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Communicative potential of a virtual educational environment as a means of developing communicative competence in students of language majors (on the example of teaching second foreign languages)

Abstract. *The article analyzes the state of the problem of developing intercultural competence by means of a virtual educational environment, discusses the fundamental concepts of «intercultural competence», «intercultural communication», «virtual educational environment». The article considers the ideas of modern domestic and foreign scientists on the issue under study. The article analyzes various approaches to the problem.*

Defining intercultural competence as a set of skills and abilities necessary for successful participation in intercultural communication, three components are distinguished in its structure - knowledge, skills, attitudes. Assuming that for effective development of all the above components, special conditions are needed, which should be provided, first, by educational process, the authors turn to possibilities of a virtual educational environment as a set of technologies, educational and information resources, and data structures that form a functionally complete system designed to provide all possible forms of user activity (teacher and student) in the learning process.

In the second part of the article, the authors analyzed features, structure, and potential of a virtual educational environment for developing intercultural competence in students learning within educational programs 6B01703 Foreign language: two foreign languages and 6B02301 Translation studies.

Keywords: *intercultural competence, intercultural communication, virtual educational environment, foreign language, video conference, electronic resources.*

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Introduction

The level model of foreign language education as a dynamic structure for implementing the general education reform program of Kazakhstan Republic is real action on the way of Kazakhstan's entry into the world educational space.

Orientation of the Kazakhstan education system towards the competence-based approach in the content of education is expressed in the field of teaching foreign languages in developing *intercultural competence* as an indicator of a person's ability to effectively participate in foreign

language communication at the intercultural level. The specificity of the target and content aspects of foreign language education in the context of the intercultural paradigm is due to the fact that the student acts as the level model's central element both as a subject of the educational process and as a subject of intercultural communication.

Problem statement

As evidenced by the analysis of modern educational practice and psychological and pedagogical literature [1, p. 75], [2, p. 3], the

problem of developing intercultural competence is quite relevant and its solution largely depends on the conditions of university training for students. Modern studies [3, p. 17], [4, p. 41], [5, p. 302] prove that the possibilities of the educational environment for developing students' intercultural competence have not yet been fully studied. This is the main reason preventing students from effectively participating in intercultural foreign-language communication.

Forming the conceptual apparatus of the research, we turned to such terminological expressions associated with the concept of intercultural competence as "intercultural communication" and "intercultural interaction". The presence of synonymous expressions associated with the concept of «intercultural competence» indicates that its terminology has not yet received its full disclosure and justification in pedagogical literature and practice.

The term «intercultural competence» often refers to the *skills and abilities necessary for successful participation in intercultural communication* [2, p. 4]. Intercultural competence is a unity of three components: linguistic competence, communicative competence, and cultural competence. At the same time, the aggregate level of the listed components, capable of providing "the possibility of adequate communication in a specific social group (including professional, age and status parameters)", is defined as "a sufficient level of intercultural competence".

Many researchers [6, p. 95], [7, p. 183], [8, p. 275], [9, 180 p.] understand intercultural communication as communication (interaction) with representatives of different cultures, define intercultural competence as the ability of an individual to effectively communicate with representatives of other cultures. Consideration of the intercultural competence models, widely used in the theory and methodology of teaching foreign languages, made it possible to reveal that the authors have no consensus regarding the structure of intercultural competence.

In some studies [8, 284 p.], [9, 181 p.], the components of foreign language communicative competence are determined based on communicative competence elements

(in particular, socio-cultural component). Intercultural competence learning content includes three components: knowledge, skills, and attitudes. The "knowledge" component contains information about how different cultures can interact with each other through their representatives. The framework of culture is determined by the characteristics that unite people into groups (race/ethnicity, social class, gender, place of residence, religion, language, etc.). Based on this, culture will not be limited by the political boundaries of the country. Moreover, within one country, each of us belongs to several types of cultures in accordance with the unifying characteristics. Culture also has characteristics, to which scholars attribute the following: culture is dynamic, culture has some framework, culture can be taught, culture can be transmitted, culture is ethnocentric, the unity of all components of culture and so on [7, 19 p.]. The "skill" component consists of universal skills to communicate with representatives of different cultures and to interpret the information received, regardless of which culture the contact occurs with. Intercultural communication skills include the ability to initiate intercultural dialogue, interpret cultural facts and events, identify cultural similarities and differences between representatives of different cultural groups, resolve cultural conflicts, identify situations of intercultural conflicts, critically assess contacting cultures from the perspective of their own value systems, act as a representative of the home country/culture. The "attitude" component reflects an individual's ability to be open, curious, willing to initiate communication, act as a representative of the native culture, accept another culture and understand that another culture may have different values and norms.

Many researchers [4, 77 p.], [9, 179 p.], [1, 186 p.] consider intercultural competence as a part of foreign language communicative competence, which includes linguistic competence, sociolinguistic competence, sociocultural competence, social competence, and discourse competence. The above components correlate with the components of foreign language communicative competence both in the aspect of

modifying part of its content and in the aspect of introducing extra-linguistic, psychological, components (the ability to manage the state of anxiety and uncertainty, tolerance, empathic attitude towards representatives of foreign language culture, etc.).

Research methods

Considering the essence of the concept of «educational competence», formed by A.V. Khutorsky [10, 56 p.], as well as peculiarities of communicants' interaction at the intercultural level by intercultural competence, we mean a set of interconnected intercultural knowledge, skills, and attitudes necessary for implementing productive intercultural interaction with representatives of foreign language cultures.

Intercultural *knowledge* encompasses information about the nature of cultural universals, their content in various cultures; mechanisms of culture reflection in language and speech; psychological characteristics of intercultural communication (attribution processes, stereotypes, prejudices, generalizations, etc.). Intercultural skills imply - ethnographic *skills* in determining the cultural component of the life realities' meaning; "go-between" mediating skills between one's own culture and the interlocutor's culture; - verbal negotiation skills in accordance with cultural norms of the target language speakers in order to create a general meaning of what is happening. Intercultural *relations* imply openness to new information, desire, and readiness to perceive the "other" as equal, tolerance towards representatives of the foreign language culture.

Assuming that for effective development of all the above components, one needs special conditions, which must be provided, first, by the educational process, we turned to the possibilities of the educational environment. Under the educational environment researchers [11, 99 p.] understand the environment that develops oneself's creative comprehension – "a new person", i.e. being in the process of educational development, mastering both new knowledge and new degrees of freedom. Informatization

of educational process at a certain stage leads to the emergence of a new phenomenon - a *virtual learning environment* as a set of technologies, educational and information resources, and data structures that form a functionally complete system designed to provide all possible forms of users (teacher and student) activity in the learning process [12, 115 p.].

Regarding the definition of the virtual educational environment, despite some discrepancies in the designation of this term (virtual learning environment, virtual teaching environment), researchers [12, 124 p.], [13, 123 p.], [14, 147 p.], [15, 920 p.] adhere to a common understanding. Thus, A. Yu. Uvarov defines a virtual learning environment as an open learning architecture with flexible goals, content, methods, and organizational forms, consisting of communication, information, and physical space. Narayanan K., Teh C.S. defines a virtual learning environment as a means of integrating educational processes in the educational space and business environment [14, 146 p.].

S. Cobb, H. Neale, and others define a virtual educational environment as information content and communication capabilities of local, corporate and global computer networks, formed for educational purposes of the entire educational process. The virtual educational environment (VEE) has been created and is developing for effective communication of all educational process participants [15, 921 p.].

M.E. Weindorf-Sysoeva defines a virtual educational environment as a software and telecommunications environment that ensures the conduct of the educational process, its information support, and documentation in electronic networks using uniform technological means. Access to the virtual educational environment can be open to any educational institution, regardless of its specialization and the level of education provided [16, 27 p.].

The definitions given above are united by the general concept of «communication», the focus of the virtual educational environment, first, on effective developing communicative competence of all participants in the educational process. The communicative nature of the virtual

educational environment is realized through its purposes, content, forms of interaction between communicants. Since intercultural competence is an element of communicative competence, we assumed that, given the specifics of the structural components of intercultural competence, virtual educational environment allows providing conditions that are of paramount importance for developing the studied competence: - students get acquainted with the phenomenon of culture, information about characteristics and framework of culture, about the types of relationships between cultures; - materials, used in the learning process, reflect important, socially significant topics, and are of interest for discussion in a specific group of students; - tasks, used in the learning process, are aimed at the following: - comparison, contrast, analysis and cultural reflection; - performance of students as representatives of their native culture / country; - students develop positive attitude towards representatives of the contacting culture; - the role of the teacher is not limited to facilitating the educational process using Internet technologies, but expands to helping students understand culture, cultural values and participants in intercultural dialogue. This environment is the carrier of meta-technology and organizational forms of the educational process

Results

As noted in the works of researchers [12, 118 p.], [16, 12 p.], [17, 4 p.] the virtual learning environment has a complex, multi-component structure. So, a virtual educational environment (virtual educational portal) of NAO VKU after Sarsen Amanzholov contains:

- means focused on teaching disciplines, within the framework of educational programs 6B01703 Foreign language: two foreign languages and 6B02301 Translation studies, and its services (means of preparing and presenting information; means of processing and transmitting information within the learning environment; means of interaction between users within the environment and with the outside world - e-mail, remote network access, peripheral devices, real

devices and equipment; systems that ensure connectivity of the learning environment, the unity of the rules for using it (this role is played by html products, educational platforms, distance learning platforms, etc.);

- various electronic means of educational purpose with their subject content by disciplines within the framework of educational programs 6B01703 Foreign language: two foreign languages and 6B02301 Translation studies and a system for ensuring educational and information interaction with the user, including the rules for presenting and consuming educational information, organization of feedback communication, management of the learning process;

- pedagogical tools that can perform various functions (environment for developing educational electronic means); means of ensuring the functioning of educational electronic means; tools for setting up educational electronic means at the user level);

- solvers of educational problems in the disciplines of educational programs 6B01703 Foreign language: two foreign languages and 6B02301 Translation studies, compiled in educational electronic means;

- databases, including those reflecting learning outcomes;

- links to external libraries (books, programs), information sites;

- systematized user files (teacher and student materials produced in preparation for training and in the course of it).

The organization of the virtual educational environment of NAO EKV named after Sarsen Amanzholov (virtual educational portal), based on which our experimental work is carried out, is represented by a set of central parts, which includes faculties, departments, teaching staff, students, technical support, and networks - local, corporate, global (digital educational resources, video conferences Zoom, Skype), individual (teachers, students).

The potential of digital educational resources and video conferencing (ZOOM, Skype) is of particular importance for our research. Since our experimental work is carried out within the framework of the educational program «Foreign

language: two foreign languages», on the basis of the Foreign Languages and Translation Studies Department, we, first of all, analyzed the content of digital educational resources in disciplines that are of paramount importance for the formation of intercultural competence in students enrolled in educational programs 6B01703 Foreign language: two foreign languages and 6B02301 Translation studies. We referred to such disciplines the following ones: - Introduction to intercultural communication; - Basic foreign language in the context of intercultural communication; - Literature of the target language country and translation problems; - Language for specific purposes; - Home reading of fiction (English); - Foreign language (second) (German, Chinese, Turkish, Korean); - Practical grammar of a second foreign language; - Written academic speech, and so on. The potential of these disciplines in terms of the formation of intercultural competence is revealed, first, through their goals, content, and forms of organizing educational interaction between students and teachers.

The leading role in developing intercultural competence belongs to the discipline «Introduction to intercultural communication». In the work program, the goal of this discipline is developing professional competence based on mastering theoretical and practical skills of intercultural and interpersonal communication by acquainting students with the basics of communicative competence of a secondary linguistic personality to prepare them for professional activity in cultural institutions. To achieve the goal in the process of teaching this discipline, the following tasks are solved: - students get acquainted with basic ideas about «intercultural communication» phenomenon as an environment for professional activity diversity of cultural perception of the world, is given; - features of the types of communication in the interaction of representations of different cultures are outlined; - intercultural communication skills are formed and consolidated; - students get acquainted with the history of occurrence and theoretical foundations of intercultural communication; - the course contributes to mastering basic concepts and terms by students; - to acquaint students

with communication behavior features: verbal and non-verbal; - to attract students' linguistic competence to comprehend the problems raised in the course; - to encourage students to creatively apply the acquired knowledge in their professional activities; - create an impulse for students to study some scientific researches in this area; - to systematize students' knowledge about intercultural communication features in foreign and native culture; - to acquaint students with set of methods for studying the sphere of intercultural communication and their application; - to teach to overcome regular difficulties of intercultural communication due to differences in cultural systems, using special techniques.

At the end of this course, students must have the following competencies: - to navigate in the system of universal values and take into account value-semantic orientations of various social, national, religious, professional communities and groups in Kazakhstani society; - to be guided by the principles of cultural relativism and ethical norms, which imply rejection of ethnocentrism and respect for originality of foreign language culture and value orientations of a foreign language society; - skills of socio-cultural and intercultural communication, ensuring the adequacy of social and professional contacts; - to overcome the influence of stereotypes and to carry out intercultural dialogue in general and professional spheres of communication; - ethnical and moral norms of behavior adopted in a foreign culture society, models of social situations, typical scenarios of interaction; - freely express their thoughts, adequately using a variety of linguistic means in order to highlight relevant information; - to use etiquette formulas in oral and written communication (greeting, farewell, congratulation, apology, request); - to simulate possible situations of communication between representatives of different cultures and societies; - to use international etiquette in various situations of intercultural communication (accompaniment of tourist groups, business negotiations, negotiations of official delegations); - overcome the influence of stereotypes and adapt to changing conditions in contact with representatives of

different cultures due to availability of necessary interactional and contextual knowledge; - to see interdisciplinary connections of the studied disciplines and understand their importance for future professional activities; - to master standard methods of searching, analyzing and processing research material; - to acquire skills of organizing group and collective activities to achieve common goals of the work team.

As a result of training, the student must know:

- the concept of globalization and intercultural communication;
- foreign language culture in the context of terrestrial multicultural civilization;
- linguocultural foundations of intercultural communication theory;
- interdisciplinary nature of intercultural communication at the junction of such sciences as cultural studies, psychology, linguistics, ethnology, anthropology, sociology, each of which uses its own approaches to their study;
- to know the applied nature of intercultural communication (the goal is to facilitate communication between representatives of different cultures, to reduce potential conflict);
- forecasting and overcoming conflict situations in the course of intercultural communication;
- consideration and ways of overcoming stereotypes of foreign language cultures.

As a result of studying this discipline, the student should be able to be aware of problems of modern multilingual and poly-confessional earthly civilization in the era of globalization;

- to understand national mentality and ethics of intercultural communication;
- apply intercultural communication and stereotypes of foreign language cultures;
- to analyze specific features of international communication cultures with to provide optimization of communication and adequate overcoming of language problems;
- to search and analyze sources on a given topic using the latest achievements of cultural linguistics;
- to determine the place of intercultural communication theory in modern linguistic paradigm.

As a result of studying this discipline, the student must possess:

- skills of socio-cultural and intercultural communication, ensuring the adequacy of social and professional intercultural contacts;
- intercultural communication

bilingualism and its sociolinguistic problems;

- the idea of organizing group and collective activities to achieve the common goals of the work team;
- understanding of the leader's role and responsibilities associated with it.

Potential of such disciplines as Basic Foreign Language in the context of intercultural communication; - Foreign language (second) (German, Chinese, Turkish, Korean), and so on, is revealed, first, in their communicative focus. When describing didactic characteristics of a virtual learning environment, the principles of visibility and immersion can be distinguished as components [17, 3 p.], ie. educational process participants gain personal experience close to the real situation experience. Immersion in the language environment is recognized as an effective method of teaching a foreign language, which means, in our case, an effective method of developing intercultural competence: the most effective way to learn a language is to participate in a community in which the target language is used to communicate in a real context. In such an environment, the language learners are left with no place to hide. They are forced and encouraged to think, speak, and write in the target language. In other words, they become immersed in an input-rich, natural, and meaningful context in which the target language can be acquired spontaneously [18, 58 p.].

Previously, this was only possible within real communication to a native speaker or during an abroad trip. With the advent of the virtual educational environment, a student can quickly immerse himself in an artificially created language environment no matter where he is.

After analyzing the content of digital educational resources posted on the virtual educational portal in these disciplines, we concluded about its significant potential for developing the competence under study. So, a significant place in these courses is occupied by topics involving texts and dialogues of intercultural orientation, for example, the discipline "Foreign language (second)" - the Turkish language textbook *Yedi İklim Türkçe (seviye A1)*, texts and dialogues on the following topics: "Turkish wedding" (*Türk düğünü*), "Education system in

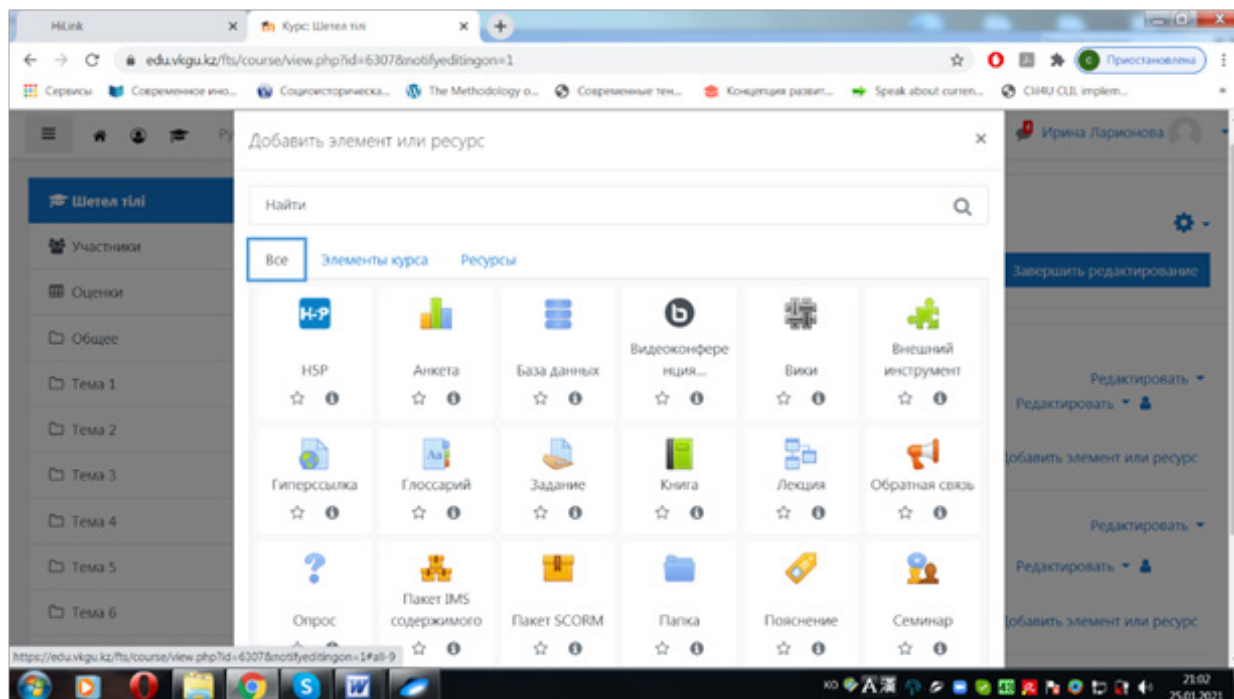


Figure 1. Example of a content page in the virtual educational environment of NAO VKU named after Sarsen Amanzholov, subject “Foreign language”

Turkey” (Türkiye’de eğitim sistemi), “Traditional Turkish cuisine” (Geleneksel Türk yemekleri), Sightseeing in Turkey (Türkiye yerler). Korean language textbook for Kazakhstanis (카자흐스탄인을 위한 종합 한국어 1), texts and dialogues on

the following topics: “Solar and lunar calendars in Korea” (양력과 음력), “Korean money” (한국의 돈), “Doljanchi” (First birthday party) (돌잔치), “Telephone numbers in Korea” (재미있는 전화번호).

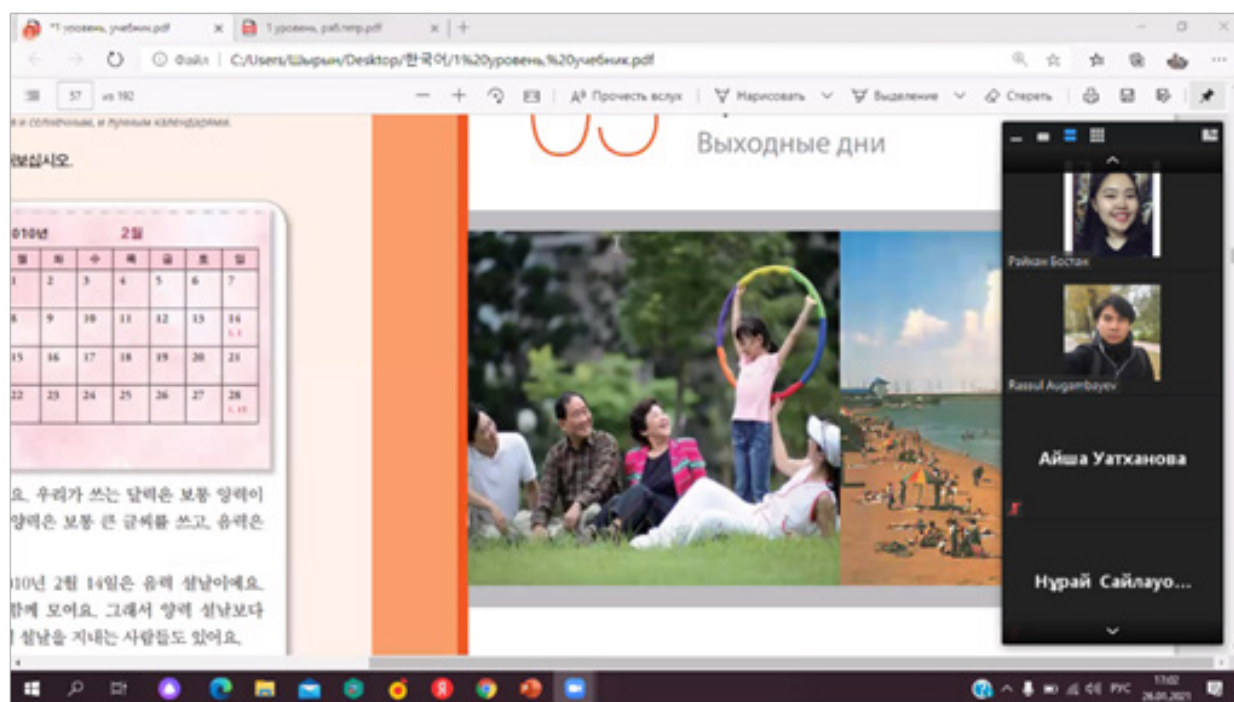




Figure 2. Lesson on the subject “Foreign language (second, the Korean language class)” in the virtual educational environment of NAO VKU named after Sarsen Amanzholov, ZOOM conference mode

Certain communicative potential for developing the competence under study is contained in the resources (elements) of the virtual educational environment. So, developing content for subjects of educational programs 6B01703 Foreign language: two foreign languages and 6B02301 Translation Studies, a teacher, planning a student's educational work, can add such elements (resources) as a questionnaire, database, video conference, Wiki, external tools, hyperlinks, glossary, assignment, book, lecture, feedback, survey, IMS package, SCORM package, folder, explanation, seminar, page, test, file, forum, chat, and so on (see Fig. 1 Example of a content page in the virtual educational environment of NAO VKU named after Sarsen Amanzholov, subject "Foreign language").

Training in the subjects of educational programs 6B01703 Foreign language: two foreign languages and 6B02301 Translation Studies is carried out at the virtual educational environment (portal) of the university through ZOOM. Video conference is a form of networked pedagogical audio-visual interaction between all participants in the pedagogical process through networked audio-visual technologies. Videoconferencing allows participants to bring mediated communication closer to live, direct, thereby increasing the productivity of the teacher-student interaction. The features of organizing video communication include the following: - broadcast video communication that is possible with only one participant; - broadcast video communication that is possible with several participants (the quality of video communication is ensured on low-speed and unstable lines, including the Internet).

Advantages of video conferencing include [12, 117 p.]: - versatility – such conferences do not require specialized equipment; - availability - the real cost of the organized communication (registration in the system is free, a client application is free, incoming calls are free); - the quality of video conferencing on standard communication lines; - user-friendly interface that does not require special knowledge; - multi-point communication between subscribers via e-mail addresses; - mobility - listeners can

communicate with each other from anywhere, they only need Internet access.

Researchers [16, 18 p.] refer to the following types of conferences: - standard conference (with two users participating); - group conference (with several users participating at the same time); - broadcast (a broadcasting session from one user to many users). The teacher-organizer can control the microphone, i.e. can organize audio perception and video for all conference participants, create a kind of linguo-phone class for practicing listening and reading skills, demonstrate the screen of his (her) digital device to show various information materials (including audio and video materials, presentations, an electronic version of a textbook, visual materials) (see Fig. 2 Lesson on the subject "Foreign language (second, the Korean language class)" in the virtual educational environment of NAO VKU named after Sarsen Amanzholov, ZOOM conference mode).

When organizing a dialogue in a virtual educational environment, certain rules must be observed such as the transmitted information should be, if possible, unambiguous, not containing contradictions and/or ambiguous information; - one should not truncate the most important information in order to avoid discomfort or anxiety within the system; - it is necessary to try to learn more about how others understand our actions, how they react to our statements. If necessary, one should ask again, making clarifying questions.

As for the textual (written) content of the subjects, when filling them, teachers take into account the following rules - in written speech, all significant connections and thoughts must be disclosed and reflected, therefore, more systematic, logically coherent presentation is required; - in written speech, everything should be clear solely from its own semantic content, from its context; - one cannot refer to speculation and understatement; - written speech requires special thoughtfulness, fluency, and conscientiousness.

In the context of oral communication, the interlocutor helps to regulate speech. Direct contact with the interlocutor in a conversation quickly reveals misunderstanding; the reaction of the listener (involuntarily for the speaker) directs his speech in the right direction, makes

him dwell on one thing in more detail, explain another thing, etc. In a written speech, this direct regulation of the speaker's speech by the interlocutor or listener is absent. The writer must independently determine the structure of his speech so that it is understandable for the reader.

Conclusion

Thus, after analyzing the capabilities of a virtual educational environment, we concluded about its general focus on effective developing communicative competence of all participants of the educational process. The communicative nature of a virtual educational environment is realized through its purposes, structure, content, and forms of interaction between communicants. Intercultural competence is an element of communicative competence, and taking into account the specifics of its structural components, a virtual educational environment allows providing conditions that are of paramount importance for developing the competence under

study. Cloud platforms for video conferencing, which are actively used in teaching all the subjects within educational programs 6B01703 Foreign language: two foreign languages and 6B02301 Translation studies, allow online communication in an accessible format in real-time, and this can serve as a fundamental factor when choosing a platform for teaching students foreign languages and culture online.

Such platforms offer communication software that integrates video conferencing, chat, and collaboration between students and teachers using a wide variety of functions provided by the platforms, by both sides of the educational process. Thus, a virtual educational environment seems to be a fairly effective environment for developing intercultural competence, since it allows one to maintain the most important and fundamental factor in the success of acquiring basic skills and abilities as communication, without which it is impossible to master language competence, which is the main result of teaching a foreign language.

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**Тілдік мамандықтар студенттері арасында коммуникативті құзыреттілікті қалыптастыру
құралы ретінде виртуалды білім беру ортасының коммуникативті әлеуеті
(екіншісін оқыту мысалында шет тілдері)**

Андатпа. Мақалада виртуалды білім беру ортасы арқылы мәдениетаралық құзыреттілікті қалыптастыру проблемасының жай-күйі талданып, «мәдениетаралық құзыреттілік», «мәдениетаралық коммуникация», «виртуалды білім беру ортасы» іргелі ұғымдары анықталған; зерттеліп отырған мәселе бойынша қазіргі заманғы отандық және шетелдік ғалымдардың идеялары қарастырылады, мәселеге әр түрлі көзқарастар талданады. Мәдениетаралық құзыреттілікті мәдениетаралық коммуникацияға сәтті қатысу үшін қажетті дағдылар ретінде анықтай отырып, оның құрамына қарай үш компонент бөлінеді - білім, білік, дағды. Жоғарыда аталған компоненттердің барлығын тиімді қалыптастыру үшін, ең алдымен, білім беру үдерісі қамтамасыз етуі керек арнайы жағдайлар қажет деп есептей отырып, авторлар виртуалды білім беру ортасының мүмкіндіктеріне технологиялар жиынтығы ретінде, білім беру және оқу процесінде қолданушы (мұғалім мен оқушының) іс-әрекетінің барлық мүмкін формаларын қамтамасыз етуге арналған функционалды толық жүйені құрайтын ақпараттық ресурстар мен мәліметтер құрылымы. Мақаланың екінші бөлігінде авторлар 6B01703 Шетел тілі: екі шет тілі және 6B02301 Аударма бағдарламаларына түскен студенттердің мәдениетаралық құзыреттілігін қалыптастыру үшін виртуалды білім беру ортасының ерекшеліктерін, құрылымын және әлеуетін талдайды.

Түйін сөздер: мәдениетаралық құзыреттілік, мәдениетаралық коммуникация, виртуалды білім беру ортасы, шет тілі, бейнеконференция, электронды ресурстар.

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**Коммуникативный потенциал виртуальной образовательной среды как средство
формирования коммуникативной компетенции у студентов языковых специальностей
(на примере обучения вторым иностранным языкам)**

Аннотация. В статье приводится анализ состояния проблемы формирования межкультурной компетенции средствами виртуальной образовательной среды, определяются основополагающие понятия «межкультурная компетенция», «межкультурная коммуникация», «виртуальная образовательная среда»; рассматриваются идеи современных отечественных и зарубежных ученых по исследуемому вопросу, анализируются различные подходы к проблеме. Определяя межкультурную компетенцию как умения и навыки, необходимые для успешного участия в межкультурной коммуникации, в ее структуре выделяют три составляющие - знания, умения, отношения. Предполагая, что для эффективного формирования всех вышеперечисленных компонентов нужны особые условия, которые должны обеспечиваться, в пер-

вую очередь, учебным процессом, авторы обращаются к возможностям виртуальной образовательной среды как совокупности технологий, учебно-информационных ресурсов и структур данных, образующих функционально полную систему, призванную обеспечивать все возможные формы деятельности пользователя (педагога и учащегося) в процессе учения. Во второй части статьи авторы анализируют, особенности, структуру и потенциал виртуальной образовательной среды для формирования межкультурной компетенции студентов, обучающихся по образовательным программам «6В01703 Иностранный язык: два иностранных языка» и «6В02301 Переводческое дело».

Ключевые слова: межкультурная компетенция, межкультурная коммуникация, виртуальная образовательная среда, иностранный язык, видеоконференция, электронные ресурсы.

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