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**INTERCULTURAL COMMUNICATION AS THE THEORY OF THE
MODERN PARADIGM OF MFL EDUCATION AT THE UNIVERSITIES OF
KAZAKHSTAN**

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Abstract: To study intercultural communication theory and practice as modern paradigm of language education today has become one of the key issues at the universities of Kazakhstan. In order to communicate with other cultures successfully students have to be formed intercultural communication competence. This paper describes intercultural communication as the key component in foreign language teaching and learning in Kazakhstan today, at the same time, gives full information on intercultural competence. The article under research also indicates the interrelation of translation and intercultural communication and considers translation as the means of intercultural communication. To find out how intercultural communication is taught at the universities several curriculums, study plans and catalog of elective disciplines of three Kazakhstani universities were researched. To identify how intercultural communication competence is applied in theoretical and practical classes a number of culture teaching exercises were analyzed attending teachers' language classes, lectures and seminars, at the same time some of them are given as samples.

Keywords: intercultural communication, intercultural competence, curriculum, translation studies, cultural untranslatability, approach

Shortenings

MFL – Modern foreign language

ICC – Intercultural communication

Having analyzed the last period of foreign language learning and teaching in Kazakhstan and other neighboring countries we can notice the cultural dimension as a key component. Several years ago when we were students, our task in language learning was to master the three modes of language: phonetics, lexis and grammar. Moreover, we did not care if we could speak; communicate well in a foreign

language. However, of course, this approach of studying languages has changed because of new researches of language learning and studying nowadays. Today our task is not only to know the language well, but also to communicate well when we confront with obstacles in communication. And this new approach of learning languages is closely relates to intercultural communication, communicative competence, at the same time, intercultural competence.

Along with that, the globalization of cultures actualizes the concept of

intercultural communication. In many areas, such as linguistics, literature, culture studies, sociology, psychology, and many other fields' new researches are devoted to the problem of intercultural communication. The political and social situation in the modern world generates the problem of adequate communication, but speaking about adequacy is possible only under condition of full mutual understanding of the representatives of different cultures speaking in different languages. According to the Russian scholar S. Terminasova (2000), "communication is a dialogue act, connection between two and more individuals which is, first of all, based on mutual understanding."

M. Bergelson gives the following definition of intercultural communication: "intercultural communication is a dialogue carried out in conditions of cultural difference in the communicative competence of the participants which is so considerable that it has essential influence on the success or failure of the communicative event." Intercultural communication is characterized by the use of special language variants and discourse strategies of direct contact participants, which are different from those they use in communication within one culture.

The Russian linguists, E. Vereschagin and V. Kostomarov (1988) suggest the following definition: "intercultural communication is adequate mutual understanding of two participants of a communicative act belonging to different national cultures."

Intercultural communication comes together with communicative and intercultural competences. That

means, the teachers have to teach the foreign language in order to master students certain skills to communicate well with foreigners.

The objective of language learning is no longer defined in terms of the acquisition of communicative competence in a foreign language, which refers to a person's ability to act in a foreign language in linguistically, sociolinguistically and pragmatically appropriate ways. Rather, it is defined in terms of the intercultural competence, which is "the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures" (Meyer, 1991, p.138)

Intercultural competence is the ability for successful communication with people of other cultures. This ability can be existed already at a young age, or be developed and improved thanks to willpower and competence. The goal of assessing intercultural competence is to find out if a person has the ability or the potential for it. Cultures can be different not only between continents or between nations, but also within the same company or even family: every human being has its own history, its own life, and therefore also its own culture, cultural affiliation (geographical, ethnical, moral, religious, political, and historical). Intercultural competence involves the learner's awareness of own culture, understanding of the relations between language and culture, and providing insights into ways to explore, analyze and compare cultures. Within this framework, the foreign language learner is viewed as an "intercultural speaker", someone who "crosses frontiers, and

who is to some extent a specialist in the transit of cultural property and symbolic values” (Kunanbaeva, 2010, p. 30).

Intercultural competence is the appropriate and effective management of interaction between people to the world.

Intercultural competence is 1) an interdisciplinary field of research that studies how people communicate and understand each other across group boundaries or discourse systems of various sorts including national, geographical, linguistic, ethnic, occupation, class or gender-related boundaries affect language use; 2) the exchange of information between individuals who are unlike culturally (Goshylyk & Goshylyk, 2010, p. 31).

Analyzing the different definitions of communication and intercultural competence Intercultural communication competence refers to the ability to cultures, including your own, and uses this understanding to communicate with people from other cultures successfully.

Intercultural communication competence is a term that is used to refer to the degree to which an individual is able to exchange information effectively and appropriately with individuals who belong to a different culture.

In other words, intercultural communication competence is knowledge of individuals on correct verbal and nonverbal communication, style of behavior in communication, norms and principles of own and foreign culture, proper actions of communicators, different contexts.

Intercultural competence is the ability for successful communication

with people of other cultures. This ability can be existing already at a young age, or be developed and improved thanks to willpower and competence. The goal of assessing intercultural competence is to find out if a person has the ability or the potential for it. Cultures can be different between not only continents or nations, but also within the same company or even family: every human being has its own history, its own life, and therefore also its own culture, cultural affiliation (geographical, ethnical, moral, religious, political, historical).

Educating students to use a second/foreign language means to accustom them to being interculturally sensitive, by supporting them to build the ability to act as a cultural mediator, to see the world through the other’s eyes, and to consciously use culture-learning skills.

As I teach a foreign language at the foreign philology and translation department, we also teach translation studies subjects referring to intercultural communication. Many subjects are taught in relation with intercultural communication, it is because that translation is the basic mechanism of intercultural communication. With the help of translation, languages interact, influence each other, get richer and change. In translation of texts representing a certain national culture, not only the target language, into which the words naming realities of another culture penetrate, but also the receiving culture is exposed to a certain influence. However, the compromise between two interactive national cultures is not always reached in favor of the culture that has generated the original text.

Radical changes of a cultural and historical background of a translated material should always be justified, pertinent, plausible and consistent. Inappropriate or inconsistent cultural displacements deform the image and create the reader's incorrect idea of the initial culture and the author's intention.

The view of translation as of a means of intercultural communication follows from the idea of language as a culture component, and culture - as an aggregate of material and spiritual achievements of the society, including all the varied historical, social and psychological features of the ethnos, its traditions, views, values, institutions, behavior, living conditions – in short, all the sides of its life and consciousness, including language.

V. Komissarov considers that “translation is a complicated and many-sided kind of human activity. Though usually people speak about translation “from one language on another”, actually, it is not simply a replacement of one language with another. The different cultures, people, ways of thinking, literatures epochs, levels of development, traditions and world vies clash with each other in translation.”

According to M. Brandes, “translation is a kind of language mediation where the content of the foreign text (original) is transferred to other language by way of creating a communicatively equivalent text in this language.”

In L. Barkhudarov's opinion, “translation is a process of transformation of a speech product in one language into a speech product in another language, the invariable meaning being preserved.”

G. Toury believes that “translation is kind of activity which inevitably involves at least two languages and two cultural traditions.”

Serving as a means of communication between people of various ethnic groups, translation is a means of interlingual and intercultural communication. According to A.D. Schweitzer, “translation can be defined as a unidirectional and two-phase process of interlingual and intercultural communication, where a secondary text (metatext) text is created on the basis of the primary text subjected to purposeful (“translational”) analysis, the secondary text replacing the primary one in another language and cultural environment.”

The analysis of the prominent researchers' works in the field of translation shows that they all consider translation in the light of intercultural communication. The cultural factor in translation is obvious and undeniable. Communication is impossible unless the message is transmitted and is understood by the communicants. However, this understanding can be achieved only if the information contained in the language units corresponds to the background knowledge of the facts mentioned in the message. The people speaking one language are the representatives of a certain culture. They have many common traditions, habits and ways to do and to speak about things. They possess the common knowledge about their country, its geography, history, climate, its political, economic, social and cultural institutions. All this information is the basis of the communicants' presuppositions that

enable them to produce and understand messages in their linguistic form.

Not only two languages interact in translation process, but also two cultures having both common features and national specificity. Revealing this specificity is crucial in studying intercultural communication and translation.

The translator plays an important role in the process of intercultural communication, since he/she has frequently not only to translate sentences, but also to interpret the cultures of the communicants. He serves as the mediator for both sides explaining to them the main rules of behavior and customs of the countries. The translator should pick up an equivalent for the language phenomenon that directly reflects another culture. Empathy is the basis of mutual understanding in communication. It is the ability to imagine oneself in the place of another person, attempt to see the world with his eyes. Moreover, if the translator manages to do it, the translation process is full-fledged and successful.

Translators tend to omit or change culturally incongruous items so that finally they become translatable or comprehensible. As cultural distinctions are part of culture, cultural untranslatability depends on the combination of languages in translation. It means that cultural untranslatability is not equally applicable to all language combinations, audiences and translators. The concept of cultural untranslatability is important for translation. A good translation should not sound as a translation. The key requirement is naturalness. Cultural untranslatability is important only when

cultural distinctions are very big, because without facing these distinctions, it is difficult for translators to achieve naturalness or even to convey the communicative function of the initial text.

It is important to notice that translation is the basic mechanism of intercultural communication. With the help of translation, languages interact, influence each other, get richer and change. In translation of texts representing a certain national culture, not only the target language, into which the words naming realities of another culture penetrate, but also the receiving culture is exposed to a certain influence. However, the compromise between two interactive national cultures is not always reached in favor of the culture that has generated the original text. Radical changes of a cultural and historical background of a translated material should always be justified, pertinent, plausible and consistent. Inappropriate or inconsistent cultural displacements deform the image and create the reader's incorrect idea of the initial culture and the author's intention.

MATERIALS AND METHODS

Materials that are researched in the article are taken from three universities: Kazakh Ablai Khan University of International Relations and World Languages, Kazakh National Pedagogical University named after Abay, Kazakh State Women's Pedagogical University in Almaty city, Kazakhstan.

The study plans, programs, curriculum and catalog of elective disciplines, textbooks were the materials under research.

At the same time, some classes were attended and the lesson plans of the language teachers observed in order to check how they form intercultural communication competence in their theoretical and practical classes, what exercises, practical tasks they use.

If we compare the curriculum of three universities in 2017-2018 academic year, where the foreign languages are studied, we can see the following:

Table 1

Percentage of subjects oriented to study ICC at Kazakhstani universities

FINDINGS AND RESULTS
Curriculum

Universities	Name of subjects	Number of subjects oriented to intercultural communication	Total number of subjects in the curriculum
Kazakh Ablai khan University of International Relations and World Languages	<ul style="list-style-type: none"> • Basic foreign language in the context of intercultural communication • Intercultural aspects of sociopolitical lexis • Professionally oriented foreign language in the context of intercultural communication • Foreign literature and translation problems • Translation and intercultural communication • Basics of intercultural communication • Cognitive lingacultural basics of intercultural communication • Linguaculture studies • Country studies • Second foreign language • Business foreign language 	11 (48%)	23
Kazakh National Pedagogical University named after Abay	<ul style="list-style-type: none"> • Foreign literature • Country studies 	7 (39%)	18

	<ul style="list-style-type: none"> • Language for specific purposes • Intercultural communication • Second foreign language • Teaching foreign language (linguacultural and intercultural aspect) • Mastering principles of native and foreign cultures 		
Kazakh State Women's Pedagogical University	<ul style="list-style-type: none"> • Basic foreign language in the context of intercultural communication • Professionally oriented foreign language in the context of intercultural communication • Foreign literature • Basics of intercultural communication • Linguaculture studies • Country studies • Second foreign language 	7 (39%)	18

Lesson plans and exercises oriented to study culture in language classrooms

The article under research has also oriented to show how intercultural communication competence is formed in the classes, and how they are reflected in their classroom applications. For this purpose a few lessons were attended to see how teachers use different culture teaching exercises at their classes.

When we analyzed the lesson plans the following objectives of foreign language teaching and formation of

intercultural communication competence have been identified:

Objectives of foreign language teaching:

1) Motivating students to learn English using authentic texts, video and tape scripts

2) Helping Ss learn more about foreign cultures and compare them with their native cultures

3) Helping Ss be open and positive to foreign cultures

4) Helping Ss understand their own cultures and identities better

5) Helping Ss to translate culturally marked/fixed words, phrases from one language into another

6) Asking Ss to compare and contrast each notion met in the reading, listening, writing materials, etc.

Classroom practicing focusing on culture teaching:

1) Teacher shares what he/she hears/reads about foreign cultures with students

2) Teacher asks her/his students to do some research about foreign cultures

3) They watch CDs/movies about foreign cultures in her class

4) Teacher asks her students to talk about living in a foreign culture

5) Teacher talks about her own experiences with foreign cultures

6) Teacher invites people with having lived abroad to the classroom

7) Teacher asks her students to talk about their own culture in the foreign language

8) Teacher puts pictures about foreign cultures on the classroom walls

9) Teacher asks her students to participate in pair work activities with students from foreign cultures

10) Teacher discusses the prejudices towards the foreign culture with her students

11) Teacher invites foreigners to share ideas about cultures, etc.

Here, you can see some examples of culture teaching exercises teachers usually use in their classes:

Task 1: Make a table and give examples to each of the following objects of cultural linguistics:

1) Words and phrases that have no equivalents in another language;

2) rituals, beliefs, and superstitions reflected in language;

3) proverbs and sayings;

4) symbols and stereotypes;

5) metaphors and images;

6) stylistic norms;

7) speech behavior;

8) speech etiquette.

Task 2: Writing: information sheet

1. Your local tourist office has asked you to write an information sheet (about 250 words) for visitors to your country. The purpose is to inform foreigners about any culturally sensitive issues so that they avoid offending local people by mistake.

2. Choose three or four areas that are culturally sensitive to include in your information sheet. Make notes of points for inclusion under each heading. For example:

Greetings

1. with people you don't know.
3. men/women to female friends.

Either a handshake or nothing
Either a single kiss on the cheek or nothing

2. men to male friends.
4. in business situations.

Either a handshake or nothing
usually a handshake will be appropriate in most contexts

Task 3: Culture has been represented as an onion, where the metaphorical layers of the onion stand for layers of culture which can be peeled away to reveal underlying basic assumptions from the outer to the inner levels of one's cultural identity.

Can you think of other visual models of culture? Give three or more examples and make a Power Point

Presentation according to your model in order to make it understandable to the audience.

Task 4: Follow the task below and compare with your country's culture.

In every country, a great deal about the culture is revealed by the media, which includes the following:

Book/Poetry
Newspapers
Magazines
Radio
Television
Movies/Theatre
Songs and music

- Try to find English translations of the most famous works of the best known authors in your country. Compare them and find out the similarities and differences between your culture and others. Then go to the local bookstore and look over the selection. What books are the most popular? Which subjects have the most books devoted to them? What subjects aren't covered or are barely covered? What are common topics to be discussed?

- Read an English language paper in your country for insight into numerous aspects of the country and culture. What different sections does the newspaper have and who is intended audience for them?

- Read any English language magazines you can find. What topics are discussed and what is said? Study the advertisements and pictures. Which topics or areas of interest have the most

magazines devoted to them? What topics are missing?

- Listen to English language radio programs. Which are the most popular programs and why? Who listens to the radio and when they listen?

- Watch television, whether you understand the language or not. What kind of shows are the most common? What kind of stories, people and events are depicted?

- Go to foreign-made-films and notice audience reactions. Ask people why they come to these films. Ask them which films they like better and why.

- Listen to English songs. What kind of music and songs are the most popular?

Task 5: Give your own suggestions that you think are the most important for avoiding culture shock.

Task 6: You have been asked to prepare and test a questionnaire that will be used among the student of your faculty. There are many students from different countries and each of them has his own cultural worldviews. Your questionnaire will be used in interview with students to identify their cultural worldviews and to collect the following information:

- Students attitudes to their own and to other cultures;
- Their knowledge about cultures and cultural worldviews;
- Peculiarities of each culture and cultural groups;

• Values and beliefs of different cultures and their role in identifying cultural worldviews.

Your questionnaire should contain a mix of question types:

- A multiple choice question;
- A closed question;
- An open question.

Prepare your questionnaire. (20 questions)

Task 7: Write a leaflet about Business Gift Giving Practices of your own country. It would be helpful to foreign business people in order not to have misunderstandings with local businessmen.

Write your leaflet in about 250 words.

Task 8: Interview one of the foreign businessman or businesswoman who works in a foreign company in your country. Prepare interview questions and conduct it. Do the analysis of the information you have taken from interviewee. Show the result of your interview to the classroom.

Task 9: What are the Kazakh/Russian equivalents and/or translations for the following American idioms?

1. "Killing one bird with one stone"
2. "Letting the cat out of the bag"
3. "Pride goes before a fall"
4. "Turn the tables"
5. "He's as slow as molasses"

What other idioms in English do you know? Do they have equivalents in Russian? If not, how will you translate them?

- Do you know any other idioms that you consider to be "culturally" American?

What are they? How will you translate them into Kazakh/Russian? Do they have equivalents in Kazakh/Russian? Do you know any other idioms that you consider to be "culturally" Russian? What are they? How will you translate them into English? Do they have equivalents in English? Do you know idioms that you consider to be "culturally" Kazakh? What are they? How will you translate them into English and Russian? Do they have equivalents in English and Russian?

Task 10: An Interview:

You will have to interview a representative of a business company. Hopefully, it won't be difficult to find one. To make some comparisons on intercultural business gift giving practices during class discussion, it is good if each student in the group interviews representatives of culturally diverse business enterprises (like international companies or joint ventures). Kazakhstani enterprises dealing with foreign partners are of great interest as well.

Instructions:

1. Prepare interview questions on business gift giving.
2. Try to avoid sensitive issues if you know there are or might be any.
3. Discuss the questions with your instructor prior to arranging an interview.
4. Make interview arrangements, and then conduct it. Do not forget to take notes.

5. Process your interview results for class discussion on the topic: "Gifts that are presented to businesses and by businesses in Kazakhstan."

Task 11: The Japanese have the strictest rules of social and business behavior. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man.

- a) What are the most important rules of behavior in your culture?
- b) Give examples of behavior in your culture.
- c) What can and cannot travelers do in your country? Give a list of tips for travelers.

Task 12: Writing

Write an argumentative essay on the following topic: "Different cultural values change the attitudes of actors in intercultural communication".

Guidelines for writing an argumentative essay:

- Your writing needs to persuade your readers;
- You have to develop certain strategies and tools in order to put your point across effectively;
- Divide your essay into paragraphs;
- Introductory statements (The first sentence of your essay needs to be interesting enough to make your reader want to keep reading);
- Thesis statement (the last sentence of your first paragraph. It states the position you are arguing, that is, which side you are going to defend);
- Presenting your case once

- Anticipating objections (Present your own views then consider critically the views of the opposition);

- Conclusion (It sums up the thesis and evidence in favour of it, leaving your reader with a clear picture as to the position you have taken and why). (about 250-300 words).

Task 13: Project task

- Choose any fiction text in Kazakh/Russian/English languages. Find out nationally and culturally marked language units from these texts. Explain what cultural and national specifics they define and why. What problems a translator might face in translation process such units?

- Search more about the concept "motherland" in different languages and cultures. Find out associative patterns of this notion typical to different countries. Find out patriotic units in Kazakh/Russian and English languages. How are they translated properly from one language into another?

- Give characteristic features of translation of idioms in literary texts. Find out detailed explanation on translation of idioms. Why is it still topical in linguistics?

- Gather statements about translation as the means of intercultural communication. Present each statement and give your points of why. Accompany with certain samples.

CONCLUSION AND DISCUSSION

In the 21st century, culture, cultural differences, and ICC are among the central ingredients of your life. As inhabitants of this post-millennium world, you no longer have a choice

about whether to live and communicate with people from many cultures. Your only choice is whether you learn to do it well. ICCs are now occur within neighborhoods, across national borders, in face-to-face interactions, through mediated channels, in business, in personal relationships, in tourist travel, and in politics. In virtually every facet of life-in work, play, entertainment, school, family, community, and even in the media that you encounter daily-your experiences necessarily involve ICC. People typically face difficulties when their familiar cultural environment is changed. The study of cross cultural communication and its problematic spheres are currently very promising area of research.

That is why, nowadays, it is important to study the foreign languages together with the culture. As Kazakhstan is implementing to trilingual system in schools, higher universities, one of our tasks in Kazakhstani education system to master the students to communicate well in foreign languages, to understand foreign culture when they are confronted with them, to find a way to avoid conflicts. One of the purposes of universities that major at linguistics, language teaching in Kazakhstan is the formation of intercultural communication competence in subjects.

Intercultural communication competence is a term that is used to refer to the degree to which an individual is able to exchange information effectively and appropriately with individuals who belong to a different culture in different spheres of life, education, business, human communication, economics, social life.

Communication is considered to be successful if the participants of the communicative act understand each other, i.e. the addresser's intentions meet the expectations of the addressee, and the recipient adequately interprets the set of the addresser's language means; moreover, there are no contradictions between the both participants of the communicative situation. If the sender and the receiver share the same cultural and linguistic community and have the same national-language world, the basis for understanding is much more comfortable and productive.

The article under research has also dealt with the translation as the means of intercultural communication. It is important to notice that translation is the basic mechanism of intercultural communication. With the help of translation, languages interact, influence each other, get richer and change. In translation of texts representing a certain national culture, not only the target language, into which the words naming realities of another culture penetrate, but also the receiving culture is exposed to a certain influence. The role of the translator in translation and intercultural process to know the languages well, to gain special knowledge on translation studies, to translate properly culturally marked words, phrases to be understandable to both cultures representatives in order to avoid some misunderstanding.

The increasing number of subjects oriented to study intercultural communication is high. The three universities under research care much on the formation of communication and intercultural competences on future

specialists. Each class of a language teacher and lecturer is to relate language to intercultural communication. They try to use culture teaching exercises as much as possible to prepare the students to communicate and translate interculturally.

To sum up, I would like to notice that the level of studying the foreign languages is increasing in Kazakhstan, because of international relations, tourism, development of technology, mass media. Our basic task as foreign language teachers is to care much about our students on communicating without any problem in communication process with foreigners. The increasing number of disciplines, study programs, national textbooks oriented to intercultural communication, on comparing cultures, their values proves that Intercultural Communication is the key component today.

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МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ КАК ТЕОРИЯ СОВРЕМЕННАЯ ПАРАДИГМА ОБУЧЕНИЯ МФЛ В УНИВЕРСИТЕТАХ КАЗАХСТАНА

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Аннотация: Изучить теорию и практику межкультурной коммуникации, поскольку современная парадигма языкового образования сегодня стала одним из ключевых вопросов в университетах Казахстана. Чтобы успешно общаться с другими культурами, студенты должны формировать межкультурную коммуникационную компетентность. В настоящем документе описывается межкультурная коммуникация как ключевой компонент обучения и обучения иностранному языку в Казахстане сегодня, в то же время дает полную информацию о межкультурной компетентности. В исследуемой статье также указывается взаимосвязь между переводом и межкультурной коммуникацией и рассматривается перевод как средство межкультурной коммуникации. Чтобы узнать, как преподаются межкультурные коммуникации в университетах, были изучены несколько учебных планов, учебных планов и каталога выборных дисциплин трех казахстанских университетов. Чтобы определить, как применяется межкультурная коммуникационная компетентность в теоретических и практических классах, был проведен ряд учебных учений по культуре, которые изучаются на уроках, лекциях и семинарах преподавателей, в то время как некоторые из них представлены в качестве образцов.

Ключевые слова: межкультурная коммуникация, межкультурная компетентность, учебная программа, исследования перевода, культурная непереводимость, подход

**ИНТЕРНАТУРАЛЫҚ КОММУНИКАЦИЯ ТЕОРИЯСЫ
ҚАЗАҚСТАННЫҢ УНИВЕРСИТЕТТЕРІНІҢ ҚҰРАМЫ БІЛІМ БЕРУ
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Аңдатпа: Мәдениетаралық қарым-қатынас теориясы мен практикасын қазіргі уақытта тілдік білім берудің қазіргі парадигмасы ретінде зерттеу Қазақстанның жоғары оқу орындарындағы басты мәселелердің бірі болды. Басқа мәдениеттермен қарым-қатынас жасау үшін студенттердің мәдениетаралық қарым-қатынас құзыреттілігін қалыптастыру қажет. Бұл мақалада бүгінгі күні Қазақстанда шет тілін оқыту мен оқытудағы негізгі құрамдас бөлігі ретінде мәдениетаралық қарым-қатынас сипатталған, сонымен қатар мәдениетаралық құзыреттілік туралы толық ақпарат берілген. Зерттелетін мақалада аударма және мәдениетаралық қарым-қатынастың өзара байланысын және аударманы мәдениетаралық қарым-қатынас құралы ретінде қарастырады. Университеттерде мәдениетаралық қарым-қатынастарды қалай үйрететінін анықтау үшін үш қазақстандық ЖОО-ның бірнеше оқу бағдарламалары, оқу жоспары және элективті пәндер каталогы зерттелді. Мәдениетаралық коммуникациялық құзыреттілікті теориялық және практикалық сабақтарда қалай қолдануға болатынын анықтау үшін мәдениеттанулық жаттығулардың бірнеше бөлігі мұғалімдердің тілдік сабақтарына, лекциялар мен семинарларға қатысып талданады, сонымен бірге олардың кейбіреулері үлгілер ретінде беріледі.

Түйінді сөздер: мәдениетаралық қарым-қатынас, мәдениетаралық құзыреттілік, оқу жоспары, ауызша аударма, мәдени алмастық, көзқарас