

введение подхода *CLIL* в УВО Республики Беларусь вызывает значительные трудности, что вынуждает преподавателей языка специальности адаптировать существующую методику, используя элементы других подходов (*CLIL*), создавая тем самым своего рода синергетическую модель.

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## THE IMPACT OF FOREIGN LANGUAGE CLASSES ON THE FORMATION OF STUDENTS' CULTURAL INTELLIGENCE

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The article is dedicated to the consideration of the role of foreign language instruction in the formation of future international specialists' cultural intelligence within the framework of the competence-based activity approach. This publication stresses the significance of systemic work on the mentioned professional quality, provides an outline of the concept of cultural intelligence, offers an overview of modern applied research in this field by humanitarian disciplines, and elaborates on the role of foreign language instruction in the formation and development of students' cultural intelligence. The conclusion about its colossal educational potential on condition of proper class organization is formulated.

Key words: the Bologna process; cultural intelligence; the four-factor model; a competence-based activity approach; organizational psychology.

## ВКЛАД ЗАНЯТИЙ ПО ИНОСТРАННОМУ ЯЗЫКУ В ФОРМИРОВАНИЕ КУЛЬТУРНОГО ИНТЕЛЛЕКТА СТУДЕНТОВ

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Настоящая статья посвящена рассмотрению роли обучения иностранному языку в формировании культурного интеллекта будущих специалистов-международников в рамках компетентностно-

деятельностного подхода. Данная публикация акцентирует важность систематической работы над указанным профессиональным качеством, приводит краткое описание концепции культурного интеллекта, производит обзор современных прикладных научных исследований в обозначенной области гуманитарными дисциплинами и детально рассматривает вклад занятий по иностранным языкам в формирование и развитие культурного интеллекта студентов. Сформулирован вывод о высоком образовательном потенциале при условии надлежащей организации.

Ключевые слова: Болонский процесс; культурный интеллект; четырёхфакторная модель; компетентностно-деятельностный подход; организационная психология.

For the time being, the elaboration of educational standards and curricula in the Republic of Belarus is carried out within the framework of the competence-based activity approach [1, p. 73]. This correlates with global trends, as well as the key principles of the Bologna process regarding the students' active role in the formation and development of their general and professional competencies [2]. First of all, we are talking about the aptitude of individuals to apply the acquired knowledge, skills and abilities *in practice*.

When we consider international specialists, developed *cultural intelligence* (CQ) appears to be among the most valuable professional qualities. It is quite evident that competent international specialists contribute a lot to their country's well-being and positive image on the world arena. *P. Christopher Earley*, a founder of the respective concept, notes that a number of international companies and financial institutions (such as *IBM, Nike, Lloyds, Lufthansa*, etc.) look upon cultural intelligence of their employees as a significant competitive advantage in the modern labour market and include it into the corporate agenda of strategic development [3, p. 9].

It should be emphasized that in modern psychological literature *cultural intelligence* is viewed as a multidimensional formation that goes beyond the cognitive sphere. In the most general sense, it is a complex psychological construct that allows an individual to successfully adapt to a new cultural context and function effectively in it [3, p. 5]. It should be noted, though, that such a comprehensive ability allows for optimum interaction not only with representatives of other ethnic groups, but also with representatives of different subcultures, professional and social groups: for example, lawyers of a given company with its IT-department employees [4, p. 139].

Thus, the four-factor model proposed by Professors *P. Christopher Earley* and *Soon Ang* encompasses the *metacognitive, cognitive, motivational* and *behavioral* components and details the necessary abilities, knowledge and skills essential for attaining a high level of *cultural intelligence* (CQ). In particular, the *metacognitive component* of CQ (CQ-strategy) is associated with the level of proficiency that allows an individual to choose appropriate communicative strategies for optimum social interaction in new cultural conditions. The *cognitive component* of CQ (CQ-knowledge) measures the depth of knowledge of the norms, rules and characteristics of different countries, cultures and subcultures. The *motivational component* of CQ (CQ-drive) is an indicator of an individual's determination to direct attention and energy to the study of another culture in order to function successfully in a changing cultural context. What concerns the *behavioral component* of CQ (CQ-action), it

is connected with a person's preparedness to demonstrate appropriate verbal and non-verbal behavior in situations of cross-cultural interaction. In particular, we are talking about the ability to show flexibility in communication [5, p. 51–52]. The authors of the proposed four-factor model emphasize that culture-specific knowledge (i. e., the *cognitive component* of CQ) is not as important as the person's motivation and determination to carry out successful communication in new cultural contexts. In their training programmes they largely focus on the behavioral component [6, p. 100–101; p. 113].

It should be noted that *cultural intelligence* as an object of applied scientific research stands high in demand nowadays. S. V. Chigarkova and G. U. Soldatova provide an example that since the beginning of the millennium the quantity of related publications in the Scopus abstract database has grown several hundred times [7, p. 30]. Such a sharp increase can be chiefly attributed to the needs of international business in the era of globalization. The focus of scientific attention is linked to such issues as increasing labour productivity in multinational companies, streamlining professional communication at different levels of multicultural organizations, promoting effective leadership, facilitating the adaptation process in the international working environment, etc. [7, p. 30–32].

Research results linked to *cultural intelligence* are also of great practical importance for the educational sphere, as they allow upgrading the process of training future international specialists with regard to their individual psychological characteristics. Correlative studies in the outlined area are quite common. For example, reputable Belarusian psychologists A. P. Lobanov and N. V. Drozdova measured the level of cultural intelligence of the BSPU (Belarusian State Pedagogical University) undergraduates in relation to non-academic types of intelligence [see: 8].

E. V. Kulesh describes in her article how the research conducted in line with the concept of *cultural intelligence* suggested by P. Christopher Earley and Soon Ang helped to improve the work on training future social psychologists in the multi-ethnic Khabarovsk region [9, p. 409–411]. L. A. Maksimova conducted a comparative research on *cultural intelligence* at the Ural State Pedagogical University. This author came to the conclusion that it is advisable to systematically work on the development of cultural intelligence not only among the students, but also among the teaching staff so as to improve the quality of education in the multicultural environment [10, p. 39].

On condition of proper class organization, foreign language instruction has a great educational potential for the formation and development of the *cultural intelligence* among the students as well. S. P. Fokina, a PhD in Pedagogy from the Vladimir Law Institute of the Federal Penitentiary Service of Russia, has come up with her own system of lexical exercises aimed at developing the cultural intelligence of future international lawyers. It contains 2 blocks: 1) work on specific historical and cultural vocabulary; 2) communicative tasks with an emphasis on the intercultural component. Thus, students may be asked to interpret culturally determined legal

terminology: *Say, what is understood under the expression 'black letter law.'* The author also included heuristic tasks connected with tracing the etymology of idioms and Latin expressions that are used in Legal English nowadays. Apart from that, students may be offered to complete assignments for contextual translation of lexically marked vocabulary.

The second block of tasks includes exercises for the development of speaking skills within the framework of studying Legal English. For example, students may be offered to discuss the role of international organizations in modern world in pairs or in groups, and to present the results of their discussion later in class. So, the first block of exercises is primarily focused on developing the *cognitive* component of *cultural intelligence*, whereas the second block is aimed at developing the *metacognitive*, *motivational* and *behavioral* components in the foreign language class [see 11].

Lecturers from the Kursk State University elaborated the materials aimed at developing the students' *cultural intelligence* on the basis of authentic animated cartoons in the English language. During the first stage of their experimental research, they measured the level of students' *cultural intelligence* before the work on the speech material of *Zootopia*. The authors were employing the adapted version of the inventory suggested by *E. V. Belovol*, *K. A. Shkvarilo* and *E. M. Khvorova*. During the second stage of their experiment they proposed to the students another English-speaking cartoon – *Chocolate*. As a result of the experiment they came to the conclusion about the learners' increased ability of transferring the skill of making quality analysis of speech situations in new cultural contexts [see 12].

The given examples illustrate that the concept of *cultural intelligence* suggested by *P. C. Earley* and *S. Ang* is highly demanded nowadays by a range of humanitarian disciplines. It can be said that its focus on outcome-based learning correlates with the ideology of the Bologna process. From our part, we can add that theoretical and practical findings related to the concept of *cultural intelligence* may be highly beneficial during the study of such topics, as making presentations in the intercultural environment, managing conflict, conducting effective negotiations, streamlining the process of business communication in the intercultural environment and the like ones included in the curricula under the existing educational standards for the students of International Law and International Relations. Special attention should be given to the tasks on interpreting *non-verbal behavior* of interlocutors as long as this aspect of communication is also meaningful. Students may be offered to analyze the situations in educational podcasts, think about further development of speech situations that involve foreign elements, propose their own strategies for the given situations. Tasks like these will contribute to activating the *metacognitive*, *motivational* and *behavioural* components of students' *cultural intelligence*, which will improve the quality of education in foreign languages.

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## ИСПОЛЬЗОВАНИЕ НОВЫХ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ СТУДЕНТОВ-МЕЖДУНАРОДНИКОВ

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В данной статье рассматриваются новые информационные технологии в обучении русскому языку как иностранному студентов международного профиля обучения. В статье приведена основная терминология по теме, рассмотрены основные понятия: технологии в обучении, электронное обучение, новые компьютерные технологии. В научной работе приведена типология средств электронного обучения, их виды, в том числе рассмотрены демонстративные средства обучения, интернет-ресурсы, средства обеспечивающие общение на иностранном языке, мультимедийные компьютерные и информационно-коммуникационные средства. Также, в статье исследуется специфика применения новых электронных технологий на занятиях по изучению русского языка как иностранного у студентов международного профиля, особенности внедрения новых технологий в процесс обучения, а также преимущества их использования.