

### **ТҮЙІН**

Аталған мақалада тілдік емес жоғары оқу орнында шет тілі пәнін оқытуда E-Prime әдісін қолдану арқылы студенттердің жазбаша дағдыларын қалыптастыру және дамыту мәселелері жөнінде айтылады. Мақалада автор әсіресе көптілді топ студенттеріне кәсіби бағытталған шет тілін оқыту барысында білім алушылардың тілдік білік-дағдыларын дамыту мақсатында аталған әдісті қолдану тиімділігі жөнінде баяндайды.

### **РЕЗЮМЕ**

В статье рассматривается один из творческих подходов в преподавании иностранного языка – метод E-Prime. Отмечается, что данный метод чрезвычайно богат по содержанию и обладает потенциалом, позволяющим студентам развивать свои письменные навыки по иностранному языку. Согласно результатам проведенных автором исследований установлено, что данный метод может использоваться как исключительно эффективный для достижения целей обучения профессионально-ориентированному иностранному языку в полиязычных группах в неязыковом вузе.

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### **CROSS-CULTURAL COMMUNICATION AS A PART OF EFFECTIVE MULTILINGUAL EDUCATION**

#### **Abstract**

The article attempts to offer a response to the question of how culture reveals itself at the university multilingual educational system. While using the term "cross-cultural communication" it is important to bear in mind that culturally attributed social interaction processes are the results of socially constructed processes. Much of the recent researches in intercultural communication have been directed towards the study of the multilingual educational system. The literature reviewed offers perspectives from a variety of disciplines and insights into the role of culture in multilingual communication processes.

**Keywords:** *cross-cultural communication, multilingualism, globalization process, communicative skills, competitiveness, intercultural education, cultural strategies, competitive international society, lingual competence.*

In this article we will address the question of how culture is conceptualized and manifests itself at the university multilingual education. With this objective we attempt to summarize contributions from the field of cross-cultural communication which we feel may be of help in moving towards the necessary conceptualization. It is also hoped that the arguments reviewed here will enable us to analyze, from a general perspective, the relationship between culture and some of the most significant components of qualitative research.

Life in the multinational state assumes strengthening of social and spiritual consolidation in society, creation of high culture of interpersonal and international communication. In such a multinational state as Kazakhstan, there is a problem of education of tolerance to foreign languages and cultures, manifestation of respect for them, overcoming feeling of irritation from difference of other cultures. Familiarizing of the personality by means of foreign language to other culture has to take place at the level of the highly intellectual moral process of cross-cultural communication considering all features of the studied language [1].

Kazakhstan has retained its national identity and now it is getting involved into the globalization process broadening an international understanding. Implementing the principles of cross-cultural sensitivity in the foreign languages education is to be beneficial for nurturing future

Kazakhstan young generations capable to make a change in the process of development on the way to a better life in the country. Under the new political and economic conditions, today's Kazakhstan University graduates may have a chance for international job opportunities.

To meet the challenges of the 21st century, university education should emphasize international aspects, language and culture competence, the development of social and communicative skills and give an entrepreneurial orientation. Nowadays, there is a great demand for economic and business professions in our country. Besides, a growing number of students majoring in applied linguistics seek future employment outside of educational system as translators or office managers with international companies and joint ventures.

Modern business world needs strong linguistically skilled and communicatively competent advanced professionals. Today in the age of globalization and technologizing we need to find effective conditions, mechanisms educating the younger generation capable to dialogue with other cultures. An effective tool for the preparation of the young generation in an interconnected and interdependent world is multilingualism.

Multilingual education is the basis of the formation of multilingual person whose level of formation determines the positive personal self-realization in modern conditions of social relations, competitiveness and social mobility. It should be noted that today the human life is getting unified in a certain way, many national and cultural differences are erased, the person loses the connection with his roots, the moral experience of previous generations is being devalued. Therefore the teacher is responsible to use all the experience and knowledge of the unique cultural traditions of the people, human values and world culture in creating a favorable educational environment conducive to the formation of socially active multilingual personality. The multilingual education is necessary for the formation of the competitive expert, communicable positive personality, capable for active and effective life in the multiethnic and multicultural environment, with a sense of understanding and respect for other cultures, and with the ability to live in peace and harmony.

Now motivation for foreign languages study is very high in Kazakhstan, it is one of the important state priorities, set forth by the President Nursultan Nazarbayev and supported by a number of regulations at the republican level. This is due to understanding of the importance of the foreign languages for economic and social development in Kazakhstan: new multinational companies grow here, and cultural issues are becoming increasingly meaningful.

Modern Kazakhstan society today is characterized by a social modernization and striving for world integration processes, where the leading role in the modernization process takes education. It is known that only a society capable to develop successfully and harmoniously fit into a number of leading countries of the world that is able to create for their citizens a decent conditions of acquisition of high-quality and modern education.

According to the State program of education development in the Republic of Kazakhstan for the years 2011-2020, education should become competitive, so that graduates of Kazakhstan schools could easily continue their education at any foreign universities. The introduction of the education in three languages - it is certainly a significant step forward towards the realization of the Concept of Development of Education in the Republic of Kazakhstan until 2015, one of the core competencies being Eurasian multiculturalism and communicativeness [2].

The status of multilingual education determined by this Concept is objectified by the following factors:

- to forward integration of Kazakhstan into the world civilization and economic space;
- orientation of republic to a way of scientific-technical and industrial development;
- the increasing stream of foreign investments in economy of country, growth of number of foreign companies which raise the demand for a highly qualified experts with the knowledge of foreign language and technological and business skills;
- necessity of increase of competitiveness of our country in the global market;
- international integration in the sphere of education, opportunity to get qualitative education at home and abroad;
- admission of Kazakhstani diploma in the international market of educational services;
- the right of free mobility and universal residing within the limits of the countries which are included in the European Commonwealth;
- the ability of a person to adapt in the modern conditions of residing in multilingual and

multicultural society; his access to experience and knowledge in the world, to the informational field, including multimedia means of communication.

Kazakhstan is multilingual and multicultural country, and language and intercultural education are explicitly supported and promoted by the aforesaid Concept. The focus of this paper is the basic principles of multilingualism, intercultural competence and citizenship which underpin all of the work of the University Multilingual education development center. Foreign language proficiency is a valuable asset for those searching competitive international and also internal job opportunities. Today English as the international language, the language of the 21st century plays the great role in the life of all professionals who seek prestigious jobs. American English is internationally accepted as the language of business and technology, but business communication requires more than the standard vocabulary and the trade jargon.

The goal of language education is not to learn the target language code only but to develop cross-cultural perception of similarities and differences and to find their common meaning. Cultural strategies are an integral part of business communication and business transactions. At present our professionals in the field of their activity acquire knowledge in various aspects: culture, education via the target language. Many aspects of western culture, especially western patterns of discourse are carried within English [3].

International program “Bolashak” is giving great opportunities to our students and teachers to continue their education in other countries and invite foreign colleagues to Kazakhstan universities. The goal of this program is to promote mutual understanding and cooperation among nations. It is not only a valuable educational experience but also an excellent opportunity for personal and professional development. Exchange programs provide students with the opportunity to become professionally competitive in a global context shape or deepen awareness of shared human values and interests, to increase their sensitivity to cultural differences and similarities.

In conclusion, I have aimed to show in this short paper that language education founded on principles of multilingualism and cross-cultural education has huge potential not just for the achievement of students and their preparedness for living in a competitive international society, but also for their personal self-knowledge, development and fulfillment. At the same time policy, curriculum and teacher education based on such principles requires a paradigm shift if it is to be implemented successfully and with integrity. Cross-cultural communication in multilingual education is an absolute necessity, command of time as all world is multiethnic and multilingual. Preservation and support of multilingual situation in each state and in relations between states can solve the main problem of the contemporary world – consent and mutual understanding between people, overcoming the difficulties of interethnic dialogue and intercultural communication.

#### **REFERENCES**

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#### **ТҮЙІН**

Мақаланың негізгі мақсаты – адамдар арасындағы қарым-қатынастың түрлі мәселелерін тілдік тұрғыдан қарастыру. Мақалада сонымен қатар бүгінгі таңда жаһандандудың өзара әріптестік пен өзара түсіністік аспектісінде аса өзекті мәселелердің бірі болып отырған көптілді білім беру және мәдениаралық коммуникация мәселелері туралы айтылады.

#### **РЕЗЮМЕ**

Статья посвящена проблеме межкультурной коммуникации, которая понимается как общение носителей различных культур, владеющих разными языками. Рассматриваются эффекты межкультурной коммуникации и полиязычного образования как результат европейской политики в области языкового образования и как возможность расширения представлений о мире, принятия чужих культур, понимания взаимообусловленности и взаимозависимости народов.