"DESIGNING A TEXTBOOK IN THE CONTEXT OF PROFESSIONALLY ORIENTED INTERCULTURAL COMMUNICATION FOR IR 2ND YEAR STUDENTS".

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Abstract. the article is concerned with the theoretical bases of communicative competence formation as the main goal of English language textbooks. Nowadays, universities need to create all conditions for the training of competent specialists who are able not just to communicate, but are able to engage in active intellectual and communicative interaction in the course of their professional activities. In this regard, it is needed to develop textbooks, designed on the basis of intercultural communication of the future specialist.

Keywords: "communicative competence', "professionally-oriented communication", "designing a textbook".

The integration of the Republic of Kazakhstan's policy into the international community encouraged the use of foreign languages as a means of interaction between different cultures and nations. Nowadays, English language has acquired the status of an international language. It has become an integral part of modern culture, economics, politics, sport, education, arts, tourism, and science. Thus, the purpose of learning a foreign language is to develop communicative competence, including both linguistic and socio-cultural competence, because without the knowledge of the socio-cultural background it is impossible to form a communicative competence, even to a limited extent. Learning a foreign language is intended to form a personality, able and willing to participate in intercultural communication.

The study of intercultural communication problems assumes acceptance the following phenomena and concepts: the principles of communication, the basic functions of culture, the influence of culture on perception and communication in its various fields and types, parameters to describe the influence of culture on human activity and the development of society.

Formation of intercultural competence should be seen in connection with the development of learners ' ability to participate in the dialogue of cultures, tolerance for cultural differences and overcoming cultural barriers. Intercultural learning aims at developing learners ' ability to cross-cultural communication and promotes awareness of how learners identify themselves with a particular ethnic group, as well as adopt traditions and cultural difference of other cultures.

The problem of intercultural education is highlighted in the works of S.S.Kunanbayeva, V.V.Safonova, A.P. Sadochin, G.V.Elizarova, N.N.Vasilyeva, P.V. Sysoev and etc.

Academician S.S.Kunanbaeva states that " The circumstances of an open and inter-connected world, the widening range of international co-operation, the growing

social and educational importance of MFL knowledge as an instrument of international co-operational has made languages an educational priority and assigned them the status of being an obligatory professional competency qualification for any modern specialist and prepares them for working life in the new conditions of intensive international cooperation" [1]. S.S. Kunanbaeva in her work emphasizes the polysemy of the term "intercultural competence", which within the meaning of intercultural - communicative competence is understood as the subject of formation in the teaching of foreign languages. But, in the broader sense, intercultural competence is understood as the ability to manage the intercultural communication in the field of cultural studies and intercultural communication, which refers to the communication between different cultures"[2].

The current changes in the approach to determine the goals of education, caused by the increased requirements for the quality of training of graduates, require a review of the content of academic disciplines, teaching methods, and updating the educational and methodological support of the educational process. The educational process is formed on the basis of the competence model of the specialist. The competence model of the future specialist is designed to reflect the totality of general cultural and professional competencies.

In this regard, it is needed to develop textbooks to learn a foreign language, designed on the basis of intercultural communication. The main goal in teaching a foreign language is to teach it as a means of communication in professional activity. The process of creating a textbook which meets all the requirements and standards is not an easy task. The objectives of teaching a professionally oriented foreign language should be directly related to their practical, professional or professionally-oriented needs.

According to the Common European Framework (2005), communicative competence refers to one of the major goal of any educational institution. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, classes and social groups), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence [3].

One of the goals of teaching a foreign language is the development of communicative competence, i.e. the ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers. Hymes, considers this ability as mastery to carry patterns of sociolinguistic behaviour of the target language [4]. Communicative competence involves the knowledge, skills and abilities necessary to understand a foreign-language participant in a dialogue and generate their own model of speech behaviour that is adequate to the goals, areas, and situations of communication. It requires knowledge of the basic concepts of linguistics, skills of text analysis and skills of speech communication in relation to various areas and situations.

N. Chomsky defines communicative competence as an internal knowledge of the situational relevance of language and identifies such structural components as socio-linguistic, discursive and strategic [5]. Communicative competence is defined as the

possession of a set of speech, language, socio-cultural norms of the language being studied, as well as compensatory and educational-cognitive skills that allow a graduate to carry out intercultural communication and solve communicative, educational, cognitive and other tasks.

Transformations of the professional sphere of activity in the conditions of the competitive market of intellectual labor impose high requirements for educational and professional training of specialists. The growing international cooperation, the exchange of experience of specialists of different levels in the economic, socio-political, and cultural spheres of life makes the knowledge and skills of young professionals in foreign language communication at a professional level in demand and necessary.

The Council of Europe has identified five key competencies that all graduates should possess:

— political and social competencies, the ability to assume responsibility, participate in the adoption of group decisions, to resolve conflicts, participate in the maintenance and improvement of democratic institutions;

— competencies related to life in a multicultural society, intercultural competence, acceptance of differences, respect for others and the ability to live with people of other cultures, languages and religions;

— competencies related to oral and written communication, possession of more than one language;

— competences related to the increase of the digitalization, mastering technologies, understanding of their application, weak and strong points and ways of critical judgment in relation to information disseminated by mass media and advertising;

— lifelong learning competence, the ability to learn throughout life as the basis for continuing education in the context of both personal and professional so that of social life [6].

The "professional readiness" model of the graduate by S.S. Kunanbaeva is represented by a competence model of 4 blocks of competences:

— Professionally-oriented block of competences constitutes "core competencies", which are defined as the ability to solve professional problems based on the use of information, communication, social and legal bases of the individual's behavior in civil society;

— Professionally-based block of competences is represented by "basic competencies", the ability and readiness to build certain professional activities (pedagogical, philological, international, economic, legal, etc.);

— Professionally-identifying block of competences is represented by "specializing competences», reflecting the specificity of a specific subject or supra-subject area of professional activity;

— Block of intercultural communicative competence [7].

The interpretation of intercultural communication in educational materials is becoming a leading goal today. Language textbooks should aim to raise students '

awareness of international culture as well as their own. It is necessary to include intercultural content in English language textbooks. The introduction of language material with the help of speech situations, texts aimed at creating intercultural communication, contributes to the increase of mental activity, educational motivation of students, and creates favorable conditions for the formation of students' communicative competence. The effectiveness of a foreign language learning involves creating an atmosphere of psychological comfort, benevolence and openness, both for a student and teacher. These factors, along with the ability to establish and develop good relationships with the native speaker of the studied foreign language, play an important role in the socio-cultural sphere. The transfer of linguistic knowledge now is not the purpose of teaching foreign languages. At the centre is education of tolerance for foreign cultures, arousing interest and respect for them, which helps to overcome the students' feelings of irritation with the dissimilarity of cultures. After all, the readiness of students to learn gives them the opportunity to gradually acquire knowledge about the history, geography, political and environmental life, about the customs and customs, views and mentality of the people.

The main basis for the creation of an English language textbook for universities should be a linguistic and cultural science aimed at identifying the specifics of a foreign language culture in comparison with the native one. Yelubayeva P.K. states that the most effective mechanism for coordination is the organization of foreign language education content based on dialogue between cultures [8]. In such textbooks, along with monologue texts, it is necessary to create an environment for dialogue, which should become an integration of two cultures. To create this union, it is important to choose the relevant, authentic modern educational materials from reliable resources, recent publications and Internet resources for students of the profile course. Role-playing games, live dialogues, discussions help students to feel that representatives of different cultures and nations have alike language skills, own speech behavior, interests and differences. It is necessary to take this into account in order to achieve success in communication. This approach increases the development of students' intercultural communication competence.

The intercultural competence of a learner correlates with the communicative competence, bringing an intercultural dimension to its aspects, but having its own components that are not included in the communicative competence. Intercultural competence involves the formation not only the skills of intercultural communication, but also the skills of applying heuristic procedures that ensure its productivity and strategies for constant knowledge of the features of specific cultures.

The formation of intercultural competence is based on the principles of cognition and consideration of cultural universals; the principle of interaction of native and foreign languages; the principle of ethnography; the principle of speech and behavioral strategies; the principle of awareness and "experience"»; the principle of managing one's own psychological states and the principle of empathy.

In connection with the changing role of the English language and exposure to intercultural approach, it is needed to clarify the functional varieties and the define the

conceptual approaches of professional oriented language (goals, content, principles), the content and structure of communication complexes.

The conceptual basis of foreign language content is the communicative-professional-activity basis; intercultural orientation (behavioral stereotypes); interdisciplinary integration (modular organization of the content of speech topics and situations, professionally oriented standard tasks are coordinated with the relevant for professional specialty and connected with the future professional and practical activity of students); personality-centered orientation. Student centered learning is objectively recognized as the main participant in the educational process, since he is more knowledgeable in the subject of communication, while the teacher is a moderator, assistant, proofreader and organizer of communication on this site.

The implementation of this provision is also due to the fact that the system of teaching is maximally focused on the personality of the student, his real needs and motives, socio-cultural and individual development programs.

Karmysova M.K. states that the communicative complex includes such components as:

— subject content in professional communication (generalizing special-professional sphere of communication in "international relations" specialty;

— topics for organizing communication;

— possible situations of professional-oriented communication;

— component analysis of communication situations, their content characteristics

— accounting for social roles, partners and their relationships (official or unofficial), motives and functions of communication, functional varieties of speech acts (request for information, interview specialists, exchange of opinions, etc.) [9].

Students' mastery of professional and communicative competence is impossible without expansion of the authentic information base, mastering the strategies of teaching by types of speech activity, formation of their interpretive, communicative and pragmatic and other professionally oriented communicative skills, the ability to solve standard and pragmatic tasks. The achievement of the tasks is impossible without purposeful use in the educational process of various technologies based on the principles of problem interactivity, situational: contextually intensified learning (situational role-playing games, modeling of professionally-oriented situations) problem method (developed critical thinking in the process of implementing discussion and debate technologies, techniques of problem-based heuristic proofs, solving pragmatic professional problems), project technology, etc.

Thus, incorporate intercultural content in English language textbooks demonstrate students' awareness of international culture, formation of communicative skills and acquire a set of professionally-oriented skills necessary in the professional path.

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ХҚ МАМАНДЫҒЫНЫҢ 2 КУРС СТУДЕНТТЕРІНЕ АРНАЛҒАН КӘСІБИ БАҒЫТТАЛҒАН МӘДЕНИЕТАРАЛЫҚ ҚАРЫМ-ҚАТЫНАС КОНТЕКСІНДЕ ОҚУЛЫҚ ҚҰРАСТЫРУ

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Аңдатпа. Мақалада шет тілі оқулықтарының негізгі мақсаты ретінде коммуникативтік құзыреттілікті қалыптастырудың теориялық негіздері қарастырылады. Қазіргі уақытта жоғары оқу орындары тек қарым-қатынас жасауға ғана емес, сонымен қатар өзінің кәсіби қызметі барысында белсенді зияткерлік және коммуникативтік өзара іс-қимылға қатысуға қабілетті құзыретті мамандарды даярлау үшін барлық жағдайларды жасауы қажет. Осыған байланысты болашақ маманның мәдениетаралық қарым-қатынасы негізінде әзірленген оқулықтарды әзірлеу қажет.

Тірек сөздер: «коммуникативтік құзыреттілік», «кәсіби-бағытталған құзыреттілік», «оқулықты жобалау».

ПРОЕКТИРОВАНИЕ УЧЕБНОГО ПОСОБИЯ В КОНТЕКСТЕ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЙ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ ДЛЯ СТУДЕНТОВ 2 КУРСА СПЕЦИАЛЬНОСТИ МО.

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Аннотация. В статье рассматриваются теоретические основы формирования коммуникативной компетенции как основной цели учебников по иностранному языку. В настоящее время вузам необходимо создать все условия для подготовки компетентных специалистов, способных не просто общаться, но и участвовать в активном интеллектуальном и коммуникативном взаимодействии в ходе своей профессиональной деятельности. В связи с этим необходимо разработать учебники, разработанные на основе межкультурной коммуникации будущего специалиста.

Ключевые слова: "коммуникативная компетентность", "профессионально-ориентированное общение", "проектирование учебника".