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**FOREIGN LANGUAGES STUDY IN THE CONTEXT OF INTERCULTURAL  
DIALOGUE**

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Knowing other languages, a person has the opportunity to get acquainted with the culture and traditions of other countries, contributes to the development of thinking, imagination and memory. A dialogue of cultures is emerging. In the process of teaching a foreign language in the context of a dialogue of cultures, endless educational opportunities appear, the language is used as a means of introducing students to the spiritual culture of other

peoples. There is an opportunity for self-knowledge and self-expression of the individual through communication. Due to global changes in society, both in Kazakhstan and around the world, the role of a foreign language in the education system has also changed, and from a simple academic subject it has turned into a basic element of the modern education system, into a means of achieving professional realization of personality.

Foreign languages occupy a very important place in the global world. Knowledge of foreign languages is one of the key factors for a successful life and replenishment of knowledge. Therefore, many Kazakhstanis strive to learn as many languages of the world as possible. Learning a foreign language makes the spiritual world of people richer, teaches them to express their thoughts concisely and clearly. It makes it possible to communicate with people with a different worldview and mentality, which ultimately contributes to the destruction of stereotypes. Knowledge of foreign languages contributes to the penetration into the past of peoples, knowledge of their present, foreseeing the future. Reading literature and watching feature films in their original language allow us to better understand the work of writers and directors. Learning foreign languages helps to better understand the meaning of the words of the native language, to trace the influence of one language on another. It also opens up the possibility of easier travel to different countries of the world for communication in them. Knowledge of foreign languages gives a person confidence in any area. This is a very important factor, since a lot depends on the confidence of a person. In order to know a foreign language and use it correctly, it is first necessary to know the cultural, spiritual world of people who speak this language.

Today, in the humanities, the concept of "culture" is one of the fundamental. This concept has many meanings and is used in different contexts. In this case, for educational purposes, culture is a set of material objects, objects, ideas created by man throughout his history of existence. Here, culture is "second nature", created by man himself.

Dialogue in the modern world appears in the form of a new paradigm of communicative and practical activity, characterized by a trend towards global "consent" of cultures - their reasonable unification at all levels of cultural spaces, primarily in connection with the integration of economic relations. However, this process does not mean the loss of national identity, the loss of traditional foundations in various areas of human life. Due to this inconsistency, such a goal requires time, a deep awareness of the need to unite cultures while preserving their originality, the efforts of civil communities in various areas of existence for the benefit of the future prosperity of societies, and most importantly, the success and prosperity of an individual. Culture as a set of spiritual and material products of human activity cannot currently belong to one culture-civilization, which became quite obvious on the threshold of the 21st century. Creating an "ecology of consent" of cultures is a long way, but its principles and methods of achieving it are already being laid, despite the resistance factors in the face of cultural-religious, political-economic and social differences.

According to T.K. Tsvetkova, the study of a foreign language in the context of a dialogue of cultures is an invasion of a different cultural world and the appropriation of something more than just a set of words and the presence of rules. Also, in her opinion, culture and its components do not lie outside the language, but rather contain within themselves, since the language contains the imprint of each culture of the people speaking it. Mastering it, the student learns along with it the cultural experience of generations.

Bakhtin M.M. wrote that, only through a dialogue with a foreign culture, a specific level of self-consciousness would most likely be achieved, since during the dialogical meeting of several cultures, each retains its unity and open integrity, while enriching the other.

A real dialogue of cultures can only take place with a bearer of a certain culture, who has known the images of the consciousness of a foreign culture. As a result of such a dialogue, interculturalism is born. In turn, interculturalism is a set of knowledge and ideas about one's own and other cultures.

Based on the foregoing, the knowledge of a foreign culture allows a person to look at his own culture differently, to analyze, comprehend, and learn more deeply.

All existing methods, techniques and means in teaching a foreign language are aimed at knowledge, understanding and assimilation of culture. The basis of language learning in the context of the dialogue of cultures is not only the memorization of a huge amount of information, but also activity, interest in it. Independent work in this case is also very important, since a person must analyze each knowledge gained. This provides for the opportunity to use, during the training period, creative tasks, games, situations, incidents, musical performances, and so on.

The very process of learning about a foreign culture is not easy. During the period of study, the student considers the culture of another people mainly through his worldview. When teaching foreign languages in cultural dialogue, limitless educational opportunities open up, when a foreign language is used as a means of familiarizing students with the spiritual culture of other peoples and as a means of mastering foreign languages through communication.

To achieve this goal, the following tasks were identified: to consider the dialogue of cultures: strategies for mutual understanding; consider teaching a foreign language in the context of a dialogue of cultures; to study the teaching of foreign languages in the context of the dialogue of cultures; consider the concept of the subject "foreign language"; define the problem of consciousness in the context of teaching a foreign language. The object of research is the process of teaching a foreign language as a means of intercultural communication, including understanding the context of a foreign culture. The subject of the research is the development of teaching methods and techniques aimed at understanding the context of a foreign language culture in teaching a foreign language as a means of intercultural communication. The structure of the work consists of basic concepts, conclusion, introduction and list of references.

Studying various texts, reading newspapers, books and magazines in a foreign language, listening to music, watching videos and films introduces students to the culture of another nation, helps to identify similarities and differences in the culture of other nations, gives students the opportunity to take a different look at their problems. They get acquainted with the specifics of the mentality of the people, customs, mores, and the way of life of the country of the language being studied.

In our age, tolerance plays a big role in all spheres of life. The study of foreign languages in the context of the dialogue of cultures is no exception. The dialogue of cultures must be based on tolerance, which can turn into a genuine dialogue, because one's own culture is always formed only in interaction with other cultures. Tolerance is acquired through information, education and life experience. Tolerance can be seen as an extension of one's own experience and a critical dialogue. Teaching subtleties such as honesty, tolerance and communication can be applied to learning a foreign language. Foreigners can participate in extraordinary and cultural communication at the same time, ensuring that they are part of cultural competencies, as well as the opportunity to enter into active relationships with members of other communities. Learning a national language is, to a certain extent, understanding the linguistic picture of the world of its speakers. Difficulties here may be associated with differences in the linguistic picture of the world of the native and studied languages. Not only can objects or events be completely different in different cultures, it is also important that cultural ideas about these events and objects are different, because the latter live and act in different, different worlds and cultures. Behind the equivalence of language and culture is the equivalence of concepts, the equivalence of cultural images.

In global education, the means of communication are the languages of cross-cultural (global) communication. A large share in cross-cultural communication belongs to the German language. It is the most widely spoken within the EU, with over 100 million speakers and over 50 million studying it as a foreign language. In order to freely enter the modern world, a multicultural education is needed, at the center of which is a person who speaks a foreign

language and is ready for interpersonal cooperation. It is necessary to be able to use the variative possibilities of behavior, to make their choice; the ability to assess situations of communication from a personal position and from the position of a partner; the ability to understand the statements of other persons and use the studied language means in their own speech activity.

The key to creating a dialogue of cultures is a humane-personal approach. Based on the principle of student-centered learning, it is possible to use the following styles of pedagogical communication with our and other students: communication based on passion for joint creative activity, communication based on tolerant and friendly disposition, etc.

The subject "foreign language", like any other language, has a great potential for educational impact on students, but at the same time forms and develops areas of communication in a foreign language, that is, the main and leading goal in the study of the image is the formation of communication skills. The features of the demand for the possession and use of a non-native language are changing towards unity, universality, multilingualism and multiculturalism: the function of a foreign language, which contributes to the globalization of education, human existence and the formation of a new world society, is equally important for both morality and culture. A multicultural society is one whose ability to speak two, three or more languages at the same time. This rich mosaic of social, cultural and linguistic experiences provides a solid foundation on which to build the foundation for young people to acquire common human values and tackle global challenges together. At the same time, intercultural communication as a "dialogue of cultures" can only be carried out by the heritage of one's own people, national culture, native language, which a person speaks.

There are also cases when the language barrier is overcome, the interlocutors speak the same language fluently, and it is far from always possible to establish understanding. Our globe turns out to be not as huge as it seemed before, we are all just neighbors on the planet, whose culture, history and customs we try to understand through the study of foreign languages. The interlocutors can utter replicas, slang, certain phrases, exchange information, but there is no understanding in the process of communication. There are many reasons for this, but, above all, it is the lack of socio-cultural communicative competence. To avoid this, it is necessary to instill in students the idea of cultural diversity, tolerance and tolerance towards other cultures. After all, culture is everything.

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