DEVELOPING STUDENTS' INTERCULTURAL COMPETENCE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

The approach to teaching a foreign language at a university can be defined as intercultural professionally oriented focused on developing students' intercultural communicative competence, which is a component of the professional competence of a university graduate and assumes the ability to solve professional problems using a foreign language. This article highlights the ways of developing students' intercultural competence in teaching English as a foreign language.

KEYWORDS: *Students, Culture, Communication, Cultural Competence, Intercultural Communication, Intercultural Competence, Practice-Oriented Tasks, Motivation.*

INTRODUCTION

As we know, communication is not just the transmission of messages, the exchange of thoughts, information, feelings, but also the most important social process that performs a connecting function in society. Communication is conditioned speech acts built by two or more communicants, each of them acts as a leader, and on the other hand, he is guided by the actions of his interlocutors. It is necessary not only to know the language, but also to understand the culture of the native speaker and interact with it, achieve mutual understanding and ensure the effectiveness of communication. In order to understand national values, the spiritual heritage of the culture of the people of the country of the target language and to avoid possible conflicts, it is necessary to direct the process of teaching foreign language communication to the integration of cultures. This leads to an enrichment of cultural experience and mutual understanding of the parties.

Intercultural communication is direct or indirect verbal communication of representatives of different ethno-cultural communities, and if considered in the broad sense of the word, it is the interaction of representatives of different ethno-socio-cultural communities. Intercultural communication helps to avoid conflicts between individuals and countries that have different cultural dominants [2]. Cultural competence is knowledge of the characteristics of culture; it affects the perception and understanding of the text, which in turn depends on the cultural, historical and social context, communicative situation, intellectual relations, and background knowledge of the communicants.

MATERIALS AND METHODS

To develop students' intercultural competence and the ability for intercultural communication requires special approaches to organizing foreign language classes. For constructive communication with representatives of another culture, you need not only information about everyday life, politics and philosophy, both in your own country and in the country of the studied language, you must have a clear idea of the daily life of the peoples inhabiting this country. "Intercultural competence implies not only knowledge and understanding of the similarities and differences between the cultures of the native country and the country of the target language, but also the ability to correlate one's own and foreign language culture" [3].

The assimilation of a foreign language culture is one of the important tasks of teaching a foreign language specialist at a university. It is especially important to emphasize the need to develop students' adequate sensitivity to a different culture, the ability to correctly interpret specific manifestations of communicative behavior in different cultures. All this contributes to the education of national tolerance and understanding of other people through their culture [3]. The ability to navigate a situation, analyze information, compare verbal and non-verbal means of communication, compare facts, develop the ability to double vision of the same situation (on their own and on the part of the interlocutor) is achieved through practice-oriented tasks. However, often the teacher comes across a contradiction between the desire of students to communicate well and easily in a foreign language, and the fact that some of them do not want to spend a lot of time on independent learning activities. They (students) believe that the necessary knowledge can be formed by themselves in the classroom and without much effort on their part. It is clear that such delusions are associated with a lack of cognitive interest in learning a foreign language and is often due to a lack of motivation.

Motivation in teaching a foreign language performs a function that includes three aspects [4]:

➢ a motivated student strives to work on the language productively, completing homework with high quality, looking for opportunities to learn more, using additional material;

➢ a motivated student sees a goal in front of him, has a strong desire to master the language and achieve success;

➢ a motivated student enjoys the process of learning a foreign language, experiences pleasure in solving mental problems.

All three elements: effort, determination, and pleasure distinguish people who are more motivated from those who are less motivated. Each element taken separately is insufficient to characterize motivation. Some students put in the effort but do not enjoy learning the language. Others may want to learn the language, but circumstances hinder their efforts.

A strong motivational stimulus is a sense of the achieved result. Understanding progress, however small, has a positive effect on increasing the desire to keep learning. Here, praise from the instructor goes a long way in keeping the student interested.

To increase motivation for learning a foreign language and the formation of intercultural communication, it is also necessary to use various types of tasks in the classroom, strive to avoid monotony and repetition, organize the process so that each student takes an active part in all types of activities. As an example, let's name such tasks as:

-Comparison of differences in culture and linguistic picture of the world (when studying colloquial structures and idioms);

-Listening to authentic texts (regional content);

-Filling in the gaps in the printed lyrics;

-Analysis of jokes in a foreign language, based on wordplay, performing tasks aimed at studying the shades of word meanings in various contexts.

Role play can have a special influence on the formation of students' intercultural communication. The learning process approaches real communication and involves students in oral communication. The game stimulates the mental activity of students and increases their motivation to study a foreign language and culture. At the same time, there is a concentration on the communicative use of language units. Role-playing games are a stimulus for the development of spontaneous speech associated with the solution of certain communication tasks. The student's interest in the role performed increases his motivational readiness for speech action, allows him to eliminate constraint, fear, stiffness (of course, if the theme of the game and the role are chosen by the teacher correctly), prepares them for the practical use of a foreign language in real intercultural communication and in the field of future professional activity.

Independent active-cognitive practical activity of students can be stimulated with the help of projects. When completing a project, the student independently plans his work. Here verbal communication is closely related to the intellectual and emotional context of other activities. The student gets the opportunity to independently design the content of communication. Working on a project contributes to the creation of a solid language base. In the implementation of any project, the activities of the teacher and students are subject to a certain logic, which is implemented in a sequence of certain stages and stages. As for the structuring of the project, when teaching foreign languages, the general didactic approaches are preserved:

-Goal-setting (definition of a topic, problem, hypotheses, project goals);

-Planning (determination of research methods, sources of information, evaluation criteria);

-Research (collecting information, solving intermediate problems);

-Presentation (defense and opposition) and evaluation of results (qualitative assessment of the work done).

The topics of the projects can be different, related to regional studies, the future profession of the student, reflect the most striking achievements in the field of world science and technology, dedicated to any political events. The project methodology teaches students to think creatively, independently plan their actions, solutions to their tasks, which in turn contributes to the

formation of motivation for intercultural communication. For intercultural communication (as mentioned above), socio-cultural knowledge about the system of values, beliefs, ideas, about the rules of etiquette adopted in other countries, as well as the willingness and ability to conduct a dialogue of cultures are required. Dialogue of cultures presupposes knowledge of one's own culture and culture of the country of the target language. Part of culture is art that reflects the national mentality. Speaking about art, it is difficult to overestimate the importance of using video materials in foreign language classes. They contribute to the development of socio-cultural and communicative competence. Watching films has educational, aesthetic, intellectual and emotional goals. Students acquire knowledge about the culture of the country, including literature, music, architecture, painting, history; the ability to correlate one's own culture and a foreign language [10]. It should be emphasized that students should learn a foreign language not only because they need a language. Learning a foreign language should definitely be fun. Properly selected regional and feature films can and should contribute to making learning a foreign language enjoyable.

Videos are especially useful for cross-cultural comparisons. Students see and hear how people behave in the country of the studied language, observe their daily life, interpersonal relationships, communication features, etiquette. By watching films, students not only fill in some gaps in the information plan, but also the necessary set of language and speech tools for the problems discussed. Working with video materials allows you to work out simultaneously the lexical, grammatical and phonetic skills of students. As a result of the use of video films in the classroom (yes, in fact, as additional tasks for independent work on the language), students acquire deep linguistic, cultural and socio-cultural knowledge. They develop skills and abilities of dialogical communication and discussion. Discussion of problems, which gives reason to talk about the formation of students' communicative and intercultural competence, allowing them to communicate in a foreign language with native speakers Basically, teaching a foreign language takes place outside the country of the target language, acquaintance with the socio-cultural component is possible only with the help of special materials that would reflect the reality in which a representative of the corresponding culture lives and functions. Textbook content should be engaging, realistic and socially relevant. Study materials should form students' own style of foreign language speech and social behavior, as well as interest and respect for the cultural and social traditions of other peoples. In this regard, authentic material is of particular importance. It includes printed texts from original sources of informative or reference nature, excerpts from works of fiction, reflecting characteristic pictures, situations from the life of people of the countries of the target language. It can be any printed matter related to life support in the country of the target language: signs, advertisements, different types of transport tickets, receipts, letters, theater programs, museum catalogs, etc.

CONCLUSION

In conclusion, we can say that the use in the educational process (and in the independent work of students) of new learning technologies (including role-playing games, projects, watching videos, using authentic printed materials) creates a real opportunity to increase students' competence for real intercultural communication in a foreign language in everyday life and in their professional activities.

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