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INTERCULTURAL COMMUNICATION AS A BASIS FOR THE EFFECTIVE DEVELOPMENT OF THE LANGUAGE SKILLS OF FUTURE SPECIALISTS FOR PROFESSIONAL PREPARATION

The rapidly developing world needs only specialists capable of constant self-education, self-development and active adaptation to the rapidly changing conditions of the professional environment. In the competitive conditions of the labor market, in order to create a favorable regime for the graduate to gain professional skills and ensure that reaches the required level of competence and professionalism, it is possible to consider the possibility of working with native speakers for students of the specialty of foreign language in preparation for effective adaptation to professional activity.

The problem with the professional adaptation of students is often due to the fact that they have weak communication skills; low knowledge of the culture of the countries of the language they are studying. The consequences of this result can lead to a decrease in students' interest in the profession, refusal to work by the specialty after graduating from an educational institution, etc. [1].

Theoretical developments on these issues are lacking. Pedagogical conditions, tools, and methods for developing intercultural competence of a foreign language have not been sufficiently developed, taking into account the modern requirements of teaching a foreign language to students in extracurricular activities. At the socio-pedagogical level, the search for effective means of increasing students' foreign language proficiency and developing linguistic intercultural competence is an urgent problem. This shows the relevance of research on this topic [2].

The current teaching-methodical tool is specially designed to acquaint students with the basics of the theory of intercultural communication, as well as areas of scientific knowledge, as well as to apply this theory in the actual practice of communication. Knowing the basics of the theory of intercultural communication is an integral part of training foreign language teachers languages, as well as any specialist (therefore, foreign cultural) audience that has to communicate with foreigners in some way, participate in international negotiations, talk, lecture in a foreign language, etc.[3].

For language teachers, developing students' intercultural communicative competence means knowing how to interact with an foreign culture. Cultural learning in foreign language teaching is a question that foreign language teachers in all universities and colleges around the world must answer. The connection between language and culture is dynamic. First, language is an important part of culture. This culture is the main means of conveying its beliefs, values and norms. Second, language is influenced by culture. Language is one of the most important carriers of culture and reflects the latter. Without language, culture would not be known. On the one hand, culture is the basis and one of the most important attributes of language and has a great

influence on the latter. Without culture, language is like water without a spring and a tree without roots. In order to maintain various and multi-level forms of communication, it is necessary not only to know the language, but also to know the norms and rules of the foreign culture [4].

If teachers don't make the students interested in English culture, the knowledge gained without interest will not remain in the minds of students for a long time. The best way to arouse this interest is an international experience of English teachers. That is, it is better to involve native speakers in teaching EFL as much as possible. Native speakers have natural and well-developed pronunciation and critical thinking skills. They can also awaken the interests of students in learning EFL through different and unusual methods of teaching. It is obvious that the ability of a person to speak a native language is higher than the ability to speak a foreign language.

Intercultural communication is the basis of the effective development of language skills.

Now, on the basis of higher education, the teaching of a foreign language is perceived precisely as a means of everyday communication with carriers of another culture. The task of higher education is the formation of a widely educated person who has fundamental training in his arsenal not only in narrow specializations, but also in a broad sense, for example, like learning a foreign language without reference to the chosen profession, that is, technical specialists must own not only technical English, or another foreign language, but also to be able to apply it, first of all, with similar specialists who only speak another foreign language.

Maximum development of communication skills is the main, promising, but very difficult task facing teachers of foreign languages. To solve it, it is necessary to master new teaching methods aimed at the development of all four types of language proficiency, and fundamentally new teaching materials with the help of which you can teach people how to communicate. In this case, of course, it would be wrong to abandon all the old methods: they must be carefully selected all the best, useful, tested teaching practice [5].

Regularly communicating with the carriers of the English culture can help students to develop main four skills of English. Students get unlimited access to helpful learning strategies which facilitates the rise of the language skills.

The aim of the work is to prove the effectiveness of involving native speakers in developing students' language skills for professional preparation.

To achieve the goal of the work, the following tasks were set:

- to identify the importance of intercultural communication and professional preparation in developing students' language skills
- to consider the advantages and disadvantages domestic EFL teachers and teachers from English-speaking countries;
- to compare their teaching methods, mentality, ways of organization of the lesson and motivating students
- to interview domestic EFL teachers and teachers from English-speaking countries
- to analyze the data of the interview

The hypothesis of this work: if intercultural communication between students and native speakers is realized, it is possible to develop effectively students' language skills in learning EFL and this can become a guarantee of successful preparation of students for professional activity.

To test this hypothesis, the following research methods were used: interview, online questionnaire and analysis of results.

The answers of 6 native speakers and 6 domestic EFL teachers were taken for the analysis.

The aim of the interview was to consider the features of teaching EFL of domestic teachers and teachers from English-speaking countries and to compare their teaching methods, mentality, ways of organization of the lesson and motivating students. The participants of the interview were our domestic teachers and native speakers who teach English in the advanced educational institutions of our city.

The interview consists of 9 questions (see appendix 1- interview questions). The questions were of the following character: successful teaching methods, work with the problem student, motivating students, teaching pronunciation, professional preparation, freedom of action students in classroom.

The interview was conducted in the format of a face-to-face dialogue and through a Google form.

Analysis of interview results, we were able to see the differences in mentality, methodology, and critical thinking between foreign teachers and domestic teachers.

In teaching English, foreign teachers often show illustrations and try to speak pure English all the time, while domestic teachers try to use the dialogue method.

In order to motivate students, domestic and foreign teachers try to use new technologies abundantly, and arouse their interest through culture.

The difficulties encountered by foreign teachers are that they cannot fully explain the meaning of some English materials (rules, new words) and try to speak slowly and clearly. Native teachers often face difficulties in teaching pronunciation skills.

Teachers of both sides check whether the student has understood the task by evaluating it.

A teacher's mindset and perception can positively or negatively shape their expectations of students. This, in turn, can affect the progress of students in class.

Domestic teachers believe that an EFL specialist should know the language completely.

Most of the foreign teachers estimated the pronunciation skills of Kazakh teachers at 70-80% out of 100%.

Our domestic IFL teachers can convey all the information, rules, and terms to us in a language we understand, but foreign teachers do not have such an opportunity. because they only know English, they try to find out the meaning of the word only through synonyms. Students have opportunity to develop vocabulary quickly with this method. Only some of the domestic teachers explain the meaning of words with synonyms, while others may spend most of the lesson in Kazakh.

One of the differences is the difference in the mentality of the teachers of the two countries. Teachers from English-speaking countries behave freely in the classroom and allow students to have the same freedom.

Teaching culture is considered important by most teachers but it has remained insubstantial and sporadic in most language classroom. It is clear that cultural background knowledge is necessary in language teaching. Teachers should use different methods to help students to overcome the difficulties in language learning as well as culture learning. However, it is not easy to teach culture knowledge. Teachers must be acquainted with the differences between linguistic cultures. Teachers can provide cultural information, and teach students to express themselves correctly in different occasions. The key point is how to perform different ways in teaching different cultures.

The results of the interview presented some of methods related to the cultural aspects of practical techniques that have been found to be effective in culture-based language teaching and a few tips that can help to make the teaching of culture a better experience for both teachers and students.

The following list of techniques and activities is compiled from the interview and are mostly meant to be used in class.

Creating an authentic environment, this might rather be called a setting for more memorable learning. Displays, posters, bulletin boards, maps and realia can create a visual and tangible presence of the other culture, especially in the situation where language and culture are taught far away from the target country. Students can also make culture wallcharts. Hughes calls this technique the culture island.

The self-awareness technique serves as an aim to raise students' consciousness of basic beliefs that govern their values, attitudes and actions. Teachers may use sensitivity exercises, self-assessment questionnaires, problem-solving and checklists of value orientations. The way people use the second language to express themselves reflects the way they organize reality and teachers can explore the language and culture connections that occur in class.

The quiz can be used to test materials that the teacher has previously taught, but it is also useful in learning new information. It is not important whether students get the right answer or not but, by predicting, they will become more interested in finding it out. The right answers can be given by the teacher, through reading, listening, or a video, after which extra information can be provided. Quizzes are a high-interest activity that keeps students involved.

The drama has been widely used in teaching culture and is considered useful for clarifying cross-cultural misunderstandings. When drama is taught properly it is an ideal context for exploration of cultural values, both one's own and other people." Drama involves learners in a role-play and simulation as well as encourages them to position themselves in the role of a member of the other culture. Dramatization makes cultural differences vivid and memorable as drama mirrors reality.

Student research is considered one of the most powerful tools that can be used with more advanced students because it combines their interests with the classroom activities. For a start, the teacher might ask learners to search in the Internet or library and find information on any aspect of the target culture that interests them. In the following class, learners explain to their group what they have found out and answer any questions about it. This can lead to poster-sessions or longer projects. For some learners, it can lead to a long-term interest in the target-culture, for example writing a

course paper. Research techniques enable learners to find out things for themselves and " approach the new society with an open mind.

The goals and objectives set during the project were fully fulfilled. The effectiveness of involving native speakers in the development of students' language skills for professional training was proved.

- The importance of intercultural communication and professional training in the development of students' language skills were determined.

- The advantages and disadvantages of native EFL teachers and teachers from English-speaking countries were considered.

- Their teaching methods, mindset, ways of organizing lessons and motivating students were compared.

- Native EFL teachers and teachers from English-speaking countries were interviewed and the results were analyzed.

The hypothesis is confirmed, through intercultural communication, future professionals can fully improve their language skills. By studying the culture of the English language with interest, the future English language teacher will be motivated and will be able to make students interested in this language by teaching English culture. Moreover, all four skills can be fully developed in practice with native English language specialists. And this will definitely result in successful professional preparation.

The main answer to the question of solving the actual problem of teaching foreign languages as a means of communication between representatives of different nations and cultures is that languages should be studied in inseparable unity with the world and the culture of peoples who speak these languages.

References:

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Interview questions

1. What is the best way to teach English? What successful teaching methods do you use?
2. How do you motivate students to learn foreign language?
3. What challenges have you faced in the EFL classroom?
4. How do you handle a problem student?
5. How do you know that student understands you in the lessons?
6. What is your attitude to the freedom of action in the EFL?
7. Does the mentality and perception of the teacher affect the effectiveness of language teaching? How?
8. What is the most important thing in professional preparation of future foreign language teachers?
9. What percentage would you rate the teaching of English pronunciation by Kazakhstani teachers?