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Psychological and pedagogical substantiation of the formation of a foreign-language professional written intercultural and communicative competence

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The globalization of the modern world community has led to an increase in the requirements for both oral and written communication in a foreign language. Kazakhstan's entry into the global international community entails the need to create an international image of the country, including in the field of business. It should be noted that university graduates must demonstrate knowledge and skills in composing various types of texts.

To create a high-quality text, it is associated with the author's having a number of skills and abilities that are components of written communicative competence.

Communicative competence is based on abilities called speech mechanisms, which are based on functional physiological systems that develop in a person in the process of his individual development. They were studied at different times by N. I. Zhinkin, L. S. Vygotsky, D. B., I. R. Galperin, A. A. Leontiev, A. R. Luria, I. A. Zimnaya, and others.

At the center of our research is written speech, in the formation of which researchers distinguish the mechanism of maintaining the active tone of the cerebral

cortex when writing, the mechanism of processing auditory-speech information, the mechanism of processing motor information, the analysis of graphic movements, the mechanism of processing visual information, the mechanism of processing the orientation of the elements of letters, letters and lines in space, visual-motor coordination, the actualization of visual-spatial images of words. L. S. Vygotsky, relying on Piaget, discovers the following chain of the speech mechanism: "social speech-egocentric speech-internal speech" [1; 115]. The researcher notes the important idea in the light of our research that " the student learns a foreign language in school in a completely different way than he learns his native language.... Almost none of the actual patterns, so well studied in the development of the native language, is repeated in any similar form when a student learns a foreign language. Partly due to this presence of ready-made and developed meanings of words that are only being translated into a foreign language, i.e. partly due to the very fact of the relative maturity of the native language, partly due to the fact that a foreign language is assimilated by a completely different system of internal and external conditions, as a special study shows, it reveals in its development features of the deepest difference with the course of development of the native language." Thus, we can conclude that professional written intercultural competence is formed only based on the formed written competence in the native language.

The mechanism of generating a written speech utterance is comprehensively studied by N. I. Zhinkin, who noted the following features of it: 1. When writing, it is necessary to strengthen the process of selecting words and to anticipate the facts that are coming to be written. Each time, the words selected according to different parameters (semantic, sound, frequency) are compared with the already formed part of the sentence, with the idea of the utterance and with the predicted part of it. If all sides agree, the formation of the statement continues. If there is a discrepancy, there are several options: search for more successful words, replace the predicted or formed part, and even search for a new utterance program. 2. When generating a written speech utterance, the working conditions of the speech of the motor analyzer are

reconstructed and complicated. There is no need to adjust the aerodynamic conditions of the phonation, part of the speech of the motor analyzer is truncated. 3. Internal auditory control should be activated based on the representation of words in their internal utterance before recording. 4. Visual control is also carried out, which is both simultaneous and delayed in nature and contributes to a more correct choice of language means for the implementation of the plan. This applies not only to lexical, but also grammatical means of expressing thoughts [2;75]. Thus, written speech is more complex: it involves a larger number of analyzers: visual (a person sees what he writes), motor speech, motor speech (internal pronunciation of what you write), auditory (sounds and phonemes are associated with the image of letters, graphemes), motor-graphic and motor (hand movement when writing).

Analyzing the mechanisms of speech, it is possible to identify the relevant stages in the light of the formation of written intercultural and communicative competence: comprehension, memory, the mechanism of proactive synthesis, the mechanism of retrospective analysis. Since, as mentioned above, the study of a foreign language is based on the formed set of knowledge and skills for the compilation of written texts in the native language, we introduce a methodological system for the formation of texts in Russian and English in a comparative aspect.

Podkamennaya believes that the main mechanisms on which the formation of professional written intercultural and communicative competence is based are: memory, comprehension, the mechanism of proactive synthesis along three lines of anticipation - semantic obligations, linguistic obligations and compositional stereotyping, the mechanism of retrospective analysis (control). Memory provides lexical diversity, depth and diversity of the subject content of the utterance: "the fixed nature of written speech has a positive effect on the volume of memory and, thereby, contributes to the generation of sentences of greater length than in oral speech" [3;98]. N. I. Zhinkin notes with regard to proactive synthesis that it performs a special role in speaking and writing, namely, it involves the ability to choose the right words, distribute subject features in accordance with a certain plan, find syntactic structures

that are most suitable for expressing a particular thought, etc. [4;117]. When implementing the model of formation of professional written intercultural and communicative competence, the fundamental mechanism is a proactive synthesis, the action of which, according to Leontiev, is heuristic in nature, manifested in the ability of an individual-the subject of a speech utterance-to plan a strategy of speech behavior with the choice of different ways of operating the utterance at certain stages of speech generation [5;150].

Preemption occurs in internal speech – that speech that directly combines external speech with thinking. It should be noted that there is a significant difference in the connection of internal speech with different forms of external speech - oral and written. In oral communication, internal and external speech flow in the speaker's mind almost simultaneously, while in writing, internal speech is significantly ahead of external speech and serves the purposes of its preparation. At the same time, although the idea itself is clarified and refined in the process of distant anticipation and the selection of language means takes place, during the writing of the text itself, the process of selecting and refining words continues. The mechanism of proactive synthesis is considered as the main one in the letter. As N. I. Zhinkin noted, " the main active force of the ability to compose a text is the anticipation of the upcoming text. Text anticipation regulates the selection of words, gives direction in the selection of clarifying definitions, additions, and circumstances in which general broad meanings acquire certainty and unambiguity for a given context. Taking into account the upcoming text ensures the distribution of the subject features of the described phenomena in the group of sentences, intonational comparison of predicates and the organization of internal communication of close and distant sentences in the text ".

Anticipatory synthesis is the management of the activity of speech production according to an internal program, implemented along three lines of anticipation: a) verbal-articulatory stereotypy (within a word); b) linguistic obligations (between

words connected by linguistic probability); c) semantic obligations of disclosure of the plan, revealed at intervals of utterance greater than the sentence.

The specific manifestation of one of the "obligations" is determined by the context and situation of communication, as a result of which the most likely verbal implementation for this communication situation is updated. In written speech, verbal-articulatory stereotypy acts at the level of spelling and is formed mainly at the initial stage. T. I. Leontieva, considering the mechanism of proactive synthesis in teaching scientific written speech, identifies the line of compositional stereotypy of text generation instead of the line of verbal-articulatory stereotypy. We will follow it with this approach. At the same time, it is necessary to consider what is meant by compositional stereotyping. The composition is the "frame on which the text rests". The composition of a scientific work is "the construction of the elements of the content of the text according to a certain scheme, due to the verbal laws of scientific activity and the communicative attitude of the author". A stereotype is a socially fixed pattern that is normative in nature and regulates the behavior of people. The distinctive features of the stereotype are the simplification, standardization and typification of the phenomena of reality. Stereotyping applies to behavior, including speech, in any field of activity. It is also characteristic of professional communication, in which communicants have the right to move only within a given subject-conceptual layer, which is dictated by the pragmatic purpose of this type of communication. Cross-cultural communication in the professional sphere is accompanied by various types of stereotypes that are integral components of culture. When interacting with representatives of different socio-cultural communities, stereotypes make communication more reliable, compensating for the lack of interaction experience.

Thus, the formation of professional written cross-cultural and communicative competence is based on the skills formed in the course of general English, including an important role here is played by anticipation in the field of vocabulary: it is assumed that the acquisition of competencies in the field of professional foreign

language speech is based on a set of linguistic teachings of the English language of universal orientation. The formation of professional written intercultural and communicative competence is based on the stylistic orientation of training.

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The aspect of gender-inclusive approach in modern English language learning

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Today, in connection with the world globalization processes, the influence of the West and Western culture is becoming increasingly significant both in linguistics and the process of study a foreign language. As most of the changes in language play crucial role in the process of learning this language.

Recently, Western life has been significantly impacted by a new socio-cultural phenomenon – gender-neutral language, which shows itself in both social and linguistic spheres: the culture of behavior, writing, interpretation and other spheres of