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## CROSS-CULTURAL APPROACH IN MODERN FOREIGN LANGUAGE EDUCATION

***Анотація.** У статті йдеться про завдання, які стоять перед вищою школою для покращення навчання іноземних мов, важливості ролі іноземної мови в міжкультурній комунікації та її реального статусу в системі освіти.*

***Ключові слова:** кросс-культура, крос-культурна компетентність, комунікаційні технології, конкурентоспроможний спеціаліст, комунікативна компетенція.*

***Abstract.** The article deals with the tasks that higher educational establishments face for improving foreign languages teaching, the importance of the role of a foreign language in cross-cultural communication and its real status in the educational system.*

***Key words:** cross-culture, cross-cultural competence, communication technologies, competitive specialist, communicative competence.*

Modern higher education operates in new conditions characterized by globalization, new communication technologies, growing competition and commercialization. In connection with it, the educational importance of foreign languages study has increased, entailing the increased motivation of studying them.

As it is known language is a «mirror of culture, a treasury of culture, an instrument and a tool of culture. Since the solution of the actual task of teaching a foreign language as a means of communication between representatives of different peoples is as follows: languages must be studied in unity with the world and the culture of peoples speaking this language» [4, 78].

At the present stage of our society development, there are numerous cultural relations everywhere. The universal approach to the educational system is the training of cross-cultural communication. In the very notion of cross-cultural communication, there is an equitable cultural interaction of representatives of various linguistic cultural communities. The development of international relations is inseparable from the process of studying and teaching foreign languages, as they are a means of cross-cultural communication. The growing needs of the society in specialists who have a good

command of foreign languages at different levels and in different aspects, lead to a revision of the content of foreign languages teaching.

Entering the Bologna educational process puts a new goal for the higher education system — the activation of reforms motivating subjects of the educational process to more active use of a foreign language as a means of communication.

As N. Algozhaeva considers, that there are still a lot of contradictions between the recognition of the importance of the role of a foreign language in cross-cultural communication and its real status in the educational system, between the limited scope of the distribution of a foreign language, its role in the level of the means of communication between the teacher and the trainee and the awareness of the need to develop an infrastructure supporting its use as an important instrument of professional activity [1, p. 466].

The openness of the modern society, the modernization of vocational education, which caused the need for competent specialists who have fluent one or two foreign languages, contradict with longstanding requirements for a low level of foreign languages in non-linguistic institutions of higher education. It should be noted that it is impossible to be a true professional, a competitive specialist without a profound professionally-oriented knowledge of a foreign language [6, p. 6].

It is required that every graduate of a higher education institution had a wide range of competences, knowledge and skills. In this respect, the system of higher education is forced to be focused on the formation of a multicultural personality of a competitive specialist, prepared for a constructive system analysis of current events in the world and in his region, as well as having a sociocultural literacy and scientific point of view.

Special importance in professional training of a specialist is acquired by humanitarian disciplines, an important component of which is foreign languages teaching according to the program of language training. Foreign languages at the modern stage of higher professional education modernization are seen as an important prerequisite for successful activity of a specialist. And the most important thing is that it is in demand in the labour market. That is why today students need such high language training quality, which gives them freedom in oral and written communication in their future work. So education must be professionally oriented.

At present, graduates of higher educational institutions are expected to have such level of foreign languages mastering, which would allow a competent specialist to conduct professional conversation and work with business correspondence in a foreign language. Future specialists inevitably face the need of studying a number of requirements, cliches and formulas needed for business communication [3, p. 46].

The need of direct business contacts in a foreign language, the ability to communicate in a foreign language, especially orally, becomes a necessary condition for the formation of a modern specialist and is one of the most important elements determining its value. Fluent knowledge of foreign languages that used to be the privilege of special linguistic education becomes the need for all specialists. Along with this, it is necessary to state that, despite the increased interest in foreign languages studying, free access to authentic literature and the possibility of direct communication

with foreigners, the problem of developing readiness for communication remains unsolved for the students.

When there is a situation of live communication, many of them are quite at a loss and just remain silent, do not participate in discussions, and if they try to express their point of view, they often violate the ethics of business communication, interrupt the opponent, do not let him speak. Sometimes, after deciding to make a report, the trainee loses the main points of the narrative, begins to stammer and stutter, causing the listeners to ridicule, which forever discourages him from the desire to repeat his sad experience. This is due to the fact that neither at secondary school nor at high school rules of constructive communication are not elaborated, communicative competence is not developed [5, p. 120].

To avoid such difficulties in communication, it is necessary to work out such training methods that will be able to fill the communication gap and prepare the trainees for real communication.

In the history of teaching foreign languages, there are two main ways:

- a) studying the language based on the rules of reduced communication;
- b) studying the language on the basis of communication.

The first way of studying a foreign language is with the help of a grammar-translation system for teaching foreign languages. According to it, the training is based on the study of grammar rules and vocabulary with the next transition to the generation and decoding (reading and understanding oral speech) of speech. Using the rules and vocabulary of the language, the trainees recreate a new language for them. Such way of learning the language is connected with a huge number of mistakes that delay the rate of mastering the language and reduce the interest in its study. Practice shows that this way is not effective at all.

The second way of studying a foreign language is through communication. It is more effective, although it has a lot of drawbacks. Lack of awareness of the language mechanisms, formulated in the form of rules, increases the period of studying a foreign language, reduces the quality of a foreign language speech mastering.

The main action, with the help of which a foreign language is mastered, is the process of communication, that is speech communication. In the process of communication, we do not only have the exchange of opinions and feelings, but also the development of linguistic means, giving them a generalized character.

Teaching foreign languages in modern conditions also provides the development of the trainee's personality, capable and willing to actively participate in the process of communication at the cross-cultural level and to improve independently. This ability is formed in the course of the trainee's mastering different types of competencies, which are in interrelation with each other. At the same time, competence means the sum of knowledge, skills and personal qualities that allow the trainee to perform various actions. They provide the solutions of tasks under different conditions, taking into account various constraints, and are implemented in activities and processes aimed at generating and perceiving texts, in connection with certain topics and spheres of communication and applying appropriate strategies.

When studying a foreign language, the trainee performs various kinds of actions, in the course of which he develops a number of competencies: general, communicative and linguistic.

General competences include: the ability to learn, existential competence, declarative knowledge, habits and skills. General competences are not linguistic, they provide any activity, including communication. Communicative competence is fundamental and is interpreted mainly as the ability to understand and generate foreign language statements in accordance with a specific situation and communicative intention and allows to implement the activities using language tools.

In their turn, language tools provide understanding of lexico-grammatical and genre-stylistic peculiarities of speech and texts. Regional geography and sociocultural knowledge provides understanding of the norms of linguistic and non-linguistic behaviour of speakers of a foreign language in specific spheres and situations of communication.

The following components of communicative competence are known:

Grammar or linguistic competence is a systematic knowledge of grammar rules, vocabulary units and phonology that transform lexical units into meaningful utterances.

Sociolinguistic competence is the ability to choose and use adequate language forms and means, depending on the purpose and situation of communication, on the social roles of communication participants, that is, on the one who is the communication partner. It includes knowledge of the language system and the rules of operating with language knowledge in speech activity in various spheres of communication and communicative situations.

Discursive competence is the ability to build integral, coherent and logical utterances of different functional styles in oral and written speech on the basis of different types understanding of texts in reading and listening. It involves the choice of linguistic means, depending on the type of the utterance.

Socio-cultural competence includes the entire body of knowledge and ideas about the world and culture of the country the language of which is studied, about cultural characteristics of native speakers, their habits, traditions, norms of behaviour and etiquette, and the ability to understand and adequately use them in the communication process, at the same time remaining the representative of another culture. The formation of a sociocultural competence presupposes the integration of the individual in the system of world and national cultures.

Pragmatic competence communicates communicative content in a communicative situation.

Self-educational competence is the most relevant in modern conditions, which can be explained by the following reasons: in modern conditions of rapid development of science, updating information, it is impossible to teach a person for all his life. It is important to make him interested in the accumulation of knowledge, in continuous self-education.

The condition of the acquisition by students for a relatively short period of time of a sufficiently high level of communicative competence, which would make it possible to use a fluent foreign language in any type of activity, is the development of social and

communicative creativity which is necessary for daily and professional communication. The indicator of the learner's creativity is the ability to solve problems arising in the process of interpersonal communication, to participate in role-playing games, to find the way out of a difficult, sometimes conflicting communicative situation, to apply various tactics of behaviour to achieve a specific goal.

For the development of creativity of students in foreign language classes, for example, one can use a business game. The key point in business games is the ability to perform different roles. Therefore, games help form different points of view about the educational situation. They help assimilate new solutions. It is possible to change temporarily or partially the approach to disturbing problems, which means that some changes are made to the settings. That is, it is possible to gain the information which was previously unavailable.

The purposes of using business games in foreign language classes are diverse:  
improvement of practical (speech) skills and habits;  
training in the use of educational material;  
development of creative potential of the individual;  
increased interest in studies, etc.

On the one hand, a foreign language serves as a goal: role play helps learn the most advanced language material most effectively, improve already available speech skills and habits, and improve the level of foreign language skills. On the other hand, a foreign language is a tool useful for developing creative abilities and creative dialogical and collective communication. When organizing business games, the teacher must take into account the level of trainees' mastering a foreign language so that the goals and objectives of the training correspond to their level of readiness to perceive the content. The trainee can know all the necessary rules of grammar, know dozens of words with their Ukrainian-language equivalents, and not be able to speak a foreign language at the same time. Only an adequately organized activity in a foreign language can lead a learner to the required professional skills [2, p. 377].

The analysis of literature conducted by the authors showed that the main tasks of teaching a foreign language at the present stage are as follows:

- teaching practical mastering of spoken language and the language of specialty for active use of a foreign language, both in everyday and in professional communication;
- development and formation of cross-cultural communicative competence among trainees, the level of which at certain stages of language training makes it possible to use a foreign language both for professional activities and for self-educational purposes;
- the study of a foreign language as a cultural and social phenomenon, which contributes to raising the intellectual, general cultural level of trainees, mastering the ethical norms of communication;
- development of the trainees' abilities to self-determination in communication and activity, development of abilities to think, speak, act, and in the end — self-develop, self-improve and self-realize.

Thus, a foreign language can be considered as a means of developing communicative competence. This means, first of all, the ability to adequately cover communicative goals and strategies for their achievement in linguistic forms, as well as

the ability to use the norms of speech etiquette and social behavior in situations of cross-cultural communication, in which the knowledge of the situational and sociocultural contexts of an alien community is actualized [7, p. 3].

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### ПРОБЛЕМИ ПОДОЛАННЯ БАР'ЄРІВ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ

*Анотація.* У статті розглядаються бар'єри, які виникають у процесі міжкультурної комунікації, і знижують її ефективність, аналізуються деякі шляхи їх подолання. Особлива увага приділяється запобіганню мовних, невербальних бар'єрів, а також бар'єрів, що викликані наявністю стереотипів, забобонів і відмінністю ціннісних орієнтацій учасників комунікації.

**Ключові слова:** міжкультурна комунікація, бар'єри міжкультурної комунікації, мовні бар'єри, невербальні бар'єри, стереотипи і забобони, системи культурних цінностей.

**Abstract.** The article deals with the barriers that arise in the process of intercultural communication and reduce its effectiveness, analyzes certain ways of overcoming them. Special attention is paid to avoiding language, nonverbal barriers as well as the barriers caused by stereotypes, prejudices and differences in value orientations of the communication participants.

**Key words:** intercultural communication, intercultural communication barriers, stereotypes and prejudices, cultural value systems.

Процеси глобалізації та інтернаціоналізації, тісне співробітництво країн, академічна мобільність, що постійно зростає, сприяють зближенню людей, вимагають розуміння свого місця у сучасному світі, а також поваги до інших