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LINGUODIDACTIC FEATURES OF FORMATION INTERCULTURAL COMMUNICATIVE DISCOURSE IN FOREIGN DIPLOMATIC

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Abstract. In today's globalized world, the issue of foreign language education is constantly changing. An important role in the training of future professionals is played by the ability to adapt to the professional environment, focus on personality and skills that increase competitiveness. Today, in the new socio-economic conditions, there is a need for qualified specialists who are able to work effectively and efficiently. The purpose of vocational education is not only to teach a person something, but also to give them the opportunity to find a way out of various situations in life. The author of the article notes that the current structure of diplomatic international relations is complicated by the direct impact on the formation professional discourse of international experts. The integration processes that make up the common scientific and educational community of Kazakhstan and abroad underscore the need for diversified professionals to engage in business, intercultural and day-to-day interactions with colleagues in other parts of the world. The main purpose of the article is to identify the linguo-didactic features of the formation of foreign diplomacy discourse of future diplomats. In other words, the author describes the need for the formation of professional communicative competence in a foreign language of a specialist, which characterizes the linguistic personality of the future diplomat in the formation of intercultural communicative discourse of foreign diplomacy.

Keywords. linguodidactics, future diplomat, diplomatic discourse, communicative discourse, international relations, diplomacy terminology ,term, communicative.

Introduction

In the Law of the Republic of Kazakhstan "On Education": the study is regulated by state programs such as the long-term and sustainable development strategy until 2050, the Strategic Development Plan of the Republic of Kazakhstan until 2025, the National Development Plan of the Republic of Kazakhstan until 2025. (National priority 3. Quality education), quality education - the national project "Educated Nation" - provides for the further development of the education system, including in the field of foreign language teaching [1].

Before considering the linguodidactical features of the formation of diplomatic intercultural communicative discourse, let us consider the concept of linguodidactics. Linguodidactics is a theoretical part of the methodology of language teaching, which emerged as a result of the combination of the theory of language teaching and linguistics, didactics. The object of linguodidactics is the theoretical basis of the process of teaching foreign languages and its research: the content, concept of language education, forms of teaching, research mechanisms and systematization of the learning process.

Main provisions

Theoretical substantiation of the laws of interaction of language teaching (learning process), reading (action of future specialists), the content of educational material and the technology of personalized knowledge acquisition. The variety of specific methods and approaches to linguodidactic research, their variants are associated with the description of the subject, purpose and selected aspects of the study. Each of them reveals a new view of different aspects of the object in terms of different goals and perspectives.

Linguodidactic is a young scientific discipline that has its origins. The phenomenon that plays a key role in the formation of linguistics as a branch of didactic methods - linguistics, psychology, social linguistics, social pedagogy, cultural studies, linguocultural studies and the development of many branches of science. Based on the full data of many sciences, at the point where they meet, the field of linguodidactic is becoming stronger and stronger in the field of science.

Linguodidactic is an effective model of the synthetic field of linguistic and didactic education. In N.D. Galskova's definition, linguodidactic is considered as a theory of foreign language teaching, the purpose of which is to create the basis for a methodology of teaching a foreign language in relation to the various pre-planned results of this process [2].

As can be seen from this definition, the concept of a second-level linguistic personality is closely linked with the formulation of the goals of modern language education and the development of the future diplomat's communicative competence in a foreign language, its ability and readiness. Diplomatic foreignness in the formation of intercultural communicative discourse is an opportunity for the future diplomat to feel the value of the language of the country taught, as well as the culture of the country and express it in the process of communication.

Materials and methods

In this article, the task is to form the professional communicative competence of a specialist in a foreign language, which characterizes the linguistic personality of the future diplomat in the formation of intercultural communicative discourse of foreign diplomacy. Professional linguodidactic is designed to determine the components of the new model of language personality.

Modern linguodidactic, as its central category, promotes the concept of auxiliary language, which is understood as a set of abilities of a person to communicate at a cross-cultural level, which is understood as adequate interaction with other cultures.

That is, in order to do this, it is necessary to know what is meant by "language acquisition" and the regularity of the process of language learning in the learning environment. The new "ideology" of education required a rethinking of methodological issues in terms of the process of language acquisition by students in different learning contexts. Not only objective data confirmed by empirical research in language teaching materials, but also about the factors that have a deep theoretical basis for influencing the process of language teaching, regardless of the actual situation of teaching.

The unit that reflects the content of foreign language training in the specialty "Diplomacy" defines the "field of concept" as a cognitive-linguistic-cultural complex with a pre-selected speech-communicative and linguistic minimum to solve the problem of interconnection of foreign languages and foreign cultures that reflect reality through the cultural worldview .

In the linguistic literature, the term "concept" is interpreted differently based on the relevant description, which is the basis of the definition. For example, according to A.S. Zolotnikova many things in the text of "deputies" are hidden in the text with concepts that help to establish a close relationship with the person and their national, cultural, professional, age and other experience [3].

V.E. Chernyavsky does not consider the concept as a manifestation of meaning and refers it to the basic cultural socio-psychological knowledge of the collective consciousness, characterized by one or another linguistic form [4].

The concept of discourse cognitive models of discourse analysis included in the cognitive-discourse paradigm of linguodidactic knowledge. Cognitive models of discourse analysis included in the discursive paradigm are an effective tool for in-depth analysis of discourse practices and processes of production and perception of texts. Van Dyke considers the cognitive structure as part of the socio-cognitive approach as intermediate social and discursive practices [5,p.10].

The research is also conducted in the field of linguistic, sociolinguistics, political science, cognitive linguistics, textual linguistics and political linguistics at the intersection of related directions. An important aspect considered in the field of political linguistics is the system of values and anti-values, as well as the study of communication laws using the methods of political linguistics allows to identify certain typical properties of communication, which are presented in the form of antinomies:

- ritual and information;
- reduction and completeness of information;
- standard and expressive;
- explicit and implicit assessment;
- aggression and tolerance.

There are three leading types of dialogue: real dialog, "distance" dialogues, intertextual. When the text is evaluated in discourse, the discursive characteristics of the text "taking into account the specific conditions of its creation and functioning": the authorship and addressability of the text. The author's intent reflected in the communicative strategies and tactics used. The relationship between the text of the analysis and "many other texts aimed at describing those events" is studied (narrative). In addition, the interaction of competing discourses can be considered separately, taking into account the concepts of "order" and "field" of discourse proposed by researchers and the ability of subjects to work in different discourses.

As a basis of linguistic analysis of diplomatic discourse (DD) we consider the relationship between the concepts of "text", "discourse" and "communication" and communicative events at the textual level and in terms of discursive values and antiquities, the author and his purpose, We consider it convenient to study in terms of typical properties and functions of the relationship.

The strategic nature of diplomatic relations reflects the circumstances of the communicative act, the dynamic nature of the interaction of the subjects of communication, the reasons for the emergence of information discourse (presumption of ignorance and relevance), the possibility of communication, deliberate misrepresentation and imposition. Communicative strategies are based on the discursive behavior of the addressee (the best assessment of the discourse situation) and the addresser (confirmation of knowledge, correction of errors in the assessment of the creator of the situation; acceptance of the imposition assessment of the situation against the addressee).

Recognition of the concept as a cognitive knowledge defined by cognitive-linguistic and cultural features is a natural step in the formation of an anthropocentric paradigm of the humanities, in particular in the formation of linguistic knowledge.

The concept basically contains the personal and objective concept of the main national-cultural prototype of the language in relation to the ethno-semantic person, established in the semantic system of the natural language.

According to, O.Aitbayev the restoration of the "image of the person in accordance with the language" [6] which is carried out by ethnocultural evidence, corresponds to some extent to non-classical (assessment) model logic and the realization of pronunciation and proposition in relation to the subject of thought and speech in model theory.

Therefore, the concept is a verbal meaning expressed in terms of expression through a series of linguistic implementations that create the appropriate lexical-semantic paradigm. The plan to support the linguo-diplomatic concept includes at least two sets of semantic features.

First, it "fixes" the lexical-semantic paradigm and includes meanings that are common to all languages that form its conceptual or prototypical basis.

Second, linguo includes semantic features that characterize diplomatic, ethno-semantic features and are common to at least part of its introduction, associated with native speakers or the mentality of a national linguist. As, Yu.D. Apersiya points out, the "division" of the semantics of the concept into two parts corresponds to some extent to the lexicographic postulates that the two levels offer, the presence of national and cultural features of the word is recognized by the sign that gives it the status of a concept [7].

Summarizing the views on the concepts and definitions of linguistics-diplomacy allows us to conclude that the concept is a collective unit of knowledge / consciousness (sender of high spiritual values), marked by diplomatic cultural features and linguistic images. Therefore, the future diplomat should have a apparatus of concepts in the field of economics, law, politics (geopolitics), diplomatic research, culture (history, ethnology, religion, literature, art). In the process of vocational education, students must master the same conceptual apparatus based on the implementation of interdisciplinary links, discussing similar issues in a foreign language.

In the current situation, a professional cannot be a modern professional without mastering a foreign language, and on the other hand, knowledge of a foreign

language is not enough for many professionals to determine the importance of knowing a professional foreign language.

Specialists in the field of diplomacy in accordance with their professional goals:

- own methods of comprehensive study of the socio-economic life of the researcher of assessment;

- to know the methods and results of research in the field of ethnography, archeology and dialectology of the studied area

- know the features of social, political and economic development of the study area; be able to model and predict socio-political and cultural processes [8,p. 120].

However, these rules, in our opinion, do not publish or reflect the qualifications of the graduate, based on the necessary professional knowledge and skills of the diplomatic specialist, as well as the personal qualities and abilities of the specialist, which adequately describes the field of activity. For example, to be a qualified diplomat, you need to be a good analyst, a visionary, a speaker, a qualified politician and a diplomat.

The peculiarity of the integrative basis of training requires the selection of material that most closely connects the foreign language with the disciplines of different cycles of this specialty. Given that the specialty "Diplomacy" is a multifunctional, synthetic specialty that combines information from the natural, humanities, socio-economic disciplines, the method of selecting the content of the course ESP should meet the "order" of the foreign apparatus of all these cycles.

Training of diplomatic specialists' exercises aimed at forming intercultural and communicative competence of the future specialist in the formation of foreign-language intercultural communication discourse have been prepared.

In this regard, it is necessary to conduct internal and interdisciplinary contacts. The development of these connections is in-depth, affects the basis of disciplines and is essential for the improvement of the entire educational process. They represent the integration of educational knowledge based on the transformation of scientific knowledge and have a direct impact on the achievement of teaching and learning.

Learning outcomes of modern Linguodidactics for the formation of diplomatic foreign intercultural communicative discourse:

- cultural and linguistic material in a foreign language;
- unity of behavior models and norms adopted in a foreign language;
- structures used for different purposes in the process of intercultural communication;

- features of strict diplomatic language in the implementation of foreign norms.

Prospective diplomats in the formation of foreign diplomatic intercultural communicative discourse:

- creating correspondence to socio-cultural differences;
- conducting cultural dialogue in the language of intercultural communication, depending on the specifics of the culture of their country;

In the formation of foreign diplomatic, intercultural, communicative discourse, future diplomats should know the results of training in the following areas:

- spelling, lexical, grammatical and stylistic norms of foreign languages;
- main methods of interaction;
- national and cultural features of social and verbal behavior;
- main intonation features of oral speech;
- basic concepts and methods of teaching foreign languages with the use of innovative technologies.

Results

Based on these skills and abilities, we consider the didactic conditions for the formation of a foreign diplomatic intercultural communicative discourse of future diplomats. In the process of formation of foreign diplomatic intercultural communicative discourse, the effectiveness of the developing communication of future diplomats is achieved through the observance of the system of didactic conditions and the use of appropriate educational and methodological support. Observance of the system of didactic conditions allows to put into practice the theoretical rules related to the formation of intercultural communicative discourse of future diplomats. Important didactic conditions for the formation of foreign diplomats' intercultural communicative discourse of foreign diplomats are: creation of an educational environment that promotes the development of all subcompetitions of future diplomats in the formation of foreign diplomatic intercultural communicative discourse; use of a special system of tasks aimed at developing the communication of future diplomats in the process of formation of foreign diplomatic intercultural communicative discourse; use of interactive technology.

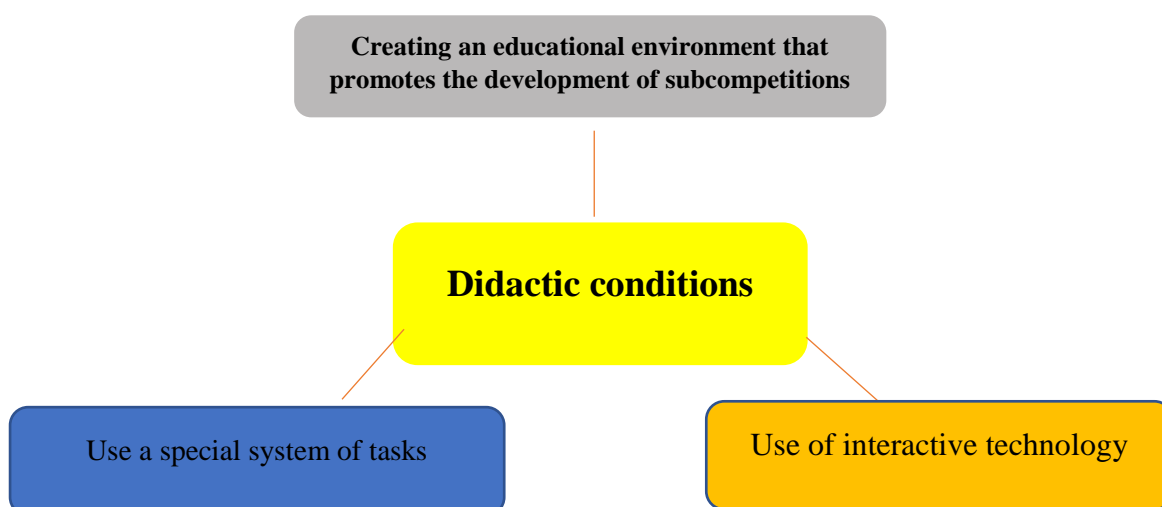


Figure 1 - Didactic conditions for the formation of foreign intercultural communicative discourse of future diplomats

The most important didactic condition for the developing communication of future diplomats in the process of forming foreign diplomatic intercultural communicative discourse is the creation of a special educational environment.

Creating an educational environment provides ample opportunities for the formation of intercultural communicative discourse: to reflect the goals of educational activities; objectives of educational activities; the content of educational activities; indication of the conditions for the implementation of educational activities; manifestations of the peculiarities of educational activity.

A special place in the creation of the educational environment is given to professional internships, aimed at gaining methodological experience in the chosen field. The acquired theoretical knowledge is used in practice, during which all subcompetitions of diplomatic intercultural communicative discourse are mastered and the value-semantic relationship necessary for professional activity is formed.

Professionally oriented texts (texts from industry and special sources in a foreign language, microtexts in a foreign language) provide information supplementation on the basis of methodologically organized, educational and developmental information environment through the use of which future diplomats are able to learn a foreign language.

The first preparatory stage (reproductive stage): presentation and study of dialogue based on exercises, discourse-participatory and intercultural communicative competence indicators are aimed at studying (sentence construction, diplomatic style, functional style, speech genre and content).

In order to implement these didactic conditions, we offered students the following tasks:

- 1) preparation of material for negotiations;
- 2) review the content of the verbal note on the event;
- 3) correct drawing up of an invitation letter on the example of diplomatic documents. Students acquire the skills to fill out documents correctly, pay attention to the design and sequence of details.

Task 1. Group work with the text is carried out.

1. In discussing the text, consider the requirements for writing a diplomatic letter and answer the question of what is a professional letter writing based on the performance of notes and soul writing. Also, what are its types? The answer to the question " what is it?"

Task 2. Analyzes the specifics of using diplomatic terms and new professional words appointment, credentials, diplomatic representative, certificate of registration,

Task 3. A group conducts a debate on the text a group compiles a professional dialogue.

Documents certifying the registration of a diplomat in a foreign country are called "Credentials". The "Credentials" addressed to the receiving state are signed by the head of the state appointing a diplomatic representative and handed over to ambassadors and heads of special (extraordinary) delegations, approved by the

signature of the minister of Foreign Affairs. Sample of personal notes for awarding the certificate:

Değerli, Bakan Bey!

Kazakistan Cumhuriyeti Dış İşleri Bakanı olmamla ilgili tebriklerinizden dolayı teşekkür ederim. Memleketinizdeyken gösterdiğiniz misafirperverliğiniz için şükranlarımı belirterek çift taraflı barışı sağlamaya yönelik çalışmalarımızı gerçekleştireceğimize inanıyorum.

Size sağlık, mutluluk ve kardeş Pakistan milletinin gelişmesini dilerim.

En içten dilek ve sagılarımla,

Yüksek makam sahibi

—————Bey'e

Pakistan İslâm

Cumhuriyeti Dış İşleri Bakanı

İslamabad

In the process of forming a foreign diplomatic intercultural communicative discourse, the following requirements are introduced per unit of training in order to form independence in the implementation of texts in a foreign language.

- specific, which determines the actions to be formed;
- availability of responsibilities;
- thinking and speaking activity of future diplomats;
- problematic formulation of incentive tasks;
- focus on learning a specific type of speech activity;
- ratio of the ultimate goal of teaching the subject;
- motivation, interest in the process or result;
- formation;
- feedback.

One of the important conditions for the development of communication of future diplomats in the process of formation of foreign diplomatic intercultural communicative discourse is the use of a system of special tasks. Such a system of tasks must meet the following requirements:

- foreign language should provide mastery of the system of professionally important education, which is the basis for the formation of diplomatic intercultural communicative discourse;

-facilitate the development of skills in the formation of communicative discourse;

-facilitate the development of important methods of action to form a communicative discourse;

- orientation to the acquisition of experience of professional communication, ensuring the comprehensive development of future diplomats in the process of formation of intercultural diplomatic intercultural communicative discourse.

Discussions and conclusion

The proposed system of tasks aimed at developing the communication of future diplomats in the process of forming a foreign diplomatic intercultural communicative discourse includes the following types.

- motivational and introductory tasks aimed at the formation of foreign diplomatic intercultural communicative discourse;
- selected future diplomats in the field of foreign language education representation tasks that provide acquaintance with social roles in the field of activity;
- effective tasks aimed at the formation of a foreign diplomatic intercultural communicative discourse;
- implement integrative connections of different types of professional activities
- creative tasks that provide implementation;

The process of forming a foreign diplomatic intercultural communicative discourse necessarily requires the implementation of tasks at a high level of communicative orientation. The proposed system of tasks will motivate future diplomats in the process of professional communication, mastering the basics of professional proof.

Tasks and the developed program for the formation of foreign intercultural diplomatic intercultural communicative discourse will help the future diplomat to develop the subcompetitions of actions.

Foreign diplomacy requires the widespread use of interactive forms of foreign diplomacy in the formation of intercultural communicative discourse: practical lessons in dialogue mode, discussions, role-playing games, including the analysis of real situations, etc.

In the process of forming the foreign diplomats' intercultural communicative discourse of foreign diplomats, a special place is given to interactive technology, which promotes the development of value orientations in a constantly changing professional environment. In pedagogical science, interactive technology means interaction, being in a conversational mode, entering into a dialogue with someone. Interactive technology means the activity of future diplomats not only with the teacher, but also with each other and in the learning process.

The use of interactive technology is relevant for our study for the following reasons: to create a favorable learning environment in which the student feels his success, his intellectual competence, so that the learning process is brought to a productive level.

The concept of "integrative technologies" is used in practice when it is necessary to emphasize the degree of activity of the subjects in the process of interaction organized by the teacher in comparison with the existing practice.

In the organization of the learning process, interactive learning is reduced to the interaction of students in the development of learning materials, the exchange of knowledge, ideas, methods of action. Interactive teaching methods are relevant to the forms in our research, they reveal different perspectives, refer to the experience of future diplomats, support their activities, combine theory and practice, mutually develop the experience of participants.

During the research period, interactive learning allowed to highlight the following general results:

1) Interactive teaching methods allow to develop the understanding and creative application of knowledge in solving practical problems. Effectiveness is ensured not only by the active involvement of future diplomats in the educational process, but also by the direct use of knowledge.

2) Interactive training motivates future diplomats and increases participation in the discussion of issues, which gives an emotional impetus to the subsequent search engine, their activity motivates specific actions, the learning process becomes meaningful.

3) Interactive learning develops the ability to think unusually, to see the problem situation, the way out of it; substantiate their principles, values in life; Develops such qualities as tolerance and kindness to opponents, the ability to listen to other views, to establish cooperation, to form partnerships.

4) The use of interactive learning technologies allows you to control the acquisition of knowledge and the ability to apply the acquired knowledge and skills in different situations.

Result on the "created group" system: non-standard approach organization of the educational process; multidimensional mastering of educational material; formation of motivational readiness for interpersonal interaction not only in reading, but also in extracurricular activities.

Objectives of interactive forms of educational work on the formation of foreign diplomats, intercultural communicative discourse of foreign diplomats: to arouse students' interest in the subject; effective study of educational material; ; to establish interaction between students, to teach them to work in a team, to tolerate any point of view, to respect the rights to freedom of speech and the dignity of the individual. Thus, the proposed didactic conditions can serve as a basis for the formation of foreign diplomats' foreign diplomatic intercultural communicative discourse.

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ШЕТТІЛДІК ДИПЛОМАТИЯЛЫҚ МӘДЕНИЕТАРАЛЫҚ КОММУНИКАТИВТІ ДИСКУРСЫН ҚАЛЫПТАСТЫРУДЫҢ ЛИНГВОДИДАКТИКАЛЫҚ ЕРЕКШЕЛІКТЕРІ

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Аңдатпа. Қазіргі жаһандану жағдайында шеттiлдiк бiлiм беру мәселесі жиі өзгеріске ұшырауда. Болашақ мамандары даярлау барысында кәсіби ортаға бейімделуіне жол ашу, бәсекеге қабілеттілігін арттыратын тұлғалыққа және біліктілікке бағыттау маңызды рөл атқарады. Қазіргі таңда жаңа әлеуметтік-экономикалық жағдайда, тиімді, нәтижелі еңбек етуге қабілетті, білікті мамандар талап етілуде. Кәсіби білім берудің мақсаты-тұлғаны бірнәрсе үйрету ғана емес, сонымен қатар, оларды өмірде кездесетін әртүрлі кәсіби жағдайларда тығырықтан шығу жолдарын табу мүмкіндігін беру. Мақалада автор қазіргі таңда арқау болып отырған дипломатиялық халықаралық қатынастардың құрылымы халықаралық сарапшылардың кәсіби дискурсының қалыптасуына тікелей әсер ете отырып, күрделене түсетіні атап өтеді. Қазақстан мен шет елдердің ортақ ғылыми және білім беру кеңестігін құрайтын интеграциялық процестер әлемнің басқа елдеріндегі әріптестерімен іскерлік, мәдениетаралық және күнделікті қарым-қатынасқа қатысуға қатысты әртараптандырылған мамандарға қажеттілігін айтады. Әдебиеттерді теориялық талдау дипломатиялық шеттiлдiк мәдениетаралық коммуникативтi дискурсын қалыптастырудағы дидактикалық жағдайларды дамытудың перспективалық бағытын анықтауға мүмкіндік береді. Бұл мәселені шешудің перспективасы коммуникативтi құзыреттілікті дамыту үшін болашақ дипломаттарды кәсіби қызметке даярлау тапсырмасының тиімділігімен негізделеді. Мақаланың негізгі мақсаты болашақ дипломаттардың шеттiлдiк дипломатиялық дискурсын қалыптастырудың лингводидактикалық ерекшеліктерін

айқындау болып табылады. Яғни, автор мақалада дипломатиялық шеттілдік мәдениетаралық коммуникативтік дискурсын қалыптастыруда болашақ дипломаттың тілдік тұлғасын сипаттайтын маманның шет тіліндегі кәсіби коммуникативті құзіреттілігін қалыптастыру қажеттілігін сипаттайды.

Тірек сөздер. лингводидактика, болашақ дипломат, дипломатиялық дискурс, коммуникативті дискурс, халықаралық қатынастар, дипломатиялық терминология, термин, коммуникативтік.

ЛИНГВОДИДАКТИЧЕСКИЕ ОСОБЕННОСТИ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОГО ДИПЛОМАТИЧЕСКОГО МЕЖКУЛЬТУРНОГО КОММУНИКАТИВНОГО ДИСКУРСА

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Аннотация. В условиях современной глобализации проблема иноязычного образования все чаще подвергается изменениям. В процессе подготовки специалистов ключевую роль играет ориентация молодежи на личность и квалификацию, что облегчает адаптацию к профессиональной среде, повышает ее конкурентоспособность. На современном этапе в новых социально-экономических условиях требуются квалифицированные специалисты, способные к эффективному, результативному труду. Цель профессионального образования - не только научить человека что-то делать, но и дать им возможность найти пути выхода из тупика в различных профессиональных ситуациях, с которыми они сталкиваются в жизни. В статье автор отмечает, что структура дипломатических международных отношений, в которой мы сейчас находимся, усложняется, оказывая непосредственное влияние на формирование профессионального дискурса международных экспертов. Интеграционные процессы, составляющие общее научное и образовательное пространство Казахстана и зарубежных стран, говорят о необходимости диверсифицированных специалистов, способных участвовать в деловых, межкультурных и повседневных отношениях с коллегами из других стран мира. Теоретический анализ литературы позволяет выделить перспективное направление разработки дидактических условий в формировании межкультурного коммуникативного дискурса дипломатической иноязычности. Основной целью статьи является выявление лингводидактических особенностей формирования иноязычного дипломатического дискурса будущих дипломатов. То есть автор в статье описывает необходимость формирования профессиональной коммуникативной компетенции специалиста на иностранном языке, характеризующей языковую личность будущего дипломата в формировании межкультурного коммуникативного дискурса дипломатической иноязычности.

Ключевые слова. лингводидактика, будущий дипломат, дипломатический дискурс, коммуникативный дискурс, международные отношения, дипломатическая терминология, термин, коммуникативный.

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