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CULTIVATION OF INTERCULTURAL COMMUNICATION ABILITY AND COLLEGE ENGLISH TEACHING

With the rapid economic and social development in Kazakhstan, the cultivation of cross-cultural communicative competence has become a new training goal for the education sector. In order to ensure the improvement of the cross-cultural communication skills of Kazakhstan's college students, various forms have been established in major universities. Communication courses, of which college English teaching is more important. This study mainly demonstrates how to cultivate and improve cross-cultural communication skills and college English teaching ability.

Through the discussion of the full text, Kazakhstan can provide a certain reference for relevant education departments. In order to better help Kazakhstan college students improve their transnational communication skills, they must do their work by solving existing problems and proposing corresponding improvement measures. Only in this way can the intercultural communication of Kazakh students be ensured. Ability and English level.

Key words: *Intercultural communication; Ability training; College English teaching; Cross-cultural communicative competence.*

1. Understanding cross-cultural communication

(1) Cross-cultural communication concept. Cross-cultural communication refers to the communication between native speakers and non-native speakers, and refers to the communication between people who have differences in language and cultural background. In layman's terms, if you are dealing with foreigners, you should pay attention to what issues and how to communicate appropriately. Intercultural communicative competence refers to effective communicative competence among people of different cultures. Due to the differences in the ecological, material, social, and religious environments of different ethnic groups, their respective language environments have produced various contextual factors such as different language habits, social culture, and customs. Different cultures cause different ways or habits of people to speak. Kazakhstan's overall national strength continues to increase, and opportunities for participating in international exchanges and cooperation are increasing. More and more citizens are aware of the importance of foreign languages, especially English, in cross-cultural communication.

Kazakhstan's demand for talents with intercultural communicative competence is increasingly urgent. Looking at cross-cultural communication in the context of English and Kazakh language, all kinds of communication obstacles and failures occurred not because of the lack of language knowledge between the two sides of the communication, but also because of the cultural differences between the two languages. Very understanding. Therefore, understanding each other's cultural background is an important factor in successful cross-cultural communication. In teaching, it is necessary not only to train and improve students' language proficiency, but also to integrate the culture and cross-cultural communication skills throughout the English teaching process. Cross-cultural communicative competence not only involves the use of language knowledge at the surface, but also pays more attention to pragmatic competence in practice, and pays attention to social and cultural factors. For teaching research, we cannot confine our perspective to the framework of linguistic forms and the dullness of grammatical knowledge. Teaching, but should be transferred to the practical application of knowledge, consider how to cultivate the actual communication skills. Someone once pointed out that effective communicative competence includes cognitive ability, affective ability, and behavioral ability. In addition, it should also include pragmatic and episodic capabilities. In English teaching, learners should try their best to avoid misunderstandings and conflicts in their communication so as to achieve the ultimate goal of communication.

(2) To analyze the status quo of cultivating intercultural communicative competence, the difference in cultural background is a broad concept. It refers not only to differences between different cultural circles but also to differences between subcultures within the same cultural circle. However, based on the Chinese as a foreign language major, cultural differences mainly refer to the differences between different cultural circles, especially the cultural differences between Kazakhstan and European and American countries. Because from the actual situation of cross-cultural communication, due to the cultural differences caused by communication errors, the main cause of conflict is the interpersonal communication between Kazakhstan and Europe and the United States [4].

There are many ways to cross-cultural communication. It can be the communication of language symbols, or the communication of non-linguistic symbols, such as the communication of goods, pictorials, objects, images, performances to other symbols in the form of materialization; it can be two-way communication in the field, or it can be one-way through the media. Communication, such as television, radio, newspapers, magazines, advertisements and other means of communication; can be oral communication, but also written communication, such as letters, documents and other contacts.

Intercultural Communication as a Emerging Side-Marginal science was born under the background of this era. Research in this field undoubtedly came into being in response to such an increasingly developed cross-cultural international communication and interpersonal communication needs. Because this discipline must study the differences in value orientation and thinking modes formed by different cultural backgrounds, it is necessary to study the differences in role relationships and behavioral norms caused by different social structures. It is necessary to study the differences in cultural symbols and code systems accumulated by different ethnic customs. It is necessary to study the differences in linguistic rules and communication styles that are controlled by different communicative situations. All of these studies not only require in-depth theoretical exploration, but also focus on practical application research, so as to make this subject more scientific, more complete and fuller, so as to better serve this era [2].

An analysis of the current significance of cross-cultural communication in Kazakhstan. Cross-cultural communication is a young discipline. It is a new discipline that has emerged in the specific era of frequent international exchanges and global economic integration. In Kazakhstan, the study of cross-cultural communication is the product of reform and opening up, and it is the need for Chinese international promotion strategic decision-making. Cross-cultural communication is also a comprehensive number of places. It is the result of the comprehensive study of contemporary social science disciplines. The background of the discipline mainly involves cultural linguistics, social linguistics, and verbal communication. Cultural linguistics highlights the side of "culture", sociolinguistics highlights the side of "society", while communicative communication highlights the side of "communicative". These three

different aspects center on the “pragmatic use” of linguistic signs and non-linguistic signs. «This core. It is on this basis that such a comprehensive language discipline has been established. Popular explanations have such problems in the process of learning English. Many people have many obstacles in language communication. At the earliest time, the obstacle to communication is the misunderstanding of your poor English expression. This is a traditional view. Later, when the language skills of both parties are good, it seems that there are no obstacles, and this is actually a misunderstanding of ours. During the study, it was found that it is not English that can achieve the purpose of communication. The communication we used to talk about in the past is only an expression» [1].

2. A Brief Analysis of the Status Quo of English Teaching in Universities in Kazakhstan

It is an indisputable fact that Kazakhstan's traditional college English teaching shows a generally low level of cross-cultural communicative competence. For a long time, university English education in Kazakhstan has always focused on the teaching and grasping of language knowledge systems. Both the teacher and the student put much energy into the language form. Most of the time and energy are used to remember words, grammar, and writing. This kind of education enables students to have a more solid foundation of language skills and to cultural issues. Inadequate attention has led students to have insufficient understanding of some backgrounds and social norms in Chinese and Western cultures. The result is that students have no knowledge of basic communicative knowledge, or they know the superficial meaning of language and do not know its deep meaning. The knowledge learned is applied to practice. Traditional English teaching takes examinations as the ultimate goal, students' ability to start writing is weak, spoken ability and listening ability are relatively weak, and communicative competence is correspondingly weak. Even if students have mastered the complete grammatical structure. Pronunciation standards, fluent in speech, but often because of lack of understanding of English culture and cause concrete failure of communication. Traditional linguistics believes that the object of linguistic research is only the language itself. Under the influence of this theory, most English teachers are accustomed to the teaching mode of cultivating “language ability” for teaching purpose [3].

3. The Practical Significance of Improving College English and Emphasizing the Ability to Develop Intercultural Communication

Culture affects language and language reflects culture. Language is the carrier of culture, and the communication and communication of culture needs language. Language is also a manifestation of culture. It is constrained and influenced by different cultural backgrounds and reflects the existence of different lifestyles. Without cultural knowledge, if you do not understand cultural acceptability and unacceptability, then communication is likely to have obstacles or even failures. The current College English syllabus stipulates that students must have the ability to listen to and have the ability to write and speak. The purpose of foreign language teaching is to cultivate students' communicative competence. Since the communicative competence includes grammar ability, social language ability, discourse ability, and tactical ability, the social language ability is different [3].

Under the cultural scene, language users can properly understand and express discourse based on topics such as the speaker's identity and the purpose of communication, that is, to cultivate students' intercultural communicative competence in college English teaching. However, at present, most of the “cultural teaching” theories of Kazakhstan are proposed for the teaching of English majors. For non-English majors, that is, college English teaching, the weight of cultural factors in teaching is very low and has not attracted enough attention, let alone cross-cultural awareness. In the history of foreign language teaching in Kazakhstan, due to the influence of traditional pedagogy and structuralist linguistics and psychology, language and culture are distinctly separated, focusing only on the form of language, and a pure language skill training and sentence that completely separates from the sociocultural context. Exercises and other mechanization exercises are filled with English textbooks.

4. Conclusion

Through the above discussion, we can clearly understand that Kazakhstan is currently training the ability of cross-cultural communication and improving the level of college English education. At the same

time, it also has a deep understanding of its impact and significance. All in all, improving intercultural communication skills and English proficiency is a major trend in the new era.

In the process of teaching, I found that many students' awareness of cross-cultural communication is weak. Teachers in teaching do not pay enough attention to instilling cross-cultural awareness. Many teachers only pay attention to the teaching of English knowledge while ignoring the cultivation of cross-cultural awareness. Due to teaching progress and class time requirements The limitation is that teachers can only use language and grammar teaching according to teaching procedures, and rarely use cultural awareness to guide students. Cross-cultural awareness training is also not systematic. Like English language, cultural awareness is an organic system. Requires clear and detailed planning. However, college English teaching is highly arbitrarily and the content of cross-cultural communicative teaching is single. Therefore, teachers should cultivate cross-cultural awareness and help students understand and consider issues from a cross-cultural perspective. They must understand English-speaking countries well. Culture, develop cross-cultural communication skills, and achieve cross-cultural communication in English.

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РАЗВИТИЕ СПОСОБНОСТИ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ И ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В КОЛЛЕДЖЕ

В связи с быстрым экономическим и социальным развитием в Казахстане развитие межкультурной коммуникативной компетентности стало новой целью обучения для сектора образования. В целях улучшения навыков межкультурного общения казахстанских студентов в различных университетах были организованы различные коммуникационные курсы, среди которых обучение английскому в колледже является наиболее важным. Данное исследование в основном демонстрирует, как следует прививать и улучшать навыки межкультурного общения и способность преподавать английский язык в колледже.

Посредством обсуждения полного текста Казахстан может предоставить определенную справку для соответствующих департаментов образования. Чтобы лучше помочь студентам казахстанского колледжа улучшить свои навыки транснациональной коммуникации, они должны выполнять свою работу, решая существующие проблемы и предлагая соответствующие меры по улучшению. Только так обеспечивается межкультурная коммуникация казахских студентов. Способность и уровень английского языка.

Ключевые слова: межкультурная коммуникация; обучение навыкам; обучение английскому в колледже; межкультурная коммуникативная компетентность.