USING INFORMATION TECHNOLOGIES IN FORMATION INTERCULTURAL COMMUNICATIVE COMPETENCE OF FUTURE ENGLISH TEACHERS

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This article is devoted to the problem of the use of information technologies in the formation of intercultural communicative competence of future teachers of English. Some issues connected with the formation of intercultural competence in the process of teaching a foreign communication taking into account cultural and mental distinctions, that is a necessary condition for the successful dialogue of cultures of native speakers are mentioned in this article. Also, the article dwells on some scientific researchers' works in Kazakhstan appeared on the issue of informatization of education that brought their contribution to the development of science. The use of ICT in the classroom realized in the forms such as: the use of computer presentations; the use of interactive whiteboard; work with educational multimedia CDs programs; work with Internet resources are also reflected in the article.

Key words: competence, communicative competence, intercultural communicative competence, language competence, multimedia, computer technology, information technology

Formation of the intercultural communicative competence, readiness to real foreign language communication, is the main aim of teaching foreign languages at the present stage. The competence refers to the ability creatively carrying out activities based on the formed motives, personal qualities, the ability to use legal and acceptable patterns of behavior in the professional field. Mastering competence provides the basis for the development of professionalism and skill.

The term "communicative competence" was created by Dell Hymes [10. P. 35] on the basis of a certain N. Chomsky's concept of "language competence", which scientist used to name individual internal mental grammar, claiming that it is presented in the form of abstract language set of rules that is most clearly reflected in the individual subconscious intuitive idea of language [10. P. 154].

D. Hayms defined communicative competence as internal knowledge of situational appropriateness of the language [12. P. 269—293]. Thus, communicative competence involves knowledge of native and other languages, providing ownership of ways of communication and interaction with people, the performance of various social roles in society, the ability to use a variety of communication objects to solve specific situations. Communicative competence has rather clear structure, the main components of which are the various competencies, with different points of view and it is characterized by giving a total overall, a fairly complete description of the concept of "foreign language communicative competence".

Revealing the essence of the concept of "intercultural communicative competence", Leontovich O.A. stresses that intercultural competence "is a conglomeration of three components: linguistic, communicative and cultural competence. We agree with the

statement of Leontovich O.A. about formation of a qualitatively new one, "which has its own characteristics, different from each of the components taken separately" [4. P. 32—33].

Language competence is responsible for the correct choice of language means, adequate for the situation of communication; communicative competence includes mechanisms, methods and strategies necessary for providing effective communication process. Pluzhnik I.L. more specifically defines the essence of intercultural communicative competence: "... it (ICC) is the functional abilities to understand the views and opinions of representatives' other cultures, to correct their behavior, to overcome conflicts in the communication process, to recognize the right of existence of different values, norms of behavior ..." [7. P. 15].

Intercultural communicative competence is the major in foreign language education system and is aimed at the formation of the "subject of intercultural communication".

The formation of educational competences of high school students, an important place among which is given to the intercultural communicative competence, is considered to be an actual issue of the modern Kazakhstan pedagogical theory and practice. For the last decades the row of scientific researches in Kazakhstan appeared on the issue of informatization of education and brought their contribution to the development of science. These are the works of G.K. Nurgaliyeva, Zh.A. Karayeva, S.V. Rakha, S.K. Kaldybayeva, A.B. Zholdasbekova, A.I. Tazhigulova, V.V. Grinshkun, E.K. Balaphanova, E.G. Gayevskaya, K.Zh. Aganina, L.V. Nephedova, Sh.Zh. Kurmanalina, E.V. Artykbayeva and others. In foreign pedagogics, the works of such scientists as M. Viram, K. Knapp, A. Nikols and others are devoted to the research of intercultural communicative competence.

In recent years, the question of using new information technologies in secondary school is raised more often. This is not only new hardware, but also new forms and methods of teaching, new approach to teaching. The main objective of foreign language teaching is the formation and development of communicative culture of students, teaching practical mastery of a foreign language [5. P. 25].

The problem of improving the quality of Kazakhstan education in recent years gets a new foreshortening of consideration. The Concept of modernization of Kazakhstan education for the period up to 2015 emphasizes that the education policy of Kazakhstan takes into account the general trends of world development, determining the necessity for significant changes in the education system: the transition to a postindustrial, information society, significant expansion of the scope of cross-cultural interaction, and therefore the factors of sociability and tolerance has a particular importance [8].

The intercultural communicative competence has a particular importance for modern education, so as it is school graduates who will carry out not only an intercultural communication in the professional sphere, but also to solve the problems of the formation and development of intercultural competence in their future professional activity. A modern education is designed to meet the challenges of educating cross-cultural personality, and also to provide the readiness of graduates to interact with other people in the process of exchanging the cultural values, knowledge, ways of activity. The use of various information technologies in a foreign language classes has a great role in the development of students' intercultural communicative competence.

It is not necessary to convince teachers and students in the importance of information technology for modern education. It is obvious that the development of intercultural communicative competence in teaching foreign languages is unthinkable without becoming familiar computer classes, multimedia educational software, the Internet, distance learning. Information technologies act as innovative interactive learning tools that have the ability to visualize the phenomena, dynamically represent the process of explaining, to handle significant amounts of educational information, contribute to the dynamics of learning process, turn the lesson into a colorful interactive activity.

Tasks of modernization of education cannot be solved without the optimal implementation of information technology in all its spheres. The introduction of the personal computer, multimedia technologies and global information network of Internet affects the educational system, causing significant changes in the content and teaching methods, including foreign languages.

The task of the teacher is to create the conditions of practical language learning for each student, to choose such training methods that would allow each student to show their activity, their creativity. The task of the teacher — to strengthen the cognitive activity of the student in the process of learning foreign languages. Modern teaching techniques such as cooperative learning, project methodology, the use of new information technologies and Internet resources help to implement a student-centered approach to learning, to provide individualization and differentiation of teaching taking into account the abilities of the students, their level of training, aptitudes [6. P. 9].

The computer can be used effectively to introduce the new language material, new samples of statements, as well as the activities of communicating in a foreign language. At the stage of training and application of generated knowledge, skills and abilities, the computer can be used in a variety of communicative tasks and situations, taking into account the personal characteristics of trainees. An important feature of the computer in the educational process of learning a foreign language is that it can be "companion" the student, i.e. work in communicative-directed online. Also, the use of ICT makes it possible to work on three channels of human perception: visual, kinesthetic, and thus contributes to more efficient assimilation of educational material. The use of ICT in the classroom can be realized in the following forms: the use of computer presentations; the use of interactive whiteboard; work with educational multimedia CDs programs; work with Internet resources.

Let us examine each in more detail. In our work, we make extensive use of presentations. It has become a commonplace in the classroom. Presentations, prepared for the lesson, comprehensive in content, vivid and memorable. The apparent advantage of multimedia presentations in comparing with usual visual materials is a great emotional impact on the students. It is generally more colorful, attracts an emotional response that helps to create a favorable emotional climate in the classroom, concentration and, therefore, better assimilation of the material.

But the most important and productive use of presentations, in our opinion, is the fulfillment of individual and group projects on the same topic by the students themselves. This cooperation is often used in the form of project training activities. Independent creative work of students in the creation of computer presentations as well as expands the

supply of an active vocabulary, stimulate its creativity and independence, as well as develops the skills in information (search, processing, design, etc.).

An important invention is the interactive whiteboard. Using this board, it is possible to combine the used methods and techniques for working with the normal board with a set of interactive and multimedia features.

Whiteboard allows you to compare the words and their meanings, choose the correct answer; fill in the gaps, tables, crossword puzzles and find the words and right answers; place the objects in the picture; find the words corresponding to the pictures; realize the active comment on the material: the selection, specification, the addition of more information and others. But the most important, in our view, an important feature of the board is that it is "live". Work on creating the lessons with the interactive whiteboard is close to creating presentations, but you can not change the presentation, contribute something in the lesson [9. P. 41].

Whiteboard provides more opportunities in this respect, and stimulates cognitive interest of students. Of great interest is the work individually with tutorials the students. The training simulator is a computer program that organizes the work of an independent learner, manage, and create the conditions in which students form their own knowledge. Multimedia training programs help in learning lexical, grammatical aspects of speech, training dialogic speech, spelling, listening. The mastery of communicative competence is impossible without the practice of communication. That is, the training programs can act as "a real cultural media" in the process of intercultural communication.

Electronic programs give the opportunity to choose the optimal pace of learning, to monitor and correct the course of mastering the material, the result is not distant, it can be seen directly in class. Training disks also have a rich educational opportunities: develop attention, organization. Means of graphics, music fragments relieve tension. The work with Multimedia develops the ability to plan their activities, to take responsible decisions. Now everyone knows that the Internet has a huge information opportunities. The internet provides a unique opportunity for foreign language learners to use authentic texts, listen and communicate with native speakers. Unfortunately, the possibilities of the Internet in the school does not always allow the use of its resources directly in the classroom in real time (because of the lack of high-speed Internet), for the same reason it is impossible and chat in a mode on-line, that's why many authentic reading materials are necessary to select, prepared in advance and give the guys in the recording (audio, video) or printed form. Or give the job to an independent search for information after the lessons on the Internet.

At present, a variety of computer programs are used at foreign language lessons more and more. As a rule, training programs used for individualized learning are realized in the form of so-called multimedia training programs. The word multimedia appeared without a connection of computers in the English-Russian dictionary. That time, the lesson conducted by a teacher, was called media, if there was a story of a teacher, and sound recordings, and film, and slides, and any other technical means of learning. Today, the "multimedia training program" means a computer program using the text, sound, color, and motion graphics.

The concept of "sound" includes speech, music, a combination of (music — it — singing, etc.), as well as a variety of sound effects. The graphics in these programs can be

represented by different patterns, geometric shapes (circle, diamond, and so on.), symbols, photographs and scanned images. The motion in the multimedia program is a sequence of static elements and can be of three types: video and animation. Video — a sequence of black and white or color photographs, overlooked on a computer screen at a rate of about 24 pictures per second. The animation is a sequence of animated images. The variety of topics, activities, colorful, the exciting of multimedia computer programs cause a great interest among the students, activate various channels of information perception and increase the degree of memorizing and mastering academic material as well [3. P. 140].

Currently, there are a wide variety of computer programs such as: Triple play plus in English, English on holidays, English Gold, "Hello, America!", "Bridge to English", "Professor Higgins", "English for communication", "Tripple play plus in German", "Deutsch Gold", "Berlitz German", "Russtel Test", "Talking Oxford Dictionary", "German-Russian Dictionary Polyglossum" and others.

Existing multimedia programs make it possible to organize independent actions of each student. When training to audition each student has an opportunity to hear the foreign language speech; in teaching speaking, each pupil can utter phrases in a foreign language into the microphone; in the training of grammatical phenomena each student can perform grammar exercises, ensuring correct answers.

Thus, the forms of work with computer training programs at foreign language lessons include:
— the study of vocabulary;
— practicing the pronunciation;
— training dialogue and monologue speech;
— teaching writing;
— practice of grammatical phenomena.

In foreign language lessons using computer programs can solve a series of didactic problems:
— forming the skills of reading, using materials of the global network;
— improving writing skills of students; enlarging students' vocabulary;
— forming students' sustained motivation to learn English;
— forming students' communicative competence.

Computer training has many advantages over traditional teaching methods. Computer programs provide:
— a large information capacity;
— intensification of independent work of students;
— the creation of a communicative situation, important for each student's personality;
— consideration of age characteristics of the students;
— increase of informative activity of pupils, as well as increased motivation [11. P. 6].

Thus, the use of educational software in the English classroom is the main feature of the positive results of creative activity of the teacher with the students.

The work with programs for foreign language in the display class helps students to overcome the psychological barrier. When the students saw schemes, colorful pictures on the computer screen, they are more receptive and easily learn a new complex material. Material from the program, allows to achieve the following methodical tasks (for example,

when fixing forms of the verbs): 1) develop the skills to formulate an answer to the question in the same form which posed the question; 2) fix the skills of recognition of the verb forms of the studied tense; 3) develop the skills of reading carefully the issue on the basis of the installation given on the screen; 4) to form the motor skills of writing grammatical material on the examples of given exercises where the student must choose the correct answer himself; 5) to fix the visual image working on the material.

All of the properties of multimedia programs help to solve the main problem of language education, determined by the Program of foreign languages — formation of students' intercultural communicative competence.

Noting all positive aspects of the use of multimedia programs, it should be noted that none of the very latest electronic technology can not replace the teacher in the classroom. Only the teacher can awake emotions and look into the soul of the children. The most important thing at the lesson is a natural communication. The joy of creativity, the joy of teaching and learning can be given to each other only by the teacher and his students. Only the teacher with his personal charm and high professionalism can create psychologically comfortable environment in the classroom.

No one will replace the teacher to the students as a model for imitating when developing pronunciation skills, there is no alternative work in pairs and groups in the classroom for teaching communication in educational-speech situations. Therefore, using even the most successful textbooks and multimedia programs can not replace the natural communication in the classroom. Thus, a major and a leading figure in the classroom is the teacher, and the use of computer technology should be considered as one of the effective ways of organizing the process of education. And since there is modernization of education, one of the basic requirements for the professional work of the teacher is the information competence.

Thus, the use of information technology in the English classroom is an actual and effective, it increases the level of practical master of language and a computer, and the most important thing is that it generates self-employment skills and initiative. Information space contains a huge cultural and didactic potential, which is already used in training throughout the world.

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ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ФОРМИРОВАНИИ МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

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Статья посвящена выявлению роли информационных технологий в формировании межкультурной коммуникативной компетенции будущих учителей английского языка. Затронут ряд вопросов, связанных с формированием межкультурной компетенции в процессе обучения иноязычному общению с учетом культурных и ментальных различий носителей языка, что является необходимым условием для успешного диалога культур. В работе также упоминается, что за последние десятилетия по проблеме информатизации образования появился ряд научных исследований в Казахстане, которые внесли свой вклад в науку. Использование ИКТ на уроках иностранного языка, реализующихся в таких формах, как использование компьютерных презентаций, интерактивной доски, работа с мультимедийными CD дисками и программами, работа с интернет-ресурсом, также отражены в данной статье.

Ключевые слова: компетенция, межкультурная коммуникативная компетенция, языковая компетенция, мультимедиа, компьютерная технология, информационная технология

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