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INTERCULTURAL COMMUNICATIVE COMPETENCE AS A CONDITION FOR SUCCESSFUL PROFESSIONAL LEADERSHIP

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The problem of forming a specialist in a period of global economic change, when organizations are forced to completely rebuild their relations in terms of business organization, is associated with the search for new reserves and ways of professional interaction. This requires specialists working in organizations to acquire a wide range of sociocultural knowledge. They include knowledge in the field of ethnopsychology of the norms and traditions of communication, knowledge of the way of everyday life and the way of life of other nationalities, possession of effective technologies for conducting professional dialogue.

In this regard, professional education faces a set of problems and tasks, which include the formation of a professional position of a specialist based on a positive image of the world, life-affirming attitudes of the individual, a tolerant worldview and involving the ability to enter into professional interaction with representatives of different nationalities [1, 10].

Recently, issues related to the problems of professional training and the formation of professional competence of a specialist have been widely studied by foreign and domestic scientists (B. Abdykarimov, G. Z. Alibekova, A. I. Andreev, K. M. Aryngazin, G. K. Akhmetova, N. I. Buketova, O. L. Zhuk, I. A. Zimnyaya, V. V. Egorov, A. A. Kalybekova, S. V. Kan-Kalik, S. T. Kargin, B. T. Kenzhebekov, N. V. Kuzmina, D. N. Kulibaeva, Yu. N. Kulyutkin, S. S. Kunanbaeva, A. Kusainov, V. F. Lyubicheva, A. S. Magauova, A. K. Markova, G. Zh Menlibekova, M. I. Makhmutov, N. A. Minzhanov, A. I. Mishchenko, A. Ya., N. E. Pfeifer, S. S. Racheva, E. I. Rogov, A. P. Seiteshev, M. V. Semenova, V. A. Slastenin, Sh. T. Taubaeva, K. S. Usпанov, A V. Khutorskoy, N. D. Khmel, V. D. Shadrikov, L. A. Shkutina, etc.).

Researchers also consider a wide range of problems related to communication, communication, communicative competence of the individual, with the improvement of the methods of teaching foreign languages, reveal the possibilities of forming a foreign language communicative competence in the training of specialists in various fields (D. N. Asanova, A. Ya. Bagrova, I. L. Bim,

A. A. Verbitsky, N. D. Galskova, N. I. Gez, B. A. Zhetpisbaeva, I. A. Zimnyaya, E. I. Kalmykova, Ya. M. Kolker, A. A. Leontiev, E. I. Passov, A. A. Sarsembaeva, I. I. Khaleeva, L. V. Yukhnenko, etc.) [2].

Despite the obvious difference in theoretical positions and approaches, most authors agree on one essential statement: one of the important aspects of the professional competence of a specialist is his communicative, including foreign language, competence.

One of the means to ensure the achievement of this goal is the formation of intercultural competence of the future specialist in the course of professional development.

According to scientific approaches, intercultural competence (ICC) is understood by scientists, on the one hand, as the ability to solve professional problems and carry out professional activities related to intercultural communication, according to the level of values and individual personal characteristics (tolerance, empathy, flexibility), on the other on the other hand, as a certain level of functional skills that contribute to the acceptance of the views and opinions of representatives of another culture, the ability to adjust one's behavior, taking into account the national characteristics of the communication partner, to recognize the right to the existence of different values and norms of behavior [3].

Intercultural competence is of particular importance for modern vocational education, since it is the current students who will start their professional activities during the period of global economic changes that will not only have to carry out intercultural communication in the professional sphere, but also create a positive attitude of business partners to interact with Russian specialists. Thus, a modern specialist must bring to society not only a new culture of professional activity, but, above all, a new culture of interethnic relations [1].

To win in international competition, professionals working in the international market must not only study the rules of business conduct and business protocol of their partners, but also understand their national character, management traditions and way of thinking. This is greatly helped by the concept of "mental programs" of the Dutch sociologist

G. Hofstede, who was one of the first to try to use statistical data to analyze cultural values. In cultural anthropology, mental programs are understood as the mechanisms for the formation of sensations, thoughts and behavior, the sources of which are culture and the social environment, i.e. the conditions in which the socialization and inculturation of a person takes place [4].

To solve the problems of developing intercultural competence in the learning process, it is necessary to find adequate approaches, ways, methods that allow to fully develop the abilities and qualities of students necessary for successful self-realization in a multicultural society.

Thus, the world of education and specialist training technologies are constantly undergoing changes. At present, specialists, in whatever field they work, the task of mastering intercultural competencies comes to the fore. Therefore, in order to meet the requirements of the time, the student must constantly work on the formation of a positive worldview and improve their communication skills. In the

whole world, the only lasting peace is inner peace. When a person finds inner peace, he begins to understand what he can do without. Inner peace allows a person not to get angry when he does not get what he wants, when others do what is contrary to his desires, when someone is unkind. It is the constant work on oneself that is the foundation on which the acceptance of another person is built, regardless of nationality and religion.

In the logic of the competency-based approach, activity is necessary for the formation and development of a certain type of competence. The development of intercultural competence occurs in the process of mastering professional activity only if an environment of intercultural interaction is created, where it becomes possible to implement the principle of "dialogue of cultures" in a specially modeled intercultural space, in which the abilities, attitudes and socio-professional qualities of a specialist are revealed.

The basis for the development of intercultural competence of students is the understanding of its significance as a special personal education. The structure of intercultural competence includes motivational, value-semantic, cognitive-activity, behavioral, communicative, affective and reflective components. In accordance with these components, the process of developing the intercultural competence of students is aimed at:

- formation of motivation for self-development, readiness for intercultural communication based on developed values and positions;
- mastering the cultural values of other peoples, cultural differences;
- mastering the psychology of intercultural interaction based on tolerance;
- mastering the ability to make psychologically sound decisions that are adequate to the situation and do not contradict the cultural values of the participants in the interaction;
- mastering the ability to express trust in other people;
- mastering the experience of professional intercultural communication, the experience of identifying and practical solution of topical problems of intercultural interaction;
- formation of the ability for self-improvement of personal qualities, allowing to harmonize the inner world and relationships with other people;
- development of the ability to recognize oneself as a subject of multinational relations, to recognize and overcome internal barriers, negative attitudes towards a certain category of citizens.

Mastering the professionally oriented intercultural competence of students is possible provided that the content of professional education and interaction is filled with special activities that contribute to the development of the ability for self-knowledge and self-development.

Self-development begins with the processes of self-awareness as a subject of activity, awareness of the requirements of interaction and the existing potential, the assertion of one's personal qualities and is carried out in acts of self-affirmation, self-improvement and self-actualization.

Self-assertion makes it possible to declare oneself fully as a person. Self-improvement expresses the desire to get closer to some ideal. Self-actualization is to reveal a certain potential in oneself and use it in life [5]. All three forms allow students to express themselves most fully and, to varying degrees, realize themselves in intercultural communication.

Thus, we can single out the following components that can be subjected to introspection and improvement in the process of forming students' intercultural competence: ideas about gender and age differences among organization representatives; motivational-value and emotional-volitional spheres of personality of representatives of different cultures; features of national temperament; the sphere of self-determination, activity and self-affirmation of a specialist in a multinational team; the sphere of relations and attitudes towards interaction with people of different nationalities; sphere of building business interaction; sphere of organization of one's own life; the sphere of self-actualization, attitude and world outlook.

In the process of mastering intercultural competence, barriers may arise that the student consciously and unconsciously "builds" himself, these include: fear of self-disclosure; the desire of students to comply with the views accepted in the group on various aspects of interethnic relations; family stereotypes regarding people of a certain nationality; barriers resulting from the student's inability to overcome their own "psychological defenses"; inability to overcome one's own egocentrism and aggression; inability to trust other people, the position "the best way to protect is an attack."

Intercultural competence is also directly related to the personal characteristics of the temperament of a specialist - an extrovert / introvert and implies not only the presence of language knowledge, but also the use of a foreign language as a working tool for intercultural communication. The last functional feature of intercultural competence requires, from our point of view, a more thorough analysis. The latest research by domestic and German scientists in the field of determining the content of intercultural competence has led to the differentiation of affective, cognitive and behavioral characteristics. According to the research of the German scientist in the field of intercultural business communication J. Bolten, intercultural competence can be structured in the form of the following table [6].

Affective characteristic	Cognitive characteristic	Behavioral characteristic
<ul style="list-style-type: none"> - Tolerance for ambiguity - Resistance to frustration - Ability to cope with stress and reduce complexity - self-confidence - Empathy, role distance - Lack of prejudice, openness, tolerance 	<ul style="list-style-type: none"> - Understanding a cultural phenomenon based on sensations, thoughts, ways of behaving - Understanding the relationships of behavior in other cultures - Understanding one's 	<ul style="list-style-type: none"> - Desire and willingness to communicate, taking into account the constituent features named in the affective characteristic - Ability to communicate - Social competence (the ability to build

<ul style="list-style-type: none"> - Minor ethnocentrism - Respect for other cultures - Willingness to explore international cultures 	<p>own cultural relationships of behavior</p> <ul style="list-style-type: none"> - Understanding the cultural differences of the partner interaction - Understanding the features of intercultural communication processes - Ability to metacommunicate 	<p>relationships with partners from other cultures)</p>
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For the formation of intercultural competencies of students, the following methods can be called the most effective: contextual observation, the introduction of self-knowledge technologies in the process of building organizational interaction (detection, fixation, analysis, evaluation, acceptance); mastering the culture of self-education (the culture of choosing and setting goals for self-education); the use of training technologies, the formation of skills for effective professional behavior in an organization, the method of analyzing interethnic incidents, solving professionally significant situations-cases; analysis of professional mobility, role modeling, etc.

The most important principle of a highly developed civilization is the recognition of the unity and sacredness of all life. Self-development of students in the process of mastering intercultural competence allows the future specialist to discover new positive energy in himself, which can be directed to building harmonious relations in the organization that has to work.

Thus, practice shows the need to introduce into the process of professional training special programs for the formation of intercultural competence, taking into account the profile of the specialty and the subjective experience of students, aimed not only at gaining knowledge, but also overcoming barriers, stereotypes and bias towards representatives of other cultures.

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