

INTERCULTURAL DIGITAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS IN THE CONTEXT OF DIGITALIZATION

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Abstract. In this article, we consider Competence in the field of intercultural communication as a set of competencies, the mastery of which allows the student to acquire the necessary amount of knowledge, skills, as well as the experience of their further application in the field of intercultural communication for the successful implementation of professional activities, taking into account modern requirements. The development of digital technologies in education, on the one hand, opens up new opportunities. Foreign language teaching has become more colorful, interesting and effective with the use of digital learning materials in recent years. Qualitative changes in the content, structure, introduction of new pedagogical technologies into the educational process characterize the current stage of development of education. In modern conditions of informatization, it is necessary to supplement the educational process with modern resources, including educational content in electronic form, which can be reproduced or used using digital and multimedia technologies. Digital educational content is a source of information containing graphic, textual, digital, speech, music, video and other information aimed at achieving the goals and objectives of modern education. A foreign language is defined as a means of forming the professional orientation of a future foreign language specialist. University graduates require a new quality of training for a foreign language teachers in the strengthening the pedagogical training.

Keywords: digitalization, foreign language education, intercultural competence, communication, experiment, new technology, future foreign language teacher, digital competence.

Introduction

The urgency of all issues related to culture has now acquired an unprecedented acuteness. Increased interest in studying the cultures of different peoples.

The definition of intercultural communication is obvious from the term itself: it is the communication of people representing different cultures. In the book of E.M. Vereshchagin and V.G. Kostomarov "Language and Culture", the following definition is given: Intercultural communication. This term refers to an adequate mutual understanding of two participants in a communicative act belonging to different national cultures [1].

By intercultural communication we will understand the interaction, direct, indirect or immediate (the presence or absence of an intermediate link acting as an intermediary (human, digital resource)) between representatives of different ethnic cultures or subcultures, countries in a certain context. Competence in the field of intercultural communication is considered as a set of competencies, the mastery of which allows the learners to acquire the necessary amount of knowledge, skills and abilities, as well as the experience of their further application in the field of intercultural communication for the successful implementation of professional activities, taking into account modern requirements. Special attention in the

preparation of future English language teachers should be given to mastering practical skills, overcoming the influence of stereotypes in the field of intercultural communication, also one common world and the ability to carry out a positive intercultural dialogue with representatives of different cultures.

Language is generally understood as the medium of communication of ideas and thoughts. Technological advances have assisted with language communication processes. When we speak about technology, we generally refer to computers and digital forms. However, technology refers to anything that is developed that makes life easier. Thus, technology can be a pencil with an eraser that makes writing and editing easier, or a candle utilized for evening reads by Abraham Lincoln. Language communication has changed over the years in its audio form such as through word of mouth, oral storytelling and towards other modes.

In the last decade, the learning environment with technology has become an integral part. This is the technological evolution of mankind. With the help of teachers who facilitate the learning process of future specialists is an integral part of integration into the digital world. According to the post. By summer, the state program "Digital Kazakhstan" will be launched in the country. Connection is established. Information technology is developing rapidly. If we do not develop the IT industry today, it will be difficult to enter the top 30 developed countries. After all, all civilized countries have switched to the development of this digital industry. Year by year, the development and well-being of its inhabitants is improving. Digital technology has been bold in our lives since the early years of independence began to take root. First of all, there is a mass computerization of schools received. Computers are the main means of obtaining information both in the office and at home. began to be used to perform any work with information on a computer was carried out with the help of Both storage and transmission of information are on the way [2].

The peculiarities of this work to analyze interactive methods and suggest their possible implementation into national higher education clarify the connection of innovative technologies usage in the foreign language training at the universities. Being aware of the relevance of the teacher in the development of this competence, we propose a research that aims to contribute to the development of teaching digital competence. Developing student skills and knowledge about ICT requires trained teachers, not only in skills but also in the methods and ways of teaching. In this sense, it is necessary that the teachers develop their pedagogical content knowledge that includes an appropriate level of what we call digital competence. Teaching digital competence is the result of combining the knowledge and technological skills, knowledge of the methodological possibilities offered by technological resources and the exploitation of ICT to transform and improve education [3].

Basic provisions

According to researchers A.A. Andreeva, S.A. Beshenkova, I.P. Gladilina, E.V. Mindzaeva, A.V. Morozova, S.S. Neustroeva, T.Sh. Shikhnabieva, M.I. Shutikova the introduction and development of digital technologies in various fields of science, education, and the economy makes it possible to implement various

projects, working in groups dispersed around the world. Communication can be difficult due to the subtleties of the language, misunderstanding of extralinguistic, paralinguistic, proxemic and optical-kinetic features in the context of different cultures (V.A. Labunskaya, A.V. Morozov, V.P. Morozov, A. Pease, E. Hall and others). To a large extent, this is the reason for the increased demand for specialists who have knowledge, skills, and experience in their application in the field of intercultural communication in a digital educational environment.

Materials and methods

The concept of “intercultural communication” was introduced in the 1950s by the American cultural anthropologist Edward Hall as part of a program he developed on the instructions of the US State Department for the adaptation of American diplomats and business people abroad.

The term "digital literacy" appeared at the end of the 20th century and was popularized by P. Gilster in 1997 in the book "Digital literacy" [3].

Richard Lanham claims that «literacy» has extended its semantic reach from meaning «the ability to read and write» to now meaning “the ability to understand information however presented”. He emphasizes the multimedia nature of digital information, and argues that to be digitally literate involves “being skilled at deciphering complex images and sounds as well as the syntactical subtleties of words”. Digitally literate people are “quick on [their] feet in moving from one kind of medium to another ... know what kinds of expression fit what kinds of knowledge and become skilled at presenting [their] information in the medium that [their] audience will find easiest to understand”. Digital literacy enables us to match the medium we use to the kind of information we are presenting and to the audience we are presenting it to [4].

Today digital technologies opens a wide opportunities, and we recognize that they have great prospects in education. Modern teachers parallel to the traditional learning, try to use various types of digital learning technologies such as electronic textbooks, digital educational resources, internet technologies, computer testing programs, etc. teaching with using such forms of education as distance learning, e-learning, massive open online courses, and open educational resources. It is extremely important to develop the digital culture of future English language teachers, which is the best driving force in the digital economy. The system of teaching foreign languages is constantly changing, modern life is very dynamic and dictates high and at the same time effective rates of learning. Teachers are looking for more and more new ways to effectively teach foreign languages, trying not only to motivate students to learn, but also to use modern technologies to achieve their goals.

The inseparability of language, culture and communication was first noted by E. Sapir. “Language is a communicative process in every society known to us”. The study of intercultural communication from a linguistic point of view. So, following the American linguist and ethnologist, a number of Russian researchers also note the very connection that exists between the world of culture and language. For example, S.G. Ter-Minasova defines language as "a system of written signs and sounds used

by the population of a particular country, region or tribe in order to communicate with each other" [5]. Moreover, language is not only a means of knowing culture and the world, but also forms the mentality, national character, image, the inseparability of language and man is emphasized, where language is a kind of communicant that transmits and stores the past. Authors Maslimova A.R. and Doskhozhin Zh.M. explore intercultural communication in a linguistic way and note that A.P. Moiseev, focuses on the existing close relationship and interaction of cultural and linguistic pictures of the world. "Language, thinking and culture in the process of creating an image are so closely related that they cannot exist without each other. The world around a person is presented in three forms: the world surrounding a person, then the image of this world, reflected in the mind of a person through the prism of concepts and called the conceptual or cultural picture of the world, and finally, the cultural picture of the world, closely related to the linguistic picture of the world [6].

The introduction of new digital educational resources into the educational process allows us to successfully solve many pedagogical tasks, such as:

1. Implementation of the principle of individualization of the educational process;
2. Improving the effectiveness of the educational process;
3. Enhancing cognitive activity of students;
4. Implementation of the principle of interactivity.
5. The effectiveness of using various of apps and devices in teaching foreign languages.

The experiment took place at IKTU named after Kh. A. Yassawi, in the Philology Department.

For the aim there were developed a questionnaire and formulated with questions related to the formation of intercultural digital competence. To begin with, we conducted a diagnostic survey of students of the 1st year of the undergraduate level in the pedagogical direction. The aim is to find out their expectations at the end of training and knowledge about new educational digital technologies. 40 1st year students participated in the questionnaire. There were control group and experimental group.

The result is important for learners, the questionnaire also gave us the following results: 80% of the examined students believe that the new technologies are important in teaching a foreign language, and 20% of the examined students believe that the traditional way of learning important. Also the most interesting fact, that turns out after receiving the results of the study, is that learners want to spend more time getting a quality language education.

Result

To ensure the equivalence of the two groups before starting the study, a pre-test was applied. Table (1) shows the results:

Table 1. Results of pre-test of the equivalence of the two groups

Group students	Group	Students	Mean score (vocabulary)	Mean score (grammar test)
PRE-TEST	control	20	3.1	3.5
	experiment	20	3.3	3.7

Table (1) represents that there were no statistically significant differences between the experimental and control group at the pre-test of speaking and pre-test of grammar skills. This means that the control group and the experimental group a bit differences before starting the study.

Table 2. Results of using digitalization in teaching a foreign language for Each Group (Control and Experiment)

Group	Test (vocabulary)	students	Mean score
Control	Pre	20	3.1
	Post	20	3.4
experimental	Pre	20	3.3
	Post	20	3.8

Group	Test (grammar test)	students	Mean score
Control	Pre	20	3.5
	Post	20	3.6
experimental	Pre	20	3.7
	Post	20	3.9

Table (2) represents the mean scores of the two groups (Control and Experimental) in the pre vocabulary Test were (3.1) and (3.4) respectively while in the post test were (3.3) and (3.8) respectively; in the pre Grammar Test were (3.5) and (3.6) respectively while in the post test were (3.7) and (3.9) respectively. This means that the students' vocabulary and grammar skills scores in experimental group were improved in the post test because of the use of digitalization (E-learning).

The results obtained show that the majority of students consider the use of digital technology in English lessons to be the most important to achieve stable positive results and the opportunity to receive information from different resources, share their knowledge and skills in an appropriate manner and interact more effectively.

The results demonstrate that the establishment of a future foreign language teacher's competence qualifies the following:

- to use long-familiar and widely-spread Internet technologies in practice,
- to develop the students' skills of independent learning through ICT activities;
- to teach students a foreign language on individual ICT-based trajectories, depending on their interests, needs, and abilities.

I. Opportunity of technology use in education are:

1)Changes in teaching: technologies are used as help and support for teachers or working groups;

2)Support in realization of daily tasks: making of communication;

3)Possibilities for increase of professional development: advanced degrees, informal educational possibilities;

4)Possibility of distance learning;

5) Ability to communicate online with native speakers.

Discussion

The ability using of ICT in English lessons contributes to a significant improvement in the quality of education, which is the main task of general education policy also gives the opportunity to work with students of different levels of education. One of the main interests of students is ICT. Nowadays the traditional method of teaching comes non interesting for learners they prefer more colorful and digital way of learning.

Digitalization of education gives the opportunity for learners:

- Contribute to the formation of positive motivation in teaching English;
- New technology implemented in education contribute to the development and rise to a qualitatively new level;
- The use of ICT provides access to various reference systems, electronic libraries and other information resources
- ICT resources can be actively used for self-study, this includes all kinds of training (lexical, grammatical, phonetic exercises, grammar reading tests and IQ test).

The introduction of digital technology in the learning process keeps pace with the times in connection with the development of high technology in the XXI century

Benefits of using digital educational resources:

- the quality of visibility, consistency and uniqueness of content high motivation;
 - interactivity, because teachers and students are unified, constantly interact with each other;
 - joint activities of participants and cooperation;
 - personalization and analysis of the learning process; inner sense of freedom
- creation, disclosure of the creative potential of the individual.

These modern technologies allow us to communicate in real time. Accordingly, both students and teachers be able to use the media with the help of various technological devices.

Conclusion

In the conclusion, it is necessary to notice that now the global consecutive and steady movement to the information society is observed, which urged to create the best conditions for the maximum self-realization of each person. The bases for that process are intensive development of information technologies and creation of developed information-educational environment. Study and analysis of the current state of digitalization use in the educational sphere have shown that there are numerous works considering possibilities, properties, functions, potential of information technologies having no accurate substantiation on the basis of the fact sheets received as a result of practical activities during experiments. The obvious lack of the researches representing theoretically well-founded methodical and pedagogical recommendations on ICT application is seen. The questions connected with development and influence of ICT on the efficiency of the academic process

are insufficiently studied. There are no long-term and extensive researches showing degree of efficiency and expediency of support of various courses on integration of disciplines through the Internet by means of telecommunication technologies [7].

Foreign language teaching pedagogical strategies for the professional development of digital competencies abroad formation of digital competence of students in teaching and learning languages including the circumstances of their personal, educational and professional lives, effective written and oral communication in a foreign language in a digital environment involves the use of new technologies for communication. Future contributes to the concentration of cognitive abilities and attention of specialists, activates the processes of understanding and memory, forms ideas, assimilates theoretical knowledge, improves the cognitive activity of students. Creates a real interest in the topic of the lesson among students, updates the knowledge gained by students on this topic increases cognitive activity.

Accordingly, the analysis of the scientific and methodological literature, study of progressive international experience of training teachers, as well as concluding of own case have helped to investigate the issue of new technologies usage in foreign languages training in order to identify their key strengths and weaknesses and the potential ways for their implementation into national educational space.

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ЦИФРЛАНДЫРУ ЖАҒДАЙЫНДА БОЛАШАҚ ШЕТЕЛ ТІЛІ МҰҒАЛІМДЕРІНІҢ МӘДЕНИЕТАРАЛЫҚ ЦИФРЛЫҚ ҚҰЗЫРЕТТІЛІГІ

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Аңдатпа. Бұл мақалада біз мәдениетаралық қарым-қатынас саласындағы құзыретті меңгеру,білім алушыға қажетті білім, дағдыларды, сондай-ақ мәдениетаралық қарым-қатынас саласында оларды одан әрі дамытуға мүмкіндік беретін құзыреттер жиынтығы ретінде қарастырамыз. Заманауи талаптарды ескере отырып, кәсіби қызметті жүзеге асыру мақсатында,соңғы жылдары цифрлы оқу материалдарын қолдану арқылы шеттілі, қызықты және тиімді бола бастады. Бұл зерттеу цифрлық оқу материалдарын осы салада қолдануды насихаттау және мұғалімдерге цифрлық материалды дамытуға көмектесу мақсатында ағылшын тілін оқытуда қолданылатын цифрлық өзіндік жұмыс материалдарын әзірлеу платформасын жасауға бағытталған. Мазмұны, құрылымы, оқу процесіне жаңа педагогикалық технологияларды енгізудегі сапалы өзгерістер білімберудің қазіргі даму кезеңін сипаттайды. Ақпараттандырудың қазіргі заманғы жағдайында сандық және мультимедиялық технологияларды тарту арқылы көбейтуге немесе пайдалануға болатын электронды түрдегі білім беру мазмұнын қоса, білім беру процесін заманауи ресурстармен толықтыру қажет. Сандық білім беру мазмұны - графикалық, мәтіндік, цифрлық, сөйлеу, музыка, бейне және қазіргі білім берудің мақсаттарымен міндеттеріне қол жеткізуге бағытталған басқа ақпараттарды қамтитын ақпарат көзі.Жоғары оқу орындарының студенттерін оқыту контекстінде шет тілі болашақ маманның шет тілдеріне кәсіби бағдарын қалыптастыру құралы ретінде қарастырылған. ЖОО түлектерінің педагогикалық даярлығын күшейту тенденциялары шет тілі мұғалімін даярлаудың жаңа сапасын талап етеді.

Тірек сөздер: цифрландыру, шет тілін оқыту, мәдениетаралық құзыреттілік, коммуникация, эксперимент, жаңа технологиялар, болашақ шетел тілі мұғалімі, цифрлық құзыреттілік.

МЕЖКУЛЬТУРНАЯ ЦИФРОВАЯ КОМПЕТЕНЦИЯ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА В КОНТЕКСТЕ ЦИФРОВИЗАЦИИ

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Аннотация. В данной статье мы рассматриваем Компетентность в сфере межкультурной коммуникации как совокупность компетенции, овладение которыми позволяет обучающемуся приобрести необходимый объем знаний, навыков, а также опыт их дальнейшего применения в сфере межкультурной коммуникации. Коммуникации для успешного осуществления профессиональной деятельности с учетом современных требований. Обучение иностранному языку стало более красочным, интересным и эффективным с использованием цифровых учебных материалов за последние годы. Это исследование направлено на разработку платформы для разработки цифровых учебных материалов для самостоятельного обучения, которые будут использоваться при обучении английскому языку, с целью содействия использованию цифровых учебных материалов в этой области и содействия развитию у учителей навыков разработки цифровых материалов. Качественные изменения содержания, структуры, внедрения в образовательный процесс новых педагогических технологий характеризует современный этап развития образования. В современных условиях информатизации необходимо дополнять образовательный процесс современными ресурсами, в том числе учебным контентом в электронном виде, который можно воспроизводить или использовать с привлечением цифровых и мультимедийных технологий. Цифровой образовательный контент - источник информации, содержащий графическую, текстовую, цифровую, речевую, музыкальную, видео и другую информацию, направленный на достижение целей и задач современного образования. В современном быстро развивающемся обществе потребность в профессионально грамотных учителях все больше возрастает. Тенденции усиления педагогической подготовки выпускников ВУЗов требуют нового качества подготовки учителей иностранного языка.

Ключевые слова: цифровизация, иноязычное образование, межкультурная компетенция, коммуникация, эксперимент, новые технологии, будущий учитель иностранного языка, цифровая компетентность.

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