increase the availability of high-quality education that meets the requirements of innovative economic development, modern needs of society and every citizen. The modernization of a comprehensive school should be aimed at the development of a fully harmonious personality . The general education school should form an integral system of universal knowledge, skills, and experience of independent activity and personal responsibility of students, that is, the key competencies that determine the modern quality of the content of education. Modern education is guided by the following principles: the openness of education to external requests, the use of project methods, competitive identification and support of leaders who successfully implement new approaches in practice, transparent tools for resource support and the complex nature of decisions made . Questions on the research and development of models for the development of intercultural competence are quite widely disclosed in the works of I. I. Khaleeva, V. V. Safonova, A. L. Berdichevsky, S. G. Ter-Minasova, V. P. Furmanova, P. V. Sysoev. Thus, the state policy is guided by a new vector of modernization of secondary schools: improving the quality of secondary education, the development of international cooperation, the presence of globalization processes. Therefore, the basics of the formation of foreign-language intercultural competence are of great importance for students at the middle stage of education, and, accordingly, should become one of the mandatory components of the educational process. The linguistic and foreign studies material provides training in a foreign language in practical terms: foreign language communication is formed in parallel with speech behavior and the presence of certain competencies. This determines the importance and relevance of issues related to the formation of foreign-language intercultural competence of students at the middle stage of education.

**Conditions and methods of research.** The conditions and methods of research are to identify effective pedagogical conditions for the successful formation of foreign-language intercultural competence of students at the middle stage of education.

**Research results.** The results of the research are that we will create certain pedagogical conditions for the formation and development of foreign-language intercultural competence of students at school; we will develop methodological recommendations for improving this aspect among schoolchildren. Currently, the education system pays great attention to the problem of mastering both general and private competencies at a sufficient level to carry out foreign-language interpersonal communication.

**Discussion of scientific results.** The reform of the education system as a whole leads to changes in the theoretical understanding of the concept of "intercultural competence", earlier in the domestic pedagogical and methodological science in the late 90s, it was enough to form a person's ability to intercultural communication, as it turned out, this is not enough. Intercultural competence, according to N. D. Galskova, N. I. Gez, is the ability that allows a person to realize himself within the framework of a dialogue of cultures, i.e. in the conditions of intercultural communication. Its formation is carried out in the relationship between the development of a foreign language code and the development of a person's cultural experience, in which one can isolate a person's attitude to himself, to the world, as well as the experience of creative activity . K. Knapp defines intercultural competence from the point of view of the linguistic approach as the ability to understand representatives of other cultures as well as representatives of one's own culture . The modern political and economic picture of the world is represented by a canvas where the cultural unity of different states is intertwined, the trend towards world integration is noted, therefore, a person should learn to build an effective mutually beneficial dialogue with representatives of other cultures and nations of this single space. The processes of mutual understanding and interaction between different linguistic ethnic communities are based on the language, which serves as a cultural link that allows communication with native speakers, builds dialogue and a culture of interpersonal relations. However, without a well-formed tolerant cross-cultural vision of the world, knowledge of the language is practically useless. The educational and educational process is focused not only on the teacher, as it was before, but also on the students. We consider the subject-subject relations and come to the conclusion that it is impossible to form a foreign-language intercultural competence without UUD. In modern society, the direction of personal growth of students with the help of universal educational actions is quite widely developed. Different requirements apply to students of junior, middle and senior classes. But the main focus, in recent years, is on training in working with computer technology and mastering the basics of information technology. At the same time, there are four basic groups of universal learning activities: Personal. Helps the student to know themselves and understand their own personality. Promotes the formation of moral and ethical assessment. Informative. They are reduced to the ability to perceive information, process it and make a new conclusion based on the received data. Communicative. Under this clever word lies the ability of the student to interact with other people, teachers and classmates. School is one of the most important stages of social development of a person, problems in this period can haunt for many years, even after the completion of training. Regulatory ones. The ability to make a plan and change it, under the influence of new factors. Another useful skill that you can acquire while studying at school. Thus, there is a link between the intercultural dialogue, the capabilities and abilities of the student's personality, the cultural characteristics of the country of the language being studied, as well as the linguistic and cultural material that contributes to the consolidation and assimilation of foreign language images and the realities of another English-speaking culture. Some scientists distinguish it as a special form of communication, while others consider this competence to be the ultimate goal of the process of teaching foreign languages. By intercultural competence, A.V. Khutorskoy understands the ability to interact, which is based on the knowledge, skills and abilities acquired in the process of intercultural and communicative contacts . Vasilyeva defines cross-cultural competence as the knowledge of specific features of a particular society that influence the formation of individual behavior, the use of certain non-verbal components, based on national and cultural values, customs and traditions . According to the definition given by A. P. Sadokhin, cross-cultural competence is a set of knowledge and skills of an individual that is used for an effective process of cross-cultural interaction with the simultaneous verification of the results of communication using feedback . A. P. Sadokhin's intercultural competence is based on linguistic, communicative and cultural competence. A number of scientists also drew their attention to the relationship of these components in the process of forming intercultural competence in different groups of students. Yu. B. Kuzmenkova was interested in the process of developing this competence in high school students. V. N. Kartashova studied this process in professional language education. G. Fischer considered intercultural competence as a certain quality of personality based on a sober awareness of the world . By O. D. Cross-cultural competence is the relationship between the ability of a person to realize himself within the framework of a dialogue of cultures and the process of mastering a different linguistic culture while simultaneously developing the cultural experience of a person. Some authors believe that students do not have the opportunity to fully understand the psychology of a representative of another national culture in the conditions of using traditional school methods and means for this purpose. The authors express their idea of the formation of a personality that can easily navigate in different linguistic cultures, relying on various names for this kind of personality, such as" intercultural-oriented personality"," multicultural personality"," universal personality"," people-mediates " (V. Gudikunst). The training of such a person can serve as the purpose of training in school . Thus, researchers considering the cross-cultural approach give different interpretations of cross-cultural competence. A number of scientists define it as the ability and ability of peaceful existence of people in one society. Others-as the ability to participate in a different linguistic culture. Still others - as the integration of knowledge and patterns of behavior in the awareness of the historicity of cultural processes. Fourth – as the willingness of the individual to participate in all the processes taking place in the world, with full awareness of the world, history. Modern methodologists, when teaching foreign languages, refer to the process of mastering foreign-language communicative activity, which qualifies as intercultural communication. Khaleeva believes that this term is both a verbal and non-verbal process of communication between communicants who belong to different cultures and languages and are aware of the fact that each other is alien. Great importance is given to successful communication, which has always been interested in intercultural learning with its focus on the development of intercultural competence. Cross-cultural learning is understood as a method of studying the native culture and mastering other cultures, the process of self-improvement of the individual, as a result of which the behavior of the individual changes, leading to the understanding and acceptance of signs of alienness in the behavior of representatives of other cultures. This process is heterogeneous and includes a number of stages used for the adoption and consolidation of such skills and abilities as: - awareness of the peculiarities of the culture of behavior by human individuals; - awareness of the specific features of the native culture; - awareness of the role of culture and its factors in the process of their communicative interaction. In the programs of the new generation, foreign-language intercultural competence acts as an integral part of the communicative competence, indicating the ability of a person to express himself, to be aware of culturally and nationally determined concepts for successful participation in the dialogue of cultures. Recently, they often do not see the difference between socio-cultural and intercultural competencies. Many researchers oppose setting an equal sign between these competencies. Sociocultural competence is an indicator of an individual's awareness of the country of the language being studied. And cross-cultural competence, in turn, is closely related to the area of a person's awareness of the general and specific features of their own and other linguistic cultures. Today, when learning a foreign language, both the socio-cultural outlook of the student and the awareness, understanding and acceptance of foreign elements of other linguistic cultures are expanding and deepening. But only cross-cultural communication allows a person to have cross-cultural competence. At the same time, the individual, taking into account the experience, traditions and peculiarities of his culture, makes attempts to understand and recognize a different language code, its other features concerning the norms of behavior, customs and traditions, while realizing their alienness. In the Russian literature, I. A. Zimnaya is considered the creator of the term "communicative competence", which is used from the very beginning in the field of methods of teaching foreign languages. Today, the communicative competence is still the primary goal and the planned result of the learning process. However, there is a difference in the approaches to the interpretation of this concept. The content side of communicative competence was revealed by Van Eck in 1975, based on the specifications of the Council of Europe. The communicative competence in accordance with the concept proposed by him includes the following components:: Linguistic competence-the formed skills of operating with language means of communication on the basis of knowledge about the system of the studied language-is the main component of communicative competence. Sociolinguistic competence consists in the knowledge, skills and abilities to communicate (verbally and nonverbally) with representatives of another linguistic society, taking into account its national and cultural characteristics. Discursive, or speech, competence implies communication skills and skills for the organization and successful implementation of speech activity, while taking into account and planning one's speech / non-speech behavior. Socio-cultural competence implies a set of knowledge, skills, and abilities related to the socio-cultural characteristics of the country of the language being studied, the corresponding specifics of speech / non-speech behavior, and the identification of common and specific features in the culture of the native country and the country of the language being studied. Social competence implies an act of communication with other people, performed at the request of participants in speech communication. Strategic competence – the ability to explain oneself in the context of a lack of language resources when receiving and transmitting foreign-language information. Thus, the communicative competence can serve as a basis for the development of the communicative competence of a specialist. Communicative competence includes: - language (linguistic) competence, which involves the possession of language means and processes of generating and recognizing text; - professional competence, which covers professional knowledge, skills, business qualities; - socio-cultural competence, which includes knowledge of the peculiarities of national and world culture, rules of behavior in society, compliance with cultural norms. When teaching the basics of intercultural communication, the content of the cultural component comes to the fore. This kind of training is based on culture as a way of life. Of particular importance are the customs and beliefs of a certain group of people at a certain time. Culture is a storehouse of ideas, customs, and art that take place in a particular society. Some researchers understand culture as a specific society or civilization with a focus on its ideas, art, and lifestyle. Based on the peculiarities of the formation of lexical skills and this type of exercises, we can conclude that the use of communicative exercises in English lessons has a beneficial effect on the formation of lexical skills in students. Confirming this classification, we decided to develop several exercises related to our topic and introduce them directly into the educational process. Training exercise: students repeat all the words after the teacher, and then play a game: "Steam Train", where they repeat the same words independently and without the help of the teacher. Nouns: Africa, area, Asia, Europe, language, nationality, North America. Verbs: award, collect, found, lose, rate, win. Adjectives: exciting, foreign, official, successful, unforgettable. Expressions and word combinations: Long-distance communication, means of transport, mother tongue, rush hours, round-the-world tour. Exercise for the development of word-forming and contextual guesswork. Give examples of nouns using the following endings: Then, working in groups of 4 students, set the winners, that is, their words should not be repeated and coincide, students must pronounce the words in half a voice. Complete the suggestions by following the following patterns: Example: 1. I saw the Niagara Falls. They are beautiful. Sam was in Canada. 2. I went for a walk in Nottingham Forest. It was exciting and I thought about Robin Hood. Paula\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. I saw Red Square. It’s one of the most beautiful squares in the world. Alex\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. I saw the Coliseum. It was impressive. George\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. I saw the Great Wall of China. It’s very long. Kevin\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Conclusion.** Thus, the quantitative and qualitative results of the control experiment proved that the level of formation of foreign-language intercultural competence of secondary school students will significantly increase if a specially developed system of exercises, a selection of methods and techniques based on linguistic and cultural material are used. Based on this, we can conclude that the hypothesis of our study was confirmed. From the very beginning, we considered the motivational component, which gives an idea of the overall picture of the perception of the culture of the language being studied, about the attitude of students to the English lesson as a whole. The formative stage of the experiment pointed to certain difficulties that the students had for two weeks, but despite this, the students coped with the tasks assigned to them. A significant contribution was made by the selection of components of foreign-language intercultural competence: where we selected several aspects that served as proof of the hypothesis of our study: the dialogue of cultures, the sociolinguistic component, the linguistic and cultural aspect, and speaking skills. In our opinion, they can be used to describe foreign-language intercultural competence, since one parameter will not be enough to reveal the essence of this issue. The methodological principles are widely presented: I would like to highlight three main ones: - the communicative orientation of teaching-the teaching of AI, focused on the formation of the student's features of a bipolicultural language personality, making him able to participate in intercultural communication; - the reconstruction of the "phenomenon of the environment" of the studied language-a set of simulated communication situations that cause students to be ready for foreign language communicative activities and encourage them to adequately use speech and non-speech means of communication; - learning to communicate in a social context-the development of students ' conceptual system of rules of social interaction and the formation of their language skills of social interaction similar to the skills possessed by a native speaker of the studied language, their peer abroad. Of great interest is the classification of M. Biram, which is now a more detailed and systematically ordered structure. The qualities, abilities and skills based on a personal basis are distinguished. According to this model, cross-cultural competence consists of the following five elements: attitudes, knowledge, skills of interpretation and correlation, skills of cognition and interaction, critical awareness of culture, or political education.

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Формирование иноязычной межкультурной компетенции учащихся средней школы на основе лингвострановедческого материала.

ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ НА ОСНОВЕ ЛИНГВОСТРАНОВЕДЧЕСКОГО МАТЕРИАЛА

**Аннотация.** В последние годы учеными широко обсуждается формирование иноязычной межкультурной компетенции среди учащихся школ, в особенности средней школы на основе лингвострановедческого материала. На сегодняшний день в нашей стране активно проводятся реформы по улучшению системы образования. Все большую актуальность приобретают вопросы совершенствования учебной и воспитательной деятельности в образовательных учреждениях. Одно из направлений государственной политики в области образования связано с формированием иноязычной межкультурной компетенции учащихся.

**Ключевые слова:** межкультурная компетенция, иностранные языки, страноведение, учащиеся средней школы, образование.

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*ЛИНГВИСТИКАЛЫҚ ЖӘНЕ МӘДЕНИ МАТЕРИАЛ НЕГІЗІНДЕ ОРТА МЕКТЕП ОҚУШЫЛАРЫНЫҢ ШЕТ ТІЛДЕРІНІҢ МӘДЕНИЕТАРАЛЫҚ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ.*

**Аннотация.** Соңғы жылдары ғалымдар лингвистикалық және мәдени материалға сүйене отырып, мектеп оқушылары мен әсіресе орта мектеп оқушылары арасында шет тілдерінің мәдениетаралық құзыреттілігін қалыптастыру мәселелерін кеңінен талқылай бастады. Бүгінгі күні біздің елімізде білім беру жүйесін жетілдіру бойынша реформалар белсенді жүргізілуде. Білім беру ұйымдарындағы оқу-ағарту қызметін жетілдіру мәселелері күн өткен сайын маңызды болып келеді. Білім беру саласындағы мемлекеттік саясаттың бір бағыты оқушылардың шет тілдерінің мәдениетаралық құзыреттілігін қалыптастырумен байланысты.

**Түйінді сөздер:** мәдениетаралық құзыреттілік, шет тілдері, өлкетану, орта мектеп оқушылары, білім.