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The Role of Intercultural Competence of Students in Foreign Language Classroom

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Abstract: The aim of this work is to enable non-native teachers to develop the skills necessary for effective intercultural communication, to deepen understanding of the diverse issues associated with an intercultural working environment and to increase awareness and cultural sensitivity.

Keywords: Internet, self-realization, students, computer and telecommunication technologies, the creation of a developed information and educational environment, teaching foreign languages, authentic language.

Introduction. Effective intercultural communication involves more than understanding a group's norms. There have been many attempts to identify the skills needed to be more effective in intercultural communication [1,2].

The role Intercultural Communicative Competence in teaching foreign languages is important to remind ourselves that even under the best of circumstances foreign language learning lacks the social reality that defines the target culture. Due to lack of shared reality, communication breakdowns are likely to occur, “hi order to transmit and decode meaning, we must do much more than arrange our sounds and words in a special order” Intercultural competence is needed to recognize such things as the place of silence, appropriate topics of conversation, taboos, forms of address, and expressions of speech acts because they are usually not the same across cultures [3]. All above enumerated can be grouped under a notion of context. That is. the problem in misunderstanding a representative of another culture lies not in the linguistic code but in the context, which carries varying proportions of the meaning. Without context, the code is incomplete since it encompasses only part of message. A high- context communication or message is one in which most of the information is either in the physical context or internalized in the person, while very little is in the coded, explicit transmitted part of the language. A low-context communication is just the opposite: i.e.. the mass of the information is vested in the explicit code. Although no culture exists exclusively at one end of the scale, some are high while others are low. American culture, while not on the bottom, is toward the lower end of the scale. China is on the high-context end of the scale [4].

Intercultural communicative competence might be identified as twofold: first, a competence that derives from a wide range of knowledge about the target culture including its ways of organizing public life, time and space, its history, its artistic and scientific achievements, its institutions, its modes of social stratification, its myths about its past and its dreams for the future. Second a competence that manifests itself in an awareness of the rules of language use. As all these are indicators of a given culture, both competencies are intricately and inseparably tied to each other within the framework of culture.

Methodology. There are several practical ways to effectively teach culture, along with teaching a language: Provide students with authentic materials - Watching films, news broadcasts or TV shows can provide students with ample information about non-verbal behavior, such as the use of personal space, eye contact or gestures. On the other hand, reading authentic fictional or lion-fictional materials can also be a good introduction about the values and nouns of the target language culture. These materials also help the students improve their language skills, especially in terms of listening and understanding written texts [5].

Use role plays - They especially support students in making the shift in perspective from their own culture, which can become a strange one and is looked at from the outside, and the target culture, which becomes more familiar, hi the process, students practice speaking and using language in unpredictable situations.

Research cultural items - While also practicing tlieii* presentation or writing skills in the target language, the students can inform their classmates about an assigned item from the foreign culture and contextualized the knowledge gained.

Students as cultural resources - Many classrooms nowadays are very culturally and ethnically diverse and they often have exchange students from foreign cultures or returnees from an exchange program in the target culture. They can be invited to the classroom as expert sources and share authentic insights into the home and cultural life of native speakers of the language.

Higher education operates in a new environment characterized by globalization, new communicative technologies, increased competition and commercialization, English being the language of international communication. Hence, the importance of learning foreign languages and then role in the labor market has increased and is leading to a higher motivation in the study of foreign languages.

The integration into the international community puts a new goal to the Kazakhstan education system - the formation of personality of students who perceive themselves not only as representatives of one culture, but as world citizens, conscious of their importance and responsibility in the global human processes taking place in the world.

Foreign language is one of the basic tools of education of individuals with planetary thinking. Foreign language as the means of international communication can foster students' bilingual social competence, including the formation of such qualities as tolerance, open-mindedness towards other cultures, peoples and countries. Studying the language and culture of another people, students have the opportunity to expand their social-cultural knowledge.

The developed specifications for the foreign language teaching are based on the main principles which are level approach to the presenting linguistic-didactic items and communicative-oriented approach to the selection of educational material content. The process of the formation of the text at the level of sentences, that is grammar and vocabulary, is considered not as an educational goal but as means for communication purposes.

Communicative language competence includes linguistic components (lexical, phonological, syntactical knowledge and skills); social-linguistic component: pragmatic component (knowledge, existential competence and skills and know-how relating to the linguistic system and its sociolinguistic variation) and allows to use of linguistic resources.

There are following components of communicative competence:

1. Grammatical or formal competence or linguistic competence is systematic knowledge of grammar, vocabulary and phonetics units, which convert the lexical items into a statement.
2. Social-linguistic competence is the ability to select and use appropriate language forms and tools depending on the purpose and the situation of communication, social roles of participants of the communication process.

3. The Discursive competence (discourse competence) is the ability to build integrated, coherent and logical expressions of different functional styles in speech and writing, based on understanding the different kinds of texts for reading and listening, involves the choice of linguistic means, depending on the type of utterance.
4. Social-cultural competence is knowledge of the cultural characteristics of native speakers, their habits, traditions, ethics and etiquette and the ability to understand and use them properly in the process of communication. The formation of social competence involves the integration of personality in the worldwide and national cultures.

Result and discussion. There have been two main approaches in the history of foreign language teaching: a. the study of language based on the rules, and b. the study of language-based communication. The first approach is conducted with the help of grammar-translation system in the process of foreign languages teaching. According to it. the process of teaching is based on the study of grammar and vocabulary with the next generation of the transition to the formation and decoding of the speech (reading and understanding spoken speech). Using the rules and vocabulary of the language, students must re-create (generate) a new language. The way of learning the language was passing through a huge number of errors that reduced any interest in its study. Experience has shown that this approach is not very effective. The second approach is performed through communication. It is considered more effective, although contains several disadvantages. Lack of awareness of the foreign language rules both extends the process of study and reduces the quality of the foreign-language speech.

As a result, there has been a convergence of these two approaches of teaching a foreign language. That is. the unity of language rules and actions has been experimentally proved. The main action being developed with the help of a foreign language is a communication process, or speech communication, hi the process of communication there is not only an exchange of views and feelings, but also the development of linguistic resources. Language rules perform an auxiliary function showing the use of linguistic phenomena in speech.

Conclusion. Thus, a foreign language can be considered as a means of developing communicative competence. This means the ability to adequately clothe communication goals and strategies of their achievement into proper language forms, as well as the ability to use the rules of speech etiquette and social behavior in the situations of intercultural communication, where updated knowledge of the situational and social-cultural contexts is actual.

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