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*the student has the opportunity to acquire knowledge and skills, develop his skills and become an individual.*

*Its main goal is to help students learn to integrate into education, content and methods, depending on the teaching methodology. Many scientists came to the conclusion that theoretical and practical laws are based on the approval and training of accurate education and development.*

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### **IMPROVEMENT OF TEACHERS' INTERCULTURAL COMPETENCE OF NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS**

*In this work, the existing ideas of improving the scientific intercultural competence of teachers of non-linguistic higher education institutions are analyzed. The concept of scientific intercultural competence of a teacher of non-linguistic universities is presented. A model for integrating approaches to the formation of a new component of professional competence, reflecting the teachers' readiness of non-linguistic universities to scientific intercultural communication in English, is proposed.*

*The novelty of the ideas considered in the article is to define the concept of scientific intercultural competence of the university teacher and to justify its importance for professional competence. This becomes possible with the integration of various scientific approaches to the construction of a model for the formation of the competence of scientific intercultural communication of higher educational institutions' teachers through a system of additional professional education.*

*The main tasks are the definition of basic concepts and demonstration of practical solutions obtained in the study aimed at increasing the scientific and intellectual attractiveness of university teachers.*

*Keywords: intercultural communication, pedagogical means of communication, psychological and pedagogical conditions for the formation of intercultural communication, the integration model of scientific intercultural communication, scientific intercultural competence.*

## INTRODUCTION

The process of globalization assumes that any teacher of a higher education institution should have the skills of both oral speaking in another language in their professional field and have the skills to perform effective written communication in a foreign language. Since it is the de facto language that is the international language of business, science and modern technologies, the decision to stage a gradual transition to English in the education system (in high school and universities) seems reasonable and timely.

The concept of «scientific intercultural communication» does not contain a double meaning and has a fairly wide interpretation and a volumetric meaning that is embedded in the structure of the professional competence of higher education teacher.

However, it is important to take into account the actual capabilities of the education system at the present time. The level of English language proficiency of the majority of students also does not allow them to study subjects taught exclusively in this language.

Literature analysis on the research topic showed that the concept of «intercultural communication» began to develop in our country in the context of training personnel for intercultural communication [1; 2; 3; 4]. In this connection, special attention was paid to the foreign language as the main source of knowledge and as an instrument for constructing a composition dialogue among intercultural space. There were new scientific researches in which the formation features of the intercultural communications' bases were accented. For example, N. I. Almazova in her thesis work, considering the cognitive aspects of the intercultural competence formation in a non-linguistic high school, singled out the peculiarities of the preparation of teaching staff for a foreign language in terms of cross-cultural and didactic aspects [5, p. 214, 227–229].

## MAIN PART

A peculiarity of the approaches to the formation of the intercultural communication competence in the system of additional education is disclosed in the work of I. A. Golovanov [6, p. 11–12], who saw the possibility of adapting teachers of higher education to intercultural interaction. L.V. Glukhova mentions in his thesis work the development of electronic means of communication, allowing to form queries in English to find the necessary professionally relevant information [7].

At the present time, the requirements to the higher education institution staff have been intensified to disseminate its own scientific information, providing information needs of scientists and specialists, while partially replacing the traditional forms of scientific communication [8-9], developing tools for electronic intercultural scientific communications, and, forming university model of global scientific e-communication

[10]. This process today justifies the actual need for improving the knowledge of the applied use of a foreign language as a basic component of effective scientific intercultural communication.

The analysis of the latest research and publications on the aspects of the studied problem showed that the issues of improving the component of teachers' professional competence of non-linguistic specialties of higher educational institutions are paramount for the development of our country and can be solved within the system of in-house training [11-20]. For example, L. P. Merkulova in her thesis work points out that for the formation of specialists' intercultural competence in the university technical profile be a specially developed model, co-authored with I. A. Kireeva and T. S. Yakushevoy, which describes the components of formation and criteria for assessing the level of the intercultural competence formation as a result of new knowledge of English [21, p.72–77].

Nevertheless, at present there is no concept of the scientific intercultural competence of the teacher and the mechanism of its criteria evaluation in the system of general professional competence of the higher education teacher. For example, I. L. Pluzhnik distinguishes in his work the motivational, cognitive and functional criteria [22], while, for example, Z. V. Vozgova prefers to evaluate only intercultural knowledge, intercultural skills and intercultural relations [23].

The scientific intercultural communication is understood as the base for the indicators of the scientific activity of the teacher in a foreign language, reflecting oral and written, formal and informal, personal and impersonal activities, measured by the totality of scientific works in the professional sphere [24].

Scientific communications always reflect the specific nature of scientific communication among professionals in various fields, allowing them to exchange experiences and acquire new knowledge.

Conceptual ideas for the formation of scientific intercultural competence can be reflected in the following scientific provisions (Table 1). They are based on CLIL-technology widely used in the European education system.

Table 1 – Principles of CLIL technology and the stages of its implementation in the formation’s process of scientific intercultural communication

Principles	Stages	Peculiarities	Expected result
The principle of teamwork and collegial responsibility of the academic staff	Step I. Understanding the general version of CLIL for this institution. Step II. Fundamentalization, which allows to identify the main questions of the ideal CLIL occupation and determine the motivating factor of interaction	This principle should be implemented already at the first stage of the implementation of CLIL-technology. This stage unites all those who are interested in implementing CLIL-technology in the education process	Teachers should understand that an effective CLIL-lesson is the result of sharing knowledge, experience, methodological skills in the framework of cooperation of at least three parties: the trainee, the subject teacher and the language teacher
The principle of systematic methodological analysis of education material and its implementation in education activities	Step II. Content analysis stage. Step III. The stage of building the CLIL model	Each CLIL participant needs to determine the type of CLIL suitable for different contexts	Construction of a model corresponding to the given education institution and contingent
Principle of planning education activity	Step IV. Forming a planning map for CLIL	A template is based on four structural components of CLIL-technology - 4C, which must be present in the structure of the lesson: content, cognition, culture, communication	Dosed distribution of content information
Principle of collective activity. Collaborative material preparation for the CLIL lesson	Step V. Transformation of the map-plan into working materials, assignments, resources	A series of lessons is being developed to form the key elements in the basic CLIL environment. Analysis of the language triptych series of lessons	An updated CLIL-thesaurus is being formed, aimed at the formation and development of high-level skills (HOTS), creativity and language progression

The principle of system control and regulation of the education process	Step VI. Monitoring and evaluation of CLIL in action	The attestation-evaluation material is being developed to achieve the levels of formation of LOTS and HOTS	An analysis of the achieved level allows you to make corrective actions in the education process and the psychological and pedagogical conditions for its implementation
Principle of development	Step VII. Formation of communities requiring vocational guidance	Training for teaching in a foreign language in a non-linguistic institution	Continuous in-service training at in-university and international conferences and seminars

In addition, the main advantages of the CLIL methodology can be attributed to a higher level of motivation among learners (language learning becomes more focused, as the language is used to solve specific communicative tasks), the «inclusive» nature of this technique (accessibility of training for people with different initial level of English , which sharply distinguishes CLIL from the so-called «immersion» technique, which requires a high level of language proficiency already at the start of training), as well as the natural overcoming of the so-called «psychological barriers», gaining confidence in the use of a foreign language.

Pedagogical conditions constitute an integrated education environment in which the pedagogical process of training teachers (not linguists) for international scientific communication is carried out, developed, and improved [25].

Intercultural approach is a modern paradigm of foreign language education in higher institution. For effective communication with foreign-speaking partners, it is necessary not only to have a good command of a foreign language, but also to know the ethno-cultural specificity of the representatives of these communities, due to their origin and belonging to a certain linguistic society. Awareness and consideration of the differences not only of linguistic systems but also of cultures with such interaction promotes an adequate perception of communication in the intercultural context and an adequate interpretation of the behavior of other cultures representatives.

Thanks to the study of the problems of intercultural communication in the framework of the intercultural approach, it becomes possible to introduce different features of intercultural communication in the field of students’ attention, not only through special courses in their native language in the spectrum of humanitarian disciplines, but also in the process of teaching a foreign language within the framework of the «foreign language» discipline, for what is required to review and strengthen the traditional communicative-oriented model of training, identify organizational and methodological conditions that facilitate the implementation of the target installation of the projected methodological training system.

## CONCLUSIONS

According to the established point of view, intercultural communication, unlike ordinary communication, is characterized by the belonging of communicants to different cultures. Cultural differences in models of communication and behavior, values and beliefs cause the probability of errors in the perception of a message and in the understanding of a communication partner, what is called communicative failure. They are related both to the personality factor (world outlook, values, etc.), the culture to which the interlocutor belongs (the image of the perception of the world, the communication model, etc.), and the language of communication.

Thus, cultural differences lead to a special type of communication, called intercultural communication, in which communicants from different cultures use special linguistic and socio-cultural knowledge and discursive strategies. The term intercultural foreign language communication in the paradigm under investigation is interpreted as a complex phenomenon relating to cases where communicants are individuals belonging to different linguistic societies and speaking the same language that is not native to one or both partners. Competence in this type of communication encompasses a wider range of skills, abilities, and personal qualities necessary to overcome the inevitably emerging barriers to communication than the cross-cultural communication takes place between the bearers of one culture, characterized by interpersonal communication, or intercultural communication between representatives of different cultures, but in their native language.

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**Тілдік емес жоғары оқу орындарында ұстаздардың мәдениетаралық құзыреттіліктерін жетілдіру**

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**Совершенствование межкультурной компетенции педагогов неязыковых вузов**

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*Бұл жұмыста тілдік емес жоғары оқу орындарында ұстаздардың ғылыми мәдениетаралық құзыреттіліктерін жетілдіру жолдарының идеялары талқыланады. Тілдік емес жоғары оқу орындарындағы ұстаздардың ғылыми мәдениетаралық құзыреттілік ұғымдары ұсынылған. Тілдік емес жоғары оқу орындарында ұстаздардың ғылыми мәдениетаралық қарым-қатынасқа ағылшын тілінде дайындықтары белгіленген, кәсіби құзыреттіліктің жаңа кешендерін қалыптастыру жолдарының интеграциялық моделі ұясынылған.*

*Бұл мақаланың жаңалығы жоғары оқу орнындағы ғылыми мәдениетаралық құзыреттілікті ғылыми қалыптастыру жолдарының ойларымен және кәсіби құзыреттіліктегі оның маңыздылығы мен негіздемесі болып табылады. Қосымша кәсіби білім беру жүйесі арқылы жоғары оқу орындарының ұстаздарының ғылыми мәдениетаралық қарым-қатынас құзыреттілігін қалыптастыру моделін құрастырудағы түрлі ғылыми жолдарды интеграциялау арқылы мүмкін. Жоғары оқу орнының ұстаздарының интеллектуалды және ғылыми тартымдылығын жоғарлатуға бағытталған, тәжірибелік шешімдерді зерттеу жолында алған нәтижелерді ұсуну және негізі міндеті ретінде базалық ұғымдарды анықтау болып табылады.*

*В настоящей работе анализируются существующие идеи по совершенствованию научной межкультурной компетенции педагогов неязыковых вузов. Представлено понятие научной межкультурной компетенции преподавателя неязыковых вузов. Предложена модель интеграции подходов к формированию новой компоненты профессиональной компетентности, отражающей готовность педагогов неязыковых вузов к научной межкультурной коммуникации на английском языке.*



*Новизна рассматриваемых в статье идей заключается в определении понятия научная межкультурная компетенция преподавателя вуза и в обосновании ее значимости для профессиональной компетентности. Это становится возможным при интеграции различных научных подходов к построению модели формирования компетенции научной межкультурной коммуникации преподавателей высших учебных заведений через систему дополнительного профессионального образования.*

*Основными задачами является определение базовых понятий и демонстрация полученных при исследовании практических решений, направленных на повышение научной и интеллектуальной привлекательности преподавателей вуза.*

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**ICT COMPETENCE IN MODERN EDUCATION**

*This article defines the notion of ICT competence as one of the key competencies of modern person, which manifests itself primarily in the fluency of students of information technology to meet emerging challenges in education and professional activity. Moreover, article shows the necessity of forming an integrated ICT competence of students. We investigate the most relevant and available modern methods of formation of ICT competence in the educational process.*

*The purpose of this study is to analyse what is happening at schools regarding the integration and use of information and communication technologies (ICT) and to examine teachers' perceptions about what teaching and learning processes can be improved through the use of ICT. A multiple-case-study research methodology was applied. From a previous exploratory research, four different types of schools were determined. Data show there is a widespread view that ICT in teaching favours several teaching and learning processes. In particular, it shows that the contribution of ICT to the improvement of teaching and learning processes is higher in the schools that have integrated ICT as an innovation factor.*

*Keywords: competence, ICT competence, formation, methods, informational technology, information culture, educational process.*

**INTRODUCTION**

The process of informatization of modern society determines the need for a new model of education system based on the use of modern information and communication technologies (ICT). The widespread use of ICT in the educational activity is due to the following factors:

- the application of these technologies in education provides accelerated transfer of knowledge and experience of humanity as from generation to generation, and from one person to another;

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