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**THE FORMATION OF THE INTERCULTURAL COMPETENCE OF A TEACHER
IN TEACHING A FOREIGN LANGUAGE**

The article deals with some aspects of the relevant problem of the current state of teaching foreign languages in the process of preparing future specialists for the participation in the intercultural dialogue. An attempt is made to describe the topicality of such a problem of teaching a foreign language as the development of intercultural competence as one of the components of foreign language competence of students of higher educational institutions. In the article we analyze the problem of intercultural education in modern society, research the relevance of learning a foreign language in this aspect and the necessity of the formation of a teacher's sociocultural competence in teaching a foreign language. Such concepts as "intercultural communication", "intercultural competence", "sociocultural communication", "sociocultural competence" are defined. It is mentioned that "the factors of sociability and tolerance, increase of professional qualification and retraining of employees, increase of their professional mobility gain special importance". The means of intercultural communication are foreign languages, mastering of which leads to mutual understanding in any multicultural and multilingual space. The significance of forming the intercultural competence of future teachers is proved. Thus, only intercultural competence in its relation with foreign language communicative competence can be one of the indicators of the formation of foreign language competence of students of higher educational institutions. The intercultural component is a fundamentally new ontology of modern theory of teaching foreign languages, which naturally dictates the need to find new methodological solutions.

Key words: intercultural communication, foreign language, personality, communicative competence. intercultural communication, methodology.

Defining the problem. Changes in sociopolitical and economic life in Ukraine, expansion and qualitative change in the nature of international relations, intensification of international means of communication, on the one hand, and the emergence of ethnic conflicts, exacerbation of racial intolerance, on the other hand, dictate the necessity of the revision of objectives in the educational policy, define a new vision of the role of education. Vocational education in the conditions of dynamic development of the economy, profound structural changes in the field of employment, expansion of intercultural interaction is aimed to improve the skills of employees, to ensure the development of axiological goals of an individual with the help of his enrichment by universal and nationally specific values of his own and other cultures, to promote a mobile specialist development.

Analysis of recent research and publications. The issues of the theory of intercultural communication

were studied by T. Astafurova, P. Donets, I. Zymnya, I. Leifa, R. Porter, L. Samovar, V. Safonova, S. Ter-Minasova, G. Tomakhina, I. Khaleeva and I. Tsaturova. The concepts of the dialogue of cultures are highlighted by M. Bakhtin, B. Bibler and others. The research on communicative complications between the representatives of different cultures and strategies of overcoming them mainly belongs to such foreign scientists as A. Vezhbytska, U. Hudikunst, S. Kim, T. Larina, G. Markus, G. Triandis, E. Holl, G. Hofstede. The problem of tolerance within intercultural communication was considered by U. Hudikunst, P. Donets, L. Znikina, T. Larina, V. Nike, T. Persykova, O. Sadokhin, V. Safonova, S. Ter-Minasova and others.

The purpose of the article is to reveal the aspects of the relevant problem of the current state of teaching foreign languages in the process of preparing future professionals to participate in the intercultural dialogue.

It is stated that “the factors of sociability and tolerance, the improvement of professional qualification and retraining of employees, the growth of their professional mobility are of special importance”. The means of intercultural communication are foreign languages, mastering of which leads to mutual understanding in any multicultural and multilingual space. Taking it into account, it becomes obvious that the role of a foreign language as a subject has increased and the requirements to teaching foreign languages have become higher. Modernization of education presupposes that the basis of the updated content of education should be based on “Key competences”, which in personal terms are manifested as competencies. Based on the above-mentioned, a new concept of education should be based on the principle of acquiring foreign language competence by university students in the context of general professional competence. The generalization of pedagogical experience, my own activity as a teacher of a foreign language enabled us to understand foreign language competence as the integrative feature of a personality, which includes knowledge, skills and abilities, personal qualities that contribute to the understanding of foreign language expressions and adequate transformation of communicative units of a native language into a foreign one within the frames of text communication according to the specific situation of communication and national and cultural peculiarities of a foreign language environment. In the changed conditions the social order of society regarding the level of knowledge of a foreign language is expressed not only in the knowledge of a language, but also in the ability to use a foreign language in real communication. According to the draft of the state educational standard, the main purpose of learning a foreign language is “to form and improve foreign language communicative competence”, which also coincides with the objectives of the Council of Europe document “Modern languages: learning, teaching, assessment. General European competence”. Foreign language communicative competence is considered by us as a set of knowledge, skills, abilities, the possession of which allows students to practically use a foreign language in various socially determined situations, taking into account the linguistic and social rules, which native speakers follow. We believe that a high level of foreign language communicative competence does not always ensure the efficiency of communication between speakers at the intercultural level, mutual understanding in the aspect of the interaction of their native cultures. During

rather a long period of the formation of a foreign language communicative competence the study of a foreign language took place in the conditions when a native speaker was a role model for learners. And it “implicitly implies that those who learn a foreign language should model themselves as native speakers, ignoring the importance of social identity and cultural affiliation of a learner” Ніколаєва 2011 :12]. However, it should be noted that when starting to learn a foreign language, a learner has his own sociocultural baggage, his own cultural traditions. For successful intercultural interaction, it is necessary to develop a dual vision, to accept another culture adequately without losing our own cultural identity, thereby developing intercultural competence. Because of this fact the role of intercultural competence becomes obvious. This question is developed and described in the works by such scientists as N. D. Halskova, H.I. Hez, G.V. Elizarova and others. You can have all the necessary knowledge and even correctly build your own statement, decipher the behavior of another person, but you can't have the ability to correlate models and specific acts of behavior and the ability to convey to the interlocutor the meaning of the peculiarities of the intercultural act of communication. In general, a student must be able to see the similarities and differences and to establish a relationship between a native and other systems, rather than imitate a native speaker, being a representative of his own culture. Supporting the opinion of G.V. Elizarova [Гальскова 2004 :192], we think that the components of intercultural competence correlate with the components of a foreign language communicative competence, modifying the part of the content of the latter and adding intercultural space to them. Thus, by developing intercultural competence we contribute to raising the general level of foreign language competence. Enrichment of the potential of intercultural competence as for foreign language competence of university students is expressed in the development of important qualities such as tolerance to negative manifestations of a foreign language culture, immunity to xenophobia, upbringing of a caring attitude to a native culture and also the development of the ability of a learner to build his behaviour according to the norms and culture of the country the language of which he learns and at the same time to act as a mediator of cultures – a mediator between his own and foreign cultures in order to create a common denominator. So, in order to overcome the cultural inadequacy of the behavior of foreign language learners and to

form in them the skills of an intercultural speaker, intercultural competence enriches and becomes an integral part of the foreign language competence of university students. Intercultural competence is a competence of a special nature, based on knowledge and skills, the ability to carry out by creating a common meaning for speakers of what is happening and finally to achieve a positive result for both sides of communication. Intercultural competence has no analogy with the communicative competence of a native speaker, it can be inherent only to the mediator of cultures. The purpose of intercultural competence formation is to achieve such a quality of a linguistic personality that will allow to go beyond his own culture and acquire the qualities of a mediator of cultures without losing his own cultural identity. The formation of intercultural competence should be considered in connection with the development of a student's personality, his ability and willingness to participate in the dialogue of cultures on the basis of the principles of cooperation, mutual respect, tolerance to cultural differences and overcoming cultural barriers. Undoubtedly, it is established in psychology that the presence of a personal baggage in the consciousness of each participant of communication, in other words – his own culture (individual picture of the world) and opposed to him a foreign world (foreign image of consciousness) creates dialogicity of a personality. It is the dialogic nature of a personality that gives him the ability to participate in a dialogue of cultures. In the process of involvement in a foreign culture in the context of a dialogue of cultures, a student relies on the cognitive means of his culture, which are involved for understanding the means of a foreign culture, on new knowledge about a foreign culture, formed in the process of cognition and on new knowledge about his culture. The most optimal is the position of A. Knapp-Potthoff [Гальскова : 192], according to which intercultural competence has the following structural components: 1) affective; 2) cognitive; 3) strategic. The main components of the affective component are empathy and tolerance. The cognitive component is based on the synthesis of knowledge about the native culture and the culture of the country the language of which is learnt, as well as general knowledge about culture and communication. The strategic component includes students' verbal, learning, and research strategies.

A teacher must choose the optimal means and techniques of communication using exercises, role-playing games, workshops in order to prevent

the emergence of conflict situations in the team of students, be able to apply the methods of a team management. Improper communicative activity generates emotional tension, lack of confidence, fear in a student. As a result, he has a stable negative attitude towards a teacher, school, education. Pedagogical communication should evoke trust and joy from interaction and promote socio-psychological optimization of the educational process. Keeping to the rules and norms of communication in the process of professional activity is the key to the development of a student's personality [Хало: 240].

The term “communicative competence” has quite a wide range of definitions: from (in a broad sense) the ability to communication, sociability, the ability of an individual to establish a communicative contact with the environment to a more specific consideration of a communicative competence – as knowledge of cultural norms and rules of communication; accepting social stereotypes of behavior; possession of communicative skills and abilities; the system of internal means of regulating communicative actions; a set of skills and abilities obtained on the basis of individual experience, i.e. operational and technical means of communication [Волошанська : 50].

In the works by A.V. Khutorsky, N.P. Volkova, I.V. Rodygina communicative competence is considered as a system of internal resources necessary to build effective communication in a particular field of situations of personal interaction. Competence in communication, undoubtedly, has invariant universal characteristics and at the same time characteristics that are historically and culturally conditioned. Communicative competence means the willingness to set and achieve goals in communication, namely to receive the necessary information, to express and defend your point of view in a dialogue and public speech based on the recognition of different positions, respectful attitudes to values of other people (religious, ethnic, professional, personal, etc.) [Волошанська : 48].

Conclusions. Thus, only intercultural competence in its relationship with a foreign language communicative competence can be one of the indicators of the formation of a foreign language competence of university students. The intercultural component is a fundamentally new ontology of a modern theory of foreign language teaching, which quite naturally dictates the need to find new psychological, pedagogical and methodological solutions.

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ФОРМУВАННЯ МІЖКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ ВЧИТЕЛЯ У ВИКЛАДАННІ ІНОЗЕМНОЇ МОВИ

У статті розглядаються деякі аспекти актуальної проблеми сучасного стану викладання іноземних мов у процесі підготовки майбутніх фахівців до участі в міжкультурному діалозі. Зроблена спроба описати актуальність такої проблеми викладання іноземної мови, як розвиток міжкультурної компетенції, як одного зі складників іншомовної компетентності студентів вузів. У статті проаналізовано проблему міжкультурної освіти в сучасному суспільстві, досліджено актуальність вивчення іноземної мови у цьому аспекті та необхідність формування соціокультурної

компетентності вчителя у викладанні іноземної мови. З'ясовано такі поняття, як «міжкультурна комунікація» «міжкультурна компетенція», «соціокультурна комунікація», «соціокультурна компетенція». Доводиться важливість формування міжкультурної компетенції майбутніх вчителів. Розкрито аспекти актуальної проблеми сучасного стану викладання іноземних мов у процесі підготовки майбутніх фахівців до участі в міжкультурному діалозі. Зазначено, що «особливу важливість набувають фактори комунікабельності й толерантності, підвищення професійної кваліфікації та перепідготовка працівників, зростання їх професійної мобільності». Доведено, що тільки міжкультурна компетенція в її взаємозв'язку з іншомовною комунікативною компетенцією може виступити одним із показників сформованості іншомовної компетентності студентів вузу. Розглянуто аспекти актуальної проблеми сучасного стану викладання іноземних мов у процесі підготовки майбутніх фахівців до участі в міжкультурному діалозі. Зазначено, що особливо важливими стають фактори комунікабельності й толерантності, підвищення професійної кваліфікації та перепідготовка працівників, зростання їх професійної мобільності.

Ключові слова: міжкультурна комунікація, соціокультурна компетенція, міжкультурне спілкування, комунікативна компетенція, іноземна мова, особистість, методика.