

Shunkeyeva Saule Alisherovna – PhD, director of the Department for Quality Assurance and Risk Assessment of Karaganda Buketov University, the Republic of Kazakhstan, 100027 Karaganda, University street, 27; tel: 87013422662, e-mail: saule\_shunk@mail.ru.

Zhetpisbayeva Meiramgul Asylbekovna – Candidate of Philological sciences, director of the Branch of JSC "National Center for Advanced Training "Orleu" "Institute for Advanced Training of teachers in the Karaganda region", the Republic of Kazakhstan, 100027 Karaganda, University street, 27; tel: 87013322536, e-mail: zhetpisbajeva\_m@mail.ru.

Abisheva Sandugash Kanatovna \* – 1 year doctoral student of EP 8D01101 – "Pedagogy and psychology" of Karaganda Buketov University, the Republic of Kazakhstan, 100027 Karaganda, University street, 27; tel: 87053019394, e-mail: sandugash.abisheva@gmail.com.

Шункеева Сауле Алишеровна – PhD, «Е.А. Бөкетов атындағы Қарағанды Университеті» КЕАҚ Сапаны қамтамасыз ету және тәуекелдерді бағалау департаментінің директоры, Қазақстан Республикасы, 100027 Қарағанды, Университет көшесі, 27; тел: 87013422662; e-mail: saule\_shunk@mail.ru.

Жетписбаева Мейрамауль Асылбековна – филология ғылымдарының кандидаты, «Өрлеу» біліктілікті арттыру ұлттық орталығы» АҚ филиалы Қарағанды облысы бойынша педагогикалық қызметкерлердің біліктілігін арттыру институтының директоры, Қазақстан Республикасы, 100027 Қарағанды, Университет көшесі, 27; тел: 87013322536; e-mail: zhetpisbajeva\_m@mail.ru.

Абишева Сандугаш Канатовна \* – 8D01101 – «Е.А. Бөкетов атындағы Қарағанды Университеті» КЕАҚ «Педагогика және психология» ОБ 1 курс докторанты, Қазақстан Республикасы, 100027 Қарағанды, Университет көшесі, 27; тел: 87053019394; e-mail: sandugash.abisheva@gmail.com.

UDC 378.091.12

IRSTI14.35.09

DOI: 10.52269/22266070\_2023\_2\_255

#### ANALYSIS OF APPROACHES TO DETERMINING INTERCULTURAL AND INFORMATIONAL COMPETENCE

Yussupova G.T.\* – PhD student of the specialty 8D01713-«Foreign language; two foreign languages» Khoja Akhmet Yassawi International Kazakh-Turkish University Turkestan, Kazakhstan.

Kulgildinova T.A. – Doctor of Pedagogical Sciences, Professor, Kazakh Ablai Khan University of International Relations and World Languages Almaty, Kazakhstan.

The article deals with the problems and analyzes of approaches to the definition of intercultural-informational competence and the essential characteristics of the concepts of intercultural communication, intercultural competence, as well as ways of forming each component of this competence by means of information technologies. Intercultural competence is currently an area of research in which new approaches and perspectives are emerging year after year. The authors conclude that the success of intercultural communication is largely due to the presence of motivation among its participants (openness to learning about a foreign culture, etc.), emotional mood (positive reaction to different behavior, ability to overcome stereotypes, etc.) and personal qualities (tolerance, empathy, values, etc.). Given this general assessment of the importance of the personal aspect in intercultural communication, we consider it as an integral part of intercultural competence, which must be equally developed among students. This study was conducted with the aim of developing the intercultural competence of students and increasing their digital knowledge and strengthening intercultural communication.

Key words: intercultural competence, informational competence, intercultural communication, professional competence, language barrier, interactive technologies, electronic resources.

#### АНАЛИЗ ПОДХОДОВ ОПРЕДЕЛЕНИЯ МЕЖКУЛЬТУРНО-ИНФОРМАЦИОННОЙ КОМПЕТЕНЦИИ

Юсупова Г.Т.\* – обучающийся докторантуры по специальности 8D01713-Иностранный язык; два иностранных языков, Международный казахско-турецкий университет имени Ходжа Ахмета Яссави, Туркистан, Казакстан.

Кульгильдинова Т.А. – доктор педагогических наук, профессор, Казахский университет Международных отношений и мировых языков имени Абылай хана, Алматы, Казакстан.

В статье рассматриваются проблемы и анализ подходов в определении межкультурно – информационной компетенции и существенные характеристики понятий межкультурная

коммуникация, межкультурная компетенция, а также способы формирования каждой составляющей данной компетенции средствами информационных технологий. Межкультурная компетенция в настоящее время является областью исследований, в которой год за годом в большом количестве появляются новые подходы и перспективы. Авторы делают вывод о том, что успешность межкультурной коммуникации во многом обусловлена наличием у её участников мотивации (открытость к познанию чужой культуры и др.), эмоционального настроя (позитивная реакция на иное поведение, способность преодолеть стереотипы и др.) и личностных качеств (толерантность, эмпатия, ценности и др.). С учётом этой общей оценки важности личностного аспекта в межкультурной коммуникации рассматривается как составная часть межкультурной компетенции, которую необходимо в равной мере развить у обучаемых. Данное исследование было проведено с целью развития межкультурной компетенции учащихся и повышения их цифровых знаний, укрепления межкультурной коммуникации, определения эффективности онлайн-занятий.

**Ключевые слова:** межкультурная компетенция, информационная компетенция, межкультурная коммуникация, профессиональная компетенция, языковой барьер, интерактивные технологии, электронные ресурсы.

### МӘДЕНИЕТАРАЛЫҚ ЖӘНЕ АҚПАРАТТЫҚ ҚҰЗЫРЕТТІЛІКТІ АНЫҚТАУ ТӘСІЛДЕРІН ТАЛДАУ

Юсупова Г.Т.\* – 8D01713-Шетел тілі; екі шетел тілі мамандығы бойынша докторантураның білім алушысы, Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті. Түркістан, Қазақстан.

Кульгильдинова Т.А. – педагогика ғылымдарының докторы, профессор, Абылай хан атындағы Қазақ Халықаралық Қатынастар және Әлем Тілдері Университеті. Алматы, Қазақстан.

Мақалада мәдениетаралық-ақпараттық құзыреттілікті анықтау тәсілдерінің мәселелері мен талдаулары және мәдениетаралық коммуникация, мәдениетаралық құзыреттілік ұғымдарының маңызды сипаттамалары, сондай-ақ осы құзыреттің әрбір құрамдас бөліктерін қалыптастыру жолдары қарастырылады. Мәдениетаралық құзыреттілік қазіргі уақытта жыл сайын жаңа тәсілдер мен перспективалар пайда болатын зерттеу саласы болып табылады. Авторлар мәдениетаралық коммуникацияның табыстылығы көбінесе оған қатысушылардың мотивациясының болуымен (шетелдік мәдениетті үйренуге ашықтық және жеке қасиеттер (толеранттылық, эмпатия, құндылықтар және т.б.)). Мәдениетаралық қарым-қатынаста тұлғалық аспектінің маңыздылығына берілген жалпы бағаны ескере отырып, біз оны мәдениетаралық құзыреттіліктің құрамдас бөлігі ретінде қарастырамыз, ол білім алушылардың арасында бірдей дамытылуы тиіс. Бұл зерттеу білім алушылардың мәдениетаралық құзыреттілігін дамыту және цифрлық білімін арттыру, мәдениетаралық коммуникацияны нығайту, онлайн сабақтардың тиімділігін анықтау мақсатында жасалған.

**Түйінді сөздер:** мәдениетаралық құзыреттілік, ақпараттық құзыреттілік, мәдениетаралық коммуникация, кәсіби құзыреттілік, тілдік кедергі, интерактивті технологиялар, электронды ресурстар.

### Introduction

In the second decade of the twenty-first century, culture, cultural characteristics and differences, intercultural communication and interaction are the central aspects of the life of the people of each state. This is due to the fundamental changes that have taken space in the modern world: economic and political integration is in full swing, interaction in the educational and social spheres is growing, mass media are developing, business ties are being established, and free movement across countries and continents has become possible. Intercultural communication is closely intertwined in all spheres of society: work, school, family, entertainment. Fixed intercultural contacts can be at the most different levels, and this leads to near contact between different cultures. Therefore, the problems of eliminating cultural misunderstanding, increasing the effectiveness of interaction between representatives of different cultures, that is, achieving competent intercultural interaction, are becoming particularly relevant in the modern sociocultural situation. Questions of intercultural competence began to be explored in the Western world, particularly in the United States, back in the center of the twentieth century.

The formation of intercultural competence, that is, a positive attitude towards the presence of various ethnic and cultural groups in society, is today one of the most urgent tasks for modern states, which are increasingly becoming multi-ethnic. This is what Niki Davis from New Zealand points out: In order to survive in today's complex world, people necessity to realize different cultures [1, p.184].

Today it is important to understand different cultures between people who work and live in the same society. There is a concept of adaptation and positive attitude to different cultures in the theory of intercultural communication, according to which culture as a human habitat is created and changed through

communication. Therefore, philosophers have identified intercultural, intersubjective relations and related problems of language and thinking. Local and foreign teachers (Ya.A.Komensky et.al.) confirmed the relationship between culture and language, it is important for mutual understanding and interaction of representatives of different countries. Thanks to this circumstance, today's cultural communication has expanded its boundaries, which can include: integration of foreign language learning with information about the culture of the country through the analysis of linguistic phenomena; theory of multicultural linguistic personality; culture-centered paradigm of foreign language teaching, etc. This is possible based on the fact that intercultural communication is understood as mutual understanding and interaction of communication partners belonging to different national cultures.

Language and culture are a single construct in the triad of language-culture-personality, which means the emergence of a new linguistic conceptualization of the world by a person, which is possible in the perception of the world during acquaintance with a new linguistic culture. S.S. Kunanbayeva believes that the formation of a subject or intercultural communication involves conscious and purposeful action of a person to form new cognitive-linguistic and cultural complexes (Kunanbayeva). It determines that this triad contributes to the growth of cognitive thinking of a person when learning a foreign language and foreign culture. At the same time, the author introduces the concept of Linguocultural place of personality, which, on the basis of new linguoculture, penetrates into the system of mental knowledge and consciousness of the individual. So she shows the mechanism of formation of secondary cognitive consciousness, which leads to the resocialization of personality through ideas about differential communication and socioculture. And the development of the subject of intercultural communication presupposes the cognitive-conditioned activity of a person who comprehends the linguoculturological conceptualization of the world when familiarizing himself with a new linguoculture [2, p.344].

The problem of intercultural communication is inextricably linked with the formation of intercultural communicative competence. Various aspects of this problem are presented in the works of O.A. Danilova, I.L.Pluzhnik, P.V.Sysoev, M.Byram, etc. We want to provide intercultural learning through the organization of the educational process based on the verbal interaction of representatives of different cultures. Understanding, studying the characteristic of another country, makes it possible to determine its uniqueness in a comparative aspect.

Thus, the acquisition of intercultural competence, that is, the ability to change thinking, attitudes and norms of behavior so, as to be open and flexible in relation to other cultures, becomes a critical task for people, the solution of which makes it possible to survive in a globalized society of the 21<sup>st</sup> century.

#### **Research methods**

Intercultural competence as a synonym for the concept of intercultural communicative competence presupposes knowledge of a foreign language and operating with the techniques necessary for proper communication, taking into account differences in interaction. We said above that the process of forming the intercultural communication is carried out through intercultural training aimed at ensuring effective work as a professional in various professionally-oriented situations. We believe that learning based on scientific approaches has a beneficial effect on the development of intercultural communication (ICC), because the skills of intercultural interaction, acceptance or rejection of a point of view, critical thinking and empathy are developed. In our research, it is important that for the implementation of intercultural education we have chosen dialogical, empirical and personality-oriented approaches. In the dialogic approach, it is important to correctly define a dialogic action in which students conduct a dialogue based on the text they read with fellow students. Students construct the meaning of the dialogue by exploring and constructively challenging each other's ideas. The dialogue should be carried out in a respectful atmosphere, where sincere interest in the views of others, constructive exchange of views can contribute to the formation of intercultural communication. The empirical approach is the experimental actions of students that allow students to rely on their own experience, which is implemented in game situations. In addition, this type of activity focuses on learning through text, real or virtual meetings with other people. Scientists emphasize the transformative potential of understanding life experience through critical thinking, which is implemented in foreign language lessons in an empathic approach to intercultural learning. The activity of students is focused on the activation of students who consciously operate with the information received. Both dialogical and empirical activities meet this criterion [3, p.65].

Intercultural communication includes the informational interaction of cultures in the process and as a result of direct or indirect contacts between different ethnic and national groups. Intercultural communication has the ultimate goal of forming intercultural competence. This problem is revealed in numerous studies by both foreign and Russian scientist. In the work of G.Traeger and E.Hall, the concept of intercultural competence was introduced for the first time. The advantage of Hall is that he was the first to consider culture through the prism of communication, and also introduced the concept of cultural competence, by which he understood the ability and willingness of a person to interact with representatives of other cultures [4, p.235]. Also, Nicky Davis, a professor at the University of Canterbury, presented his concept somewhat differently. He believes that intercultural competence is the ability to adopt one's knowledge, attitude and behavior to another culture. In our opinion, this definition does not reflect the communicative component of

ICC, which is the basis of communication with representatives of other cultures. And here the German researcher K. Knapp considers intercultural competence from a linguistic and cultural point of view and defines ICC as such an ability to understand representatives of other cultures that would correspond to the level of perception of one's own culture. In the structure of the ICC, he identifies the following components:

1. Adequate correlation of language and culture in understanding models and communicative actions in both languages;
2. The relationship between culture and communication at the level of thinking peculiarities, as well as differences between cultures that manifest themselves in communication;
3. The choice of strategies to stabilize interaction, i.e. to solve the friction and problems arising in the process of communication [5, p.53-62].

In this concept, K. Knapp is interested in an activity-based approach to the consideration of intercultural competence, which is based on the connection of thinking and behavior. This gives ICC awareness, which restricts communication as an exchange of information, with the help of which there is an understanding and cognition of the culture of a foreign country.

Considering the model of intercultural competence of the British methodologist Michel Byram, it is aimed at achieving the goal of a communicative act during intercultural communication [6, p.10-16].

He characterizes ICC based on dialogue of cultures:

1. The dialogue should be built on the basis of openness and interest in each other, without relying on stereotypes regarding foreign and their own culture;
2. The communicant should have knowledge about his native country and the country of the communication partner;
3. He is able to interpret any message of the interlocutor using knowledge about another culture;
4. Assimilation of new knowledge about culture and cultural features of another country and the use of this knowledge in real time;
5. Critical awareness of your own culture through the analysis of models and products of activity.

An analysis of the definitions of the concept of information competence given in pedagogical studies showed that they are based mainly on a mechanical enumeration of randomly selected information processes: search, selection, processing, processing of information, etc. In the structure of information competence, there are also references to the cognitive and cost components, but in the definitions of the concept information competence these aspects are not reflected. Is not reflected in them like this paradoxically, and the nature of the information itself, which is the basis of the concept of information competence. We see the reason for this situation in polysemy the concept of information, the existence of various approaches to its essence, the absence of a generally accepted definition. A.V. Sokolov determines data actions an integral part of mental work, which consists in perception, storage (memorization), processing (comprehension, evaluation, generalization, etc.), issuance of social information [7, p.320]. Information activity is, according to the scientist, a generalizing concept for cognitive and communicative activity. Being engaged in cognition or communication, the subject at the same time and without fail engages in information activities; but no one can engage in information activity as such, regardless of cognitive or communication processes. We agree with A.V. Sokolov in the fact that cognition and communication are closely related to each other: semantic communication is essentially a kind of cognition, as soon as the recipient must understand, i.e., cognize the meaning of the message; results knowledge is always clothed in a communicable form (text, picture), otherwise they are irretrievably lost [8, p.371]. However, information activity operations can be divided on cognitive (perception and processing information, where the main thing is the understanding and generation of meanings) and communication (storage, protection and transmission of information, i.e. ensuring the movement of meanings in time and space). It is these types of operations information activities make up its essential core. To determine the essence of information competence, the goals of the information activity of the subject are important:

1. Obtaining new meanings (knowledge, emotional impulses, advice or directions).
2. Message to other subjects about the known and experienced.
3. Managing the behavior of other subjects and their own behavior in the process of managing other subjects.

Culture determines system of values, breadth and depth of knowledge, person's thinking style. Informational a cultured, literate person should realize appreciate the value of information in the modern world as a strategic resource for the development of society in general, be able to find, evaluate, effectively make good use of the information received and rework it creatively. The necessity to realize knowledge of the value of the interaction of individuals in the general system of values as a sign of culture personality tours in the information society increases significantly. Transformation of culture tours also occurs due to the development of the methods and means of communication themselves (cellular communication, Internet telephony, Skype, e-mail etc.). Therefore, the availability of remote a lot of interactive interaction based on ICT, the pursuit of it in professional and educational and cognitive purposes are obligatory a positive condition for performance and competitiveness rent skill of a specialist in modern the world.

So, for the implementation of effective intercultural communication, a person should possess linguistic, communicative and cultural knowledge and skills. He should be able to select language means in the process of communication, observe the accepted norms of behavior in a given culture, be able to direct the conversation in the right direction, clearly express his thoughts and understand the thoughts of the interlocutor, etc. [9, p. 400]. As a result, the effectiveness of interaction is achieved, the set goals are realized, that is, a person becomes competent in conducting intercultural dialogue. However, American scientists (Myron W. Lustig, Jolene Koester) note that achieving intercultural competence in intercultural interaction is a challenging task, since cultural differences can create ambiguity in meanings and expectations during communication, and therefore require a higher level of communication skills. They highlight the components of intercultural competence that define its formation. Intercultural competence is contextual, that is, it requires certain knowledge in a situation, suitable motivation and certain actions that are considered acceptable in a given context. The effectiveness of intercultural communication is determined by the norms of behavior, which must be appropriate and effective, that is, which meet the expectations of representatives of another culture and lead to the achievement of the desired result. The presence of motivation is also an necessary component of intercultural competence. These are emotional states during communication. In the process of interacting with a representative of a different culture, a person expresses various feelings – for example, a feeling of happiness, annoyance, surprise, joy. Feelings express attitudes in a different culture. The last component is intentions. They guide the choice of a person in a specific situation of interaction. These are goals and desires that guide human behavior in the process of communication. Intentions towards the interaction partner should be positive. If the intentions are positive and precise, their reciprocity is observed, then the level of communicative competence increases.

Competent communication, as noted by Brian Spitzberg, is an interplay that is comprehended as efficient in fulfilling definite fix target in a method that corresponds to the situation where interaction takes place using verbal and non-verbal means used to achieve the set goals [10, p.105]. Defining the meaning of the concept of competence in relation to pedagogical activity, V.A. Slestenin proposes to understand the competence of a teacher as the unity of his theoretical and practical readiness to carry out pedagogical activities, which, in his opinion, characterizes his professionalism. Competence-based approach in the training of specialists requires putting interdisciplinary integrated requirements for the result of the educational process at the forefront.

Researchers prove that there is single key classification in ability-supported approaching – competency, – competence, which in world practice is of paramount importance in terms of assessing knowledge, skills and abilities acquired in the learning process and designed as a single competency-based unit as an aggregating component of professionalism. As evidence, the next arguments are given [11, p. 383]:

- firstly, competence combines knowledge (mental) and practice-oriented components of learning;
- secondly, competence is the resulting content of education, interpreting the essence of learning depending on its content;
- thirdly, key competence combines not only special, but cultural and general professional skills and abilities, knowledge from related sciences and professions. The convergence of modern knowledge is a key feature that must be taken into account in the pedagogical science of education.

From the point of view of this approach, the goals set imply the formation of a certain set of key (cross-cutting) competencies in the student, which allow him to successfully continue his education every time the need arises, when faced with problems that arise in a person's personal and professional life.

Summarizing the classifications of competencies available in the literature, we can distinguish the following groups of over-subject educational results, that is, key competencies.

- Communicative (understanding texts, working with information, speaking, writing texts).
- Information technologies (computer – Internet, e-mail, programming, etc.).
- Research (natural-scientific and humanitarian methods of research).
- Project (design thinking – development of projects and participation in their implementation).
- Organizational (coordination of people's activities to achieve goals).
- Work in a group (interaction with others in the process of achieving a common goal).
- The ability to learn (planning, reflection, self-assessment, independent work on the topic, search for information from various sources, etc.).
- Personal (reflection of the strengths and weaknesses of one's personality, character, adaptation to one's personal characteristics, acceptance of oneself).

To implement these competencies in the educational process, the teacher will need completely different skills (competences) and methods compared to those that would be sufficient for teaching academic subjects. However, the most important thing is that in order to implement the competency-based approach, the teacher will have to develop new principles to work and communicate with students.

Allow to us dwell in more detail on information and communication technologies, which interpret sampling possibilities for the individualization of experienced teaching, since information competence nowadays includes the possession of effective ways of working with information that has a different content

meaning and various forms of presentation; the ability to assess the quality and reliability of information coming from various sources; readiness for successful information interaction with other people. ICT competency is an integral element of information competence and is accepted as the ability of an individual to solve educational, everyday, experienced tasks using information and communication technologies. As an element of key competence in the training of a teacher, information competence includes the development of inferred kinds of people information activity (collection, search, storage, processing) based on the use of Information and Communication Technologies (ICT). As a element of key competency- the development of information activities, ways of using ICT in the educational process, in the professional and pedagogical activities of a teacher. As a component of special competence – ensuring the readiness of the teacher to use various types of information activities, ICT tools in the subject methodology to perform specific pedagogical actions, solving specific pedagogical problems and tasks.

According to A.I. Rakntov, human society in its development is experiencing the fifth information revolution. The first four are associated, respectively, with the appearance of oral (1), written speech (2), with the invention of printing (Gutenberg Universe – 3) and the creation of means of transmitting information over long distances – telegraph, telephone, radio (4). The fifth information revolution is associated with the emergence of new technical (audio, video, television, satellite, CD, Internet and others) means of designing, presenting, structuring, transmitting and storing information. Each information revolution preceded the change of ways, the current revolution determines the information way, with its inherent virtual Web-style of life. In the modern world, the information component of reality comes to the fore, information and information processes are increasingly penetrating into public life and education. The expansion of the growing information flows that a person needs in his life to make the right managerial decisions in a constantly changing environment forces him to constantly overcome the information barrage. A person can learn how to process incoming information from the moment he gets acquainted with the sign systems created before him and “connects” him to the general spirit of the era and public consciousness, first mastering the existing modern information technologies, and then creating his own. Therefore, the education system, providing humanity with the ability to develop, must solve this difficult situation.

Infocommunication literacy of a person is a set of knowledge and skills that allow working with ICT in educational and cognitive (student) or professional (teacher) activities at the advanced user level. The infocommunication paradigm carried out on the basis of e-learning as a new independent type of learning. It is e-learning, like no other the other is capable of forming an infocommunication personality, as it is based on working with information in the information and educational environment and involves the formation of subjects of the educational process of skills

interactions based on ICT [12, p.15]. Currently, information technologies in education are rapidly developing. Information and communication technologies (ICT) ensure the rapid development of education and contribute to the transition of education to a higher level. To increase the potential of foreign language education, it is very important to use the possibilities of ICT in the educational process. Modern ICTs have an important methodological value, since computer-assisted learning motivates students and has a positive effect on the entire educational process. ICTs keep the learner motivated and provide new didactic opportunities, i.e.:

- contribute to a differentiated educational process, students perceive the computer as a benevolent virtual mentor;
- create confidentiality (only the student himself knows what mistakes he made and is not afraid that someone will find out about them);
- provide a psychologically comfortable atmosphere (such objective difficulties are overcome – on the one hand, the unfavorable physiological characteristics of the student (nearsightedness, poor hearing, slowness, etc.), and on the other hand, the physiological characteristics of the teacher (illegible handwriting, diction, fast pace of explanation of the material, etc.);
- contribute to the repeated repetition of the same material; – remove the time constraints of the learning process;
- get rid of the fear of making a mistake.

Information competence is a complex of meta-subject skills that should be formed throughout the entire process of human development, including in the process of additional professional education [13, p. 44].

Having defined the requirements for the ICC, we will outline the main didactic principles of the use of information and communication technologies in education in order to increase the effectiveness of their use in the educational process;

- a clear definition of the role, place, purpose and time of using electronic educational resources and computer learning tools;
- the introduction of only such components into the technology of studying EFL that guarantee the quality of education;
- compliance of the computer training methodology with the general strategy of conducting a training session on EFL;

-providing stable feedback in training and a high degree of individualization of training, etc.

The use of a unified didactic approach to teaching EFL and meeting the requirements for the use of ICT in the educational process will help improve the quality of learning. This should be accompanied by an analysis of the goals of education and scientific understanding of the practice of educational activities based on the principles of expediency and effectiveness of the use of ICT in the educational process. ICTs expand the possibilities of the educational environment with help of a variety of software tools and methods for developing students' abilities. Such software tools include modeling programs, search, intelligent learning, expert systems, and programs for conducting business games. In fact, all modern electronic textbooks focus on the development of creative thinking. To this end, they are offered tasks of a heuristic, creative nature, questions are posed that cannot be answered. Communication technologies make it possible to implement methods that activate creative activity in a new way. Students can join discussions that take place not only in the classroom or in the auditory, but also virtually, for example, on the websites of periodicals, educational centers. Students of various educational institutions can participate in the implementation, in joint creative projects.

An analysis of the psychological and pedagogical literature allows us to give a generalized definition of the term competence as the knowledge, skills, abilities and methods of activity obtained as a result of studying at a university, aimed at successful professional self-realization; and competence as the ability and readiness to use the competencies acquired and developed at the university to solve educational and professional problems. In modern pedagogical science and practice, the definition of information competence is widely used. Researchers (O.B. Zaitseva, L.K. Raitskaya, A.L. Semenov, P.V. Sysoev, S.V. Trishina, etc.) [14, p. 169, 15, p. 152, 16, p. 12]. Information competence is understood as knowledge, abilities, skills and methods of activity in the field of information technology, aimed at solving professional problems. Based on the analysis of the characteristics available in the scientific and methodological literature, information competence can be defined as specific knowledge, skills, abilities and methods of activity acquired as a result of training, aimed at effective decision-making in educational and professional activities, through the use of computer technologies.

As noted in the work of Prof. Dzhusubaliyeva D.M.: "In the conditions of informatization education, use of the Internet and digital technologies in the system of teaching foreign languages can significantly improve efficiency of this process, because students are formed not only the ability to search necessary information and its use in their educational activities, but also develop linguistic and communication skills [17, p. 25].

Currently, the potential of modern digital technologies greatly expands the ability of teachers to provide educational material, the formation of linguistic competencies and through the study of a foreign language professional competencies.

Innovative digital technologies make it possible to use not only audio tools in teaching a foreign language. Today, information visualization tools are more popular. The use of visual learning tools is based on the principle visibility. Visualization is used to intensify the perception of information. In the process of teaching a foreign language, visualization can be a static compact image of graphs, tables used as for the development of monologue utterance skills, and for the skills of pair and group discussion of the proposed visual information. At present time, the use of videos is more popular. Teaching a foreign language at a university is based on creating an artificial foreign language environment [18, p. 152]. The inclusion of educational and methodological materials developed through digital technologies in the learning process brings out the educational process from the traditional format of education, expands the prospects for teaching a foreign language at a university.

Technologies were used to form the communicative component of the students' intercultural and communicative competence:

- e-mail, chats, social networks, blogs, intercultural forums that provide foreign language communication between participants of the educational process and intercultural communication with native speakers in a virtual intercultural space;

- the use of special sources of information – electronic dictionaries, online dictionaries, grammatical reference books, encyclopedias, programs for the formation of lexical competence developed by Russian and foreign specialists. With their help, students' have opportunities to learn lexical and semantic compatibility of words, taking into account their national and cultural specifics, have significantly expanded, since these specialized resources provide complete information about the functional and semantic field of lexical units included in the thesaurus:

- training sessions, these include specialized training resources, including numerous online lessons, multimedia applications, web lessons;

- non-specialized sources of information such as language social networks, news site, virtual libraries, web magazines and newspapers, thematic websites, movie scripts;

- the use of Skype contributes to the expansion of the stock of lexical units and colloquial phrases not recorded in dictionaries. For example, it may be neologisms or jargon typical of the youth environment (This is a very sociable guy- He is a very nice guy).

After training students using information technology, an intermediate control was carried out in the form of a questionnaire, checking the formation of the components of intercultural competence in all types of speech activity.

**Analysis and Result**

Due to the fact that the main purpose of this work was to conduct a study in the field of analysis of approaches to the definition of intercultural – informational competence. We conducted a survey among students of all courses of the Faculty of Philology, with a specialty foreign language; two foreign languages, International Kazakh – Turkish University named after H.A. Yassawi, the experiment was carried out in two stages in the control and experimental groups, in which respondents of different ages, gender, nationality and social affiliation participated. The students who took part in the survey were persons aged 16 to 25 years (30 people). In the course of the study, an online questionnaire format (google form) was used, during which students answered the questions posed in their usual conditions.

The purpose of the experiment of the first stage was to guarantee mutual cultural tolerance, the purpose of the second was to ensure mutual cultural adaptation and achieve mutual acceptance.

The first stage in the formation of intercultural competence of students involves the organization of work in the classroom, which contributes to the formation of an intercultural value orientation, which implies familiarity with new cultural realities and values, ensuring mutual cultural tolerance.

The second stage of the formation of intercultural competence of students involves online learning, which includes work with electronic resources. The second stage of the formation of intercultural competence of students contributes to the intercultural value self-determination of the student in intercultural communication.

Table 1 First group

percentage	80 – 100 %	60 – 80 %	40 – 60 %	20 – 40 %	10 – 20 %
control group	12	8	5	3	2

Table 2 Second group

percentage	80 – 100 %	60 – 80 %	40 – 60 %	20 – 40 %	10 – 20 %
experimental group	16	10	8	-	-

The results of the questioner showed that the level of formation of the components of intercultural competence has increased; the nature of the relationship between students of different nationalities, there is an increase in empathic and tolerant attitudes towards other cultures and peoples, the ability to realize one's cultural identity increases. In the table below demonstrated analyses of experiment, in the 2<sup>nd</sup> table percentage of experimental group showed the higher percentage than the 1<sup>st</sup> group percentage. For example in the first table 16 students showed 80-100%(percent), but in the 2<sup>nd</sup> group it is only 12 students in 80-100%(percent), and the lowest percentage is 10 – 20 % (percent) so, in the second table no one involved, but the first group shows that 3 students answered there. It means that the using of digital technologies helped for students learn more than traditional way. They had more opportunities to communicate with each other using of gadgets, electronic resources and Internet technology, and they used videos, audios about traditions customs of other nation. Also they thought from electronic technologies in the class and the online classes help them more and it was favor one. So, the formation of intercultural competence of students contributes to the intercultural value self-determination of the student in intercultural communication.

**Conclusion**

So, the article considered the key theoretical foundations of the analysis of approaches to the definition of intercultural – informational competence. The definition of information and communication technologies, intercultural communication was given their purpose, properties and varieties were studied. It was revealed that the most necessary and popular categories of information and communication products today are look for engines, websites, Internet encyclopedias, Internet portals, social networks, instant messengers, databases, process automation products, mobile technologies and Internet communications.

The results obtained led to significant personal positive changes in the students of the experimental groups: their interest in the English language increased, their motivation for fluency in the language, thanks to the opportunity to communicate with native speakers in social networks; the importance of one's erudition, including sociocultural and regional studies, has increased, since communication in chats and forums very frequently touches on various thematic issues; there was a development of speech culture and the culture of communication on the Internet, the exact choice of communication strategies; the formation of a tolerant and empathic attitude towards other cultures was carried out, there was an increase in the level of communicative qualities required both for everyday intercultural interaction and for future professional activities.

## REFERENCES:

1. **Niki, D. Digital Technologies and Change in Education** [Текст]: учеб. / D. Niki. – New Zealand, The Arena Framework, 2017. –184 p.
2. **Kunanbaeva, S.S. Teorija i praktika sovremennogo inozazychnogo obrazovanija** [Текст]: учеб. / S.S. Kunanbaeva. – Almaty, 2010 – 344s.
3. **Lea Heggernes, S. A critical review of the role of texts in fostering Intercultural Communicative competence in the English Language classroom** [Текст] / S. Lea Heggernes // Educational Research Review . – 2021. – edition 33, June. – 65p.
4. **Hall, E. T. The silent language** [Текст] : book / E. T. Hall. – New York: Doubleday, 1959. –235 p.
5. **Karlfried, K. Werner, E. Analyzing Intercultural Communication** [Текст] / K. Karlfried, E. Werner// New Michael Byram, From Foreign Language Education to Education for Intercultural Citizenship. Iranian Journal of Language Teaching Research. – 2013. – edition 1(3). – 53-62 p.
6. **Astakhova, L.V. Ponjatie informacionnoj kompetencii specialista: kognitivnyjj podkhod** [Текст]/ L.V. Astakhova. Vestnik JuUrGU. Serija Obrazovanie. Pedagogicheskie nauki. – 2013. –10-16с.
7. **Sokolov, A.V. Vvedenie v teoriju social'noj kommunikacii** [Текст] / A.V. Sokolov // SPb.: SPbGUP. – 1996. – 320 s.
8. **Leontovich, O.A. Vvedenie v mezhkul'turnuyu kommunikatsiyu** [Текст] / O.A. Leontovich // Volgograd: Peremena. – 2003. – 371 s.
9. **Lustig, M.W. & Koester, J. Intercultural competence** [Текст] / M.W. Lustig, J.Koester// Intercultural communication across cultures. – 2010. 6<sup>th</sup> edition. – 400 p.
10. **Spitzberg, B.H. Communication Competence** [Текст]: A Handbook for the Study of Human Communication / B.H. Spitzberg. Norwood, NJ: Adlex, 1988. – 105 p.
11. **Zimnyaya, I.A. Pedagogicheskaya psikhologiya** [Текст]: ucheb. posobie dlya vuzov //I.A. Zimnyaya. – Moskva : Logos, 2002. – 383 s.
12. **Artykbaeva, E.V. K voprosu o novojj paradigme obuchenija v uslovijakh informacionnogo obshhestva** [Текст] / E.V. Artykbaeva // Vestnik KazNU. Serija Pedagogicheskie nauki.– 2014. Вып.1 (41). – 15s.
13. **Chaklikova, A.T. Nauchno-teoreticheskie osnovy formirovanija mezhkul'turno-kommunikativnoj kompetencii v uslovijakh informatizacii inozazychnogo obrazovanija** [Текст]: dis., dokt.ped. nauk / A.T. Chaklikova. 13.00.02. – Almaty, 2009. – 44s.
14. **Zaitseva, O.B. Formirovanie informacionnoi kompetentnosti budushchikh uchitelei sredstvami innovatsionnykh tekhnologii** [Текст] Dis. kand.ped. nauk / O.B. Zaitseva. – Armavir, 2002. – 169 s.
15. **Raitskaya, L.K. Informatsionnaya kompetentsiya prepodavatelya inostrannogo yazyka v vysshei shkole: sushchnost', puti formirovaniya** [Текст]: L.K.Raitskaya // Lingvostranovedenie: metody analiza, tekhnologiya obucheniya. Pyaty mezhvuzovskii seminar po lingvostranovedeniyu: Sb. statei. V 2 ch. Ch. 1. – M.: MGIMO-Universitet, 2008. –152 c.
16. **Semenov, A.L. Rol' informatsionnykh tekhnologii v obshchem srednem obrazovanii** [Текст]: A.L. Semenov. – M. : Izd-voMIPKRO, 2000. – 12 s.
17. **Dzhusubaliyeva, D.M., Mynbayeva, A.K., Seri L.T., Tazmazova, R.R. Tsifrovyye tekhnologii v inozazychnom obrazovanii** [Текст]: D.M. Dzhusubaliyeva, A.K. Mynbayeva, L.T.Seri, R.R. Tazmazova. Tsifrovyye Distantcionnoye obucheniye. – Almaty-2019. –25 s.
18. **Zaharova, M.V. Cifrovye instrumenty prepodavaniya anglijskogo yazyka** [Текст] / M.V. Zaharova // Mir pedagogiki i psihologii: mezhdunarodnyj nauchno-prakticheskij zhurnal. –2020.вып. 06 (47). –152 s.

## Сведения об авторах:

*Юсупова Гузал Таджихановна\** – обучающийся докторантуры по специальности 8D01713-Иностранный язык; два иностранных языков, Международный казахско-турецкий университет. 161200 Казахстан, Туркестанская область, город Туркестан, пр. Бекзат Саттарханова, 29. тел: 8-701-453-41-27, e-mail: guzal.yussupova@inbox.ru.

*Кульгильдинова Тулебике Алимжановна* – доктор педагогических наук, профессор, Казахский университет Международных отношений и мировых языков имени Абылай хана, 050022 Алматы, улица Муратбаева 200 Тел: 8-701-435-40-98, e-mail: tulebike@mail.ru.

*Yussupova Guzal Tadjikhanovna\** – PhD student of the specialty 8D01713-«Foreign language; two foreign languages» Khoja Akhmet Yassawi International Kazakh-Turkish University. 161200 Kazakhstan, Turkestan region, city of Turkestan, Bekzat Sattarkhanov ave., 29. tel: 8-701-453-41-27, e-mail: guzal.yussupova@inbox.ru.

*Kulgildinova Tulebike Alimzhanovna – Doctor of Pedagogical Sciences, Professor, Kazakh Ablaikhan University of International Relations and World Languages 050022 Almaty Muratbayev 200. Tel: 8-701-435-40-98, e-mail: tulebike@mail.ru.*

*Юсупова Гузал Таджихановна\* – 8D01713-Шетел тілі; екі шетел тілі мамандығы бойынша докторантураның білім алушысы, Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті. 161200 Қазақстан, Түркістан облысы, Түркістан қаласы, Бекзат Самтарханов даңғылы, 29. тел: 8-701-453-41-27, e-mail: guzal.yussupova@inbox.ru*

*Кульгильдинова Тулебике Алимжановна – педагогика ғылымдарының докторы, профессор, Абылай хан атындағы Қазақ Халықаралық Қатынастар және Әлем Тілдері Университеті, 050022 Алматы Мұратбаев көшесі 200. Тел: 8-701-435-40-98, e-mail: tulebike@mail.ru.*