

**TECHNOLOGIES FOR THE FORMATION OF INTERCULTURAL  
PROFESSIONAL COMMUNICATIVE COMPETENCE  
(ON THE EXAMPLE OF SCIENCE STUDENTS OF PEDAGOGICAL  
SPECIALTIES)**

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**Abstract.** The training of highly-qualified, competent and competitive specialists is dictated by the actual needs of modern society. One of the priorities of the current educational paradigm is the development of innovative educational technologies that would promote the development of the key professional competencies of graduates in the educational process at a university.

The higher school is the main place for the implementation of the goals of foreign language professional education and thus it must fully implement its innovative development. The training of specialists focused on a knowledge-based approach to teaching foreign languages does not meet such requirements. The future natural science pedagogical specialists should be ready not only to teach science disciplines (biology, chemistry, physics, mathematics, etc.) in English, but they should also be competent in making contacts in situations of intercultural professionally oriented communication.

The article dwells on modern pedagogical technologies which aim at fostering the formation of intercultural professional communicative competence of undergraduate students enrolled in natural science programs (Biology, Chemistry, Physics, Mathematics, etc.) at a pedagogical university in Kazakhstan.

In the current research the authors of the paper turned to modeling a new content and innovative pedagogical technologies that contribute to the development of intercultural professional communicative competence of graduates, which within the framework of the current research they interpret as readiness and willingness of young specialists to successfully integrate and develop professionally in the intercultural and professionally oriented environment. The developed technologies have been applied and tested during the training of natural science pedagogical students at Sh. Ualikhanov University.

**Keywords:** foreign language professional education, intercultural professional communicative competence, innovative pedagogical technologies, intercultural professionally oriented communication.

### **Introduction**

In the context of the modern polylingual and polycultural world, the knowledge of foreign languages is believed to be a socially significant factor that can ensure the practical and professional life of any person. According to the "Concept for the development of foreign language education of the Republic of Kazakhstan", the strategic course for the development of education in Kazakhstan is defined as the qualitative renewal of foreign language education and the training of qualified professionals who could meet the global standards [1].

The entry of Kazakhstan into the European educational space, the focus of ongoing state reforms on the integrated learning, competence-based modeling of professional foreign language education require revision and rethinking of the strategy for the development of higher foreign language professional education, as well as the improvement of technologies for the formation of intercultural professional communicative competence of graduates.

In the context of professional foreign language education in the Republic of Kazakhstan, the formed intercultural professional communicative competence of graduates implies the ability to solve problems arising both in their professional pedagogical areas and in various situations related to intercultural professional communication.

### **Main provisions**

Today we can admit and observe the existing demands for professional foreign language in every industry and in every area of our life. However, the technologies fostering formation of professionally oriented foreign language competencies have not been developed for all areas so far. Thus, in the works by G.T. Smagulova [2], Zh.G. Shaikhyzada [3], A.B. Tynyshtykbaeva [4] there have been studied various aspects of foreign language training of college and university students enrolled in technical programs. M.A. Serebryanikova [5] in her work addresses the problems of readiness of non-language students to communicate professionally in English. In her dissertation research N.K. Stangalieva [6] developed a methodology for context-centered teaching of English at a technical university. The basics of modeling the system of professional foreign language training of specialists in agro-economic and agro-engineering programs are given in the works of Zh.T. Zhylytyrova [7], R.F. Zhussupova [8]. An individually differentiated approach to teaching English to non-language students is considered in the thesis of M.Zh. Tusupbekovan [9]. O.A. Frolova [10] studied the formation of intercultural competence of students of economic specialties. M.K. Akhmetova [11] studied the scientific and methodological basics of a foreign language natural science educational process in specialized schools. Modeling of competence-based education in the formation of intercultural-communicative competence of a regional specialist is presented in the dissertation of P.K. Elubayeva [12].

However, the above-mentioned research works do not contribute to solving the problem of the formation of intercultural professional communicative competence of students enrolled in the natural science pedagogical programs, as these dissertations are focused on other educational conditions, for example, a language university, a technical university, a secondary or specialized school.

These drawbacks cause contradictions between the increasing requirements for the training of specialists who should be competent to teach a number of natural science disciplines in English and the lack of conditions for the development of intercultural professional communicative competence of graduates of natural science departments of pedagogical universities.

The relevance of this article, therefore, is determined by the urgent need to develop technologies for the formation of a high level of intercultural professional

communicative competence of graduates enrolled in pedagogical science specialties ("Biology", "Chemistry", "Physics", etc.) in universities of Kazakhstan.

### **Research methodology**

Based on a critical analysis of modern innovation-transforming systems and modernizing models of higher professional education as the basis for our current research and further studies we have chosen the “cognitive-linguocultural methodology” of the theory of foreign language education, developed by academician S.S. Kunanbayeva. This methodology assumes the formation of intercultural-communicative and other key professional competencies of the individual through the co-study of language and culture, teaching the language through the so-called "sieve" of the two cultures: native and foreign, which, in its turn, is reflected in the used methodological principles: cognitive, conceptual, linguoculturological, communicative, sociocultural, personality-centered and developmental-reflexive.

Thus “cognitive-linguocultural methodology” of the theory of foreign language education serves, firstly, as an independent educational paradigm, and as a model of modern paradigm of foreign language education as a system of intercultural-communicative education [13, p. 77].

Having decided on the scientific and methodological basics for the development of intercultural professional communicative competence of students enrolled in pedagogical science specialties, we have developed technologies that have been applied and tested during the experimental training of natural science pedagogical students at Sh. Ualikhanov University.

Thus, technologies presented in the current article for the formation of intercultural professional communicative competence of students act as an effective and efficient way to achieve the ultimate goal of higher foreign language professional education – achievement of a high level of intercultural professional communicative competence by graduates.

### **Discussion**

Under the concept of modern foreign language professional education, following S.S. Kunanbayeva, we understand innovative models of professional education based on functional content modeling and structuring of intercultural professional and communicative activities. As we can see, professional education is a multi-leveled and integrated concept. Such an understanding of the essence and content of foreign language professional education, its organizational structure involves the use of innovative technologies, as innovative technologies provide training of a qualitatively new generation of qualified professionals who are receptive to innovations in accordance with the profile of their future specialty.

It is usual practice to understand innovative technologies as application of various, mainly active forms of work (games, problem-based tasks, initiation of independent work, research tasks, etc.), the widespread use of collective and group forms of classwork.

Such training, of course, contributes to the development of independence,

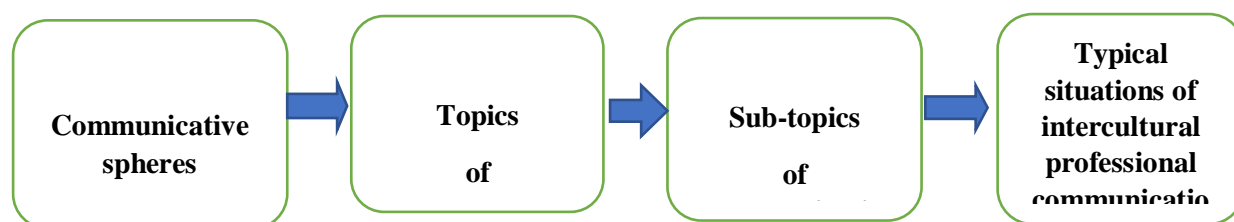
creativity, productive and critical thinking, but the competence-based approach based on the methodology of foreign language professional education, which we adhere to, is aimed at the formation of intercultural professional communicative competence.

In the process of formation of intercultural professional communicative competence of students of natural science pedagogical specialties, modeling of intercultural professional communicative activity should be arranged in such a way that in the learning process the independence of future specialists could develop. The simulated situations should provide a real opportunity to future professionals to act on their own initiative, to master various strategies and tactics of intercultural professionally-oriented communication.

Some researchers understand technology as a specially selected set of teaching techniques to achieve the goals set in foreign language education [14, pp. 23-30].

In the development of the technology for the formation of intercultural professional communicative competence of graduates of the natural science pedagogical programs, we define a technology as the content which includes the chosen methodology of foreign language education, the developed intercultural professional linguo-cognitive modules (IPLCM), a set of teaching techniques and methods, as well as the sequence of stages of joint collaboration of the teacher and students.

The subject content, as it was said before, includes intercultural professional linguo-cognitive modules, or IPLCM (picture 1), which are presented in the form of spheres of communication: social, intercultural, socio-cultural, quasi-educational-professional, quasi-professional-industrial.



Picture 1 - IPLCM as a substantive content component of intercultural professional communicative activity of a specialist

Analysis of the content of intercultural professional communicative activities of specialists of the natural science pedagogical programs and their professional functions, carried out within the framework of the study, allowed the authors of the article to identify the main communicative areas (social, intercultural, socio-cultural, quasi-educational professional, quasi-professional industrial), as well as potential types of oral (verbal) and written communication, which include:

- explanation of materials (on various topics) on the core subject,
- advising students, colleagues, employees, etc.,
- informing (reporting information regarding their subject area of natural science knowledge, requesting information),

- explanation during interviews, negotiations,
- suggestions, recommendations in the course of conflict resolution, as well as in the process of oral and written business communication, etc.

The definition and use of typical situations of intercultural professional communication in the educational process pursues the task to educate students and instill respect for the culture of communication in the context of intercultural professionally directed communication.

## Results

In the process of foreign language training of students of natural science pedagogical specialties for intercultural professionally directed communication, good results, interest and motivation in learning a foreign language are provided if creative tasks are integrated in class.

Within the framework of the defined communicative spheres, typical situations of intercultural professional communication are proposed which are aimed at the analysis of specific quasi-professional situations by future specialists, for example (see Table 1):

Table 1. The content of intercultural professional linguo-cognitive modules

Communicative spheres	Topics of communication	Sub-topics of communication	Typical situations of intercultural professional communication
Quasi-educational-professional sphere	1. Choosing a future profession in the Republic of Kazakhstan and in English-speaking countries.	1.1 Discussions about the profession of a biology teacher / a teacher of chemistry, etc.	1.1.1 Your foreign acquaintance would like to be educated at your university. Post some information about your faculty on your Instagram (Facebook) page. Try to convince your friend that getting an education in the natural sciences (Biology, Chemistry) at your university is prestigious. (Dialogue-conversation). 1.1.2 Which regime of studies seems to be more rational for students? (Dialogue, discussion). 1.1.3 The family council discusses the correctness of your choice of future profession. Give arguments in favor of this choice (Discussion). 1.1.4 Meeting with representatives of the chosen profession. Questions are discussed: "How to become a real professional?" (Interview). 1.1.5 You are taking part in the round table: "Demand for the profession of a biology teacher / a teacher of chemistry in the labor market". Express your point of view on the demand for this profession and specialty in general.
	2. The unity of the nature of various biological systems at all levels of organization of living systems.	2.1 Levels of life organization (molecular-genetic, cellular, biocenotic, biogeocenotic, etc.). 2.2 The main stages of human biological evolution.	2.1.1 Present a report at the round table on the topic: "Levels of life organization". 2.2.1 Preparation of the report and presentation on the topic "Biological evolution of man".
	1. Professional training	1.1 The study of regulations governing the environmental situation in the world.	1.1.1 Present a report on the following topics: a) Biological basis of nature conservation. b) Main directions of biodiversity conservation. c) Biological monitoring of biodiversity.

Quasi-professional-industrial sphere			<p>Oral communication: dialogue-conversation, interviews, conducting lessons on a specialized subject in English; meeting and seeing off international partners (foreign guests), providing information about the activities of schools, research institutes, laboratories and other organizations.</p> <p>Written communication: preparation of a lesson plan for a specialized subject in English; business e-mails, invitation letters, a resume, a CV, personal profile, cover letter, information booklet, report, abstract report, conference (round table) program, etc.</p> <p>Verbal (official, non-official) communication with school colleagues, invited foreign experts, employees of laboratories in the Republic of Kazakhstan and in English-speaking countries.</p>
	2. Competences of a specialist in the natural sciences.	<p>2.1. Educating and training subject teachers (biologists, chemists) in the Republic of Kazakhstan and in English-speaking countries.</p> <p>2.2 Professional competencies of natural science students enrolled in pedagogical programs.</p> <p>2.3 Work in different fields of science and research institutions, laboratories in the Republic of Kazakhstan.</p>	<p>2.2.1 You are a member in the project group, implement your competences when presenting the results of your project.</p> <p>2.2.2 Select essential and useful online resources and offer your students to use them. Justify the key benefits of these online tools.</p> <p>2.2.3 Prepare and present a review on the research paper in your science area.</p> <p>2.2.4 Find some information on the topic of your research area using modern information and communication resources and tools. Present this information in a simplified form for your student to understand.</p>

The above-mentioned typical situations of intercultural professional communication can be implemented through the organization of students' project assignments, game teaching methods; method of portfolio; new information and communication technologies (ICT) and digital educational resources (DER); through technologies for the development of critical thinking skills; research technologies.

According to A.N. Shchukin the project task to be completed by students directly connects the process of language acquisition with the acquisition of certain subject knowledge and the ability to actually use this knowledge in practice. Thus, the orientation towards the creation of a project as a personal educational product makes the process of mastering subject knowledge personally significant for the student, makes students personally motivated [15, p. 263, 265].

Today information technologies (IT) are considered not only as an effective way to organize the educational process at a university, but also as one of the main requirements for the professional activity of teachers — and their information competence. Moreover, the use of IT in project activities contributes to the development of new ways of working with alternative sources of information (Internet, multimedia encyclopedia, etc.), creating the basics of information culture.

It should be noted that a special place is given to the research technology, which allows students to reach a higher level of knowledge and independence in research activities, to develop a new problem vision. Variants of the research model are game modeling, discussions, interviewing, problem solving tasks, etc.

Some examples of problem-based tasks aimed at the development of intercultural professional communicative competence of students in different types of speech activities are given below:

#### *INTERCULTURAL AND PROFESSIONALLY ORIENTED ASSIGNMENTS*

##### *Assignments for speaking*

◆ Compose short dialogues for the following imaginary situations:

1. You are discussing hobbies and professional interests with your new English (English-speaking) friends who are specialists in biology (biologists). Tell your friends about your hobby groups, clubs and circles at your institution (school, laboratory, etc.).

2. You have noticed that your English (English-speaking) colleague has a special liking for research work in the sphere of biology. Persuade him/her to go work at a research institute after graduation.

3. Next year you graduate. Tell your English (English-speaking) friend/colleague (a biologist by profession) what you would like to do in the next year. Recollect how interesting it was to study at the University. Say you will do everything depending on you to make your work as interesting.

4. You are one of the international students studying for a Master's Degree in a big university abroad. Students of various faculties meet at a tourist camp. Everybody speaks about the importance of the science he/she studies. Prove that biology is the most vital of all the sciences.

5. You are to write a report about the work of prominent biologists of the 21<sup>st</sup> century. You have written a little. Ring your friends up, tell them what you have already written and ask them what can be added.

##### *Assignments for writing*

◆ Write about a typical day of a science teacher (a biology teacher, a chemistry teacher, a physics teacher, a computer science teacher) at a university. Interview your university teachers if necessary.

◆ Write on the theme: My career goals in the field of science (biology, chemistry, physics, computer science).

### **Conclusion**

In view of the above-mentioned, it is important to stress that the most important competencies of a modern specialist in the natural science pedagogical area should include intercultural professional communicative competence, the formation of which should be carried out in the process of foreign language training of graduates at universities.

Taking the cognitive linguo-cultural methodology as the conceptual basis of the modern theory of foreign language education in Kazakhstan, the authors of this article turned to modeling a new subject content, to the development and introduction of innovative pedagogical technologies into the foreign language

educational process that contribute to the development of intercultural professional communicative competence of graduates of natural science pedagogical programs.

Thus, within the framework of this article, modern technologies used in higher foreign language professional education for the formation of intercultural professional communicative competence of graduates were considered.

Achieving a high level of intercultural professional communicative competence will be possible only if teachers apply in their classes technologies based on the following principles: problem solving, interactivity, intercultural and communicative orientation, autonomy, modeling of intercultural and professionally contextual situations related to the future professional and practical activities of students, problem method and project work.

As necessary conditions for the formation of intercultural professional communicative competence of students of the natural science pedagogical programs, the authors of the article indicated the following:

- the formation of intercultural professional communicative competence will be successful provided that the principles of interdisciplinary interaction and interdisciplinary coordination are observed, which are implemented through:

- the subject content of specialized subjects in English classes;
- the use of interdisciplinary topics and projects in the learning process;
- the development of integrated (interdisciplinary) methodological textbooks in English and in science subjects, professional dictionaries, audiovisual content, assessment tools and other materials.

In conclusion, it should be noted that the use of a single teaching technology, no matter how perfect it may be, will not create the most effective conditions for the formation of intercultural professional communicative competence of a graduate. Only with the integration of modern educational technologies based on the methodology of foreign language education, it is possible to create the most productive conditions for improving the process of foreign language professional training.

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## **МӘДЕНИАРАЛЫҚ КӘСІБИ ЖӘНЕ КОММУНИКАТИВТІК ҚҰЗІРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ ТЕХНОЛОГИЯЛАРЫ (ЖАРАТЫЛЫСТАНУ БАҒЫТЫНДАҒЫ ПЕДАГОГИКАЛЫҚ МАМАНДЫҚТАР БІТІРУШІЛЕРІ ҮЛГІСІ НЕГІЗІНДЕ)**

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**Аңдатпа.** Сапалы жаңа деңгейдегі, кәсіби құзыретті, ұтқыр және бәсекеге қабілетті мамандарды даярлау қазіргі қоғамның қажеттіліктері мен талабынан туындап отыр. Замануи білім беру парадигмасының басым бағыттарының бірі – түлектердің жоғары оқу орындарында білім берудегі негізгі кәсіби құзыреттіліктерін қалыптастыратын

инновациялық білім беру технологияларын оқу үдерісіне әзірлеу және енгізу.

Заманауи жоғары оқу орындары шет тілде кәсіби білім беру мақсаттарын іске асырудың негізгі орны болып табылады, яғни ЖОО өзінің инновациялық дамуын толықтай жүзеге асыруы тиіс. Шет тілдерін оқытуда білімгерлік деп аталатын әдіске бағытталған мамандарды даярлау мұндай талаптарға сай келмейді. Жаратылыстану бағытындағы педагогикалық мамандықтар бағытындағы болашақ мамандар өзінің педагогикалық қызметінде тек негізгі пәндерді (биология, химия, физика, математика және т.б.) ағылшын тілінде жүргізуге дайындығымен қатар, түрлі мәдениаралық кәсіби бағытталған түрлі жағдайларда байланыс орната алу мен жүргізуге де құзіретті болуы керек.

Бұл мақала Қазақстан Республикасы жоғары оқу орындары жаратылыстану бағытындағы педагогикалық мамандықтар (5В011300 «Биология», 5В011200 «Химия», 5В011000 «Физика», 5В010900 «Математика», 5В011100 «Информатика») түлектері мәдениаралық кәсіби-коммуникативтік құзыреттілігін қалыптастырудың заманауи педагогикалық технологияларына арналған, оны біз жас маманның мәдениаралық кәсіби бағдарлы ортада өз қызметін сәтті жүзеге асыруға дайындығы деп түсіндіреміз.

Осы зерттеу аясында біз жас маманның мәдениетаралық кәсіби бағдарланған ортада сәтті жүзеге асуға дайындығы деп түсіндіретін, зерттеудің алға қойылған мақсаттары мен міндеттерін шешу үшін осы мақаланың авторлары жаңа пән мазмұнын модельдеуге, мәдениетаралық кәсіби және коммуникативтік құзыреттілікті дамытуға ықпал ететін шет тілін оқыту үдерісіне инновациялық педагогикалық технологияларды енгізуде. Дайындалған технологиялар Ш.Уәлиханов атындағы Көкшетау университетінің жаратылыстану-педагогикалық бағытының студенттерін оқытуда сынақтан өтті.

**Тірек сөздер:** шет тіліндегі кәсіптік білім беру, мәдениаралық кәсіби-коммуникативтік құзыреттілік, инновациялық педагогикалық технологиялар.

## **ТЕХНОЛОГИИ ФОРМИРОВАНИЯ МЕЖКУЛЬТУРНОЙ ПРОФЕССИОНАЛЬНО-КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ (НА ПРИМЕРЕ ВЫПУСКНИКОВ ЕСТЕСТВЕННО-НАУЧНЫХ ПЕДАГОГИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ)**

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**Аннотация.** Подготовка специалистов качественно нового уровня, профессионально компетентных, мобильных и конкурентоспособных диктуется потребностью и ожиданиями современного общества. Одной из приоритетных задач современной образовательной парадигмы выступает разработка и внедрение в учебный процесс инновационных образовательных технологий, формирующих у выпускников базовые профессиональные компетенции.

Современная высшая школа является основным местом для реализации целей иноязычного профессионального образования, и, соответственно, именно она должна в полной мере реализовать свое инновационное развитие. Подготовка специалистов, ориентированная на так называемый знаниевый подход в обучении иностранным языкам, не отвечает таким требованиям. Будущий специалист естественно-научного педагогического направления в своей практической деятельности должен быть готов не только к преподаванию профильных дисциплин (биология, химия, физика, математика и др.) на английском языке, но и быть компетентным в установлении и налаживании контактов в самых различных ситуациях межкультурной профессионально направленной коммуникации.

Настоящая статья посвящена современным педагогическим технологиям, направленным на формирование межкультурной профессионально-коммуникативной компетенции у выпускников вузов Республики Казахстан по педагогическому естественно-научному направлению (5В011300 «Биология», 5В011200 «Химия», 5В011000 «Физика», 5В010900 «Математика», 5В011100 «Информатика»).

Для решения поставленных целей и задач исследования авторы настоящей статьи обратились к моделированию нового предметного содержания, к внедрению в иноязычный образовательный процесс инновационных педагогических технологий, способствующих развитию межкультурной профессионально-коммуникативной компетенции, которую в рамках настоящего исследования трактуют как готовность молодого специалиста успешно реализовываться в межкультурной профессионально направленной среде. Разработанные технологии были апробированы в обучении студентов естественно-научного педагогического направления Кокшетауского университета им. Ш.Уалиханова.

**Ключевые слова:** иноязычное профессиональное образование, межкультурная профессионально-коммуникативная компетенция, инновационные педагогические технологии, межкультурная профессионально направленная коммуникация.