

областных, городских конкурсах; распространение опыта за рубежом; интегрированные занятия; творческие конкурсы.

В результате реализация акмеологического подхода к индивидуализации обучения специалистов иностранного языка дает возможность обеспечить дальнейшее продвижение студентов, как будущих профессионалов. Это проявляется в высоких темпах личностного продвижения студентов в знаниях, развитии их уверенности в себе, сформированностью мотивационно-ценностного отношения к изучению профессионально ориентированного иностранного языка, самостоятельной познавательной деятельности, а также развитие интеллектуально-познавательных умений.

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ON THE QUESTION OF INTERCULTURAL COMMUNICATION IN THE MULTICULTURAL WORLD

Abstract

The article highlights the idea of the trinity of languages, deals with the problems of formation and development of multilingual education. One of the means to provide the formation of the ability of modern specialist to navigate the world professional space is intercultural communication – the interaction of different cultures.

Keywords: trinity of languages, multilingual education, multilingual identity, multilingualism.

Ключевые слова: триединство языков, полиязычное образование, полиязычная личность, полиязычие.

Kazakhstan is a multinational state with an established and continuously developing multiethnic mentality. The historic land of the Kazakhs has accumulated rich experience of peaceful coexistence of peoples, civilizations, cultures and different faiths in the same state. This heritage defines the roots of our unity and provides conflict-free interethnic relations at the present stage.

Taking into account the current situation, when in addition to the state and Russian languages most of the children learn a foreign language and a mother tongue from an early age and accordingly know the customs and traditions of at least two nations, in Kazakhstan there is no question about the development of tolerance. Multilingual identities, that are people who are proficient in two or more languages, freely switch from one language to another, knowing and respecting the culture of the people whose language they speak, cannot treat each other intolerantly. Therefore, multicultural education in Kazakhstan has some other priorities rather than the development of respect and tolerance to each other. In our country, the purpose of multicultural education is the development of common human culture, the knowledge of other cultures, the formation and development of skills to represent your own culture, to

hold a dialogue with representatives of other cultures. For the residents of Kazakhstan the knowledge of the state, Russian, native and foreign languages, and the cultures of the peoples of these languages is becoming a condition for achieving a high social status.

The reforms carried out in Kazakhstan in all spheres of activities including education require highly skilled experts possessing not only competent knowledge but also skills of a foreign language on equal terms with the Kazakh and Russian languages. In order to ensure the competitiveness of the country and citizens the Message of Kazakhstan's President Nazarbayev N.A. "New Kazakhstan in the new world" proposed the phased implementation of the cultural project "Trinity of languages". According to it, we need to develop three languages: Kazakh as the state language, Russian as the language of interethnic communication, and English as a language of successful integration into the global economy [1; 1-2].

In this regard, higher education faces a complex of problems and challenges which include: the development of axiological identity system through the identity's enrichment by universal and national-specific values of their own and other cultures; the strengthening of humanization – a general cultural education content related to the breadth of understanding the phenomena of human life, polyphonic worldview and presupposing the harmony of knowledge, feelings, creative action. It is necessary to expand the range of professional communication due to the interaction with representatives of other cultures and the improvement of the training quality on the basis of integrative professional competences.

These problems, refracted through the context of globalization and cultural dynamics, suggest the formation of the modern professional's ability to navigate in the international professional sphere. One of the means to achieve this goal is intercultural communication – the interaction of representatives of different cultures. The acquisition of intercultural communicative competence which is the functional ability to understand the views and opinions of representatives of other cultures, adjust your behavior, overcome conflicts in the communication process, recognize the right of existence of different values and norms of behavior is becoming much needed for the modern professional. It provides the basis for professional mobility, prepares for the rapidly changing conditions of life, acquaints with the world professional standards, and increases possibilities of professional self-realization with the help of communication and tolerance [2; 123].

The main objective of the course of a foreign language in higher educational establishments has been and still is "to teach students practical language skills". However, the essence of the concept "practical skills" has changed significantly in the new economic conditions. This includes not only the language of a particular study field but also business language, and most importantly – the ability to use a language in different ways in varying situations of business communication, the knowledge of the cultural aspects, i. e. the formation of the language identity of a future specialist.

The curriculum on a foreign language for non-linguistic specialties of universities implies activity approach based on the understanding of language as a means of communication in a certain situation in a particular context with a specific communication task, i.e. the speech activity is carried out in a broad social context.

The language proficiency is based on the following competencies: general competence which is the sum of knowledge, skills and characteristics that allow a person to perform speech acts; communicative competence which allows carrying out actions with the use of linguistic resources.

Communicative competence comprises linguistic, sociolinguistic and pragmatic components, each of which contains all categories of general intercultural competence of a person.

A special place in the interaction conditions of the designated components is taken by sociolinguistic component which is the binding element between communicative and other types of competencies, thereby emphasizing the importance of the cultural component of intercultural communicative competence.

Because of its orientation on social norms (rules of etiquette, rules of communication between people of different generations, genders, social groups, linguistic consolidation of certain rituals accepted in a given society) sociolinguistic component has a great influence on the language design of communication between representatives of different cultures. Sociolinguistic component of communicative competence is related to the linguistic aspect of sociocultural competence.

Sociolinguistic competence in relation to a dialect and an accent includes the ability to recognize the linguistic features of social strata, place of residence, origin, occupation. Such features are found at the level of vocabulary, grammar, phonetics, manner of speaking, paralinguistics, body language [3; 91].

One of the features of communicative-oriented teaching a foreign language is the combination of linguistic competence (mastering linguistic norms) and communication (interactive competence) as the main type of activity in the model of "person – person" [4; 54].

Interactive strategies of professional discourse are probably of universal nature with the mode of co-operative, symmetrical communication which, however, does not exclude the distinction of cognitive structuring of models and macro strategies during the professional interaction of different societies. Rounding out The acquaintance with cross-cultural behavior peculiarities of representatives of a speech subcommunity in business situations accomplishes the formation of professional interactive competence of the secondary language identity [5; 478].

Multilingualism and multilingual teaching of foreign languages is an absolute necessity, the imperative of our time, as the entire world is multiethnic and multilingual. The preservation and support of multilingualism in each country and in relations between states can contribute in a greater extent and greater degree to dealing with the main problems of the modern world – harmony and understanding among people, overcoming the difficulties of inter-ethnic communication, intercultural communication.

Summing up the mentioned above objectives, it can be stated that cross-cultural communicative competence includes the whole range of communication components and represents the process of acquiring knowledge on cultural diversity of the surrounding world and the relationship among cultures in the modern multicultural world, as well as the formation of an active life position and skills to interact with people of different cultures and countries according to the principle of dialogue between cultures.

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ПОНЯТИЕ О ЧЛЕНАХ ПРЕДЛОЖЕНИЯ КИТАЙСКОГО ЯЗЫКА

Аннотация

В статье рассматривается понятие о членах предложения китайского языка, порядок и функции в предложении. Также рассматривается методика разбора предложения по его членам. Статья предназначена для преподавателей и студентов, изучающих китайский язык.

Ключевые слова: Члены предложения, речь, подлежащее, сказуемое, дополнение, определение, обстоятельство, косвенное дополнение, разбор предложения.

Keywords: Parts of the sentence, speech, subject, predicate, object, attribute, adverbial modifier, indirect object, analysis of sentence.

В нашей стране увеличился спрос на изучение иностранного языка для устоявления контактов с разными странами мира. Наряду с постановкой множества новых требований ко всем