

Sarsekeyeva Zh.Ye.¹, Kolomiets O.M.², Jabayeva G.N.¹

¹E.A. Buketov University of Karaganda

²International institute for professional development of teachers

CROSS-CULTURAL COMPETENCE AS A RESULT OF CROSS-CULTURAL EDUCATION

The twenty-first century has made its own adjustments to the development of public relations. It is not enough just to know a foreign language as a means of successful and effective business or professional success. It is also extremely necessary, as practice shows, to have deeper linguistic and cultural knowledge, as well as skills and abilities of cross-cultural analysis of the communicative situation. A large number of psychological studies are devoted to the problem of forming cross-cultural competence among managers and managers not only senior, but also middle managers, as well as specialists conducting negotiations in the international sphere. However, it should be noted that the ability to effectively implement cross-cultural communication is necessary not only in the field of business, but also in the educational sphere. International contacts are expanding, a large number of students participate in international internships, which requires them to know both the speech and behavioral codes of the interlocutors in communication, as well as the ability to represent themselves and their culture in the process of intercultural communication. All this determines the need for the formation of appropriate cross-cultural competence, which acts as a result of cross-cultural education.

Cross-cultural education is an important and integral part of modern general education, aimed at introducing students to knowledge about their own and other cultures, understanding cultural realities and universals, and fostering a tolerant attitude to the alienness of cultures.

When defining the goals and objectives of cross-cultural education, it should be assumed that at the beginning of the 21st century, the principle of uniqueness and at the same time universality of each culture and global culture is postulated.

The purpose of cross-cultural education is to form a person with an active and effective life position in a multinational and multicultural environment, the ability to

relay their own cultural experience to emerging new conditions of life and a developed sense of tolerance and empathy towards another culture and its representatives.

This aim implies specific tasks of cross-cultural education:

- mastering the necessary background knowledge that is common and universal for each culture;
- assimilation of norms, values and traditions of one's own culture and manifestation of these realities in the language;
- formation of ideas about the cultural diversity of the world;
- fostering a tolerant and empathetic attitude towards representatives of a different culture, its norms and values;
- creating conditions for the development of skills and abilities of analysis and interpretation of cultural phenomena and skills of intercultural interaction.

It should be noted that the content of cross-cultural education should include not only the disciplines of the humanities, but also the artistic and aesthetic, as well as special courses in history, cultural history, cultural studies, linguoculturology and linguopsychology.

The determining the content of cross-cultural education, it is necessary to follow the following criteria: compliance of educational materials with humanistic ideas; taking into account the essence of the concepts of "globalization"; "cultural uniqueness" and "cultural universality"; identification of features in different cultures that allow forming a positive and tolerant attitude to their perception; the focus of education on the formation of practical communication skills and abilities.

Based on the fact that cross-cultural education is meant to form personalities capable of intercultural communication in cross-cultural mode, we believe it must perform in a continuous and holistic educational process of the following functions: philosophical and cultural, directed on formation of students' cultural, ethnic and national identity, as a part of global consciousness, the overcoming of negative stereotypes and prejudices towards representatives of other culture; informational and cognitive, aimed at the exchange of knowledge and information, opinions and ideas

between the participants of the cross-cultural dialogue and at the formation of an active cognitive interest in native and foreign culture; social and personal, aimed at the socialization of students as full members of modern cultural society, and the formation of their skills of intercultural communication, global outlook; pragmatic-heuristic, aimed, on the one hand, at regulating human relationships, and, on the other hand, at forming the skills of students to creatively express their emotions and feelings through verbal and non-verbal means.

The formation of cross-cultural competence of students in classroom studies involves the selection of content in four aspects: cultural, linguistic, sociocultural and pedagogical. Independent creative work of students is aimed at repetition and systematization of the passed material on the basis of performing creative work. The following types of independent creative work of students seem to be the most expedient to us: interpretation of cultural schemes (models), development of intercultural projects, construction of "ideological grids" and collages. Academic training is the main area of the formation of students' cross-cultural competence in theoretical and practical components.

Thus, the process of formation of cross-cultural competence of university students in the implementation of intercultural learning acquires a clear focus on secondary socialization and the formation of a secondary linguistic personality capable of perceiving, comparing and adapting cultural differences of representatives of other linguistic cultures, as well as to intentionality in the conditions of a discursive mode of intercultural interaction.

References:

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