

**DEVELOPMENT OF CROSS-CULTURAL COMMUNICATION SKILLS  
AS THE BASIS IN THE FORMATION OF MULTICULTURAL PERSONALITY  
IN THE CONTEXT OF THE MODERNIZATION OF KAZAKHSTANI EDUCATION**

*In the globalized world the educational system should train students to cooperate and communicate with people of various nationalities, races, religions, however keeping their national identity and nativeness. In other words, students should be trained for life in multicultural context. Various communication practices with foreigners show that even profound knowledge of foreign language can't exclude misunderstanding and the conflicts with language speakers. Successful contacts with representatives of various cultures are impossible without knowing culture specifics and practical skills in cross-cultural communication. To implement productive intercultural communication, based on the account of its linguistic and psychological characteristics, future specialists should have intercultural communicative competence. The problem of formation and development of future specialists' intercultural communicative competence in the sphere of communicative behavior of representatives of collectivist and individualist cultures serves as the keynote of the research. The article contains information on national specifics of etiquette in business communication in the English-speaking countries and in Kazakhstan. The etiquette is the most important component of communication culture, its organizing beginning. Etiquette norms in traditional society penetrate practically all everyday life of an individual, defining his behavior. Authors marked out the basic principles of the traditional Kazakh etiquette which are the contents of the adopted behavior standards. From various etiquette norms the authors of the article described etiquette of greetings and etiquette of business communication. According to the researchers, when forming the multicultural personality in the conditions of modernization of public consciousness in Kazakhstan complex studying of various parts of national etiquette, identifying its traditional specific features is an important scientific task.*

**Key words:** *cross-cultural communication, intercultural communicative competence, business culture, national etiquette, etiquette norms, multicultural personality.*

**Статтю подано мовою оригіналу**

Over recent years there is a great interest in our country to comprehension of national character features. In many reasons it is related to the fact that we live in the era of globalization when there is a great danger to lose national self-identification. In the article of the President Nursultan Nazarbayev "The Course towards Future: Modernization of Public Conscience" the Head of the State announced the beginning of the third modernization of Kazakhstan where the preservation of national identity was singled out as one of the main directions for modernizing the consciousness of both society as a whole and every Kazakhstani in particular. "The first condition for a new type of modernization is the preservation of culture and national code. Without this, modernization is an empty rhetoric". "Without reliance on national and cultural roots, modernization will be left hanging in the air. And I want it to stand firm. Thus, history and national traditions must be taken into consideration" [1, p. 7].

Common in recent decades communicative approaches to foreign language teaching provided high level of foreign language knowledge. However, the new conditions of foreign languages use demonstrated shortcomings of our domestic system. The problem is that traditional approaches do not take into account the specifics of the language as a reflection of cultural values, which are constructed on the basis of modern society and their members' behavior, and therefore cannot guarantee their understanding and effective joint action.

The aspiration to understand foreign cultures as well as their representatives, to understand cultural distinctions and similarities exists as much time as there is a cultural and ethnic diversity among humang beings. Problems of cross-cultural communication in education sphere began to draw experts and scientists attention only in the last decades. Therefore, it seems advisable to us learning of foreign language by students of Higher Education Institution in the context of dialogue of cultures where there is a room for comparison and learning differences between cultures and languages.

Culture can be seen as a system of shared beliefs, values, customs, and behaviours prevalent in a society and that are transmitted from generation to generation (Bates @Plogs 1990 [4, p. 156]). Geert Hofstede [5, p. 189], the management scientist, described these elements of culture as software of the mind, "the collective programming of the mind which distinguishes members of one category of people from another". The values in the culture are enforced by a set of norms which lay down rules of behavior. These rules are always supplemented by a set of sanctions to ensure that the norms are respected. Culture comprises a whole variety of different aspects, including religion, language, non-verbal communication. Diet, dress, and institutions to ensure that the values and beliefs are transmitted from one generation to another.

Cultural attitudes can have important implications for business. According to Hofstede's research the norms and values embedded in national culture are a very powerful influence on the workplace and different approaches would be necessary when managing people from different cultural backgrounds. The workplace can only change people's values to a limited extent. The message for multinational companies was that they would be unwise to assume that an organizational culture that was successful in the cultural context, for example of the USA, would be equally successful in a completely different cultural context in, say, China.

Research has revealed fundamental cultural differences between East or West that have important implications for Western executives trying to do business in the East. Psychologists have shown that Eastern and Western cul-

tures can vary significantly in terms of perception, logic, and how they see the world around them. Apparently, Westerners focus more on detail, while Easterners tend to look at things in the round.

Researchers attribute this to different social environments. In East Asia, social environments are more complex, collective, and constrained. As a result, Easterners need to pay attention to the social context if they are to operate effectively. On the other hand, Western societies prize individual freedom and there is not the same need to pay heed to the social environment. With their focus on the individual, westerners tend to view events as the result of specific agents, while those raised in the East set the events in a broader context.

Cultural differences influence the way firms in the East and West do business. For example, when an applicant for a job appears uneasy, Westerners are likely to see that as undesirable characteristic of the interviewee which makes them unsuitable for stressful jobs. In the East they will tend to view the uneasiness in the context of a stressful situation, the interview and thus be less likely to attribute it to the character of the applicant. Similarly, North Americans, when posing a question, expect a trustworthy person to respond immediately, with any delay inspiring mistrust. In contrast, the Japanese view more favorably individuals who take time to ponder before giving a reply. Attitudes towards contracts also vary. Once a contract is signed, westerners regard them as agreements set in stone while Easterners, such as the Japanese, take a more flexible view. They are quite happy to renegotiate if circumstances change. They look at the situation of their customers or suppliers in the round and may renegotiate in order to maintain a long-term relationship. In the East there is a desire for consensus and harmony. Westerners sometimes perceive Japanese managers as incompetent or indecisive because, in pursuit of consensus, they continually consult their team and are usually reluctant to challenge the decisions made by others (Nisbett [8, p. 470]).

Differences in approach can also be seen in negotiations. Westerners expect to focus on contentious issues and try to achieve the most beneficial outcomes for themselves. In contrast, the Japanese prefer to discuss areas of agreement, with the expectations that harmony will lead to the resolution of details. Such differences can lead to bad feeling in negotiations

Business has to take cultural differences into consideration when considering entry to foreign markets through exports, joint ventures, or through take over or Greenfield investment whereas large differences may cause major difficulties due to misunderstandings and conflict where social groups do not want to give up valued elements of their culture (Oudenhoven and Van der Zee [6, p. 681]).

Various communication practices with foreigners show that even profound knowledge of foreign language can't exclude misunderstanding and the conflicts with language speakers. Successful contacts with representatives of various cultures are impossible without knowing culture specifics and practical skills in cross-cultural communication.

In the globalized world the educational system should train students to cooperate and communicate with people of various nationalities, races, religions, however keeping their national identity and nativeness. In other words students should be trained for life in multicultural context.

Until recent time traditional etiquette of Kazakhs was not a subject of special researches though fragmentary mentions of various etiquette norms and descriptions of some behavior standards could be found in many ethnographic works devoted to traditional Kazakh culture. Etiquette is the most important component of the culture, its organizing beginning. It can be defined as a set of moral principles of communication and the concrete standards of socially approved behavior specific to any community.

**National Specifics of Kazakh Etiquette in Business Communication.** Modern Kazakhstan, since the country gained independence from the Soviet Union in 1991, has become very open to foreign investment and immigration. The country has been pushing forward to build sustainable economic growth through exporting its vast natural resources, as well as trying to cement a more concrete national identity at home.

The main features of national Kazakh character are the endurance, persistence, the ability to overcome a hardship; the ability to adapt quickly to constantly changing conditions; unity and negative attitude to the conflicts. They are also hospitable, reliable and sociable. They are rather selective in the attitude towards people around them. The attitude depends on their social status, patrimonial state and religion. In the majority Kazakh people are conscientious, firm to sufferings, unpretentious and modest. The respectfulness, gentleness, compassion to grief of the fellowmen are the main peculiarities of Kazakh people.

Kazakh communication culture is the combination of elements of modern (urbanized, European) and traditional (archaic, east) cultures.

The basic principles of traditional Kazakh etiquette, despite its transformation, remained in modern norms of communication. For example, the principle of honoring of seniors. However, it changed: there is no branched hierarchy of seniority which was observed earlier in traditional society [3, p. 68].

The principle of tolerance remains as the universal value. It is expressed not only in concrete etiquette norms, but in the spirit and atmosphere of communication.

The traditional Kazakh etiquette originates in archaic, east culture of the country. The word "Kazakh" is translated from ancient Turkish as "the free and independent nomad". For centuries Kazakhstan was the country of nomads and cattle-farmers and that fact influenced in many respects on the national culture of people's communication. Nowadays Kazakhstan is an independent state and develops the international relations, striving for the importance on the world business arena that forces it to be in etiquette questions more like European states, than Asian ones.

**Greeting etiquette.** As one of the forms of demonstration of respectful, tolerant attitude Kazakhs use numerous ritualized signs of greetings, special for gender and age, expression of gratitude, wishful thinking, honoring of senior people. Greetings reflect the sense of etiquette, the place of the communicating people in social hierarchy as well as the confirmation of social structure of society.

Therefore, there are many forms of greetings depending on the fact who and whom welcomes. Person's age, gender, his social status, family relations, person's occupation as well as the extent of acquaintance are essential in greeting etiquette defining the welcoming people's behavior.

For greeting Kazakhs use quite soft handshake, sometimes with both hands which is followed by a smile and visual contact. Closer friends, but same-gender, embrace each other at a meeting, cuddling up.

The main principle in greeting is the order in priority which is kept up till nowadays, – younger people should welcome the elder ones. It concerns both age, and social status: the employee welcomes the chief, and the pupil – the teacher. When age-mates, colleagues meet, they greet each other simultaneously. These traditional rules are also followed when addressing to a stranger. Greeting only a familiar person and ignoring the other one being nearby is considered as a lack of good education. A woman and a man greet each other verbally.

**Business Greetings.** In Kazakhstan, business greetings tend towards the formal. Handshakes are the common greeting, especially between two men. When greeting a woman, wait to see if she initiates a handshake, and if she does not, then a polite nod will suffice. Make sure to shake hands with every person if you are meeting with a group of people, and to do the same when leaving. Business cards have much significance attached to them in Kazakhstan, so make sure that you have some suitably impressive cards ready to exchange preferably with translations into Kazakh and/or Russian on them. Kazakhs are fairly relaxed about using first names. As a general rule it would be prudent to use titles and surnames, but you should expect to be invited to use first names relatively early on in your relationship.

**Business Culture in Kazakhstan.** Today's Kazakhstan is a modern culture, thriving in the post-Soviet era. The traditional Kazakh lifestyle has blended with influences from Western societies, as well as those from Kazakhstan's Russian and Chinese neighbors. Kazakhstan participants of business meetings steadily choose clothes according to the western style. They aren't late for business negotiations, but you shouldn't expect from them that the business meeting will end exactly to the appointed time. Kazakhs like to run business slowly, paying attention to small details so as to be confident in reliability of the partners. Therefore, negotiations in Kazakhstan is the lengthy process demanding endurance and patience in waiting.

Kazakh people are the representatives of collectivist culture. That is why they attribute great value to cooperation, compromises, harmony, preservation and development of relationship and people's personal qualities. Therefore, Kazakhs are indifferent to fierce competition. If you ever had a wish to become a diplomat, then Kazakhstan is the best place to present yourself as the diplomat and not to abandon the role until you leave the airport in your homeland.

Kazakhs are able to do business in a refined manner: they don't speak in a blunt manner, but generally, using diplomatic receptions of communication. Kazakhs try to avoid direct questions, seek to recheck carefully any information. At the same time, Kazakhs can raise their voice during negotiations to gain their point of view. Such demonstration of inclemency tells more about their aspiration to stand up for themselves in any situations than about aggression.

As in family life, the business world in Kazakhstan is defined by a strict hierarchy. Therefore, all decisions will be made by senior management in a "top-down" fashion, so you should avoid trying to press too hard for a commitment unless you are dealing with the upper echelons of the company or the business owner.

At business meetings the chief representatives of the company sit at the head of the table, and other employees accommodate in decreasing rank order. During the meeting the discussion is begun by the senior in office, and then, in the rank order, the other members of the team are invited to the conversation course.

**Conclusion.** Such phenomena of last decades, as the open borders of our state and the expansion of mobility have led to changes in lifestyle of Kazakhstan people and their worldview. To meet this need, high school must create a qualitatively new educational system that can provide real interaction of specialists in global multicultural environment. Formation of such system largely depends on the establishment of the laws of the abovementioned interaction and formation of personal qualities of future specialists which will enable them to work effectively and live in the conditions of the 21st century.

Nowadays the aim of teaching foreign languages becomes as a set of specific skills, such as formation of linguistic identity, where foreign language is necessary "for life" for "communication in real situations" as well as to implement effective communication with the representatives of different cultures. The criterion effectiveness of real communication is its productivity, achievement of mutually beneficial results. As the research findings the authors of the article compiled together with Esther Nieto Moreno de Diezmas (University of Castilla-la Mancha, Spain) the study-guide under the title "National etiquette specifics in intercultural business communication" which contains information on national etiquette specifics in intercultural business communication, traditions and customs in various cultures, including Kazakhstan, Spain and the English-speaking countries. The texts for reading in the study-guide are devoted to the analysis of communicative behavior specifics of the representatives of collectivist and individualist cultures. The set of exercises is directed to the active acquisition of English language and development of critical thinking skills.



It consists of four parts. Part I deals with the information about general concepts of cross-cultural communication. The other parts contain multicultural resources for English acquisition: politics, celebrations, social life, cultural diversity in business etiquette in Kazakhstan, Spain as well as in the English-speaking countries.

Audio recordings to the listening tasks in the study-guide as well as the listening scripts in the part of the study guide "Multicultural resources for English acquisition: politics, celebrations, social life and business etiquette in Spain" were created by Megan Burroughs – an American language assistant in Spain.

In the appendix to the study guide there is a glossary of terms on cross-cultural communication and audio scripts to listening exercises. There are also references to CD disks with audio recording which are available in the media library of Pavlodar state university named after S. Toraigyrov. The study guide includes the extensive bibliography reflecting progress made in addressing the problems of cross-cultural communication theory in the sphere of business communication in Kazakhstan and abroad.

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#### **Ахметова Г. Г., Аіпова А. К., Новоселова О. О., Огузбаев А. Є. Розвиток міжкультурних комунікативних компетенцій як основа формування полікультурної особистості в умовах модернізації казахстанської освіти**

*В умовах глобалізації перед системою освіти й виховання виникає складне завдання підготовки студентської молоді до життя в умовах полікультурного середовища, формування в них умінь і навичок для співпраці та спілкування з людьми різних національностей, рас, віросповідань, при цьому не втрачаючи своєї самобутності й неповторності. Відомо, що для ефективного спілкування з представниками різних культур недостатньо лише володіння іноземною мовою. Успішні контакти з представниками інших культур неможливі без знання особливостей цих культур і практичних навичок у полікультурному спілкуванні. Для здійснення продуктивного міжкультурного спілкування з урахуванням його лінгвістичних і психологічних особливостей майбутній спеціаліст повинен володіти міжкультурною комунікативною компетентністю. Саме проблема формування міжкультурної комунікативної компетентності майбутніх спеціалістів у процесі навчання іноземної мови у ВНЗ послужила лейтмотивом пропонованого дослідження в галузі комунікативної поведінки представників етнічних спільнот колективістської й індивідуалістської культур. Стаття презентує інформацію про національні особливості етикету ділового спілкування в англомовних країнах і Казахстані. Етикет є важливим компонентом культури спілкування, її організуючим початком. Етикетні норми в традиційному суспільстві пронизують практично все повсякденне життя індивіда, визначаючи його поведінку. Автори виокремили*

основні принципи, на яких базується традиційний казахський етикет і які є змістом прийнятих стандартів поведінки. З усього різноманіття етикетних норм у статті описані етикет привітань та етикет ділового спілкування. На думку авторів, під час формування полікультурної особистості в умовах модернізації суспільної свідомості в Казахстані комплексне вивчення різних сторін національного етикету, виявлення його традиційних специфічних рис є актуальним науковим завданням.

**Ключові слова:** міжкультурна комунікація, міжкультурна комунікативна компетенція, ділова культура, національний етикет, норми етикету, полікультурна особистість.

**Ахметова Г. Г., Аипова А. К., Новосёлова Е. А., Огузбаев А. Е. Развитие межкультурных коммуникативных компетенций как основа формирования поликультурной личности в условиях модернизации казахстанского образования**

В условиях глобализации перед системой образования и воспитания возникает сложная задача подготовки студенческой молодежи к жизни в условиях поликультурной среды, формирования умений и навыков для сотрудничества и общения с людьми различных национальностей, рас, вероисповеданий, при этом не теряя своей самобытности и неповторимости. Известно, что для эффективного общения с представителями различных культур недостаточно только одного владения иностранным языком. Успешные контакты с представителями других культур невозможны без знания особенностей этих культур и практических навыков в поликультурном общении. Для осуществления продуктивного межкультурного общения, опирающегося на учет его лингвистических и психологических особенностей, будущий специалист должен обладать межкультурной коммуникативной компетентностью. Именно проблема формирования межкультурной коммуникативной компетентности будущих специалистов в процессе обучения иностранному языку в вузе послужила лейтмотивом предпринятого авторами исследования в области коммуникативного поведения представителей этнических общностей коллективистской и индивидуалистской культур. Статья содержит информацию о национальных особенностях этикета делового общения в англоязычных странах и Казахстане. Этикет является важнейшим компонентом культуры общения, ее организующим началом. Этикетные нормы в традиционном обществе пронизывают практически всю повседневную жизнь индивида, определяя его поведение. Авторы выделили основные принципы, на которых строится традиционный казахский этикет и которые являются содержанием принятых стандартов поведения. Из всего многообразия этикетных норм в статье описаны этикет приветствий и этикет делового общения. По мнению авторов, при формировании поликультурной личности в условиях модернизации общественного сознания в Казахстане комплексное изучение различных сторон национального этикета, выявление его традиционных специфических черт является актуальной научной задачей.

**Ключевые слова:** межкультурная коммуникация, межкультурная коммуникативная компетенция, деловая культура, национальный этикет, нормы этикета, поликультурная личность.