

CONSTRUCTION PRINCIPLES OF MODELS OF INTERCULTURAL PROFESSIONAL COMMUNICATION

Khajiyev Alexey

Kazakh Ablai Khan University of
International Relations and World Languages

Abstract: Due to the fact that higher non linguistic educational institutions set a target installation on formation of the intercultural communicative competence is a clear need for context-centered education for intercultural professional communication on non-linguistic specialties and formation of terminology thesaurus based on the effective use of learning technologies. Such approach to the teaching of foreign language in professional communication and gives possibility to provide a holistic context in training specialists for their future professional activity and makes learning a foreign language in these conditions more effective.

Keywords: Methodical model, principles of modeling of intercultural professional communication of specialists, forming competence, cognitive linguo-culturological complex, text thematical unity

In this article we propose to consider a methodological model of context-centered learning intercultural professional communication in the field of non-linguistic universities (English). In the most General sense, a model is a specially created construction of the object under study to reproduce some of the properties and qualities of the original object or its individual sides provided for by the study. At the same time, the definition given in the Soviet encyclopedic dictionary is indisputable: a model is any image, analog (mental or conditional, image, description, scheme, graph, plan, map, etc.) of

any object, process or phenomenon (the original of this model) used as its Deputy, representative.

Under the methodical model we understand the way of organization of cognitive activity of students, which allows to achieve the goals of training in the most effective and time-efficient way, preserves and strengthens their motivation to learn, ensures maximum involvement of each student in the educational process, on the one hand, on the basis of the socio-subject content of the future profession of students

(in the context of professional activity),
and, on the

other hand, the meaningful context of the profession should be defined widely, on the basis of the concept of context-centered organization of educational material, with its concentric presentation to ensure the strengthening of efficiency and reduction of the formation of lexical skills of reading and communication on the subject content of the future profession.

Modeling is understood as the simulation of a particular system by creating models that reproduce the principles of organization and functioning of this system. Modeling in teaching foreign languages is the creation of a specific model of interaction of communicants conditions as close as possible to the situations of their future professional activity, which contributes to the training of specialists for professional communication and forms a certain level of foreign language and speech professional readiness.

Let's move on to building a model of the chosen object of teaching methods of intercultural professional communication of future specialists. To build a model of teaching intercultural professional communication of customs specialists, it seems appropriate to determine the principles of modeling intercultural professional communication of specialists:

1) the principle of taking into account the professional thesaurus of specialists,

which involves the selection of professional vocabulary, forming the metalanguage of

specialists and used in texts, tasks and exercises.

2) Cognitive-communicative principle, which involves students in cognitive activity and communication on professional topics.

3) the principle of integration, which involves the use of an integrated unit of content of CLC and TTE.

4) the principle of step-by-step methodical organization of formation of intercultural communicative competence of specialists. It involves the gradual formation of skills of professional intercultural communication specialists.

Stage 1 is cognitive-conceptual - at this stage the skills of awareness, recognition, classification of the concept and category of the object of communication are formed.

(CLC) as a subject-content training complex And D. N. Kulibayeva, highlighting the "theme-text unity" (TTE), we offer the organization of the formation of a post-stage intercultural and communicative professional competence of the future specialist of customs in the above stages. The developed methodological model determines the sequence of teaching key actions, the specific links between all its components: motives, goals and key actions and the feedback received in the process of their implementation.

At the cognitive-conceptual stage on the basis of texts of small division (texts-

Stage 2 simulation-professional involves the formation of information compression skills in the form of a plan, the development of the structure and reproduction of information in the form of text.

Stage 3 orientation to intercultural and professional communication involves the ability to professionally intercultural communication, conduct interviews, discourses, conversations.

Stage 4 corrective-reflexive involves self-control and self-assessment of students. The nomenclature of formed skills and competencies we will consider in the next section of the Chapter.

S. S. Kunanbaeva defines a unified communicative linguoculturological complex

definitions, texts-descriptions, texts-schemes) there is the assimilation of the subject content through the studying and introductory types of reading, the understanding, mastering of the professional (metalanguage) minimum, the formation of information-search skills on the basis of elementary actions for the assimilation of the conceptual-categorical system in various areas of foreign language education. At the cognitive-conceptual stage, cognitive-conceptual and linguoculturological subcompetence and skills are formed: to realize, recognize and classify the system of concepts and categories of the object of communication, taking into account the

specifics of the speech behavior of the native speaker; to reproduce the definitions in a given context.

At the simulation and professional stage of the formation of intercultural and

communicative professional-oriented competence, the accumulation of information data Bank, the expansion of knowledge, internal synthesis and analytical processing of information, accumulation of professionally significant skills. On simulation-professional stage are formed of the information-storage subcompetency, as well as linguistic and cultural subcompetence and abilities: to conduct the compression of information in the form of a plan; to develop structure and independent speech reproduction and context- communicative subcompetence and skills: to accumulate and synthesize professionally- significant information in the integral text; ability to construct own speech message according to the plan on one of the offered subjects on the basis accumulated from a set of information sources.

At the intercultural and communicative professional-oriented stage (cognitive- conceptual subcompetence and skills are formed: compliance with all grammatical and syntactic rules and forms; awareness of a new system of concepts, categories, definitions; deepening, expansion, mastery of subject- professional knowledge and meta-language of future professional activity; information- accumulating subcompetence and skills: to summarize the polemics; skill statements argumentation judgments, designing their stylistically correct, using the correct grammatical forms; linguistic and cultural subcompetence and skills: mastery of

metalinguistic means of expression peculiar to the linguistic and cultural norms of communication media; -the ability to summarize the debate, using adopted in the study of the linguistic and cultural environment forms of assessment and argumentation of the judgment; to propose and formulate the problem of the nature of the discussion in this form to create a problem- communicative situation; context- the communicative subcompetence and skills: use metacommunicative acting tools to create an overall positive background to support my point of view; to plan and implement context- sensitive communication, including the Internet; reflexive-educational subcompetence and skills: to form the ability to make free communication on a wide range of important problems, the ability to create your own polemic-argumentation discourses, the ability to lead a discussion dealing with representatives of another culture, interviews, conversations.

Cross-cultural and communicative professional-oriented stage provides integration of subject-professional and social contexts of future professional activity of a specialist on the basis of problem-communicative tasks and interactive technology (case study, incident technology, case-technology). At this stage formed the cognitive-conceptual, information-accumulating, linguatula-turkologicheskij,

context-communicative, reflexive-developing subcompetencies (in the terminology of D. N. Kulibaeva), providing the ability to carry out

free communication on a wide range of problems, create their own polemic-argumentation discourses, to lead discussion communication, interviews, etc.

Corrective-reflective stage involves evaluation analysis, self-analysis, self-correction and the introduction of the fastest possible amendments to the educational process. At the final stage of improving the cognitive-conceptual, information- accumulating, linguistic and cultural, context- communicative and reflexive-developing subcompetencies in the conduct of his own polemic-argumentation discussions, the preparation of essays or reports, forecast reports, as well as in the organization of

subcompetence: the ability to choose contact-establishing and etiquette forms of expression inherent in the speech behavior of a native speaker and adequate situations of communication; the ability to choose the most concise and effective form of presentation of the object of communication, taking into account the specifics of the speech behavior of a native speaker; context-communicative subcompetence and skills: to integrate subject-content, meta-language, metacommunicative and linguistic-cultural knowledge in the acts of professional communication; the ability to adequately respond to the counterarguments of the

professionally oriented communication (debates, discussions, role play, interview).

At the corrective-reflexive stage, cognitive-conceptual subcompetence and skills are improved: to identify and formulate the main presented object and the main thesis of the message grammatically, stylistically, spelling correctly; the ability to build a composite framework of speech on the logic and structure of causal evidence grammatically, stylistically, spelling correctly; information-accumulating subcompetence and skills: to build a consistent chain of theses-provisions, logical-semantic blocks and illustrating their specific facts to enhance the evidential and influencing effect of the text; the ability to concentrate and attract the attention of recipients to the key

ideas of the speech work; linguoculturological interlocutor; the ability to influence and encourage the interlocutor to actively participate in the discussion of the problem, using a specific system of means of influencing communicants; reflexive-developing subcompetence and skills: to exercise self-control and self-assessment of the level of achievement of the final competence result; the ability to attract the attention of recipients to the key ideas of the speech work.

The traditional didactic system sees its global task in introducing students to the generalized and systematized experience of mankind. This implies the approval of the leading role of theoretical knowledge in the

content of training, focus on the assimilation of the foundations of science. Naturally, this leads to intellectualism, the separation of theory from practice, to the fact that the

pedagogical tradition notices the practice of the sign system - educational information. Students learn through an array of educational information that is developed by others, obtained as a result of socio-historical practice of mankind, they take ready from the pantry of social experience. In this case, impose on the student the purpose of learning someone of the extracted knowledge, and training information for it loses personal meaning.

This social experience is transmitted, transformed by special semiotic means-texts, sign systems. These sign systems "replace" the real reality for a particular person, as if they cut him out of his own space-time context. For post-industrial society, this traditional training scheme is outdated, besides, in traditional education there are a number of contradictions that can not be eliminated within the framework of traditional technology.

The concept of "context" as a basic category has come to other Sciences from logic and linguistics, so in psychology and pedagogy it has not yet acquired the status of the category and is not described in the dictionaries of these Sciences.

In psychology, the context is associated with the concept of "situation" (= system of conditions that encourage the subject and mediate its activity). That is, the situation includes the external conditions, and the subject himself, and those people with whom he contacts.

Psycholinguists assign to the context the main role in the process of information processing, because it is thanks to the context that a person knows what to expect and how to comprehend the product of perception, for example, the usual word "dog" in the context can mean a question, exclamation, statement, threat, admiration, etc. Before proceeding to action, a person tries to collect as much contextual information as possible. The more we know about the present, the easier we can calculate or predict the future. Psychologists call this anticipatory reflection (= presetting, expectation, intuition) with anticipation. We are talking about the processes that occur in the body before the events that affect the results of human activity. Anticipation is created under the influence of contexts. If a person does not have patterns of behavior recorded in certain contexts, for example, behavior in crisis, fame, etc., his body reacts impulsively.

Forecasting is based on anticipation of the desired at least one step forward. Consequently, the context can activate the subject's thinking and bring him into a state of problem or creative situation, and, immersing the subject in all new contexts, it is possible to bring him even to the discovery [2].

M. M. Bakhtin in "Aesthetics of verbal creativity" characterized understanding as correlation of THE given text with other texts

and its reconsideration in a uniform context of the previous and anticipated. In terms of psychology, this will mean that understanding

is the unity of the processes of anticipation and reflection. Anticipation paves the way to the future, and reflection checks the correctness of the movement along the path, acting as the equivalent of feedback for creative processes. The present acquires a human meaning only in the context of past and future. The word "context" can have a broad meaning: it can mean a physical action, an act, a replica, a system of motives. Consequently, contexts can be social, behavioral, emotional, historical, cultural, activity.

From this point of view, the educational process at school or University is one of the manifestations of social practice, it reflects the weight of those laws, bad and good, which exist in society. Consequently, the educational

process is only a fragment in the context of a multifaceted social life, which means that it can not be based on any one technology of learning.

The system of transition from professional activity to training and from training to professional activity can be implemented through the "professional context". In this case, the "professional context" means a set of subject tasks, organizational, technological forms and methods of activity, situations of social and psychological interaction, typical for a certain sphere of professional work.

As a rule, the following classification of types of professional context in training is used to construct the technology of contextual training:

Table 1 - types of professional context

Soci al	Subje ct
1) value-orientation	1) production and technological
2) personal	2) organizational and managerial
	3) official
	4) institutional

Thus, the professional context, which can be recreated in the educational process, consists of the social context, reflecting the norms of relations and social actions, as well as their value orientation, and the subject, reflecting the technology of the actual labor processes. The personal component characterizes moral and ethical rules and norms of behavior and relationships of specialists as representatives of this social system, their social and psychological qualities and characteristics.

In accordance with the basic provisions of the technology of contextual learning, the teacher needs to achieve didactically adequate modeling in the educational process of subject and social content of professional activity. A number of requirements must be met for this process to be effective:

- * provide content-contextual reflection of professional activity of the specialist in the forms of educational activity of the student;

- * combine a variety of forms and methods of training, taking into account didactic principles and psychological requirements for the organization of educational activities;

- * use the modularity of the system construction and its adaptability to the specific conditions of training and contingent of trainees;

- * it is necessary to implement various types of links between forms of training (in essence, this requirement acts as a mechanism for the implementation of the modularity of the construction of training);

- * to ensure the increasing complexity of the content of training and, accordingly, forms of contextual learning from the beginning to the end of the whole educational process.

The implementation of these requirements makes it possible to design a comprehensive educational process, which takes into account factors such as the specifics of academic disciplines, features and capabilities of each participant in the educational process of the teacher, students, as well as the duration and material and technical conditions of training. In addition, the use of this technology makes it possible to carry out a scientifically based search for forms and methods of contextual learning, to design their systems, to adjust both the

content and the objectives of training (requirements of

There is a General didactic concept of the content of training, which is understood as the content and nature of education and the amount of knowledge of skills and abilities that students master. This definition emphasizes the indissoluble complete negation of the rationality of the use in the training of such a structural and organizational unit as a topic before the approval of its key role. If you understand the topic as the subject of a speech act or a set of acts, ie. discourse, for example: "My work", "Customs inspection", etc., and other understanding is hardly possible, it becomes clear the correctness of the second point of view, at least for a non-linguistic University. Since the task here is to teach strictly professional-oriented speech communication, it is inevitable that foreign language professional communication should be taught in connection with a strictly defined subject (professionally significant). Therefore, in a non-linguistic University topics and situations are equivalent in teaching foreign language communication, and hence the optimal solution to the problem of their solution in the teaching process can be achieved in the way of recognition of differences in this ratio. This understanding implies the possibility of the theme depending on the situations, the possibility of their relative independence from each other and, finally, the possibility

qualification characteristics).

for the theme to determine the situation. Based on this approach, the conclusion made in the work of Skalkin V. L is inevitable that the

description of models of typical situations should be supplemented by what is needed in the situational-thematic minimum. However, in the Annex to the non-linguistic University, this needs clarification. It consists in the fact that when communicating in the professional and labor sphere, the dependence of the situation on the topic is more characteristic. A person turns to reading literature on the specialty (the situation of written communication) in order to find information related to a particular topic. Official oral- speech communication on professionally important issues, which we teach at a non- linguistic University, is also deployed in connection with some pre-defined topic, although it always takes place in a certain situation, giving should be organized and selected via the "context-case" the principle of selection and organization of the material (Stamalieva N. K). Another question is the place of skills in the content of training.

As for speech and communication skills, their formation is the purpose of teaching foreign language communication. Therefore, these skills are not part of the content of training, because it itself serves to develop them. However, these skills develop gradually throughout the course of language learning, reaching various intermediate levels of development at separate stages. Such intermediate speech skills, as evidenced by methodological studies, rationally attributed

direction to the conversation. It would seem that we should not talk about the situational-thematic, but about the thematic-situational minimum for a non- linguistic University, since it is around the topic that speech situations should be organized to enter into direct or indirect professional communication.

We believe that contextual learning of foreign language communication involves learning not just with a focus on the content of the future profession as it is organized in a professionally-oriented training, but also based on the subject-social content of future professional activities, can not be limited to only two components for the selection of communication material - the theme and the situation. Minimum training content training to the content of training, because they are taught to achieve its ultimate goals.

Separately, it is necessary to highlight the issue of operational skills. It has already been said that the acquisition by students of a non-linguistic University of all components of specialized foreign language and speech communicative competence except linguistic, usually ends with the formation of operational skills. They, in principle, can turn into skills, but in reality, in most cases, this does not happen in these learning environments. In the conditions of non-linguistic University (with limited speech practice) there is hardly any reason to expect that at the level of speech act it corresponding operational skills can be worked out to the skills.

To prove this, we take as an example such a speech act as the definition of the main idea in a readable

paragraph. This is a speech act consisting of a set of actions and operations related to understanding... individual proposals, their semantic linkage with each other, etc. the very such an act is not yet a speech activity, but only part of the activity of reading a specific text (in a particular mode: introductory, studying, etc.). The purpose of reading to extract the necessary information from the text, which requires a number of speech acts, and not only to determine the main idea of the read.

Named the same speech act experienced reader often enough makes automated without thinking, i.e. on the basis of the formed corresponding skill. On the contrary, a less experienced reader (as well as a more experienced one, faced with a more complex text) will have to resort to a detailed analysis, in other words, to implement a speech act with the help of operational skills. It is in this way that a graduate of a non-linguistic University will perform such a speech act, reading foreign-language texts in his specialty, because the practice he received when reading even in the most favorable conditions is still too limited to expect the transformation of the considered operational skill into a skill.

The fact that the level of speech acts among students of non-linguistic University is able to form mainly operational skills, rather than skills of their Commission, makes it all the more important to transfer such

skills to skills at lower levels. In fact, if a student at the same time automatically understands the meaning of individual words, their connection in sentences, etc., i.e. automatically operates with language material in the perception of speech, the speech activity as a whole, although it slows down, but still remains the speech activity of reading, rather than text encryption. If, for example, different phraseological units, clichés, etc. (as well as language material that needs to be learned, for example, for oral communication in life support situations, since they are not connected with situations on the basis of which the training is based in a non-linguistic University).

In the context of the question Stamgalieva N. It calls the principle of interrelated content selection different kinds of speech activity when considering the nature and priority selection of the content of learning "the principle of context-pragmatic relevance."

From all the above it follows that when relying on the principles it is possible to make the selection and phased distribution of the content of training in a non-linguistic University, based on strict accounting of the laws of language acquisition, the specifics of higher education, focused on narrow specialization. This ensures the implementation of the General provisions (principles) on which it should be based.

identifies the main ideas of paragraphs, but at

These principles determine: the organization of educational activities of students and teaching activities of teachers, the educational

process as a whole (including its structure, organizational forms) the development of methodological support of training in its specific conditions. In this case, we are not talking about General didactic or General methodological principles.

However, these principles, although they are of General methodological importance, however, can not serve as the only basis for the construction of teaching technology in a non-linguistic University, because they do not take into account its specifics. For such accounting principles need customizations on the basis of which will be developed a system of exercises, methods and techniques of educational and training activities, organization and objectives of teaching foreign languages and in non-special universities related to their objective reorientation to communicative.

The context-centered method of teaching foreign languages stimulates the learning process by providing a projection of the subject content of the future profession to foreign language teaching in a non-linguistic University. For example, Stamgalieva N. K. offers the process of learning a foreign language to build in the context of the future profession of students.

"New learning objectives resulting from the changed social order, in turn, leading to a revision of the content of learning."

methodological support of educational process, etc. These principles may or may not coincide with the methodological principles of teaching in a non-linguistic University, especially in terms of the interpretation of individual statements. It should only be noted that in methodological studies are not yet known attempts to develop such principles for the construction of teaching for the specialty of customs.

The construction of the content of foreign language education in non-language universities on the basis of the principles of selection of educational material is presented as the basis of the educational process in non-language universities, and is proposed as a starting point for the revision of foreign language curricula for non-language universities in a radical revision of the

"We need a new selection of topics and situations of communication (not only oral-speech, but also written – speech communication, as reading also takes place in situations that determine what a person reads), which will be trained in a non-linguistic University." The problem of selection of training content in this way is closely related to the real speech needs of students. Therefore, in determining the scope of activities in which the student will continue to use a foreign language. Tynystanova A. B first identified "commercial communications", which is applicable to all specialized areas of communication, including customs. She also highlights the literary version of speech.

However, considering context-centered learning Stamaliev N. It speaks of a "commercial communication in General while highlighting

the technical specialty, which was the basis for the research problem contextual learning specialists. The main criterion for the success of professional communication – the adequacy of the use of language tools.

Context refers to two sets of phenomena: extralinguistic factors and intralinguistic factors that accompany communication. Under interlinguistics (intra-language) factors context refers to the verbal environment of the utterance, the conditions of its use in speech. Under the extralinguistic context refers to the various circumstances. The specificity of extralinguistic factors affecting the qualitative structure of professional speech is:

- audience of specialists/ non-specialists
- availability of indicators of the professional sphere (terminological and conceptual-semantic specification of speech means, reference to the necessary professional attributes).

Professional communication should be understood as communication of people in the process of employment who have appropriate training, ensuring the availability of a common Fund of professionally significant information i.e. communication of specialists in their professional activities, the solution of professionally significant tasks in communicative situations caused by professional activity.

Professional communication requires

the ability to carry out speech activities for the purpose of special organization of joint work, the ability to establish and maintain interaction in the course of communication with colleagues. Professional speech communication is provided by the ability to carry out types of speech activity on the relevant professional sphere of language material.

Modeling of professionally significant situations of communication, in which all the parameters of the speech situation (communicants and the relationship between them, circumstances, motive and implementation of this communicative act) and communicative and functional service of speech intentions of communicants is one of the ways to simulate the natural speech needs of students.

Focus on active learning is one of the important components of the restructuring of vocational education in universities.

Based on the experience of active training in the system of vocational education, it can be used to solve a number of problems that are difficult to achieve in traditional training.

Active learning is problem lectures, seminars, business games, mathematical modeling, as well as forms of research work of students (RWS), course design and diploma works.

The theory of activity (L. S. Vygotsky, S. L. Rubenstein, A. N.) is the most developed and to the greatest extent meets

the needs of restructuring of educational processes.

Leontiev, P. L. Galperin, V. V. Davydov, N. F. Talyzina and others). In accordance with the activity approach, the assimilation of the content of the historical experience of people is carried out not by transmitting information about it to a person, but in the process of his own activity, aimed at the objects and phenomena of the surrounding world, which are created by the development of human culture. The process of activity is simultaneously the process of formation of human abilities and functions.

The implementation of the activity approach to the assimilation of knowledge does not present fundamental difficulties in those cases when it comes to relatively simple fragments of social experience, concepts of the world around us. In the

Educational activity in contextual learning is not confined to itself-to learn, in order to gain knowledge, is a form of personal

case of mastering a complex, holistic professional activity, namely this is the main purpose of vocational education. Here we are faced with the contradiction that the forms of organization of educational and cognitive activities are not adequate forms of professional activity. This contradiction has become one of the arguments in favor of the developing psychological and pedagogical concept of contextual learning as a theory of the basis of active learning.

The concept of contextual learning is based on the fact that learning is not separated from other areas of communication and is not limited to the processes of information transfer, the formation of skills and abilities of the individual.

activity, which provides education of the necessary subject-professional qualities of the student's personality.

REFERENCES:

1. Verbitsky A. A. Active learning in higher school: context approach: Method. benefit.- M.: Higher school., 1991.

2. Velichkovsky Is a modern cognitive psychology.- Moscow: Science, 1982.

3. Lucher Max. Personality signals: role-playing games and their motives.- Voronezh: NGO "Modek", 1993.

4. Talyzina N. F. Management of the learning process. -M. : Moscow Univerity, 1984.

5. Talyzina N. F. Methods of preparation of training programs. – M.: Moscow Univerity, 1980.

