

MODERN APPROACHES TO FORMING INTERCULTURAL COMPETENCE

Бескорся Е.С.,

Донбасский государственный педагогический университет

The main aim of studying any foreign language is to prepare students for real-life communication with the members of other cultures than their own. The new focus is on negotiation of meaning between speakers of different cultures.

A lot of linguists and methodologists (E. Tareva, N. Glazkova, N. Gez) devote their works to researching the process of forming sociocultural competence. Foreign scientists M. Byram, A. Tantini, G. Kim, and C. Kramsh revealed the way of language and culture interacting. But there is some disagreement among scholars. They dispute how best to conceptualize and build intercultural communicative competence. In this paper we try to show modern approaches to intercultural skills building.

For better understanding the key components of these approaches the definition is analyzed as following: Intercultural Communicative Competence is perceived as effective in fulfilling certain rewarding objectives in a way that is also appropriate to the context in which the interaction occurs [4, p. 65]. The special emphasis is made on the word 'perceived' because it means that the competence is determined by people who interact with each other. Intercultural competence enables learners to understand what they should say in certain situations according to specific topic [1, p. 44]. That is, the actions of the communicators fit the expectations and demands of the situation. Appropriate communication means are expected to be used in a given context, so intercultural communication is contextual.

If students have limited contact or even no contact with native speakers, language learning process should correspond to the real communicative situations. Interaction contexts are the settings of situations within which social episodes occur. Contexts impose a 'frame' or reference point around communication experiences by helping people to determine what specific actions can mean what behaviors are to be expected, and how to act appropriately and effectively in a particular interaction. These contexts may include understanding of customs, opinions, and lifestyles of

people in a community, and facts about a country's history, economy, achievements and so on, all form the background to grasping the culture which in turn explains a lot about what, how, and why people communicate in the way they do.

At the same time, being learners our students want also to communicate their own culture. They all live within their families, community, village, town, and city. These are the places they know and understand the best and feel the most comfortable in. We shouldn't exclude the opportunity to talk about different aspects of their own background. Based on this approach, students are involved in an open intracultural dialogue. So-called intracultural dialogue approach is the essence of personal sociocultural development [2].

Literature summary confirms that this approach is widely used and is also called *description, interpretation, and evaluation* (DIE). Getting information students are not always aware of specific cultural symbols. They need to form the interpretation and evaluation of received information from the point of view of their own culture, being involved into the intracultural dialogue.

We can illustrate some intercultural activities which are represented with the help of the intracultural dialogue. The examples are based on the experience of teaching intercultural activities to students of teacher training university. The list of topics includes the following: greetings and introductions, everyday habits and customs, houses and homes, jobs for men and women, food and drink, clothes, transport, health and fitness, etc. The main goal during studying any topic is to surprise students, to show them how strange and sometimes funny some foreign aspects of culture are.

In order to help them understand the source of their reaction it is necessary to explain them how their own culture equips them with cultural patterns that lead to such statements. The process of analyzing their own culture is an intracultural dialogue. The stages of a lesson which cover both intercultural and intracultural dialogue include:

- immersion in a foreign culture via a video recording;
- reaction to presented material;

- clarifying the reaction on the basis of intercultural and intracultural dialogue [3, p. 36].

Intracultural approach is a necessary part of the complex activity which leads to better understanding of a foreign culture and, as a result, enhances students' intercultural competence.

References:

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