

министерства на базе применения облачных технологий. Необходимо внедрение таких моделей учебной среды, которая позволит максимально полно удовлетворять запросы ППС по организации и проведению занятий нового типа, активизации учебной деятельности студентов, формированию цифровой компетентности и всестороннему развитию личности. Такие возможности предоставляет использование облачно-ориентированной учебной среды вуза.

Ключевые слова: облачно-ориентированные учебные среды, информационно-коммуникационные технологии, цифровая компетентность, виртуальный кабинет

Problems of development of a cloud-oriented educational environment of the university

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Absrtact

This article discusses the problems of ever-increasing demands on the organization and quality of the educational process on the part of society. Today there are new opportunities for the comprehensive development of students of the XXI century, new, more effective information and communication technologies (ICT), in particular cloud-oriented learning environments (COLE), are developing rapidly. The problems of the development of theoretical and methodological foundations for designing a cloud-oriented educational environment of the university and the justification of the structural scheme of its interaction with the methodological center of the ministry based on the use of cloud technologies are analyzed. It is necessary to introduce such models of the learning environment, which will allow to fully satisfy the demands of teaching staff on the organization and conduct of classes of a new type, the activation of educational activities of students, the formation of digital competence and the comprehensive development of personality. Such opportunities are provided by the use of a cloud-based educational environment of the university.

Key words: cloud-oriented learning environments, information and communication technologies, digital competence, virtual office

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INTERCULTURAL COMMUNICATIVE COMPETENCE: FINDINGS FROM COMPETENCE-BASED APPROACH

Abstract

Globalization is a fact in our era arising from many various factors. The process and results of this phenomenon affect each nation, community and almost every single person somehow in almost all spheres.

The current stage of development is characterized by the formation of the global challenges facing society, civilization as a whole, which inevitably impacts on the state of education. The demand of transition to a new Kazakhstan educational paradigm is a target for the implementation of competence-based approach.

The study is dedicated to the logical, conceptual approach towards understanding of cognition, language and

culture, which can be found in the fundamental works of researches on competency-based approach. Moreover, this paper describes the nature, mechanism and importance of forming intercultural-communicative competence of future specialists.

This research is carried out within the framework of the Ministry of Education and Science of Republic of Kazakhstan grant project “Developing and implementing the innovative competency-based model of multilingual IT specialist in the course of national education system modernization”.

Key words: competence, competency, competency-based approach, intercultural communicative competency, sub-competency.

Introduction. The interactions of communities and people of diverse cultures have become much more intensive than they were in the past. The most significant type of interactions of the nations and people from different cultural backgrounds is communication.

Language is the basic tool and means of communication. Therefore, it has been acknowledged that there is an urgent call for any language to be the means of intercultural interactions and communication to integrate the globalizing world, run the business, and benefit from the boons of globalization. Intercultural communication necessitates acquiring cognition and competency in implementing the target language as a means of cross-cultural and intercultural communication effectively, appropriately and mostly verbally. As language, culture and communication are three facts with their concepts closely interrelated they should not be investigated solitarily.

The new paradigms, perspectives, methods, principles and techniques are to be applied to enable the students to get competency in the use of the target language for intercultural communication.

Background. Nowadays education in a broad sense has been distinguished as investment in the development of society. The governments and the wide public are concerned about adequacy of education quality, training, economic and social efficiency of the means invested in education. The matter of educational contents corresponding to future demands has become a vital issue in educational reforms all over the world. Moreover, the significance of flexibility, adaptability, mobility, creativity of education and life-long learning in the global, changing world is the focal point of modern national and international discussions

concerning higher education and vocational training. In the light of Bologna agreements assuming the academic and professional recognition of the state diplomas within the European space, graduation of qualified specialists, capable of life-long learning and performing professional work in conditions of multicultural environment, the problem of professionally orientated communicative language competence development acquires a special meaning [4, PP. 307-314; 7, P.8-17; 14].

The essential contribution to the theoretical analysis of concepts *competence*, *competency*, with reference to young specialists in conditions of a contemporary competitive market, was made by such scientists and researchers as Hymes D., Canale M and Swain M., Bremer C. and Kohl K., Schneckenberg D. and Wildt J. and others. In a number of works the concept *competency* is defined as intellectual and personal ability of an individual to practical activities, and *competence* as a contents component of the given ability in the form of knowledge, skills and attitudes [11; 20, PP. 34–42].

There are significant differences between countries in their way of interpreting the notion of competence and of translating it according to their national contexts. Countries differ not only in the strength of the commitment of key policy actors to the idea of competence-based education, but also in their capacities to implement complex curriculum reforms aimed at altering school level pedagogical approaches. Successful implementation can be only in those countries where there is coordinated action in the following four areas:

- a. the definition of competence development-related goals and standards in national curriculum documents,
- b. the alignment of national and school level

assessment and evaluation approaches with these goals and standards,

c. intensive capacity building among teachers so that they become capable of adapting their classroom level practices to the new goals and standards,

d. massive support for school level pedagogical innovations that enhance the renewal of learning environments. This also requires investing in the development of school leadership and national educational innovation systems. National assessment and evaluation systems must also be developed so that they better support educational level innovations [10].

According to local researchers fast development of international relations of Kazakhstan universities, has accelerated integration of Kazakhstan educational system into the international one and, therefore, its internationalization called for creating innovative competent model of education and developing competent model of a Bachelor within the Kazakhstan educational system.

Due to Kazakhstan researches competency is defined as a specific group of sub-competencies – the complex of knowledge, skills, abilities and qualities, which all together help a person to perform in a variety of situations, including new ones. It is noteworthy that competency elements are activated via so-called competence components, which are implemented within competencies by specific activities.

Findings and discussion. Intercultural interaction to facilitate intercultural communication is also defined as complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself. Whereas effective usually reflects one's own view of one's performance in the foreign lingua-culture (i.e., an ethic or outsider's view of the host culture); appropriate relates to how one's performance is perceived by one's hosts. These perceptions often differ, yet they are instructive when compared and contrasted because they arise from different cultural approaches to the same situation [5; 17].

It can be assumed that intercultural communicative competence (ICC) requires some qualifications such as skills, knowledge, attitudes, and awareness, etc. There have been many attempts to figure out and design models for ICC to illustrate what the ICC is, what components it includes and what the students need to acquire in foreign language teaching for the intercultural space of globalizing world. The most widely known and comprehensive of them is Deardorff's model. Byram offers knowledge, skills and attitudes in his model. Deardorff added critical cultural awareness in his model adapted from Byram's ones. The figure below shows and illustrates what the sub-competencies of ICC are, what qualities ICC requires and what progresses and knowledge are necessary to gain in the formation.

ICC involves ability in three areas or domains, which, curiously, are just as important in one's own native lingua-culture as well. These are:

- a. an ability to establish and maintain relationships,
- b. an ability to communicate with minimal loss or distortion,
- c. an ability to collaborate in order to accomplish something of mutual interest or need.

ICC also has four dimensions: knowledge, (positive) attitudes/affect, skills, awareness [6; 13, PP. 140-170]. These four dimensions have already been offered in Deardorff's model adapted from Byram's once. Besides the appropriateness and effectiveness constituents, knowledge, attitudes and skills are regarded as key factors of ICC. Possessing enough knowledge, the right attitude and certain skills are thought to lead to impression of competence. [12; 19, PP. 9–13]. Appropriateness and effectiveness are the criteria for judging competence and skills, motivation and knowledge are the requirements for achieving intercultural communication. There exist parallel terms to describe knowledge, attitudes and skills such as cognitive, affective and operational [8, P.21; 15, PP. 235-238]; knowledge, motivations and actions [1; 16, P. 146]. The terms knowledge, attitudes and skills best describe what one needs to know, feel and do in practice in order to enhance the possibility

to be perceived as intercultural competent. Consequently, ICC skills are often thought to be interchangeable with IC competence. According to Hammer, however, skills themselves are not the competence but the judgments of the competence are made on the basis of them. As Gudykunst has stated the skills do not ensure competence, but they certainly enhance the possibility that the others see the people as being competent. Moreover, Hecht et al. who considers communication fundamentally problematic define skills as responses to problematic issues that occur in communication. The studies taking the skills approach normally identify some skills that would lead to intercultural competence. A pioneer study employing the skills approach was conducted by Ruben who identified seven variables as constituents of IC competence:

1. display of respect;
2. interaction posture;
3. orientation to knowledge;
4. empathy;
5. self-oriented role-behavior;
6. interaction management;
7. tolerance for ambiguity [5].

Awareness is also central and especially critical to cross-cultural development. It is enhanced through reflection and introspection in which both the individual's native lingua-culture and the foreign lingua-culture are contrasted and compared. Awareness differs from knowledge in that it is always about the self-vis-à-vis all else in the world (other things, other people, other thoughts, etc.) and ultimately helps to clarify what is deepest and most relevant to one's identity. Awareness is furthered through developments in knowledge, positive attitudes, and skills and also furthers.

Proficiency in the Host Language is the ability to communicate in the host language greatly enhances ICC development in both quantitative and qualitative ways. Communicating in another language confronts how one perceives, conceptualizes and expresses oneself and, in the process, fosters the development of alternative communication strategies on someone else's terms. Lack of a second language – even at a minimal level – restricts one to continue to

think about the world and act within it, only in one's native system, and deprives the individual of one of the most valuable aspects of the intercultural experience.

Developmental Levels of ICC normally evolves over a lengthy and continuing process. Much of what happens depends on the strength of one's individual motivation (instrumental vs. integrative) vis-à-vis the host culture. Some levels may be added or substituted as useful, as well as other terms such as: basic, intermediate, advanced and native-like.

In the past fifty years, intercultural communication competence (ICC) has been studied in many fields and from different perspectives. Thus, various conceptions, models and theories have been created [5]. What they have in common is an idea of the ICC as a precondition for succeeding in intercultural interactions.

After being the focus of intercultural communication research for many decades ICC still attracts many researchers. One might wonder whether there still is place for new inquiries and anything to explore anymore. The impetus for the ICC research arose from practical needs created by increasing worldwide intercultural contacts in the globalizing world.

This led to theoretical disintegration that was followed by a theoretical turn seeking to integrate the findings of the previous research [5]. According to Witteborn, the theoretical turn can be regarded as progress in the ICC research.

Reconceptualization of ICC resulted also in the dominance and building of culture general models of ICC that would help to predict competent behavior in intercultural settings across situational and cultural contexts [3; 9]. Witteborn argues that the culture-general approach to ICC has separated communication from its context and thus, many aspects of ICC have remained unexplored. Quite an opposite, Witteborn himself suggests that in the future ICC research has to obtain more specific and detailed information concerning intercultural communication in different cultural and situational contexts. Furthermore, Hajek and Giles argue that there is a lack of research that would define concrete behaviors leading

to judgment of competence in intercultural interaction. That is, culture-specific and context-specific constructs of ICC are needed. A comprehensive attempt of creating a model of ICC that would present concrete tools how to behave competently in intercultural settings is The Profile of Interculturally Effective Person. In this study, focusing on the behavioral side of ICC implies studying the intercultural skills [2, PP. 1-20; 18].

As it is seen in definition of competence, it is a set of intellectual-professional-cultural qualities of a person in the content of intercultural communicative competence. The set of six basic functions which were agreed upon by the Council of Europe is as follows:

1. imparting and seeking factual information;
2. expressing and finding out intellectual attitudes;
3. expressing and finding out emotional attitudes;
4. expressing and finding out moral attitudes;
5. getting things done (suasion);
6. socializing [17].

All types and the components of competencies such as skill, abilities, knowledge, attitudes and values for a person to be called competent, are acquired through talent, experience or education. The competency itself without application and implication is of no use and value. Humans would put the competence into practice to overcome their difficulties, solve the problems, reach up to their goals and produce beneficial products for life. It is our main objective to get competency as successfully as possible for input but mostly for output. Therefore, there are numerous approaches; methods and ways appeared, claiming to teach competency come true. Competency-based approach is one of them. The rationale for adapting competency-based teaching and learning is to help students better orientate their goals of learning in the hope that their learning strategies can be effectively directed and repositioned through

the learning goals and language targets. In cognitive lingua-cultural aspect, having the mentioned and given scientific reasons and proofs about the inseparability of language and culture or very strong relationship between them, the competence, especially in language field, can be gained by cognition the lingua-cultural features, linguistic mechanisms of the target language and through culture of the native speakers (points of views, life styles, beliefs, values, etc.) of the target language for intercultural interaction.

Conclusion and implications. All given information above devoted to define and explain the term competence with its components is a set of qualities of a person necessary for being mastered to be competent. In this case, competence is understood not as a total set but complete list of-comprehended knowledge, abilities and accepted valuable behaviors. Consequently, it can be stated that competence is an experience of successful realization of cognition on performance of certain activity or its operation.

How human beings can get the competency and apply it when necessary is needed to be answered. Education of competency deals with the areas of personal capability that enable people to perform successfully in their jobs by completing tasks effectively. The competence approach has affirmed as one of the leading methodological bases in domestic pedagogy and teaching methodology. At the pedagogical level, this approach has generated a paradigm change in that teaching is no longer relies on knowledge and teachers/trainers, but on action and learners. The competence approach, in paradigm value, allows raising personal activity, personality of the future specialist within the limits of educational process. So, it can be said that Competence-Based Education is based on a set of outcomes that are derived from an analysis of tasks typically required for students in life role situations.

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Құзыреттілікке негізделген тәсілдеме аясындағы мәдениетаралық қарым-қатынас құзыреттілігі

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Аңдатпа

Жаһандану – біздің дәуірімізде көптеген себептерден туындаған ақиқат. Осы құбылыстың үдерісі мен нәтижелері әр халыққа, қауымдастыққа және әрбір адамға барлық салада дерлік әсер етеді.

Дамудың қазіргі кезеңі білім беру жағдайына сөзсіз әсер ететін қоғамның, жалпы өркениеттің алдында тұрған жаһандық сын-қатерлердің қалыптасуымен сипатталады. Жаңа қазақстандық білім беру парадигмасына көшу талабы құзіреттілікке негізделген тәсілді жүзеге асырудың бірден-бір мақсаты болып табылады.

Бұл зерттеу танымды, тіл мен мәдениетті түсінудегі логикалық, тұжырымдамалық құзіреттілікке негізделген зерттеулердің іргелі еңбектерінен табуға болатын көзқарасқа арналған. Осы жұмыста болашақ мамандардың мәдениетаралық қарым-қатынас құзіреттілігін қалыптастырудың мәні, механизмі мен маңыздылығы сипатталған.

Берілген жұмыс «Отандық білім беруді модернизациялау жағдайында көптілді IT маманының құзіретті инновациялық моделін әзірлеу және енгізу» атты гранттық жоба аясында жүзеге асырылып жатыр.

Түйін сөздер: құзыреттілік, құзырет, құзыреттілікке негізделген тәсілдеме, мәдениетаралық қарым-қатынас құзыреттілігі, құзырет бөлігі.

**Межкультурно-коммуникативная компетенция: в рамках
компетентностного подхода**

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Аннотация

В нашу эпоху возникновение глобализации обусловлено множеством различных факторов. Процесс и результаты данного феномена влияют на каждую нацию, общество и, в частности, каждого человека буквально во всех сферах.

Современный этап процесса глобализации характеризуется формированием всеобъемлющих задач, стоящих перед обществом и цивилизацией в целом, что неизбежно сказывается на состоянии системы образования. Необходимость перехода к новой казахстанской образовательной парадигме является целью реализации компетентностного подхода.

Исследование посвящено логическому, концептуальному подходу к пониманию познания, языка и культуры, который можно найти в фундаментальных работах по компетентностному подходу. В статье раскрываются сущность, механизм и значение формирования межкультурно-коммуникативной компетентности будущих специалистов.

Данная работа выполняется в рамках грантового проекта Министерства Образования и Науки Республики Казахстан «Разработка и внедрение инновационной компетентностной модели полиязычного IT-специалиста в условиях модернизации отечественного образования».

Ключевые слова: компетентность, компетенция, компетентностный подход, межкультурно-коммуникативная компетенция, субкомпетенция.

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**ОҚУ БАҒДАРЛАМАЛАРЫ-ЖОҒАРЫ БІЛІМ ЖҮЙЕСІНДЕГІ МЕНЕДЖМЕНТТІ
ЖЕТІЛДІРУ ҚҰРАЛЫ РЕТІНДЕ**

Аңдатпа

Инновация жағдайында жоғары білім жүйесіндегі менеджментті жетілдірудің бір бағыты білім саласы менеджерлерін даярлау болып табылады. Білім саласы менеджерлерінің кәсіби құзыреттілігін қалыптастыруды білім саласындағы инновациялық өзгерістерге сәйкес жүзеге асыру қажеттілігі туындап отырғаны белгілі. Мақалада соңғы жылдардағы білім саласындағы менеджментті жетілдіру бағытындағы даярланған еңбектерге талдау жасай отырып, Абай атындағы Қазақ ұлттық педагогикалық университетінде осы бағытта жүргізілген ғылыми жобаларға шолу жасалынған. Бұл еңбектерде білім саласы менеджерлерін даярлауға деген