

ПЕДАГОГИКА

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PERSONALITY MODEL READY TO POSITIVE INTERCULTURAL COMMUNICATION

Abstract

In this work, present demands dealt with towards poly-cultural aspects of a person.

The writer analyzes significance of the role of poly-cultural developments of the English language on the basis of personal characteristics as well as of the poly-cultural aspects of the society at present.

In the process of research, the writer reflects the structural model of a person who is ready for positive poly-cultural informatics.

In creating the model, the writer focuses on the psychological structure of a person.

The model worked on through the content of the structure is composed of three blocks, six elements and six scientific criteria. The writer supplies information on them.

The structural model reaches the desired result in standard portrait and pedagogic processing of a person ready for positive intercultural communication.

Key words: Learning English, personality, solve problems, pedagogic.

Learning English in the global concept of education directed to the solution of the problem of formation of the cultural education of students.

In pedagogical dictionary "Education" the following definition: "the quality of the developing person, to assimilate the experience, with the help of which it becomes able to navigate in the environment, adapt to it, to protect and enrich it, to get on her new knowledge and thereby continuously improve ourselves" [1].

However, Kazakhstan's modern integration processes have increased the role of the cultural education of the individual and highlighted solutions to the problems associated with the need to develop multicultural education of the person. Multicultural education involves the development of the ability to understand and appreciate the culture of other nations, the formation of an unbiased view of the world, breaking the stereotypes that distort the perception of other cultures, learning the culture of communication. In this connection the question arises about the values, spiritual and moral content of the filling of knowledge about the priority of various training programs in English, about the potential to develop and educate the foreign language as an academic subject.

English as a language of international communication is intended to include a variety of topics for dialogue with the world: culture, art, literature, education, science, politics, global problems of mankind, among which an important place occupied by the state of the problem and the environment, respect for human rights, to overcome local and regional conflicts and wars, human protection against disease and poverty of the century (ie, all current issues related to human survival and the planet).

Developing and raising a potential process of learning foreign languages can be characterized by defining the following learning objectives;

- The formation of the student respect and interest in the culture of the target language
Starn.

- Fostering a culture of communication and the need for the practical use of the language in various fields.

-Development of language, intellectual and cognitive abilities, values, feelings, emotions and learning, ie, Disclosure of the humanistic and humanitarian potential of his personality.

An important moment in the pedagogical goal-setting in the process of teaching a foreign language is to compare the characteristics of the target language with a native, vkyuchenie knowledge about the role of the native language in the history and culture of peace, the contribution of Kazakhstan into the global history and culture. The development of a learning culture in the description of the language Kazakh realities of life in a foreign language.

Among the main sostavlyayuschihh multicultural education can be distinguished:

1. Possession of language skills. Success of interaction requires a common language, or at least the knowledge of one of the partners of the linguistic code, with which you can interact.

2. Possession of cultural studies knowledge. Understanding of cultural studies units, helps to identify and understand the conceptual cultural landmarks, its values, interpreting them in communicative codes.

3. Orientation in a multicultural space. Defining the role of native culture in the spectrum druhih cultures, awareness of the relativity of norms of each culture. Knowledge of universal and specific manifestations / non-native and foreign language culture (philosophical concepts, values, traditions, customs, norms of interaction, etc.).

4. sociocommunicative factor. Possession of national-specific patterns of behavior based on the alignment of native / non-native and foreign language picture of the world using the rules of speech etiquette adopted in another culture. Possession of national-specific interaction model allows partners to properly maintain communication, to avoid situations "intercultural failure", and act as an intermediary between the native / non-native foreign language and culture in the process of intercultural communication.

5. Democratic and humane position. Multicultural person should be aware that:

-Each culture has its own context and logic;

- No culture is better or worse than the other, because each has its own system of interacting elements;

is any culture is viable as long as it works and develops.

Recently clearly seen the importance of the ability to comply with democratic principles and humane treatment in the course of cross-cultural interaction, which manifests itself in the recognition of the variability of cultures, the priority of human values, human life and health, free development of different cultures and each individual.

6. Personality. The difficulties of intercultural communication can be manifested not only in the process of interaction of mentalities, images and norms of cultures, but also on a personal level. Therefore, the quality of such solidarity, criticality in relation to itself - this and much more sensitive personality helps shape social and moral motives in relation to another person.

7. Communication skills are the ability to establish contact with different people. We consider it appropriate in his issledovennii focus on the following components of communicative skills:

- A comprehensive perception of the communication partner;

- The ability to call from the communication partner trust, empathy joint activities;

- The ability to anticipate and eliminate the conflict;

- The ability to fairly, discreetly criticize;

- The ability to perceive and take into account the criticism.

Possession of communication skills requires the following abilities:

- Sets the contacts with individual members of the team;

- Sets the tselesoobrazny tone and style of communication;

- To remove the tension in the relationship, to settle conflicts;

- Used as a process of direct and indirect communication methods to influence or different effects on people.

Thus, multicultural education - it's not just the possession of a certain set of strategies for intercultural communication and cultural awareness, and this is a certain style of thinking and worldview that ultimately creates a proactive stance. Active life position in the educational space is realized in cognitive and communicative activity, "emotional intelligence", ie the individual's ability constructively and efficiently solve problems that arise in a multicultural environment, and to create such a society comfortable emotional atmosphere. All of these aspects open up the possibility for a person more productive action in intercultural situations "failure" and conflicts, it creates confidence that he is ready to successfully implement intercultural interaction.

Rassmotrivaya structure of multicultural education must apply to the overall structure of the person. As noted Bogoslavskaya V.V., Kovalev A.G., Stepanova A.A., "apart from the individual characteristics of mental warehouse, you can set the typical personality structure

The first component of the personality structure characterizes the orientation of the individual or selective onoshenie person to reality. The orientation includes a variety of properties, the system of interacting needs and interests, ideological and practical facilities

The second component determines the capabilities of the individual and the system includes capabilities that ensures the success of the activities. Abilities are interrelated and interact with each other

The third component in the structure of personality or style is the nature of human behavior in the social environment ...

.. The fourth component is the control system, which is usually denoted by the term "I". "I" - shaped self-identity, it provides self-regulation: strengthening or weakening activity and self-correction actions and behavior [2, p. 70-71].

Simulation technology in some aspects considered in Zavadzkaya L. study Mazhitova L. Hops N. Chinibaevoy G. [3]. Theoretically developments in simulation technology, as well as the survey of the analysis in theory of personality structure made it possible to identify a typical model of the structure of personality.

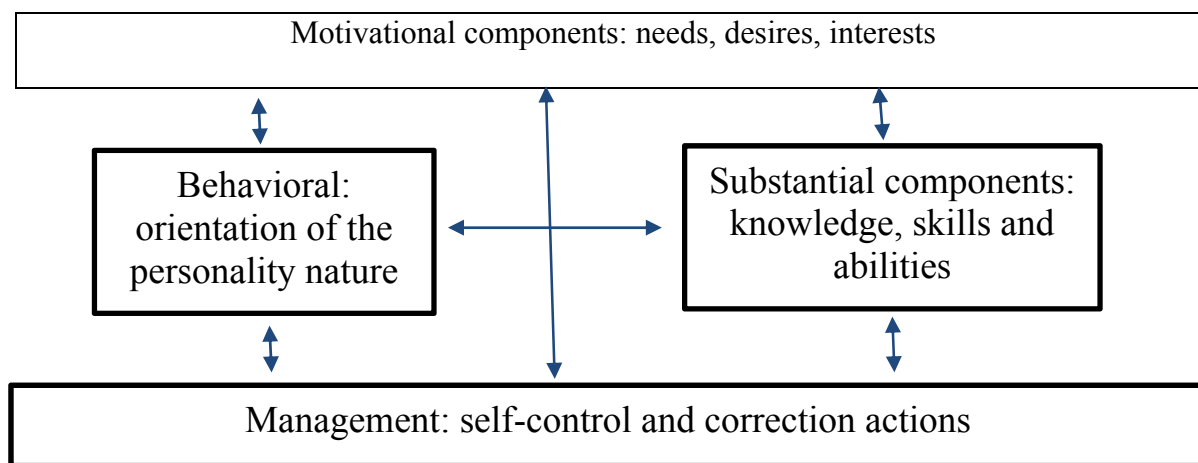


Figure 1. A typical model of personality structure

Applying this model to the model of a multicultural identity in terms of language learning need to make a few digressions:

- First, a substantial component of proposed split into two component included in a meaningful unit. The first component should soderdat direct knowledge of the person, the second component of the skill and ability of the individual to realize their knowledge in intercultural communication;

- Secondly, motivational and behavioral component of the discount is one obyadinit psychological block, since their relationship is the psychological component of personality;

- Thirdly, the management component discount is divided into two components, within a single management unit. The first is the ability to express the personality of self-control. Second to the ability of multilingual multicultural personality control the environment: evaluation of control communication sitauii in which communication takes place score interlocutor.

Thus, in terms of structural and meaningful multicultural education as a psycho-pedagogical category is as follows:

Component	criteria	indicators
Psychological block		
motivational	Orientation to the professional and informative activity, positive cross-cultural communication	1. interes and commitment to the future profession or activity; 2. interest, the desire and the need for positive intercultural kommunikaii 3. interest, the desire and the need to learn a foreign language; 4. interest, desire and need for self-improvement.
behavioral	The focus of the identity	1. protivostoyat emotional stimuli; 2. The exercise nastoychiost in achieving the goal; 3. To tune into the emotional volnku interlocutor.
Thematic unit		
cognitive	Maturity of a multicultural, socio-cultural, social, linguistic, discursive competence	1. knowledge of the cultural diversity of civilization, knowledge of the culture of behavior, its types and forms, sootvetsvtuyuschih multicultural environment; 2. The possession of knowledge of the language system, rules funktsionirvaniya language

		<p>units in speech; 3. knowledge of the methods of forming and formulating mylsey through language, providing an opportunity to realize the communicative intention; 4. Knowledge of national and cultural osoennostey social behavior and speech of native speakers: their customs, ethics, social steoreotipov, history and culture; 5. knowledge of the characteristics inherent in different types of discourse; 6. The knowledge of the characteristics inherent in the profession.</p>
<p>pragmatic</p>	<p>To form a multicultural, socio-cultural, social, language, speech, discursive, strategic, professional competence</p>	<p>1. The ability to engage in communication with other people; 2. The ability of the system by means of language to understand the thoughts of others and express their opinions orally and in writing; 3. The ability to navigate the situation of communication and build vysakzyvanie according to the communicative intent of the speaker and the situation; 4. The ability to compensate for the lack of communication in the process of language knowledge, as well as speech and social experience of communication in a foreign language environment; 5. The ability to use socio-cultural knowledge in the process of intercultural communication; 6. The ability to generate</p>

		discourses in the process of intercultural communication; 7. possession of abilities and skills necessary for professional activity.
management unit		
self-concept	Develop managerial competence	1. znanie analyzing and monitoring 2. The ability to carry out self-examination and self-esteem;
Evaluation of the environment	Develop managerial competence	1. knowledge of strategies to prevent conflict situations 2. The ability to adequately assess the interlocutor; 3. umenie adequately assess the context of communication

Figure 2 - Structural and informative model of personality ready for the implementation of positive intercultural communication

According to the research work of E.V.Khomyakova on the peculiarities of the organization of the multicultural educational environment of the university, it was revealed that in the scientific literature it is presented as a set of pedagogical, social and psychological conditions for the development, education and upbringing of the person's personality as the bearer of his national culture and human being subject and carrier of interethnic culture, able to assimilate the traditional culture and language of other nations. The multicultural educational environment provides the opportunity for interaction of subjects (representatives of different cultures) of the educational process in a multicultural world.

As can be seen from the figure the developed model is the standard portrait of the person ready to avtivnoy and positive cross-cultural communication and the desired outcome of the pedagogical process.

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МОДЕЛЬ ЛИЧНОСТИ ГОТОВОЙ К ПОЗИТИВНОЙ
МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

Аннотация

В данной статье представлены основные положения, разрабатываемые автором при формировании поликультурной личности.

Ключевые слова: английский язык, изучение, личность, решение задачи, педагогика.

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ПОЗИТИВТИ МӘДЕНИЕТАРАЛЫҚ КОММУНИКАЦИЯҒА ДАЙЫН
ЖЕКЕ ТҰЛҒА МОДЕЛІ

Аңдатпа

Бұл мақалада көпұлтты сәйкестілікті қалыптастыруда автор әзірлеп ұсынған негізгі шарттар келтірілген.

Кілт сөздер: ағылшын тілі, оқыту, тұлғалық, мәселені шешу, педагогика.

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THE USE OF INFORMATION TECHNOLOGY IN THE PROCESS OF
TEACHING FOREIGN LANGUAGES

Annotation

The use of IMT (interactive multi-media tools) allows you to transfer most of the teaching methods into a new classical level and activate cognitive activities of students. The introduction of multimedia training courses into the educational process is accompanied by an increase in the amount of independent work of students (IWS).

Key words: FL - foreign language, CA - communicative activity, IWS-independent work of the student, LP-learning process, IMT-interactive multimedia tools, computer technologies, electronic textbooks, professional competence, audiovisual information.

Introduction

A characteristic feature of modern Kazakhstani education is the formation of the information culture of students, the mastery of certain knowledge and skills that ensure correct orientation in the modern information society.

One of the ways to prepare highly qualified students is a new learning technology, based on the application of subject-oriented and problem-oriented computer training programs. Although, in fact, in the professional activity most of the teachers are dominated by a traditional attitude, which limits and impairs the range of manifestation of students and the teacher.

The modern stage of the development of Kazakhstan society is characterized by the introduction of information technology in all areas of human activities. The state policy in the field of information society is one of the most important indicators of its development.