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INTEGRATION OF A PROFESSIONAL ICC IN EFL TEACHER TRAINING PROGRAMMES IN KAZAKHSTAN

Аннотация: в статье рассматриваются возникшие предпосылки к формированию профессиональной Межкультурной Коммуникативной Компетенции (МКК) в системе иноязычного образования. Отмечается необходимость в разработке обновленного содержания образовательных программ благоприятствующих внедрению новых технологий и принимающих в расчет лингвокультурологические, социокультурные аспекты содержания профессионально-ориентированного иноязычного образования. Также статья рассматривает основные меры, предпринятые в данном направлении в сфере высшего иноязычного образования Казахстана.

Ключевые слова: профессиональная Межкультурная Коммуникативная Компетенция, иноязычное образование.

The modern needs of society have determined the special role of foreign languages in the educational and professional activities of specialists who have to take an active part in intercultural communication, which implies adherence to norms of behavior that are universal for world cultures, rules and categories in combination with specific norms of etiquette inherent in specific cultures. The problem of the formation of professional Intercultural Communicative Competence (ICC) in foreign language education is caused not only by the need to improve the quality of knowledge of a foreign language, but also by the processes of globalization, which have expanded the opportunities for the exchange of information, both economic, social and cultural, which in turn causes the need to perceive the student as a potential participant in the process of intercultural communication. The increase in intercultural contacts has led to an increase in migration flows and mobility, including academic. As part of their policy and strategy of internationalization, European universities offer programs in English to attract an increasing number of international students to their campuses. Although this development originally began in northwestern Europe, it now appears to be spreading over much of the continent. A 2014 survey shows that EMI (English Medium Instructions) programs in Europe have grown by over 1,000 percent over the past 10 years, and that there are now over 7,000 English-language programs outside the UK and Ireland (Lauridsen, 2015). To address the challenges inherent in academic linkages, the development of the ICC is critical. The development of the ICC should become mandatory in school curricula, especially in language

classes. To facilitate this process, language teachers need training aimed at integrating the intercultural dimension into their professional practice. To achieve this goal, at the stage of training future teachers of foreign language education, it becomes necessary to form a professional ICC, as an integrative ability to implement effective activities into a foreign language professional space that involves the inclusion of cultural norms, values and traditions.

The need to form a professional ICC is caused by the processes of globalization, which require a reorientation to multicultural worldviews and a departure from traditional monocultural views. This requires specialists who are able to carry out effective foreign language professional activities, but at the same time there are no didactic systems for using teaching technologies that would facilitate collaboration. In addition, the content of university educational programmes does not always meet the trends of the times and the needs of the employer, due to the fact that they quickly become outdated, as a result of which there is a need to develop updated content of educational programmes that will favor the introduction of collaborative learning technologies in the formation of the ICC.

In the process of forming a professional ICC in foreign language education in a collaborative environment, it becomes necessary to take into account the linguoculturological, socio-cultural aspects of the content of profession oriented foreign language education, it is also necessary to take into account the importance of the ability to compare, comprehend and accept culturally specific differences; and for this, learning should be built in the form of social interaction, using methods, techniques and technologies of collaborative learning, taking into account cross-cultural, associative and nationally specific characteristics.

Professional ICC, as one of the most demanded competencies in the framework of modern foreign language education, also found its reflection in the form of the professional standard "Teacher" approved by The National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken", in 2017. Later on, the Independent Kazakhstani Agency for Quality Assurance in Education (IQAA-IQAA) introduced the "Standard for Institutional Accreditation of Higher Education Organizations". According to it, higher education institutions "must constantly monitor, periodically analyze and revise their educational programs, to ensure that they achieve the goals set for them and meet the growing demands of students, the labor market and society." [1:26]. Hence, it should be concluded that at the moment in the Republic of Kazakhstan there are regulatory documents that create a fertile ground for the introduction of professional ICC in foreign language education and the next step is to search for scientifically grounded ways for its implementation.

Professional ICC includes a whole range of sub-competencies necessary for effective communication in situations where there are linguistic and cultural differences between the communicants. The basic components of a professional ICC are mainly believed to be knowledge, skills, attitudes and behavior that are constructed by professionals in the process of lifelong learning.

Studies in the field of foreign language education show that in the process of teacher training, very little attention was paid to the study of the intercultural dimension, the development of intercultural communication skills and the enrichment of cultural knowledge (Gorski, 2012; Bayram, 2014). However, other researchers (Fantini, 2007; Deardoff, 2011) found that teachers who had direct contact with representatives of other cultures, who were exposed to the ethnic-cultural environment, were able to develop new cultural perspectives. In the process of globalization, such contacts are taking place more and more often, since the very approach to public life is changing, the availability of access to a huge information base allows an increasing number of

people to learn a lot about the behavior and way of life of other peoples. The source of new knowledge can be both tourist trips and academic mobility of students and teachers, exchange of experience at scientific conferences, access to mass media in a foreign language, etc.

Mastering a professional ICC is impossible without mastering communicative competence in a foreign language, since both the quantity and the quality of communication as such depend on it. The lack of foreign language competence, even at a minimal level, makes a person continue to think about the world and act in it, only within the framework of the native language system, and deprives a person of one of the most valuable aspects of intercultural experience. Consequently, when developing the content of curricula, one should take into account as learning outcomes knowledge of the cultural characteristics of the country of the target language and their impact on one's own speech behavior, understanding the influence of one's own culture on the process of intercultural communication, the ability to interpret the cultural realities of a foreign culture from the point of view of their carriers and under the prism their culture, the ability to see and analyze the similarities and differences between different cultures, to perceive the system of moral values of another culture, comparing it with their own. Willingness to communicate with representatives of other cultures, openness, lack of prejudice in relation to other cultures, and the ability to perceive someone else's culture through the prism of the native culture help to build tolerance as one of the most important qualities in intercultural communication.

To get acquainted with the socio-cultural characteristics of students and their further consideration in the development of programs, it is necessary to take these features into account at the stage of training teachers. In other words, methodological subjects in the university should include familiarization with various methods, strategies and technologies of teaching a foreign language, including collaborative technologies, and note that they cannot be universal, but should be used depending on and taking into account the audience. Policy on quality assurance practices in universities rarely includes relevant issues for developing international programs or teaching and promoting multicultural dynamics in foreign language classrooms. At the moment in Kazakhstan there is a problem with the development of educational programs that can provide training and continuous professional development of future specialists in foreign language education.

One of the first steps in this direction in Kazakhstan was the publication in 2005 of the monograph by S.S. Kunanbayeva "Modern foreign language education: methodology and theories", which presented the strategic guidelines for the development of higher professional education in the Republic of Kazakhstan and gave the main provisions of the cognitive-linguocultural methodology, on the basis of which in 2010 the research group of the Kazakh Abylai Khan University of International Relations and World Languages under the leadership of academician S. Kunanbayeva developed "The concepts of language education in the Republic of Kazakhstan." The goal of the Concept is "to ensure the universalization of language education in all three languages on the basis of a single scientific and theoretical platform and harmonization of domestic and modern international educational models. To promote the development of a system of continuous, consistent and interconnected language education in the Republic of Kazakhstan" [2: 1].

According to the concept, the cognitive-linguocultural methodology (Kunanbaeva S.S., 2005) is defined as a universal conceptual basis of the modern theory of a foreign language and multilingual education, the theory of intercultural communication as the main theory of the implementation of language policy through modeling and selection of content in communicative linguocultural complexes (CLC), reflecting the continuity of the formation of speech types and

typologies of communication, refracted through three systems: the language system, the speech system and the communication system. The formation of intercultural communicative competence in accordance with this theory is an indicator of the student's ability to effectively participate in foreign language communication at the international level.

Within the framework of the cognitive-linguoculturological theory (S.S.Kunanbaeva), intercultural-communicative competence is realized through a set of sub-competencies:

- cognitive subcompetence forms language as part of the process of cognition and formation of thinking;

- communicative subcompetence is formed under the leading cognitive principle;

- linguocultural subcompetence forms the primary conceptual picture of the world on the basis of its culture, is a linguocultural reflection of the national linguistic consciousness and mentality;

- socio-cultural subcompetence forms "secondary cognitive consciousness" in the form of a concept and image of another world and "foreign knowledge";

- conceptual subcompetence gives a reflection through the language of concepts of the "picture of the world" of another linguistic society;

- Person-centered subcompetence regulates the language processing mechanism at the semantic, syntactic and pragmatic levels [3, 91].

Along with the above measures, the Ministry of Education and Science of The Republic of Kazakhstan, in order to increase the academic and managerial independence of universities, adopted a new "Classifier of areas for training personnel with higher and postgraduate education", which assumes relative freedom in the implementation of new educational programs, and also makes it possible to regulate the content of these programs depending on the needs of government orders and employers. Therefore, it is imperative that institutions of higher education assess the situation and the extent to which their students have the necessary language and communication skills, and that they provide that all students have the opportunity to develop the necessary skills and competencies. This applies to the languages of instruction, including academic reading and writing, in higher education, as well as to the language and intercultural skills and competencies required in the profession. Higher education must play its part and must take responsibility for providing students with the opportunity to develop their individual multilingual character before entering the professional world, which for many of them today is more global than local.

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