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**THE EFFECTIVENESS OF A PROFESSIONALLY-ORIENTED
LANGUAGE COURSE IN THE FORMATION OF A FOREIGN
-LANGUAGE INTERCULTURAL COMMUNICATIVE DISCOURSE
OF FUTURE DIPLOMATS**

Abstract. The article raises the problem of teaching intercultural and communicative discourse to future diplomats: attention is focused on the content and structural components of the compiled course. It is noted that this course in foreign language classes is considered as one of the effective means of developing foreign language professional competence. The authors have revealed the features of the organization and conduct of the content of this course in foreign language classes for the preparation of future diplomats. The problem of formation of intercultural communicative discourse of future diplomats is analyzed. It is emphasized that the development of the communicative competence of future diplomats can be optimized in the course “Professional language course aimed at foreign language communication”. The degree of success of communication largely depends on well-constructed communication, as well as on the ability to start a dialogue and design options for its directions. The essence of this course is stated. Attention is paid to the definition of factors for the formation of a competent, professionally dynamic personality; ways to enrich background knowledge about different cultures for international cooperation, formation of readiness for cooperation, ways to overcome non-standard professional and life situations. An experimental analysis of the questioning of future diplomats is given. The purpose of the

article: the development of intercultural communication skills in a foreign language by future diplomats; willingness to contribute to the establishment of intercultural relations, to represent their country at international conferences and symposiums, to respect the spiritual values of other countries and peoples.

Key words: intercultural communicative discourse, future diplomat, special course, formation, skills, foreign language.

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**БОЛАШАҚ ДИПЛОМАТТАРДЫҢ ШЕТТІЛДІК
МӘДЕНИЕТАРАЛЫҚ КОММУНИКАТИВТІК ДИСКУРСЫН
ҚАЛЫПТАСТЫРУДА КӘСІБИ БАҒЫТТАЛҒАН ТІЛДІК
КУРСТЫҢ ТИІМДІЛІГІ**

Аннотация. Мақалада болашақ дипломаттардың мәдениетаралық коммуникативті дискурсын қалыптастыру мәселесі талданды. Болашақ дипломаттардың коммуникативтік құзыреттілігін дамыту «Шеттілдік коммуникациясына бағытталған кәсіби тілдік курс» курсына оңтайландырылуы мүмкін екендігі атап өтілді. Қарым-қатынастың сәттілік деңгейі көбінесе жақсы құрылған қарым-қатынасқа, сондай-ақ диалогты бастауға және оның бағыттарының нұсқаларын жобалауға байланысты. Бұл мақалада курстың мәні баяндалған. Құзыретті, кәсіби-динамикалық тұлғаны қалыптастыру факторларын анықтауға; халықаралық ынтымақтастық үшін әртүрлі мәдениеттер туралы фондық білімді байыту тәсілдеріне, ынтымақтастыққа дайындықты қалыптастыруға, стандартты емес кәсіби және өмірлік жағдайларды еңсеру жолдарына назар аударылды. Болашақ дипломаттардың сауалнамасына эксперименттік талдау жасалды. Мақаланың мақсаты: болашақ дипломаттардың шетел тіліндегі мәдениетаралық қарым-қатынас дағдыларын меңгеру; мәдениетаралық байланыстарды орнатуға жәрдемдесуге, өз елін халықаралық конференциялар мен симпозиумдарда қатысуға, басқа елдер мен халықтардың рухани құндылықтарына құрметпен қарауға дайын болу болып отыр.

Түйін сөздер: мәдениетаралық коммуникативтік дискурс, болашақ дипломат, арнайы курс, қалыптасу, іскерліктер, шет тілі.

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ЭФФЕКТИВНОСТЬ ПРОФЕССИОНАЛЬНО – ОРИЕНТИРОВАННОГО ЯЗЫКОВОГО КУРСА В ФОРМИРОВАНИИ ИНОЯЗЫЧНОГО МЕЖКУЛЬТУРНОГО КОММУНИКАТИВНОГО ДИСКУРСА БУДУЩИХ ДИПЛОМАТОВ

Аннотация. Проанализирована проблема формирования межкультурной коммуникативной дискурса будущих дипломатов. Подчеркнуто, что развитие коммуникативной компетентности будущих дипломатов может быть оптимизировано в курсе «Профессиональный языковой курс направленный на иноязычную коммуникацию». Степень успешности коммуникации во многом зависит от грамотно построенной коммуникации, а также от умения начать диалог и спроектировать варианты его направлений. Изложена суть данного курса. Уделено внимание определению факторов формирования компетентной, профессионально-динамичной личности; способам обогащения фоновых знаний о различных культурах для международного сотрудничества, формированию готовности к сотрудничеству, путям преодоления нестандартных профессиональных и жизненных ситуаций. Проведен экспериментальный анализ данного курса будущих дипломатов. Цель статьи: освоение будущим дипломатами навыков межкультурной коммуникации на иностранном языке; готовность содействовать налаживанию межкультурных связей, представлять свою страну на международном уровне, относиться с уважением к духовным ценностям других стран и народов.

Ключевые слова: межкультурный коммуникативный дискурс, будущий дипломат, специальный курс, формирования, умения, иностранный язык.

Introduction. Today, one of the most important issues is the formation of young people in the economic, legal, spiritual, cultural, including as a competent person, as the Republic of Kazakhstan joins the thirty most competitive developed countries. Much can be said about the dominant phenomena of foreign cultural policy in the diplomatic arsenals of many countries. In scientific and practical applications, such as “cultural diplomacy” and “international diplomacy”, along with the concept of “foreign cultural policy” are used other concepts. The abundance of such definitions is due to the fact that a wide range of society and its types participate in international cultural exchange.

In this regard, at the present stage of the development of discourse theory, a consensus has been reached on the positions of the most important characteristics of discourse (dynamic aspect, procedural, penetration into a specific communicative state, structural, etc.), its nature (interactive, activity-based characteristic), the need to study it by other methods than the latest techniques. In recent decades, the most important direction of linguistic research has been associated with the rapid development of the study of discourse as a central part of communicative activity.

The Law of the Republic of Kazakhstan “On Education” states: “The main task of the education system is to create the necessary conditions for education aimed at the formation and professional development of the individual based on national and common civic values, science and practice, introduction of new learning technologies, access to international communication networks»- further development of the education system, including on the issue of foreign language teaching.

Many ideas on the formation of intercultural communicative discourse are considered. That is, they are N. Khomsky (Khomsky, 1972), E. Hall (Hall, 1990), M. Bairam (Bairam, 1997) A. Thomas (Thomas, 1993), M. Canael (Canael, 1980), D. Deardorf (Deardorf, 2004), A.E. Fantini (Fantini, 2009), I.I. Khaleeva (Khaleeva, 2000), S.G. Ter-Minasova (Ter-Minasova, 2000), N.M. Gromova (Gromova, 2011), N.D. Galskova (Galskova, 2005), N.F. Koryakovtseva (Koryakovtseva, 2006), D.B. Gudkov (Gudkov, 2000), Yu. Rot (Rot, 2006), S.S. Kunanbayeva (Kunanbayeva, 2014), A.A. Zhaitapova (Zhaitapova, 2021), M.Kh. Baltabaev (Baltabaev, 2000), Taubaeva Sh.T. (Taubaeva), K. Kudaibergenova (Kudaibergenova, 2008).

In the training of future diplomats is carried out by integrating into the educational process the materials of a special educational-methodical course called “Professional language course aimed at foreign language communication”. A special course on the formation of intercultural competence of future diplomats can ensure the formation of professional competence of diplomats in collaboration with the teacher.

The purpose of the special course “Professional language course aimed at foreign communication” is to understand and master the need for future diplomats to master the technology that provides the effectiveness of professional activity, professional and personal development and a creative approach to work. The special course is designed so that each future diplomat, in addition to acquiring theoretical knowledge, carries out research activities aimed at understanding the essence of their work, monitoring, analyzing and predicting the optimal behavior of the behavioral program. During the lessons, each student feels professional needs, importance and unique respect from others.

Materials and methods. The formation of a cross-cultural communicative

discourse of future diplomats through the analysis of the content of the program “Professional language course aimed at foreign communication.” An important factor in solving didactic problems of teaching is the professional orientation of the program “Professional language course aimed at foreign language communication.” This is due to the fact that in the main profession-oriented disciplines, knowledge and skills are provided only in their scope, and in our proposed program, the training of future professionals is carried out in an integrated manner.

The program of the course includes subject-regional complexes with subject-professional orientation, for example: communication skills, language skills and intercultural differences and linguistic and cultural differences. In addition, we identified the structure of the development of communication skills through experimental experience in the following order: need; motive; action; the result; new need.

The special course program “Professional language course focused on foreign language discourse communication” is designed to acquaint students with the theoretical foundations of scientific principles of modern foreign intercultural communication and the study of professional discourse, as well as modern integrative technologies. The course focuses on the study of aspects of the theoretical foundations of foreign intercultural communication and acquaintance with its meaning and content, as well as work with integrative technologies. The purpose of the program is the task of professional training: to acquire political and professional-social knowledge, to give different insights into the process of intercultural communication, the necessary foreign language, as well as to master modern integrative technologies. This will prepare future professionals for professional diplomatic service in the field of intercultural professional activity abroad and in the field of modern integrative technologies.

The objectives of the program include the following issues:

1. Consideration of types, forms, models, structural components of foreign intercultural communication;
2. Mastering research methods in foreign intercultural communication;
3. Mastering the methodological approaches to communicative and diplomatic foreign language discourse;
4. Facilitate the formation of skills and abilities to apply the acquired knowledge in practice in real situations in foreign intercultural communication;
5. Diplomatic discourse and types and types of modern integrative technologies in the study of foreign intercultural communication;
6. Development of skills of future specialists to work with integrative technologies in foreign intercultural-communicative discourse.

And a student who has completed the course “Professional language course aimed at communicating in foreign languages” should know:

- features of working with integrative technologies of foreign intercultural communication;
- study of foreign intercultural communication;
- high level of knowledge of foreign languages and the ability to abide by the constitution of the country and the Law “On Diplomatic Service”, international agreements;
- know how to protect the interests and security of their nation;
- be able to master information technology and analyze current data at a professional level.

be able to:

- a professionally qualified specialist is obliged to strictly observe respect and simplicity in the development of discourse, in communicative discourse with the team, developing ethically;
- when visiting the embassy or other diplomatic mission of the other party, the laws and regulations of that country must be strictly observed;
- analysis of the process of problem-based learning technologies;
- identification of modular learning technologies in the study of intercultural communication.

In conclusion, the experiment showed the effectiveness of the proposed program, set of tasks and didactic conditions based on the development of intercultural, linguistic, communicative competencies to improve the skills of integrative technologies and professional activity in future professionals. The program of the course “Professional language aimed at foreign language communication” was an important and effective factor in solving didactic problems in the formation of foreign intercultural communicative discourse in the training of future diplomats.

Results and discussions. Experimental work was carried out for 4th year students of Al-Farabi Kazakh National University (KazNU), Faculty of Oriental Studies, Turksoi Department, Department of Diplomacy and Etiquette (Turkish), specialty “6B0301-International Relations”.

An important factor in solving didactic problems of teaching is the professional orientation of the program of the course “Professional language course focused on foreign language communication.” This is due to the fact that in the main profession-oriented disciplines, knowledge and skills are provided only in their scope, and in our proposed program, the training of future professionals is carried out in an integrated manner.

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The program of the course includes subject-regional complexes with subject-professional orientation, for example: communication skills, language skills and intercultural differences and linguistic and cultural differences. In addition, we identified the structure of the development of communication skills through experimental experience in the following order: need; motive; action; the result; new need. The program was organized in three modules.

1. Psychodiagnostic module. Objective: to determine the general level of information and communication skills of students in the course. At this stage, the following diagnostic measures were organized:

- creation of a database of students;
- identify the needs of students;
- to determine the level of students' database on the topic.

2. Conceptual and methodological module. Purpose: the program is to improve the level of scientific and methodological knowledge of students on the topic. Organized events:

- seminars;
- video lectures;
- discussion;
- brain attack;
- solving problem tasks, concluding contracts.

3. Practical module. Objective: to develop students' communicative competencies and communication skills. The main measures covered are:

- communication development trainings;
- workshops that complement the content of the topic;

- active games.
- final test;
- course evaluation questionnaire.

The prepared program was organized in an experimental and information orientation. In general, students were interviewed to determine their knowledge and skills in their future professions. At the end of this, it is necessary to determine the effectiveness. The survey included the following questions:

- Have you mastered diplomatic terms?
- Can you apply 100% of your theoretical knowledge in practice?
- Can you sign a contract in a foreign language?
- Can you say that you have enough communication skills to solve the problems?
- Can you say that I know a lot about the national characteristics of other nationalities?

Based on the levels, criteria and indicators of the formation of foreign intercultural communicative discourse in the training of future diplomats, the results of the survey were determined as follows.

That is, 25-30% of future professionals have not yet fully mastered diplomatic terms; About 35% are afraid of not being able to apply their theoretical knowledge in practice; 50-55% stated that they could not conclude a contract in a foreign language; 20% said they did not have enough communication skills to solve problems, and 40% said that people of other nationalities did not have full knowledge of national characteristics.

Table 4 - Results of the survey based on the levels, criteria and indicators of the formation of foreign intercultural communicative discourse in the training of future diplomats

Questions	Control group	Experimental group
Have you mastered diplomatic terms?	75 %	70 %
Can you apply your theoretical knowledge 100% in practice?	65 %	73%
Can you sign a contract in a foreign language?	55 %	50 %
Can you say that you have enough communication skills to solve the problems?	85 %	80 %
Can you say that I am fully aware of the national characteristics of other nationalities?	65%	60%

Therefore, our program «Professional language course focused on foreign communication» is very important in this regard.

In the practical module, we selected trainings that develop communication skills in order to develop students' communicative competencies and communication skills. This is because communication trainings have the following features:

- first, it stimulates the social development of participants, allows them to self-knowledge, increase the level of reflection;

- secondly, it develops the skills of constructive communication, helps to learn patterns of behavior.

At the same time, these features affect the course of internal and external changes of the person. Due to these features, there is an opportunity to use different psychological technologies in communication training. At the same time, psychological training is one of the most important tools in the professional development of future diplomats. Depending on the characteristics of interpersonal relationships, trainings are divided into three paradigms:

- trainings;
- educational (mentoring) trainings;
- subjective development trainings.

The following goals are often set in a communication training:

1) Studying the mechanisms, methods and psychological patterns of interpersonal interaction to create the basis for effective and harmonious communication with people.

2) Acting in the process of personal development, the realization of creative potential.

1) Development of the process of self-awareness and self-study of participants, prevention of emotional disorders.

2) Identify and find solutions to psychological problems of team members assistance.

3) Prevention of psychological health and subjective self-awareness improvement.

The first goal is based on communication training, and the second goal is suitable for personal development trainings.

At the final stage of the training, a reflex practicum should be organized through various exercises and a general discussion should be held. This is due to the fact that from the first day it was an example of putting students in an active position and contributes to the effective solution of the problem of interaction. The results of reflections and trainings show that the barriers to student interaction are:

1. Not knowing how to start a conversation;
2. Anxiety that I can't tell you everything clearly and clearly;
3. Insignificant changes in the purpose of communication;
4. The concept of the need to change previously used methods of communication;
5. Lack of public speaking skills;
6. Feelings of physical movement, movement, general behavior, which used to be natural, feel like teasing;
7. The need for expressive executive components of communication in a changed form;

8. Attempt to convey the planned message in the most accurate way so that he understands himself correctly;

9. Try to engage the listener.

Experience has shown that the working groups are grouped by the end of the course and work together, have a high level of self-awareness and tolerance. When working with human resources, it is especially useful to regularly use trainings and business games that develop these communication skills.

And students' assessment of their skills, satisfaction with the content of knowledge, the organization of the general course, etc. Work was carried out to determine the level of satisfaction with the activities.

In addition, the «daily communication sheet» used by students as a daily reflection was of particular help. The daily contact sheet contains the following questions:

- What did I know about this topic;
- I learned the following news on this topic;
- I use the information received here;
- What other information is needed on this topic?

At the end of these pages, the students themselves expressed their views through various schemes and graphs. For example, N. According to Engelmani's principle «Self-knowledge leads to morality», the reflection "Self-perception" consisted of the following tasks:

Task: Achievements and shortcomings of the development of intercultural relations.

Time: 5 minutes.

Advantages Disadvantages

Relaxation situation

Row 1: Send a verse that shows the essence of a harmonious relationship.

Row 2: Draw the emblem of the syntactic model of the relationship.

Row 3: Prepare a slogan on this issue.

The implementation of the function of developing intercultural communicative discourse at these events was ensured as follows:

- close psychological connection between teacher and student;
- transformation of the teacher's relationship with the student into a joint creative activity;
- creation of favorable learning conditions;
- the emergence of a psychological state of collective cognitive search and collaboration.

In addition, the educational function in the process of communication was provided as follows:

- to establish a system of educational relations based on psychological connections between the subjects of education;

- formation of a system of communication that will ensure the success of educational activities in multi-ethnic groups;
- formation of the cognitive orientation of the individual as a whole;
- overcoming psychological barriers in the learning process (cognitive, age, emotional, didactic and ethnic, etc.);
- successful formation of interaction in the audience.

And the function of developing relations was carried out as follows:

- establishment of the socio-psychological basis for the overall development of the individual in the learning process;
- to establish a dialectical system of contradictions, which is seen as a driving force in the development of the individual;
- to create a psychological environment that promotes and allows the individual to express themselves and develop independently (self-education and self-education);
- in the implementation of feedback from the course participants on the pages of “Impressions” you can see the following comments:
 - ensures the most favorable combination of common, successful work and the sharing of the pleasures of life in each person;
 - instead of thinking about yourself and your needs, even for a short time, you should think about others and their needs;
 - remember that you have a clear idea about others, that your relationship with them may be wrong, try to find out what you do not know about others;
 - try to develop observation and the above-mentioned skills, whether everything you think is pleasant, attractive or surprising;
 - it can be said that the negative behavioral features of the student are the ladder of incompatibility. For example, arrogance, pride, introversion, adaptability.

Thus, as indicated in the feedback sheets, this course is important. As a proof, we present the results of the “End Questionnaire” received from students at the end of the course as a graph: (Figure 1):

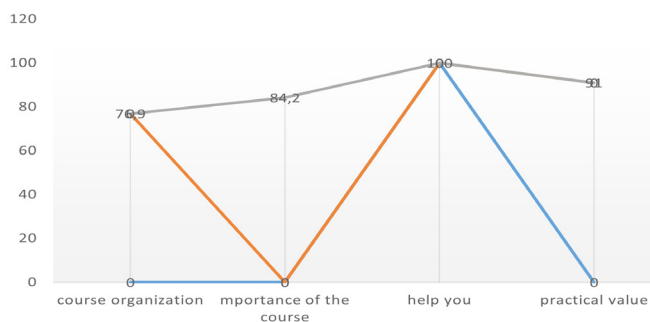


Figure 1 - Indicator of the final results of the course completion questionnaire

Qualitative and statistical results from experience show that the training is very useful in developing students' communication skills and the formation of communicative competencies.

Thus, the professional orientation of the program "Professional language course focused on foreign language communication" is an important factor in solving didactic problems of teaching. The course helps to address the main contradictions in education, especially the issues of integration and differentiation of education. This is because if individual disciplines provide education only in that area, this course organizes the educational process on the basis of integration principles. The course includes cognitive-metalanguage, information-gathering, professionally oriented and professional-communicative components.

Discussion and conclusion. Thus, the need for the training of future diplomats "professional language course aimed at communicating foreign language discourse." The course program develops the level of assessment of future diplomats of foreign intercultural relations; increasing the level of self-communication of future professionals; increasing the ability of other nations to appreciate intercultural differences; training future diplomats in communication skills; reducing the level of conflict susceptibility, identifying ways out of the conflict; can be an effective tool for teachers to increase the level of professional orientation of future professionals. It was confirmed by the results of pre-experimental and post-experimental work with future diplomats:

- the level of assessment of future diplomats of foreign intercultural relations has increased after a special course. This demonstrates the effectiveness of the course program "Professional language course aimed at communicating foreign language discourse."

- post-experimental results of future diplomats on the tool "Determining the level of self-esteem in communication" showed a level above 76.6.

The course is based on the principle of integration of future diplomats in the formation of intercultural communicative competencies in foreign discourse to determine the level of general information and communication skills, improve the level of scientific and methodological knowledge on the topic, develop communicative competencies and communication skills and analyze the effectiveness of the course. included.

In conclusion, the course program "Professional language aimed at foreign communication" was an important and effective factor in solving didactic problems in the formation of foreign intercultural communicative discourse in the training of future diplomats.

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ПАМЯТИ

доктора юридических наук, профессора, академика НАН РК

БАЙМАХАНОВА МУРАТА ТАДЖИ-МУРАТОВИЧА



01.11.1933 – 04.06.2022 гг.

4 июня 2022 года ушел из жизни крупный казахстанский ученый, доктор юридических наук, профессор, академик НАН РК Баймаханов Мурат Таджи-Муратович.

Мурат Таджи-Муратович родился 1 ноября 1933 года в г. Алматы. После окончания школы поступил на юридический факультет Московского государственного университета им. М. В. Ломоносова, который с отличием окончил в 1957 году. В 1973 году защитил диссертацию на тему «Противоречия в развитии правовой надстройки социалистического общества и пути их разрешения».

Мурат Таджи-Муратович работал в Министерстве юстиции Казахстана, а после окончания аспирантуры полностью посвятил свою жизнь науке, пройдя путь от научного сотрудника, научного секретаря, заведу-

ющего отделом, заместителя директора до директора одного из ведущих научных организаций Казахстана – Института философии и права.

Основные направления научных исследований ученого были вопросы конституционного права, теории государства и права, политологии.

Учитывая его глубокие знания в области государственного права, большой опыт, он был назначен председателем Конституционного Суда Республики Казахстан, проработав на этой должности с 1992 по 1995 годы.

С 1995 года – проректор университета «Кайнар» и Высшей школы права «Әділет». Принимал участие в создании Конституции Казахстана и законопроекта об органах государственного управления.

В 1978-1993 годах выступал с докладом на международных конгрессах в США, Франции, Бразилии и других странах.

Мурат Таджи-Муратович внес большой вклад в развитие и становление юриспруденции независимого Казахстана. Ему принадлежат разработки общей теории и методологии права, теории государства, основ конституционного права (сочетание Конституции и текущего законодательства, влияние Основного закона на закрепление, защиты и обеспечения приоритетности прав и свобод человека и гражданина), концепции правового государства и гражданского общества.

Наиболее крупными научными достижениями ученого являются: комплексная разработка проблем противоречий в развитии правовой надстройки при социализме, а также исследование вопроса о становлении правового государства и конституционном процессе в Республики Казахстан.

Мурат Таджи-Муратович оставил бесценное научное наследие: он автор более 300 научных работ, в том числе монографий «Становление суверенитета Республики Казахстан»; Взаимодействие правового сознания с моралью и нравственностью в обществе переходного периода, которые служат неисчерпаемым источником знаний для студентов, магистрантов, преподавателей-юристов.

Вся жизнь Мурат Таджи-Муратович, его научно-педагогическая, организаторская и общественная деятельность служит прекрасным примером умелого сочетания теории и практики, глубоких научных изысканий с активным участием в решении как фундаментальных, так и практических задач.

За большие заслуги перед страной ему было присвоено звание Лауреата премии имени *Чокана Валиханова*, имеет медали и Почетные

грамоты РК, а в 2020 году Указом Президента РК награждён *орденом «Парасат»*.

Президиум НАН РК скорбит о невосполнимой утрате, выражает глубокое соболезнование родным и близким Мурата Таджи-Муратовича.

В нашей памяти Мурат Таджи-Муратович навсегда останется талантливым организатором науки, выдающимся ученым-юристом, безгранично преданным своей профессии и избранному пути, соратником, патриотом Казахстана, оставившим яркий и незабываемый след в истории отечественной науки!

Светлая память о Баймаханове Мурате Таджи-Муратовиче навсегда сохранится в наших сердцах!

Президиум НАН РК

МАЗМҰНЫ

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