

# Some aspects of formation of metacommunicative competence in the process of professional training

## Algunos aspectos de la formación de la competencia metacomunicativa en el proceso de formación profesional

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### Contents

- [1. Introduction](#)
- [2. Methodology](#)
- [3. Results](#)
- [4. Conclusions](#)

[Bibliographic references](#)

#### ABSTRACT:

In this article, the specifics of the metacommunicative approach in the sphere of higher professional education are examined. The result of foreign language teaching should be intercultural communication, which fosters the formation and development of the subject of intercultural communication. The aspects of the metacommunicative component in discourse and communication are examined, and the specifics, properties, functions and structural component of metacommunication are analyzed as a complex organization of educational material for implementing the system of innovative educational methods in development language education. The analysis of the concepts of metacommunication, metacommunicative approach, metacommunication competence allowed to clarify the content of the key concept of this study.

**Keywords:** Foreign language education, the subject of intercultural communication, metacommunicative competence, intercultural and communicative competence, development, organization.

#### RESUMEN:

En este artículo, se examinan los detalles del enfoque metacomunicativo en el ámbito de la educación profesional superior. El resultado de la enseñanza de lenguas extranjeras debe ser a través de la comunicación intercultural, que fomenta la formación y el desarrollo de la comunicación. Se examinan los aspectos del componente metacomunicativo en el discurso y la comunicación, y se analizan las características, propiedades, funciones y componentes estructurales de la metacomunicación como una organización compleja de material educativo para implementar el sistema de métodos educativos innovadores en la educación del lenguaje para el desarrollo. El análisis de los conceptos de metacomunicación, enfoque metacomunicativo, competencia de metacomunicación permitió aclarar el contenido del concepto clave de este estudio.

**Palabras clave:** educación en lengua extranjera, tema de comunicación intercultural, competencia metacomunicativa, competencia intercultural y comunicativa, desarrollo, organización.

## 1. Introduction

The current state of development of society is characterized by a high degree of uncertainty,

uneven processes in the economy, large-scale social crises, contradictory decisions in business and politics both in America, Europe, and Russia. The contradictory development of social and economic processes requires a high level of tolerance from the modern labor subject to any innovations in the current situation, to its indefinite criteria, functional and procedural characteristics (Sevenyuk, 2013). These trends in the development of society have contributed to a change in the educational paradigm in the world. From the second half of the twentieth century, a competence-oriented education emerged (Hymes, 1972). The activity approach allows you not to lose the importance of the immediate parameters of the situation and the person's reaction to it when forming a specialist. The adherence of teachers to abstract algorithmization of methods for determining the level of mastery of competence demonstrates the period of mastering by them the skill of identifying the structural components of specific competencies and adherence to the experience of formulating valuation means through ZUN. As a result, the future specialist does not have the ability to use his competence effectively and broadly in situations that go beyond formal prescriptions that are poorly similar to those claimed (Zinchenko, 2007; Parfenova, 2015; Parfenova, 2013). This characterization of the personality as an ability to respond positively, productively and consistently to the situation of uncertainty can be attributed to meta-competencies - abilities in the independent organization and transformation of structural units of activity, temporary and spatial organization of activity, self-organization (Enkova, 2011; Hymes, 1972). That is, the ability to flexibly and benevolently approach any problems of the current moment becomes a key to person's mental health and professional success. In this regard, the practice of developing and maintaining tolerance among students for uncertainty is becoming increasingly important. Tolerance is a property of a person, revealing his ability to actively accept the real world in all diversity, without passive adjustment and reshaping "in his own way". A person tolerant to uncertainty acts productively in an unfamiliar environment, with a lack of information assumes responsibility. The psychological meaning of this property is that the behavior of a tolerant person is multivariate. Accordingly, the intolerant person is inclined to perceive complex and unusual situations as threatening, lack of information or its ambiguity bring discomfort to such a person (Bykova, 2013).

The following functions of tolerance:

- Reflects the variability of the world;
- Determines the relationship with emotional stability and confident behavior;
- Provides basic processes of identification, trust, emotional acceptance and adaptation, understanding of social sensitivity and distance, mediation and cooperation management;
- Focuses on the values and ethical norms of large groups;
- Optimizes social communications and relationships (Chicker, 2007).

Thus, the development of tolerance among young people studying at the same time is a pledge of her personal and professional success and an imperative requirement to the psychological and pedagogical resources of the educational environment (Parfenova, 2015).

Foreign language education should take into account all the demands of society. Modern theory and practice of teaching a foreign language pose a problem of a new quality of a foreign language teacher, which faces the need to master modern technologies. Such possession, the ability is assessed as a component of professional education. One of the most important tasks of the modern education system is the formation of competencies (universal knowledge, skills, and skills) in the learner that enable him to act freely in various situations, and also see the situation as a field of various own actions to transform it. If the competence is considered as a set of knowledge, skills, learned in the learning process, then competence is an integrative quality of personality, which allows it to successfully realize the acquired knowledge, skills, practical experience in the activity. At the core of the organization of foreign language education, a purely communicative approach has long been recognized as a way of organizing the learning process, oriented toward the formation of skills and abilities of speech activity, i.e. skills and abilities to construct a language statement in the studied language.

The main attention in this context was paid to teaching the skills to operate with the linguistic material. This is an approach in which the process of teaching the language is aimed at the formation in the students of lexical, grammatical and phonetic skills, which act as a psychological component of a foreign language spoken and written. However, this approach has become insufficient for the formation of intercultural communication. The lack of a communicative approach for sectoral foreign language education is associated with an attempt at a one-sided approach to learning communication in the language of study. Language in this approach is an instrument of education and communication that allows penetrating into the culture of the people of the language being studied, which does not always guarantee to future teachers the full participation in intercultural dialogue. There was a need to implement a foreign language education in the triad of language, culture, and personality. Kunanbaeva (2005), which reveals the deep, organic unity of language and culture, having in the educational process a general goal-oriented direction for the formation of conceptual thinking, characteristic of the subject of intercultural communication. Formation of communicative competence of students refers to the main tasks of educational institutions of all levels. Effective possession of native and foreign languages is included in the notion of communicative competence, formed in the classroom on the subject "Foreign language" (Krestinsky & Bogatyrev, 2015). The very concept of communicative competence refers to variable defined, dynamically developing concepts (Mido, 2011). At the same time, the interdisciplinary and intra-disciplinary notion of communicative competence is becoming increasingly ambiguous in pedagogical discourse, which can lead to misunderstanding and devaluation of one of the intensely loaded concepts of modern education. The analyzed of students' educational needs, taking into account the actual level of their communicative readiness and the actual tasks and perspectives of teaching the language for special purposes (ESL / ESP), is the basis for teaching foreign languages that determines the ensemble of grammatical, sociocultural, discursive rules and communicative strategies that make up the content of teaching and defining methods of teaching and assessing the level of mastery of communicative readiness (Canale & Swan, 1980).

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## 2. Methodology

A communication model can serve as a key element of research and assessment of educational needs, as well as the development of a pedagogical (linguodidactic and methodological) strategy for the formation of communicative readiness as part of communicative competence. The brief overview of the basic models of communication presented in the article outlines the panorama of complementary and complementary model methodological models and schemes, which has explanatory power both in relation to the discontinuity of the specific content of broad-based interpretations of communication concepts and communicative competence in their intertwining and interaction, and in the organization of diagnostics and analyzed of educational needs of students, as well as the rationale for rational choice of content and teaching methods / technologies and communication. The communication model can serve as a basis for the development of methodological support aimed at mastering the relevant assembly of components by the students - the sub-competences of the target communicative competence (Krestinsky and Bogatyrev, 2015). Pedagogical principles, methods, and programs for the formation of competences of students should be consistent with the data and achievements of sciences, the content of which teaches educational disciplines (Shakhnarovich, 2010). In this connection, the purpose of the scientific theory of language and communication can be comprehended in the images of a kind of "creative laboratory" and carrying out control and control in relation to the tasks of language training for students in the "control room" models of the formation and evaluation of the level of the desired communicative competence. The concept of communication, even in abstraction from its logically "paradoxical nature" (Hunter, 2005), is one of the widely and ambiguously interpreted in the contexts of teaching native and non-native language and communication culture (Tikhomirova and Bogatyrev, 2015). The paradox of the modern concept of communicative competence in education is that in its integrity and completeness of functions it simultaneously refers to special, interdisciplinary, transdisciplinary, compensatory and so-called "general" competencies. In

this connection, an attempt is proposed to systematize the most common contrast models of communicative competence, primarily in the context of teaching languages and the formation of foreign language and other cultural or intercultural communicative competence (as a responsible implementation of competencies) (Shchukin, 2012).

In the definition of verbal communication, communicative competence as the goal of language training, scientists primarily emphasize intersubjective, subject-subject, social character of interpersonal communication, interpreted as an exchange of meanings (Goihman, 2012; Shekhter, 2005). It is no accident that the second language is called "secondary socialization" of the individual (Shakhnarovich, 2010). It is the social content of speech readiness that motivates the introduction of the notion of communicative competence (Hymes, 1971; Hymes, 1972). The concept of language personality as a subject of speech communicative actions is being developed (Bogin, 1980). Communication is seen as an event, process, and result of interpersonal communication, mutual exchange in reflection and the establishment of meanings (English negotiating for meaning). As a rule, a key role in the interpretation of communication is assigned to "speech action" (Hunter, 2005). The introduction of the concept of (purposeful) communicative action allows avoiding not always justified homonymy with the notion of "speech act". The communicative readiness of the individual is determined through the implementation of effective action or interaction at the level of solving problems of interpersonal communication. On the other hand, the communicative nature of the speech action is considered as determined by the realization in communication and as defined in the meta-communicative reflection on the communicative act and scheme of action. Recall that in the linguodidactic model the level of communicative readiness correlates with the level of development of the reflective readiness of individual (Bogin, 1993).

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It also seems appropriate to single out a special group of competencies in the communicative sphere that put forward special criteria for assessing the quality of communication and the level of the formation of communicative readiness. For example, in the set of special components of the complex "information and communication" competence include the mastery of information, computer literacy, etc. In this connection, it is appropriate to introduce the distraction of communicative failure (fatal failure in communication) as consequences of not mastering the technical medium (computer) and as a consequence of not mastering the communicative component interaction with the undoubted possession of a technical one. In the case of improper identification of these two components of the experience, the explanatory power of the ICT competence model seems insignificant. Reductionist ideas about the essence and structures of communicative competence and competence have their consequences deformation of the notions of the competence of the communicative sphere.

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### **3. Results**

The source of the growth of communicative readiness is not only the practice of speaking but also the teaching of reflection over schemes of semantic formation and text formation. The role of circuit-forming reflection in the formation and development of communicative

readiness requires today complete comprehension and, first of all, in the linguistic-pedagogical foreshortening (Bogin, 1989). Socialization and personal growth of a student in mastering the language of culture are two interrelated and interrelated processes (Changjuan, 2010). Below we will focus on (meta-communicative) reflection on the basic models of communication as the basis for the formation of communicative competence of students (primarily at the task level and not at the latest - at the level of choice of technologies, teaching methods and criteria for evaluating results). Primarily, models are oriented to the text as the main form of communication as a process and to the speaker as a source of communicative activity (Shakhnarovich, 2010). The brief survey of communication models of the widely spread scientific linguistic and methodological literature on the market made it possible to identify ten mutually complementary and complementary types of communication models. First of all, we turn to the functional model of R. Jakobson's language, which, on the one hand, develops a general model of communication, and on the other hand it has served as a synthesis of the experience of many linguists and philologists.

In modern language education, the metacommunicative concept of teaching a foreign language continues to remain a priority, implying a departure from the absolutization of the communicative approach and communicative competence as the main goal of teaching the language. A number of scientists note that the result of teaching a foreign language should be intercultural communication, which fosters the formation and development of an interculturally-oriented personality, i.e. personality, freely oriented in the values of different cultures. The generalized characteristics possessed by such a person include respect for all cultures, acceptance of the values of another culture, orientation in the values of one's own culture and other cultures, understanding of thoughts, feelings, a behavior of its representatives possessing the skills of cooperation. Awareness of the need to uncover mechanisms that ensure the formation of new cognitive linguo-cultural mental structures in the assimilation of another language and the obligation to restructure the primary consciousness on the basis of the native language to intercultural and linguistic consciousness in order to ensure the formation of such a qualitative and educational result as intercultural and communicative competence to the level "Subjects of intercultural communication", predetermines the legitimacy of the analysis of the developed methodologies and the theories of communicative linguistics offered by various Russian schools of cognitive linguistics. The initial postulates of these schools in determining the basic setting are the following assumptions:

- Firstly, since thinking is non-verbal, but we are thinking "concepts" that are coded units as components of the universal objective code;
- Secondly, through the semantics of linguistic signs, it is possible to penetrate into the concept of the sphere of people, the people and to discover the specificity of national group individual thinking.

There are the following most well-known trends in modern Russian cognitive science, which depending on the choice of a particular scientific and industrial position, the research angle of view (cognitive semantics, semasiology in cognitive science, linguistic conceptology, etc.), interprets and explores the cognitive structure and mechanisms of thinking actions, taking into account national-cultural and universal human features and the reflection of objective reality in the mental activity of peoples. Proceeding from the general interpretation of the basic units of cognitive science ("concept" - the global unit of thinking activity, the conceptual unit of the concepts here, in the act of speech only the relevant part of the "concept" in the form of "value" is verbalized as a unit of the semantic space of the "concept", fixed with a linguistic sign for purposes communication (Kunanbaeva, 2017).

The implementation of the intercultural and communicative approach in the metacommunicative model of foreign language education allowed us to attract authentic language materials (printed and electronic) as educational materials for the classes, which contain information of a regional and cultural nature, the form and content of which promotes intercultural communication, prepares students for a "dialogue of cultures" (Kunanbaeva, 2016). As experience has shown, in the system of working with authentic language materials, the student should make maximum use of the content of the teaching

material. We were convinced that each source of linguistic material provides an outlet for studying lexical, stylistic, grammatical structure. In this study, we want to focus on the formation of a metacommunication approach. We studied the aspects of the metacommunication component in discourse communication, and also analyzed the specifics, properties, functions and structural component of metacommunication (Bergelson, 2001).

Metacommunication (from the group  $\mu\epsilon\tau\acute{\alpha}$  - after, for, between, from Latin communicate - to do general, connect, communicate), i.e. refers to a special kind of communication. Its characteristic feature is that the communication process itself is the process of communication itself. Metacommunication is aimed at explaining communication in its own ways and means and allows you to look at communication from outside and comprehend it. In many of the sources referred to in our study, it is noted that in linguistics the term "metacommunication" appeared in the 1950s. In XX century, this was due to the first attempts to comprehend the phenomena of meta-knowledge, metatextuality. The term "metacommunication", represents all the statements and judgments exchanged by participants in a communicative act, where he invests such components as code and relations between communicants (Bateson, 2005). As the researcher notes, metacommunication includes:

- a) Comment on the content of communication;
- b) Reflection of interpersonal relations between its participants, where their opinion relates about each other, about the situation, about the subject of communication.

Such inclusion of a kind of subtext, which gives a secondary, implied meaning of verbal information, transmitted explicitly, expressing the speaker's attitude, R. Jakobson calls metalanguage operations. That is, for the recognition of this kind of meaning, it is necessary to be able to analyze metacommunication, to represent it in a procedural way and to integrate it.

Structured metacommunication in the following parameters:

- Communicative process and unintentional one (occurs unconsciously);
- Type of information coding: metacommunication is divided into verbal (the analysis and subsequent commenting of any elements of the communicative process is carried out with the help of language tools) and non-verbal (their comment or explanation takes place through extralinguistic methods);
- Form of communication: identify the immediate (participants in the communication situation themselves analyze and comment on the communication process) and indirect metacommunication (these actions are performed by a certain third person or persons);
- Implementation time: distinguish instant (analysis and comment components of the communicative process occur immediately) and delayed metacommunication (these actions occur later, after the completion of the act of communication);
- Way information is expressed: there is an explicit (it is in direct reference to one's own or another's communicative action) and implicit (which is an indirect reference to any component of the communication process) metacommunication;
- Form of the existence of the language: distinguish between oral and written metacommunication (this parameter implies a further delineation of the types of metacommunication, as will be discussed below);
- Presence or absence of intention: metacommunication is divided into intentional (it implies an informed comment and an explanation of an element).

To realize these goals of teaching foreign languages, it is necessary to form a metacommunicative competence (Dubrovchenko, 2016). A student to master this competence should comprehend the communicative situation as a whole and its individual parts, as well as be able to evaluate both his communicative behavior and utterance and the behavior and statements of other participants in the interaction. In the structure of metacommunicative competence, an important component is a reflexive component, which requires the communication of the communicant to one's own communicative actions. This

implies the observation of the subject of metacommunication and the process of the flow of primary communication. First of all, metacommunication arises in conditions of intercultural and interlingual contacts, in particular, when studying a foreign language and translation. The formation of metacommunicative competence among students - future teachers requires the development of skills in the ability to associate with the initial communication. Hence the important characteristic of metacommunication - the nonintegral nature of the communicative process. It is necessary to remember what role one and the other participant in the conversation choose. One of them acts as a subject, and the other, or others, as an object of communication.

At the same time, the communicant, that is our student, should master the metacognitive mechanisms of conscious use of his competence in the communicative situation. The subjective nature of metacommunication involves a subjective, individually conditioned view of the speaker or a writer on the communicative process (Ostapenko, 2013). Metacommunicative competence should be used in various communication situations, the choice of its ways and means allows one to look at communication from outside and comprehend it. The ideas and data of our own research available in the scientific literature suggest that the development of metacommunication competence includes:

- a) The formation of a certain reserve of background knowledge among students, which form the basis of intercultural communication;
- b) Mastering of lexical units by students, in which intercultural concepts are verbalized;
- c) Mastering certain patterns of behavior in situations of intercultural communication.

The concept of metacommunication competence, considered by us, assumes the following most important characteristics:

- Always a subject-subject interaction;
- There is a solution of productive problems (comprehension of new meanings and meanings);
- A deep level of relations is assumed.

The characteristics of metacommunication competence can be considered as structural elements that are closely intertwined. Summarizing various approaches and content characteristics of the development of the metacommunicative competence of university students, it should be noted that competence is a knowledgeable perception of the other as itself, professional dialogue at the sectoral level; communicative-discursive approach to the study of linguistic manifestations of the human person in the process of communication. Competence acts as a measure of the realization of human potencies, the basis for the development of a common culture of the individual (Hofstede, 1983). We associate the effective development of the metacommunication competence of future specialists in foreign language classes with the development of a set of pedagogical tools. The development of metacommunication competence is a complex multifaceted process. Pedagogical means of teaching in this process has an important role. By pedagogical means, we mean various material objects, including artificially created specifically for educational purposes and involved in a foreign educational process as information carriers and a tool for the activities of the teacher and students. The main didactic purpose of teaching aids is to accelerate the learning process of the curriculum and contribute to its consolidation, that is, to bring the learning process closer to the most effective characteristics, for example, in teaching foreign languages, to create a learning situation for communication in an intercultural environment.

Analyzed of the concepts of metacommunication, metacommunication, metacommunication competence, which we undertook on the pages of the study, allowed us to clarify the content of the key concept of our study "the formation of metacommunication competence in the process of vocational training. Under the formation of metacommunicative competence of students in the process of vocational training, we mean a purposeful, continuous and consistent, pedagogically organized process of mastering the lingua of professional material, the knowledge of professional vocabulary, the ability to navigate in the situation of sectoral communication, the formation of a value attitude to the culture of the country of the studied language and to one's native culture. In our study, we distinguish the following components



in the structure of metacommunication competence: the personal component consisting of the motivational, reflexive, axiological, cognitive components, and the operational component as the basis of practical knowledge and skills, which in turn consists of informative, instrumental and subject components.

The content of the reflexive component is the student's desire to learn a foreign culture, the desire to improve the metacommunicative skills that are associated with the person's cognitive and communicative behavior, as well as feelings of personal responsibility for the result of the activity.

The axiological component is aimed at the formation in the student of value orientations on the knowledge of a foreign language from the standpoint of metacommunication, the development of a structural and functional model for the formation of metacommunicative competence, as well as in the formation of its worldview and moral beliefs. The basis of our research is the axiological approach, which we consider as an integrative way of cognition and the principle of studying phenomena and objects from the standpoint of their value for the upbringing and development of the student's personality. The cognitive component assumes an understanding of the professional tasks facing the trainee, requiring mastering of the foreign metacommunication competence. Ideas of probable changes in professional activity in the conditions of constantly changing social environment, the features of which are structured and functional, integrity, level, technology, humanistic orientation, and knowledge of linguocultural material.

An information component that includes knowledge of the ways of forming and improving a foreign culture based on the use of information and communication technologies is included in the operational component of mastering foreign language education.

Each of these components contributes to the solution of specific tasks of forming metacommunication competence, which is simultaneously expanding, deepening and more closely interacting with each other. An important manifestation of the formation of metacommunication competence is the ability to evaluate the final and intermediate results of their actions, as well as the ability to adjust their actions. It is connected with personal self-regulation of a person, presupposes a high level of self-awareness, adequacy of self-esteem, reflexivity of thinking, independence, organization, purposeful personality, the formation of its volitional qualities. Thus, the formation of metacommunicative competence among students was carried out by stimulating the students' exit into a reflective position. This, in turn, involves the formation of certain behavioral tactics among students. Metacommunication tactics and strategies as a result of the process of forming metacommunicative competence among students lead to the development of communicative-supporting strategies that ensure conflict-free, the tolerant behavior of students, adequate to the humanistic goals of communication. The strategic aspect includes the ability to work together between persons of different nationalities, which implies the mastery of strategies for developing a common meaning for participants in the formation of metacommunicative competence based on knowledge of the main national stereotypes, civic tolerance of prejudices and generalizations affecting the formation of metacommunicative competence; the ability of a bilateral vision of the same situation from the point of view of the value systems of different cultures. The result of this synthesis is the skill associated with the ability and willingness to discover something new, to receive and interpret knowledge about one's own and other cultures, as well as the ability to create a positive background of communication and to resist negative stereotypes.

At the same time, we consider the basic laws governing the formation of metacommunication competence: the integrity of the pedagogical conditions imposed on the metacommunity aspect of the functioning of the metacommunicative component in modern pedagogical discourse as one of the means to ensure the successful implementation of the utterance (Romanov, 1990).

This approach allows forming a new quality of the process of foreign language education, which makes it possible to intensify and optimize the learning process both in terms of acquiring linguistic knowledge, communicative skills, and in terms of metacommunication competence. An important place in the formation of metacommunicative competence is



occupied by research methods. This is a pedagogical operation aimed at developing students' research skills. The content of the material is based primarily on the problematic principle with the gradual complication of the concepts, methods, and communication skills necessary for its assimilation from the problem to the problem. Involved in the research process, students independently acquire knowledge, put forward ideas together, use the acquired knowledge and skills in new standard or non-standard situations, create, learn to formulate their thoughts and ideas and respect the opinions of others. If the work is built in a group form, then it develops such qualities as cooperation, goodwill, responsibility and a sense of collective responsibility, tolerance, internationalism.

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## 4. Conclusions

The availability of research activities in each lesson helps to develop an interest in learning foreign languages. In the process of work, each student is included in the study of the proposed material and in the search for new information, in "obtaining" new knowledge. All this develops the interest in the subject and gives a huge stimulus to the active assimilation of knowledge. In the process of work, the teacher is faced with the task of teaching the culture the fulfillment of tasks. The research method in the context of our work is nodal and is understood as a pedagogical activity requiring the consideration of mentality, linguistic consciousness with respect to another's culture, aspiration for knowledge of the culture of other peoples.

Formation of metacommunicative competence leads to the activation of linguistic thinking, development of attention, creativity. Students are encouraged to work with supports, and students work not only with the supports that are ready for them, but they also create support for grammatical and lexical topics. Through this method, students develop the ability to analyze and synthesize the material studied. The new support should not only be properly constructed in terms of grammar and vocabulary but also aesthetically designed. Carrying out roundtables on problems of general pedagogy in the role-playing game, we offer students to act as an outstanding teacher or music teacher, summarizing the "autobiography", making a "self-assessment" of their contribution to pedagogy, giving recommendations to the "future generation", etc. In accordance with the goals and objectives of the training, we selected special educational, professionally directed assignments that develop students' initiative, independence and creativity.

The purpose of vocational training for students of a higher education institution, which is foreign-language in particular, is an intercultural personality with a system of values of an intercultural nature. Based on the analysis of social trends, the nature of the professional activity of a modern specialist, the following intercultural values were identified in the study:

- Intercultural interaction (based on intercultural sensitivity, expressed in sensory perception and acceptance of cultural differences);
- Intercultural understanding (understanding of the nature of cultural differences and harmonization of diverse interests and points of view in the process of cooperation);
- Intercultural complementarities (based on the principle of complementarity, allowing to integrate and enhance the cultural potential of the individual through the use of cultural diversity in the world).

Considering that cognitive activity of a person in its linguistic development is regarded as a universal quality, but with the individual character of its flow, effectiveness and the formation of an individual picture of the world of another linguosocium, it is also legitimate that its cognitive activity is characterized by that, firstly, for awareness of the elements of alien culture the subject relies on the formed cognitive strategies of his culture as the basic cognitive images. Secondly, the IWC subject uses already mastered cognitive images and knowledge of the new culture of the country of the studied language and takes possession of the unknowns in the indicium. Third, it focuses on new knowledge about his own culture discovered in the process of cognition of alien culture and universal data on the general mental consciousness (Kunanbaeva, 2016). In formation of metacommunicative competence

of future teachers, it is also significant that in the course of such restructuring, new cognitive structures are formed in the consciousness of the subject of the IWC, reflecting the perception and understanding of the language and the world of another linguosocium, as the essence of learning and the formation of intercultural communication consists in the construction in the cognitive system of the recipient (trainee) of secondary constructions - knowledge, which would be related to knowledge of the world of the speaker (a representative of a different socio-cultural community).

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[Index]

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