

METHODS FOR DEVELOPMENT OF INTERCULTURAL COMMUNICATION SKILLS WITHIN EDUCATIONAL ENVIRONMENT

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The current state of international relations in various spheres of life requires certain transformations in the field of teaching foreign languages. In connection with the processes of globalization, interest in the problems of intercultural communication has increased significantly. According to Navaitiene J. and Rimkeviciene intercultural competence is one of specific aim in lifelong learning. It is interpreted as a part of main competence, social one [1]. A foreign language lesson is a practice of intercultural communication, as each foreign word reflects a foreign world and a foreign culture: behind each word there is an idea of the world conditioned by the national consciousness [4].

In the framework of intercultural educational environment the language barrier overcoming is not enough for effective communication between representatives of different culture.

The issues of formation of intercultural communication and overcoming cultural barriers were considered by O. N. Astafieva, O. A. Zakharova, A. P. Sadokhin, T. N. Saytimova, S. G Ter-Minasova.

So, S.G. Ter-Minasova believes that knowing the meaning and rules of grammar is not enough to actively use the language as a means of communication. It is necessary to know and understand the world of the studied language. In addition to the meanings and rules of grammar you need to know: when to say/write, how, to whom, at whom, where; as a given meaning/concept, this subject of thought lives in the reality of the language being studied [4].

The purpose of this article is to determine the methods for the effective formation of intercultural communication skills in the educational environment.

Establishing contacts between people or interacting subjects through different sign systems is communication. Communication is a process of

interconnection and interaction of social actors (individuals, groups), characterized by the exchange of activities, information, experience, abilities, skills, as well as the results of activities, which is one of the important conditions for the formation and development of society and the individual. At the social level, communication is a prerequisite for the transfer of social experience and cultural heritage from one generation to another.

Intercultural communication is the mutual understanding of two participants of the communication act belonging to different national cultures, so the purpose of learning a foreign language is to master the skills of intercultural communication and mutual understanding between partners. "A specialist graduating from a university today is a comprehensively educated person with fundamental training. A foreign language is a tool and part of the culture for the specialist"[5, p. 137].

Mastering a foreign language the student has to penetrate in a different system of values and life goals and to integrate it into own picture of the world [3, p. 46]. Language is not only a mean; it is also the environment in which a person is formed and lives, determining a person's life experience.

The effectiveness of intercultural communication skills formation in order to ensure the effectiveness of communication between representatives of different cultures depends on the following factors:

- conditions and culture of communication, rules of etiquette;
- knowledge of non-verbal forms of expression;
- success in overcoming the language barrier;
- taking into account the emotional side, the degree of empathic expression of evaluative perception;
- the cultural barrier overcoming.

Intercultural communication is one in a special context where a participant discovers the cultural difference of another. Communication takes place on three levels: communicative, interactive and perceptual. The communicative level is a

contact through language and cultural traditions characteristic of a community of people. The result of this level of interaction is mutual understanding between people. Interactive level is a communication that takes into account the personal characteristics of people, which leads to certain relationships between people. Perceptual level enables mutual knowledge and rapprochement of people on this rational basis. It is a process of partners' perception of each other, determining the context of the meeting and depends on emotions, opinions, attitudes, preferences and prejudices. Perceptual skills are manifested in the ability to control one's perception, "read" the moods of partners in verbal and nonverbal characteristics, understand the psychological effect of perception and take them into account to reduce its distortion [2].

"The main educational principle in the formation of intercultural communication skills" can serve as the principle of dialogue, which allows you to connect in the thinking and activities of people different, not reducible to each other cultures, forms of behavior and activity, value orientations. The dialogue gives practical meaning to the interaction of cultures, communicating with each other, and it becomes a permanent basis in the development and interaction of cultures" [2, p. 117].

Experience, analysis, reflection, comparison and cooperative activities are considered to be the main methods for development of intercultural communication skills. The most effective one, on our mind, is a cooperative activities method. Students should be involved in cooperative activity with people who have different cultural background. Thus intercultural communication takes place. As well as "acting together provide the solid basis for the development in the process of communication attitudes of respect and openness, the source of culture-specific information and sociolinguistic awareness, develop skills of listening, observing, interpreting, analyzing, evaluating and relating, lead to adaptability, flexibility, ethno relative view and empathy" [1, p. 36].

Cooperative activities allow students to work together to make decisions based on creative thinking, communication, and collaboration. They build relationships with other team members as they struggle, deal with failure, and eventually work to master the problem presented. Throughout this process, students are critically thinking of their strategies and making quick decisions, while they are verbally and physically interacting with one another and, therefore, developing their cognitive abilities. As students assess the outcomes, they are becoming more self-confident, learning to deal with stressful situations, and understand the importance of working together as a team to be successful. The following activities are structured to promote purposeful collaboration:

- Information Search

This activity is similar to an open-book test: make up a set of questions that can be answered by searching for information students have available in class; hand out the questions; have students search for information in teams; review answers by merging smaller groups into bigger groups before you take up the answers as a class.

- Quizmasters

This team technique increases the students' accountability for what they are learning in a fun and non-threatening way: choose a topic that can be presented or reviewed in 3 segments, and divide the students into 3 teams; explain the activity. This can be used while teaching new content.

The conditions and culture of communication, etiquette rules, knowledge of non-verbal forms of expression; the success of overcoming the language barrier, the degree of empathic expression of evaluative perception, overcoming the cultural barrier are the means of effective formation of intercultural communication skills in the educational environment.

The prospect of further research is the study of the role of socio-cultural factors in improving the level of training in communication and communication between people of different nationalities.

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