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# PEDAGOGICAL SCIENCES

## TRAINING THE STUDENTS IN NATURAL HISTORY ON INTERCULTURAL COMMUNICATIVE BASIS

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### Abstract

The article deals with issue related to the organization of professional training of students in natural history on the basis of intercultural communication. The issue under consideration is due to the expansion of professional multilingual communication in the modern world. The basis of professional multilingual communication is the student's communicative competence. The main aspects of intercultural communication are considered as one of the main components of the professional training of students in natural history. According to the authors' mind for the successful professional training of students in natural history is advisable to use the methodology of subject-language integrated learning (CLIL - Content and Language Integrated Learning) which is the combination of professional and foreign language training. The goal of the CLIL methodology is to promote the development of effective professional communication. In the process of such communication the special attention is paid to the foreign language usage for solving professionally oriented problems. The method which is the most effective in the application of the CLIL methodology is the project method. The project method in its form should be group and include scientific and practical professional interaction of university students from different European countries. Such joint activities are carried out primarily on the basis of communicative interaction which is impossible without deep knowledge and practical skills of intercultural communication. Also, the authors of the article pay attention to the usage of modern innovative digital technologies as a technical communication means that leads to more effective professional training of students in natural history.

This work may be useful for specialists in the field of professional pedagogy, teachers and future specialists.

**Keywords:** intercultural communication, vocational training, integrated learning, project method.

### Introduction.

Currently, the issue of improving the quality of higher education that guarantees the vocational competitiveness of graduates in natural history is becoming increasingly important. It is one of the main challenges of modern time. Integrating into the world culture and world economy the modern society puts forward fundamentally new requirements for the higher education system. The modern society development and the future needs trumpet to a graduate in natural history to be a highly qualified professional, a widely erudite person, capable of adequately expressing himself - socially, professionally, intellectually and emotionally by means of a foreign language including important aspects of intercultural communication. At the present time there is a powerful communicative shift in the planet geolinguistic situation. English is acquired the main status of the international communication language. Knowledge of the English language at the present stage of society development is a necessary condition for any individual to enter the world communicative space. This statement also applies to a competitive, creatively thinking, modern graduate in natural history.

### Methodology.

In issue of training the comprehensively developed personality is considered as the development of the individual cognitive abilities, his/her worldview, morality and professional culture. The ways of training the highly qualified specialists have been repeatedly discussed in the works of leading scientists (O.Y. An-

tonova, O.A. Dubasenyuk, A.A. Verbitsky, L.V. Kalinina., O.I. Ohienko, T.V. Semenyk, O.I. Shapran and others). O.Y. Antonova and A.A. Dubasenyuk present in scientific works the new technologies for the professional training of future teachers, consider the dynamics of the development for the future teachers professional and pedagogical orientation. O.I. Ohienko studies the phenomenon of innovative professional activity and the readiness of university students for such activity. She determines the conditions of effectiveness for innovative professional activity. L.V. Kalinina examines the issue of vocational training in the context of the European requirements for vocational training and identifies a number of general trends that can improve professional competence. O.I. Shapran studies in detail the essence and structure of the innovative educational environment and the pedagogical conditions of its formation. All of the above aspects underlie the organization of students professional training but the issue of the communicative competence of future professionals, and one of its components – the intercultural communication, needs a deeper study. Despite a comprehensive study of the issue of university students professional training which is represented in the methodological scientific literature, it is relatively little attention paid to the training of students in natural history and the aspects that should take place in subject-language integrated learning.

### **Main part.**

Organization of professional training of students in natural history on the basis of intercultural communication deals with the essence of the linguistic process in a non-linguistic university. It integrates the subjects' goals of the professional speciality, organization of specialized training with the goals of teaching foreign language. The training process makes the integration of knowledge into the content of professional education. The foreign language is the integrator of this process and a means of education. It educates and forms the readiness of graduate in natural history for professional activities in a global information space.

In the context of globalization, the forms, method and ways of communication are changing. The necessary conditions for the implementation in common communicative space are to be proficiency in foreign language and have knowledge and skills of intercultural communication (1).

A significant role in strengthening the active learning of foreign language in a non-linguistic university plays the professional activity of student in natural history and his/her ability to communicate in a foreign language using knowledge and skills of intercultural communication. The purpose of such intercultural communication is to achieve mutual understanding between the foreign language partners. Achieving mutual understanding between foreign language partners in solving professional problems is a direct consequence of their linguistic and professional competence. Professional communication based on intercultural communicative aspects includes mastering the skills of verbal and non-verbal communication within the framework of national and linguacultural characteristics of human communities. Intercultural communication affects various aspects including: cultural, linguistic, ethical, socio-communicative, psychological, professionally-applied (2). The professionally-applied aspect of intercultural communication is the sphere of our scientific interest. The professional communication in different cultures is not the same in terms of the formality or informality communicative strategies, in the presentation of professional content and the characteristics of professional interaction. Dealing with the problem of professional training of students in natural history on the basis of intercultural communication through a foreign language we have identified a teaching methodology which gave us the possible to solve the problem successfully. Such methodology, in our opinion, is the CLIL (Content and Language Integrated Learning) technique. This methodology is the most promising due to the possibility to combine professional and language training by studying the specialized subjects of the educational course in a foreign language, as well as, by studying a foreign language through the subject-oriented content of the educational material (4)

Based on the above, we came to the conclusion that the most relevant method that can be used within the CLIL implementation approach and based on intercultural communication is the project method. It better if it should be in the form of joint group work of students in natural history of Ukrainian and European uni-

versities. Such joint work is possible in result of participation in scientific and practical work in the most relevant natural history areas. There are some joint projects in the protection of endangered species of animals and plants, environmental problems, research in the field of genetics, the creation of artificial ecosystems, others. In result of project work, students jointly go through all stages of work, they collect, analyze material, create a product of project activity, practically using scientific and research material. At the same time, from the first minutes of joint activity, students enter into group communication, using and deepening knowledge and practical skills of intercultural communication that requires communicants to use correctly and appropriately the addressing forms to interlocutors, keep the rules of conducting scientific discussions, develop the skills of taking part in discussion the project work components. Without knowledge the norms and rules of communication, non-verbal aspects of the communicative process, traditions and culture of communication in particular sociocultural group, it is difficult to carry out successful joint communicative activities. As a result, using the important tool of scientific interaction - oral communication based on intercultural aspects, students of natural sciences not only acquire professional knowledge but also deepen their knowledge of foreign language, master it for professional purposes.

We also want to note, at the present stage of scientific communities' development the active usage of technical means of communication, the Internet resources are very important. Together with the oral form of communication the technical means provide more effective, mobile and more resultative interaction, about this issue is indicated S. Panov (3). According to the author' mind, important pedagogical tasks are solved in the result of the usage modern innovative digital technologies as a technical communication means in the process of teaching students in natural history. It can support the activation of educational process, increasing its efficiency and quality, develop a culture of students' interaction, expand the scope of their activities in the required scientific areas. Innovative digital technologies make possible to provide the opportunity for improving the students' professional qualifications on the way of natural history training.

### **Findings.**

The professional training of students in natural history on the basis of intercultural communication is considered as a process of subject-language integrated learning. This process is successfully implemented in result of the usage the CLIL methodology that makes a great contribution into development of effective communication. The special attention is paid to the usage of foreign language for solving professionally oriented problems. Project method have been chosen like as a method which provides more effective professional training of students in natural history on the base of foreign language usage. We have emphasized that the effectiveness of interaction is associated with the usage of knowledge and skills of students' intercultural communication. It is important for professional training of

students in natural history to include the communicative interaction both in the oral form and in the form of using technical digital means of communication on the basis of intercultural communication individual skills.

Methods, forms and means of professional training of students in natural history remain the questions of our further scientific research.

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### UPDATED CURRICULUM: VALUES IN THE PROCESS OF LEARNING AND EDUCATION

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#### Abstract

Table of contents education to renew in scopes to teach I directions of education value to develop skill, objects to strengthen connection first-first influence does. Work and test stand to think are main value. Test Tutors meet by skills development value thinking stand students, to the middle lay that, on basis reverse of connection will think.

**Keywords:** contents, education, teaching, significance, sociocultural, method, philosopher, student, critical thinking.

The directions of teaching and upbringing in the context of updating the content of teaching contribute to the development of values and skills, the development of the student as a person, the formation of the student's own actions, and the strengthening of the interdependence of disciplines. It is necessary to give the student the opportunity to realize himself as a person and create a favorable learning environment.

As the great philosopher Al-Farabi said: «A person needs to be given spiritual education, not the first education, education without education is the worst enemy of mankind, it will bring a catastrophe to his whole life in the future». Therefore, we need to instill the essence of knowledge and education in the future of our country. In this regard, today, special attention is paid to training and education in the learning process of updated curriculum education. Each

teacher's short-term plans for effective teaching and learning include a "values" section. This section (column) describes the content of the topic based on national and universal values, aimed at attracting through this lesson which is reflected in the curriculum in the implementation of subject knowledge.

Values are the personal and sociocultural significance of certain objects and phenomena, human qualities and rules of behavior, supported by society and recognized by the majority of people. In this regard, the implementation of the idea «Mangilik El» in education and upbringing in the country is a comprehensive implementation of the national idea values through all forms of educational work. The mechanisms for implementing the idea of the «Mangilik El» in education and upbringing include the formation of Kazakhstani patriotism and civil