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**The importance of forming intercultural communicative competence in learning a foreign language**

**Annotation**

Formation of intercultural communicative competence is a topical problem of modern education. With regard to higher education the goal of teaching a foreign language acquires a more concrete character: to teach future specialists to use a foreign language in a particular professional sphere of communication. The boundaries and content of intercultural communicative competence should be defined in relation to professional communication. The subject of the study is intercultural communicative competence. The purpose of this article is to study the importance of forming intercultural communicative competence in learning a foreign language.

**Keywords:** intercultural communicative competence, foreign language, conditions of formation, training.

Recently, the interest in intercultural communication and, consequently, in the study of foreign languages has increased. Changes in the socio-political life in Kazakhstan, the expansion and qualitative change in the nature of international relations, the intensification of international means of communication, on the one hand, and the emergence of ethnic conflicts, the aggravation of racial intolerance, on the other, necessitate new approaches to foreign language teaching, both in linguistic and higher education institutions. Intercultural competence promotes mutual understanding in the process of intercultural communication. According to S. Ahnagari, intercultural communicative competence has the following structural components:

- affective;

- cognitive;

- strategic [1].

The main components of the affective component are empathy and tolerance. The cognitive component is based on the synthesis of knowledge about the native culture and culture of the country of the studied language, as well as general knowledge about culture and communication. In turn, the strategic component includes students' verbal, instructional, and research strategies. Intercultural communicative competence refers to the ability to communicate in a foreign language, taking into account cultural differences and thinking stereotypes. This competence implies the achievement of such a level of language proficiency that allows, first, to react flexibly to all kinds of unforeseen situations during a conversation; second, to determine the appropriate line of speech behavior; third, to choose correctly the specific means of communication and, finally, fourth, to use these means in accordance with the proposed situation.

L. Mukhametzyanova believes that the structure of intercultural communicative competence reflects the nature of educational competence and is a complex personal formation, including knowledge of the native and another culture, skills and abilities of practical application of their knowledge, as well as a set of personal qualities that contribute to the implementation of this knowledge, abilities and skills, and finally, the practical experience of their use in the interaction with representatives of another culture [2]. It is important for us the scientist's opinion that intercultural communicative competence is an educational competence in the study of a foreign language and foreign language culture, with the object of real reality in the formation of intercultural competence is the process of communication of representatives of different cultures. Learning a foreign culture begins with learning a foreign language. By learning a new language form, the learner discovers the part of culture, the social unit that lies behind it.

The large amount of material offered for study and the number of hours devoted to its assimilation, forces teachers to look for new effective ways of organizing classroom work; to introduce into the learning process such types and forms of work that increase cognitive activity, form a creative personality capable of communicative activity, in solving scientific, research and practical problems; to develop tasks that would interest students. Thus, one of the conditions of formation is the readiness of the university teacher to form intercultural communicative competence of students:

- the teacher's focus on the formation of intercultural competence of students, the development of his professional potential, the presence of interest in studying the culture of other nations, the knowledge of the essence of the culture of nations, the speakers of the language under study;

- systematic self-improvement in the interrelation of its theoretical and practical components [3].

It is obvious that the formation of intercultural communicative competence, the foundations of which are laid in the process of learning a foreign language as a language of specialty within a higher educational institution, continues in the course of working activity. In the majority of modern companies, carrying out business operations within the framework of international cooperation, the priority role is given to the ability of employees to communicate in the sphere of professional activity in a foreign language, as well as full use of a foreign language for receiving, processing and further application of the received professionally significant information. Depending on the level of formation of linguistic and other communicative competences of the employees, in the course of corporate training of professionally oriented foreign language communication the set of basic strategies of formation of intercultural communicative competence can remain the same.

The next condition for the formation of intercultural competence is the use of materials in the classroom, containing socio-cultural and cultural aspect of the language studied and contributing to familiarizing students with the world's cultural values. While studying a foreign language the learner performs various activities in the process of which he / she develops linguistic and communicative as well as general competences. General competencies include: the ability to learn, existential competence, declarative knowledge, skills and abilities. General competences are not linguistic, they provide any activity, including communicative. Communicative competence is fundamental and is interpreted mainly as the ability to understand and generate foreign language statements in accordance with the specific situation and communicative intention and allows for activities using language means. In turn, linguistic means provide understanding of lexical, grammatical and genre-stylistic features of speech and texts, country and socio-cultural knowledge provide understanding of norms of linguistic and non-linguistic behavior of speakers of a foreign language in specific spheres and situations of communication [4].

Speaking about the strategies for forming intercultural communicative competence in the conditions of teaching foreign-language professional communication at university, first of all, it is necessary to point out the dependence of these strategies on the stage of learning. The predominance at the initial stage of situational or contextual type of learning, recreating the subject and social contexts of students' future professional activities, implies teaching language repertoires, corresponding to communicative roles of quasi-business communication participants. It should be noted that the training of language repertoires takes place mainly in the process of teaching dialogic speech, and special attention is paid to the development of functional competence, i.e. the use of certain statements to perform such specific functions as, for example, address, greeting, introduction, expression of consent, apology, approval, regret, offer, request, advice. It goes without saying that in the learning process preference is given to functions that are significant for students' future professional activities. The strategy of teaching language repertoires in typical situations of business communication also includes teaching speech etiquette.

It is necessary to consider how the formation of intercultural communicative competence of students is carried out taking into account the named directions. In the process of mastering a foreign language students assimilate material that demonstrates language functioning in the natural environment, speech and non-verbal behavior of native speakers in different communication situations and reveals features of behavior related to folk customs, traditions, social structure of society, ethnicity. First of all, this is done with the help of authentic materials (original texts, audio recordings, videos), which are normative in terms of linguistic design and contain linguo-country information.

Formation of intercultural communicative competence also implies mastering the following skills:

- to see in a representative of another culture not only what distinguishes us, but also what unites us;

- to change opinions as a result of comprehending another culture;

- to refuse stereotypes;

- to use the knowledge of another culture for a deeper understanding of our own [5].

Intercultural communicative competence is formed in the process of teaching foreign language communication taking into account cultural and mental differences of native speakers and is a necessary condition for a successful dialogue of cultures. Awareness of possible problems arising in intercultural communication of representatives of different cultures, understanding of values and generally accepted norms of behavior are quite significant factors in learning a foreign language. And when students are prepared to deal with them appropriately, they can avoid misunderstandings, inadequate perception of behavior and potential conflicts that arise from incorrect use of language, erroneous interpretation of the interlocutor's reactions and assessment of the situation.

Another condition for the formation of intercultural communicative competence of university students is the intensification of independent work with culturological material (country studies texts) in the classroom and out-of-classroom activities. It is known that independent work contributes to the effective mastering of the material, stimulates cognitive and professional interests, develops activity and initiative, contributes to the growth of learning motivation. During the work on texts it is important to teach students to compare cultural realities of the native country and the country of the studied language, national features of communicative behavior, therefore the content of texts should provide the basis for the development of the ability to perceive, see, feel, compare, compare phenomena and facts of different cultures, give definitions, identify concepts, communicate, conduct a dialogue. Situational analysis challenges the student to make qualified and responsible decisions on his or her own, a prerequisite for which is mastery of various aspects of the language being studied.

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**Шетел тілін үйренудегі мәдениетаралық коммуникативтік құзыреттілікті қалыптастырудың маңызы**

Мәдениетаралық коммуникативті құзыреттілікті қалыптастыру - қазіргі білім берудің өзекті мәселесі болып табылады. Жоғары білімге келетін болсақ, шет тілін оқытудың мақсаты нақты және айқын: болашақ жас мамандарды белгілі бір кәсіби қарым-қатынас саласында шет тілін қолдануға үйрету. Мәдениетаралық коммуникативті құзыреттілік шекарасы мен мазмұны кәсіби қарым-қатынасқа қатысты анықталуы керек. Зерттеу пәні мәдениетаралық коммуникативті құзыреттілік болып табылады. Бұл мақаланың мақсаты – шет тілін меңгеруде мәдениетаралық коммуникативті құзыреттілікті қалыптастырудың маңыздылығын зерттеу.

Түйін сөздер: мәдениетаралық қарым-қатынастың құзыреттілігі, шет тілі, қалыптасу шарттары, оқыту.

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**Важность формирования межкультурной коммуникативной компетенции при изучении иностранного языка**

Формирование межкультурной коммуникативной компетенции является актуальной проблемой современного образования. Что касается высшего образования, то цель преподавания иностранного языка приобретает более конкретный характер: научить будущих специалистов использовать иностранный язык в определенной профессиональной сфере общения. Границы и содержание межкультурной коммуникативной компетенции должны быть определены применительно к профессиональному общению. Предметом исследования является межкультурная коммуникативная компетенция. Целью данной статьи является изучение важности формирования межкультурной коммуникативной компетенции при изучении иностранного языка.

Ключевые слова: межкультурная коммуникативная компетенция, иностранный язык, условия формирования, обучение.

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