CROSSCULTURAL COMMUNICATION AND FORMATION OF PROFESSIONAL AND COMMUNICATION COMPETENCE OF FUTURE SPECIALISTS

Abstract. The intercultural paradigm of language education is an established approach to teaching foreign languages in the modern theory of teaching methods. The intercultural approach is one of the main modern directions of improving the language training of specialists in language universities, the main goal of which is the formation of appropriate communicative competence. And although a satisfactory model of intercultural communicative competence still does not exist, just as there is no generally accepted interpretation of this phenomenon, learning a foreign language exclusively in the context of the culture of the corresponding country is theoretically an established global direction of the organization of the educational process both in school and in higher education, regardless of professional orientation the last It determines the content of training, the selection of training material, the nomenclature of abilities and skills to be formed, methods and methods of training, etc.

In today's conditions, there is no objection to the need for modern specialists to speak English. At the same time, a special role belongs to translators from the English language, whose level of professional competence depends on the effectiveness of professional communication. Accordingly, the English language training of future translators needs attention and constant improvement in view of modern trends and innovations.

At this stage of the development of modern education, there is an urgent need to reform and update the methodology of teaching foreign
languages (FL). We consider a set of exercises to be one of the means of forming professional intercultural communicative competence (ICC).

The world is constantly uniting and becoming multicultural as a result of the objective process of globalization of almost all spheres of human life. This leads to changes in many areas of society, including education, where new priorities are clearly reflected in the teaching of foreign languages. The idea of a compatible and interconnected study of language and culture is dominant at the current stage of the development of the theoretical foundations of education.

Keywords: professionally oriented communication, intercultural communication, foreign language, professional competence.

Алексєєва Марія Ігорівна кандидат педагогічних наук, доцент, кафедра англійської філології та методики викладання іноземної мови, Харківський національний університет імені Василя Назаровича Каразіна, ауд. 7-78, майдан Свободи, 4, м. Харків, 61022, м. Харків, 61001, тел.: (067)198-00-20, https://orcid.org/0000-0003-4382-8839

МІЖКУЛЬТУРНА КОМУНІКАЦІЯ ТА ФОРМУВАННЯ ПРОФЕСІЙНО-КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ

Анотація. Міжкультурна парадигма мовної освіти є усталеним підходом до навчання іноземних мов в сучасній теорії методики викладання. Міжкультурний підхід – один з основних сучасних напрямів вдосконалення мовної підготовки фахівців у мовних вузах, основною цілью якого проголошується формування відповідної комунікативної компетенції. І хоча задовільної моделі міжкультурної комунікативної компетенції досі не існує, як не існує і загальноприйнятого тлумачення цього явища, навчання іноземної мови виключно в контексті культури відповідної країни теоретично є усталеним глобальним напрямом організації навчального процесу як в школі, так і у вищій незалежно від фахової спрямованості останнього. Він обумовлює зміст навчання, відбір навчального матеріалу, номенклатуру вмінь та навичок, які підлягають формуванню, прийоми і методи навчання тощо.

В умовах сьогодення не викликає заперечень необхідність володіння сучасними фахівцями англійською мовою. При цьому особлива роль належить перекладачам з англійської мови, від рівня професійної компетентності яких залежить ефективність професійної
комунікації. Відповідно, англомовна підготовка майбутніх спеціалістів потребує уваги та постійного вдосконалення з огляду на сучасні тренди та інновації.

На даному етапі розвитку сучасної освіти існує нагальна необхідність у реформуванні та оновленні методики викладання іноземних мов (ІМ). Одним із засобів формування професійної міжкультурної комунікативної компетентності (МКК) вважаємо комплекс вправ.

Світ невпинно об’єднується і стає мультікультурним внаслідок об’єктивного процесу глобалізації практично усіх сфер людського життя. Це призводить до змін в багатьох напрямках діяльності суспільства, в тому числі в освіті, де нові пріоритети знайшли своє яскраве відображення в навчанні іноземних мов. Ідея сумісного і взаємопов’язаного вивчення мови та культури на сучасному етапі розвитку теоретичних засад навчання є домінуючою.

Ключові слова: професійно-орієнтованого спілкування, міжкультурна комунікація, іноземна мова, професійна компетентність.

Problem setting. In today's conditions, there is no objection to the need for modern specialists to speak English. At the same time, a special role belongs to translators from the English language, whose level of professional competence depends on the effectiveness of professional communication. Accordingly, the English language training of future specialists needs attention and constant improvement in view of modern trends and innovations.

At this stage of the development of modern education, there is an urgent need to reform and update the methodology of teaching foreign languages (FL). We consider a set of exercises to be one of the means of forming professional intercultural communicative competence (ICC).

Over the past decades, the methodology of foreign language learning has come a long way from learning a language as a separate linguistic code through the addition of a socio-cultural component to the integration of language and culture in education in order to equip learners. the ability for intercultural communication in a multicultural environment. The world is constantly uniting and becoming multicultural as a result of the objective process of globalization of almost all spheres of human life. This leads to changes in many areas of society, including education, where new priorities are clearly reflected in the teaching of foreign languages. A retrospective look at the general approaches to teaching foreign languages shows that over time there has been a gradual transformation of the general goals and content
of education - from learning a language as a system, then as a means of general and professionally-oriented communication to personal-oriented language learning as a means of entering culture of other peoples. The idea of a compatible and interconnected study of language and culture is dominant at the current stage of the development of the theoretical foundations of education. The ultimate goal of such training is the formation of a creative personality, which through active cognitive activity creates its own multicultural picture of the modern world, which gives it the opportunity to confidently overcome socio-cultural barriers and come into contact with representatives of other linguistic and cultural societies and determines its readiness for fruitful communication. Such readiness, which arose as a result of the synthesis of realized linguistic and cultural learning goals, is described as intercultural communicative competence. Its final goal, in contrast to foreign language communicative competence, is to ensure communication in the conditions of a dialogue of cultures. It involves the ability to carry out successful communication in various cultural contexts based on the understanding and assimilation of both foreign and own culture.

**Analysis of recent research and publications.** The relevance of the problem of forming the English-language ICC of future specialists is due to the insufficiently high level of formation of language skills among students, which has a negative effect on the level of formation of foreign language communicative competence (FLCC) as a whole.

Issues of foreign language education considered in the works of domestic researchers: A. Bychok [1], N. Bibik [2], O.Bihych [3], N.Bidiuk [4], T.Volfovska [5], I.Kovalchuk [6] etc.

**The purpose** of the article is the theoretical justification, practical development and verification of the effectiveness of the method of forming the English-language ICC of future specialists. The object of the study is intercultural communication of students. The subject of the study is the method of formation of professional and communicative competence of future specialists.

**Presenting main material.** The intercultural paradigm of language education is an established approach to teaching foreign languages in the modern theory of teaching methods. The intercultural approach is one of the main modern directions of improving the language training of specialists in language universities, the main goal of which is the formation of appropriate communicative competence. And although a satisfactory model of intercultural communicative competence still does not exist, just as there is no generally accepted interpretation of this phenomenon, learning a foreign language exclusively in the context of the culture of the
corresponding country is theoretically an established global direction of the organization of the educational process both in school and in higher education, regardless of professional orientation the last It determines the content of training, the selection of training material, the nomenclature of abilities and skills to be formed, methods and methods of training, etc.

According to the researchers, the inclusion of the cultural factor in the content of education certainly has a positive effect on its results. However, it should be noted that the intercultural approach has different subjective value for different categories of those who study a professionally oriented foreign language in higher education institutions. The specific weight of the cultural component in communicative competence is to a certain extent determined by the future profession of those who study and, accordingly, this or that field of using their knowledge, skills and abilities. The more intercultural interaction is expected in the future professional activity, the higher this specific weight is. The greatest effect of its use will be given to those students who will be in direct contact with native speakers in their future professional activities. The intercultural communicative competence formed during training can find its concrete implementation and development in the process of direct communication with foreigners. The skills acquired during training, primarily in oral communication, can be practically applied in the natural conditions of real professionally oriented communication with speakers of a foreign language. Focusing on the dominant types of future professional activity and possible areas of foreign language use, it is possible to determine those for whom the application of an intercultural approach will have the greatest effect. Any foreign language communication is a priori seen as speech interaction between representatives of different cultures, i.e. as intercultural communication.

Based on the analysis of the potential areas of using a foreign language for the purpose of professional communication and at the same time taking into account such factors as insufficient school preparation, specific learning conditions, limited study time, the restraining role of an artificial language environment, the lack of authentic educational materials, etc., it should be recognized that active implementation of the main provisions of the intercultural approach in the practice of training future translators is an urgent, albeit difficult to implement, need.

Considering the fact that English as the dominant foreign language in language profile universities has long become the language of international communication, the formation of intercultural communicative competence cannot be based solely on the culture of one country or group of countries. The English language becomes a means of contact and understanding
between people of those cultures that have nothing to do with this language. This means that with such communication, nationally specific norms of Anglo-Saxon culture lose their importance. At the same time, the language itself begins to perform a mostly technical role, actually returning to the status of another language code, while the cultural component of communication is filled with a variety of nationally specific norms, standards, beliefs, ideas, values, traditions and attitudes (the invisible part of the iceberg according to W. Brembeck [8] or culture with a small "c" according to R. Halverson [11]). Learning English as a foreign language by participants of intercultural communication - representatives of different countries - takes place in different educational contexts with different approaches to the inclusion of culture in the learning process - from a high level of its integration to, perhaps, its complete ignoring. This means that representatives of different cultures, united by the knowledge of the intermediary language, can have completely different views on such concepts as equality, diversity, tolerance, compassion, mutual understanding, interaction, equality, respect, empathy and many others.

Representatives of different cultures should not imitate the cultural norms of the mediator's language, their task is to find understanding by adapting their speech behavior, taking into account the cultural baggage of each of the communication participants. The use of an intermediary language as a means of achieving mutual understanding will be mediated by the peculiarities of their own languages and cultures, it will become a means of realizing a real "polylogue of cultures". If a foreign language is used as a lingua franca, given the lack of time and other resources for the formation of an effective communicator, doubts arise about the feasibility of learning the monoculture of a certain ethnic group, whose language is the subject of study. It is clear that it is impossible to take into account the peculiarities of national cultures in the entire range of potential communication partners. Efforts should rather be directed to the formation of a general idea of the inextricable connection between language and culture, to taking into account the cultural component of communication when learning a foreign language, to tolerance to the culture of other language communities and the readiness to resort to rapid changes in the strategy and tactics of one's speech behavior.

It is impossible not to agree that background knowledge of the explicit facts of history, literature, art, norms of morality and law of a country is important for one who studies its language, giving an idea of the socio-cultural context in which it functions and allowing easier orientation in speech the world However, they rather characterize his personal qualities
and are not decisive for the success of intercultural communication. Numerous examples prove that a foreigner who enters a foreign-language environment can successfully form the appropriate communicative competence, completely bypassing the stage of familiarization with country studies information. It can also be noted that those native speakers who, due to ignorance or other reasons, have a very weak idea of the culture of their own people, do not experience any problems in interpersonal communication. Thus, it can be argued that mastering a culture with a capital "C" (the visible part of the iceberg) is not a decisive factor in the acquisition of intercultural communicative competence. In the conditions of strict limitations of educational time, the accumulation of general educational cultural baggage should, mainly, be given "for ransom" to the student, transferred to independent work for his own self-improvement. The object of purposeful work in the classroom should be the assimilation of culture from the small "c" (invisible part of the iceberg), mastery of which is decisive for the formation of intercultural communicative competence. Such hidden elements of culture as values, beliefs, perceptions, etc. determine all our actions, behavior and relations with other people. Ignoring them leads to interruptions in communication, and sometimes to complete communicative "accidents", which result in interpersonal misunderstandings and conflicts and can be much more destructive to the communication process than any linguistic error.

According to experts, based on the practical experience of international cooperation, a multicultural component should be included in the training program of international teams, as well as in the training program of student translators. Due attention was paid to this issue by the English scientist M. Byram [9], who identified five elements in the structural content of the ICC: relationships, knowledge, the ability to interpret and correlate, the ability to discover and interact, and critical cultural awareness. For many foreign researchers, his model of intercultural competences is still a point of reference [9-18]. The main manifestations of intercultural competence, according to the theoretical generalizations of scientists, are: openness to learning about another person's culture and noticing psychological, social and other intercultural differences; psychological adaptation to cooperation with representatives of another culture; the ability to distinguish the collective from the individual in the communication behavior of representatives of other cultures; the ability to overcome social, ethnic and cultural stereotypes; own a set of communication tools and select them according to the communication situation; compliance with the rules of etiquette in the process of
communication [4]. Therefore, taking into account the complexity of the process of formation, we are interested in the content of the formation of students' ICC.

I. Kovalchuk defines three groups of elements that make up intercultural competence - affective, cognitive and procedural. This refers to the first component: empathy, tolerance (they form the psychological basis of effective intercultural interaction); to the cognitive component, culture-specific knowledge that serves as a basis for adequate interpretation of the communication behavior of representatives of another culture, as a basis for preventing misunderstandings and as a basis for changing one's own communication behavior in an interactive process [7, p.140].

The procedural component includes strategies that are particularly applicable in situations of intercultural contact.

The following are highlighted: 1) strategies aimed at ensuring that such interaction is successful, encouraging communication, searching for common cultural elements, readiness to understand and identify signals of misunderstanding, using the experience of previous contacts, etc.; 2) strategies aimed at replenishing knowledge about the cultural uniqueness of the partner [6, p.18].

However, understanding what to fill in and how to shape each of the components does not explain this framework for our study. The creation of a foreign language ICC involves observing a certain sequence of accumulation of intercultural knowledge. Relying on the professional knowledge of the student, his own life experience, the level of foreign language proficiency, the teacher, providing methodical support, leads the student to gradually expand his knowledge of the foreign language of ICC. At the same time, it should be taken into account that all types of foreign language activities in classes should be motivated, relevant, have a practical professional focus and pragmatic meaning.

Conclusions. The cultural diversity of modern society encourages each person to constructive interaction, the development of a positive attitude towards representatives of other nationalities, and the development of knowledge about surrounding cultures. One of the main tasks of modern education is the education of a person capable of learning and creating culture through dialogic communication, which requires all participants in the pedagogical process to have a high level of communication culture, communicative competence and developed communication skills. This is possible under the condition of proper organization of intercultural dialogue. The latter plays an important developmental role for modern society and human education, as it is able to transform a person into a representative of
another culture, which gives him the opportunity to understand the interlocutor.

The step-by-step algorithm for the creation of the ICC, which includes the interpretation of communication behavior in a foreign language and covers the professional sphere of communication, contributes to ensuring the sustained interest of students in a specific process, awareness of the reasons for communication failures in their future professional life, and forms a tolerant attitude towards a multicultural environment. In terms of forms and methods, in addition to traditional practical classes, an important place is occupied by independent and individual work and preparation for foreign student exchanges, etc.

The main task of the teacher of a foreign language is the student's acquisition of readiness to interact with people in a variety of multicultural environments on a global scale. This ambitious goal, which involves the formation of intercultural communicative competence, requires a lot of effort, but its implementation opens up immense opportunities for students to communicate and enrich their cultural world.

References:


Література:


