

# FORMATION OF INTERCULTURAL COMPETENCIES OF PERSONALITY IN THE PROCESS OF FOREIGN LANGUAGE TRAINING

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**Abstract:** *at the present stage of the development of pedagogical science, not only new forms, methods and means of optimizing the methodological preparation of future foreign language teachers are becoming more and more relevant, but also introducing new approaches that determine the strategy of learning and the choice of methodology capable of implementing such a strategy. One of the most important is the competent approach, which ensures effective formation of cross-cultural competence of future foreign language teachers. Cross-cultural competence is a complex branch of scientific knowledge, therefore, it involves the development of pedagogical technologies for the formation of structural components, technological procedures for assessing the level of formation and practical-oriented application systems in higher education institutions.*

**Keywords:** *cross-cultural competence, teacher, foreign languages competent approach.*

## ФОРМИРОВАНИЕ МЕЖКУЛЬТУРНЫХ КОМПЕТЕНЦИЙ ЛИЧНОСТИ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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**Аннотация:** *на современном этапе развития педагогической науки все большую актуальность приобретают не только новые формы, методы и средства оптимизации методологической подготовки будущих учителей иностранных языков, но и внедрение новых подходов, определяющих стратегию обучения и выбора методологии, способной реализовать такую стратегию. Одним из важнейших является грамотный подход, обеспечивающий эффективное формирование межкультурной компетенции будущих учителей иностранного языка. Кросс-культурная компетенция является сложной отраслью научного знания, поэтому она предполагает разработку педагогических технологий для формирования структурных компонентов, технологических процедур оценки уровня образования и практико-ориентированных прикладных систем в высших учебных заведениях.*

**Ключевые слова:** *кросс-культурная компетентность, учитель, компетентностный подход к иностранным языкам.*

As a result of the growth of migration and economic globalization, which increases the intensity of intercultural encounters, the problems of intercultural communication appear more clearly. Communication reflects the most important element of our coexistence. If a person does not understand or understand something, there is not only a sense of inconvenience, but an aggression that can lead to conflict develops. One of the problems that interfere with communication between representatives of different cultural traditions is the problem of low level of intercultural competence of the individual. "Intercultural competency is not only knowledge of language and knowledge of regional studies, as well as the ability and experience without which the understanding of a person of another culture becomes difficult. Without understanding another culture, one can not speak of a reflection on one's own culture, its development becomes impossible. Accordingly, the interaction of the two cultures, which results in the knowledge of both their own and the alien culture, seems impossible [6: 334-335], [7: 287]. This can lead to aggravation of global problems, interethnic and interconfessional conflicts. One of the tasks of modern education, scientists call the creation of conditions for students and students to learn the experience of intercultural communication, teaching children skills and communication skills with representatives of different cultures, in the process of forming the intercultural competence of man.

The ignorance of the norms and traditions of communicating the carriers of another culture causes a condition that arises from the lack of cultures, and is called a cultural shock. As for the teaching of foreign languages, researchers point out that when students encounter a different set of rules of conduct that differs from them, with a new set of values, they may be shocked, and they begin to consider the speakers of the language they are studying, strangers, poorly educated, etc. . The set of norms and traditions of communication of the people is called communicative behavior. Knowledge of norms and traditions of communication of representatives of one people will allow participants of a linguistic act belonging to different national cultures to adequately perceive and understand each other, that is, to promote intercultural communication. For the formation of intercultural competence, there is not enough only one positive attitude towards the studied culture. This requires contact with the culture and representatives of this culture. Intercultural competence is a more complex formulation that contains in

including certain knowledge, qualities, skills and abilities. However, one must admit that such methods of forming intercultural competencies, as observation, description and formulation of conclusions on this basis, can be effective means of studying another culture at the initial stage of acquaintance with another's culture. In this case, first and foremost, the teacher is required to work hard on selecting materials for the study of students / students and coordinating their actions, so that such study did not appear to form a negative attitude towards the studied culture. Problems in communication between representatives of different cultures arise not only from the actual existing different language codes, but also from different versions of the perception and interpretation of the information received. At each interaction, it is not just about understanding what the interlocutor said, but also assessing the intentions of the partner - the interlocutor, his personality. This can help predict the partner's reaction. To achieve, depending on the situation, an adequate assessment, each participant in the conversation turns to socio-cultural peculiarities. If the expected reaction does not occur, there is a sense of uncertainty. In other words, the affiliation of the interlocutors to different cultures can create problems during the communication process. These findings have led to some changes in the field of education. Consequently, in modern didactics of foreign languages, there is such a view that the purpose of studying in a foreign language is not only linguistic competence, but also intercultural.

Intercultural competence is based on the knowledge and skills, the ability to accomplish by creating a communicative common sense of what is happening and achieving a positive communication for both parties. The goal of forming intercultural competence is to achieve the quality of the linguistic personality, which will allow it to go beyond the limits of one's own culture and gain the quality of the mediator of cultures without losing its own cultural identity. NN Vasilieva gives the following definition of intercultural competence: "This is the knowledge of life habits, traditions, installations of the given society, forming individual and group features; individual motivations, forms of behavior, non-verbal components (gestures, facial expressions), national-cultural traditions, values system "[3].

"Intercultural competence" belongs to modern concepts, words and is at the center of scientific discussions, as evidenced by the different names of this concept: "intercultural competence", "intercultural communication competence", "intercultural efficiency", etc. If you look for the definition of the term "intercultural competency", then the explanation is often not very clear. Typically, under this concept is understood the ability to be able to handle all that is related to another culture, as well as the ability to communicate with people, representatives of another culture and successfully integrate into the communication process.

The communication and communication competence of understanding and information spreads through the following areas: at the personal level, it is about how much the individual himself is influenced by cultural values and concepts, which examples, examples of culture, which subcultures form in his consciousness. At the social level, it is about the ability to overcome stressful situations, tolerate contradictions, conflicts, and the ability to develop a sense of respect for another's culture. At the cognitive level, we are talking about the knowledge of our own and other people's cultural values and concepts and understanding of the relativity of values and norms. At the level of behavior, we talk about the ability to consciously meet all the others and orient themselves there, to perceive their own and another's culture and be responsible for their behavior.

Intercultural learning occurs when a person is ready to understand the specific system of perception, thinking, values and behavior of another's culture, and is ready to integrate this knowledge into its own orientation system. In this case, the following skills should be present, as the scientist believes Alexander Thomas [6: 283]:

"Recognition of norms governing the social situation;  
penetration into role structures depending on culture;  
knowledge of I - the concept of a certain person;  
feeling of wrong, undesirable behavior in social interactions;  
knowledge of the conditions and influence of behavior by partners who are representatives of different cultures;  
the skills of recognition and understanding of the difference in behavior in relation to space and time;  
an understanding of the links between their own goals on the one hand and normative behavior on the other hand;  
knowledge of the relevant rules of conduct in social situations. "

In foreign language classes, there is a process of mastering the principles of intercultural competence. Scientists have been researching a number of relevant textbooks and additional materials. The following conclusions were made:

Most materials indicate the specificity of the German-speaking culture, provide information about the country, people, traditions and habits that can be the basis for the intercultural comparison;

Some textbooks formulate rules of conduct for a particular country, describe linguistic and social traditions, norms, as well as nonverbal ways of communication (facial expressions, gestures, body movements, etc.) of everyday German culture;

The material gives a comparison of two cultures (e.g. American and German, Polish and German);

The subject of "Contact Cultures" relates mainly to the "Foreigners in Germany" aspect, with further discussion of emerging problems;

Problems of intercultural communication and conflicts in the communication process are very rarely mentioned. Necessary for intercultural communication skills are brought to the consciousness of learning a foreign language.

Studies show that the competences of intercultural capacity are presented in one form or another, but are never considered integrity, are formed sequentially. Intercultural conflicts are presented and rarely thematically discussed.

Rarely, strategies are being developed to overcome such conflicts, and there are also no relevant texts. That work on texts can be an effective means of developing intercultural competence in the individual.

In the opinion of many authors, these texts, due to the content contribute to access to issues of intercultural communication. With the help of text exercises, it is possible to work on strategies, as understood by Thomas Thomas.

Among the texts distinguish between those that present intercultural conflict situations, and texts about contacts of cultures that describe intercultural interactions (optional conflict). Finding such texts is easy. Successful are, for example, texts on the topic "Journey". Further opportunities are offered by fiction, which has increasingly focused on intercultural issues.

When working with texts it is necessary to take into account, first and foremost, the following aspects:

Thematicization of conflict / contact;

Developing strategies for behavior that are important for rapid targeting under all conditions.

As a result of working on the texts, language competences, strategic competences of the dialogue, receptive and competence of the attitude are constantly being stimulated. Creating a situation with text, for example, a conflict, leads to his understanding and is transmitted verbatim. As a conclusion, there may be discussion of strategies to overcome the problems of intercultural communication.

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