

Автори зважали на універсальні вимоги, що висуваються до навчального посібника з іноземної мови: дотримуватися оптимального дозування нового мовного матеріалу і повторюваності вже вивченого; проводити роботу над усіма видами комунікативної діяльності протягом усіх уроків. Увесь мовний матеріал посібника становить інтерес для студента-іноземця та має загальноосвітню цінність і професійну спрямованість.

Спільна робота авторського колективу над посібником дає змогу пересвідчитися, що системи вищої освіти Болгарії і України базуються на загальних положеннях, не мають істотних відмінностей і рухаються в одному напрямку щодо підходів в організації і трактуванні навчального процесу. Відповідно, розвиток інноваційних процесів є на сьогодні основним способом забезпечення модернізації освіти, підвищення її якості, ефективності та доступності.

## Література

1. Місник Н.В., Палій М.О. Українська мова для іноземних студентів: Робочий зошит: Навч. посібн. — К.: ПАТ «Віпол», 2017. — 96 с.

2. Місник Н. Сучасні освітні парадигми формування дискурсивної компетентності студента вищої школи в Україні // Зб. Алманах «Българска украинистика». — №3. — Софія, 2013. — С. 261–265.

3. Милена Палий, Наталия Мисник. Стиль общения преподавателя как фактор оптимизации педагогического процесса. — Сборник статьи. — Шумен: университетско издателство «Епископ Константин Преславски», 2016, С. 56–63.

4. Научноизследователски проект «Образователни практики за оптимизиране на педагогическата комуникация» (№ РД-08-320/13.03.2015 г.), Факултет по хуманитарни науки. — Университетско издателство «Епископ Константин Преславски», 2016.

*Nozhovnik O., PhD, Associate Professor*

*Grytsiak L., PhD, Associate Professor*

*Sabat O., Teacher*

*Foreign Languages and Intercultural Communications Department*

*Vadym Hetman Kyiv National Economic University*

## THREE ACTIVITIES AIMED TO DEVELOP STUDENTS INTERCULTURALLY WHEN TEACHING A FOREIGN LANGUAGE

*Abstract.* The article outlines and elucidates the activities aimed at developing the cross-cultural competence while running the courses in English for Specific Purposes. The above mentioned activities represent a variety of approaches to teaching and assessing intercultural competence based on recognized theoretical frameworks on interculturality.

Teachers, striving to prepare students for success in a globally interconnected

world, should include intercultural competence into the foreign language curriculum as an integral part. When intercultural competence is an integral part of the language classroom, learners experience how to use language appropriately for building relationships and understandings with members of other cultures. They can examine their own beliefs and practices through a different lens, negotiate points of view different from their own, and gain an insider's perspective of another culture.

The increasing diversity of cultures, which is fluid, dynamic and transformative, implies specific competencies and capacities for individuals and societies to learn, re-learn, and unlearn so as to meet personal fulfillment and social harmony. Nowadays, multicultural studies are on the rise in Ukraine, just as they are in other countries, where multicultural contacts have engendered both a multicultural and multilingual society. With the heightened profile of language learning in a global community, language education is exploring a new model of intercultural language learning and teaching. The goal of intercultural language learning is to produce language users equipped with explicit skills in understanding connections and differences between their own culture and the culture of the target language.

The linking of language and culture in the foreign language classroom has been the focus of much scholarly inquiry (C. Kramsch; M. Byram; A. Liddicoat & A. Scarino). With increased globalization, migration and immigration there has been a growing recognition for the need for an intercultural focus in language education. While language proficiency lies at the «heart of language studies», it is no longer the only aim of language teaching and learning. The Standards define language goals in terms of the 5 C's (Communication, Cultures, Connections, Comparisons, and Communities) designed to guide learners toward becoming viable contributors and participants in a linguistically and culturally diverse society [1].

Today foreign language teachers seem to take a greater interest in communication and culture than linguistic issues. The activities presented in this paper represent a variety of approaches to teaching and assessing intercultural competence based on recognized theoretical frameworks on interculturality. By including such activities in the foreign language curriculum, students begin to see how their attitudes, knowledge, and language skills can affect their intercultural experiences. As a result, students will gain an understanding of how to enter into intercultural situations with an open mind, resulting not only in more successful communication, but in building meaningful relationships with target language speakers.

**Example 1:** *Cultura* online blog exchange

The Internet has made it considerably easier for foreign language teachers to create an environment in which meaningful interactions between Ukrainian students and students of the target culture. For instance, In Furstenberg's *Cultura* program, American students studying French engage in online discussions with French students learning English by comparing and analyzing texts of a similar nature derived from both cultures. During the online experience, students from two different cultures are expected to formulate questions for each other in order to fulfill the objective of becoming more open to the other's viewpoint during the perspective exchanging process. All participants write in their native language, but read in the target language, and sessions

in the classroom take place entirely in the target language as an extension of what is discovered online. The students involved compare materials such as surveys, films, websites, literature, images, and video. For example, the teacher may ask the students to compare the websites for the two schools involved in the web-based exchange. Based on these website observations, students begin a process of inquiry leading to mutual cultural discovery of the differences and similarities between the two schools [5].

Students from both cultures not only obtain vital information about the foreign culture as a result of having their questions answered, but what is more important, they are provided the opportunity to present their perspective thus, becoming more aware of their own culture in the process. Furstenberg [5] describes her program as a process of negotiation, in which students work together to make observations, craft hypotheses, and search for patterns, while simultaneously confronting and pondering their own attitudes, beliefs, and values. Online activities, like the one employed by Furstenberg, make students more open to other perspectives simultaneously creating the opportunity for students to inquire further into explanations of their own cultural beliefs and actions. Through this never-ending journey of inquiry, students encounter many of the themes weaved throughout intercultural competence such as, self-awareness, student as researcher, and the importance of process. This type of classroom environment creates possibilities for attitude transformation, as well as the acquisition of knowledge of other cultural norms, institutions, and beliefs. Students obtain the real-life skills in interacting with others via the online forum. This type of exercise also increases students' acquisition of a new vocabulary and grammar structures in the target language through the reading of online material and blog posts from the foreign students [5].

**Example 2:** Attitude exploration with OSEE tool

It is vital for students to consider their preconceived ideas and attitudes before entering into the intercultural competence process. The OSEE tool [4] was created in order to help learners analyze their attitudes toward others at the beginning of the intercultural process. OSEE stands for:

O: Observe what is happening

S: State objectively what is happening

E: Explore different explanations for what is happening

E: Evaluate which explanation is the most likely one

In the foreign language classroom, the teacher may choose to present a film clip on a topic of interest related to the curriculum. For example, a Spanish teacher locates a video clip representing a *Quinceacera*. The teacher begins by presenting the video with the sound off so that students are solely engaged by the images, actions, and interactions thereby providing an opportunity for students to focus completely on what they see during the observation.

During the viewing, the teacher asks the learners to address the letter O by simply asking them to Observe the actions and interactions seen on screen. After viewing, students address the letter S by Stating or listing the observable actions without describing the situation as desirable or undesirable. The next step begins with the letter E which guides classmates to work in small groups Exploring the explanations embedded in the actions and interactions of the target culture. This level of OSEE

requires students to have sufficient background knowledge of the culture in question, or more specifically the cultural situation being observed [4]. This may also be an appropriate time to allow students to work together as anthropologists engaging in research and investigation as they explore the cultural viewpoints driving the actions in the film. In the final step of OSEE, the learners practice E by Evaluating the possible explanations in order to choose the most appropriate rationale for the behavior seen in the film clip. This stage is the most difficult due to the fact that human interaction does not follow preconceived rules therefore, many factors must be considered in order to appropriately assess the situation in question. Students may need to continue to collect information about the foreign culture in order to successfully complete the evaluation level of OSEE [4]. Deardorff explains that when students reach the final stage of OSEE, they are prepared to enter into the conversation. The teacher may choose to present the video a second time with the sound on to allow the learners to hear the target language. In response to the video, teachers may create opportunities for practicing the target language while asking students to refer back to the cultural guidelines learned during the investigation (OSEE) process. By promoting communicative activities such as conversations, dialogues, role-plays, skits, and scenarios, the teacher creates an environment in which the concepts of intercultural communicative competence can be practiced. This exploration activity creates space for learners to consider their preconceived ideas about people from other cultures so that negative beliefs are transformed during exercises focusing on objective observation, research, and evaluation.

**Example 3:** Artifact exploration

When artifacts related to practices of the target culture are presented alongside open-ended questions to students in a foreign language classroom, an opportunity is created in which learners gather information independently in order to become more knowledgeable about cultural practices and beliefs. This activity presents a model representation of the teacher working as a facilitator in the classroom while students do the work of evaluating information about the target culture [2]. The teacher creates a context by asking learners to imagine being an American living in China who gets invited to a friend's birthday party. Upon arrival, the American student sees that the objects found at a party in China are different from what is typically seen in a party in the USA. The student notices that long noodles in the bowls are being served for dinner, the cake is decorated with fruit, and tray with multiple objects (i.e. coins, a musical instrument, a book) is sitting on the table near the presents (typical for a first birthday).

Once the context is introduced, the teacher asks students to work in small groups to inquire about the birthday artifacts. Students are mingled into groups and each group is given a different object to consider. The teacher explains that students are not allowed to research their artifact, but rather are encouraged to make assumptions about the item based on background knowledge. Students begin by recording the name and purpose of the object, as well as the impression students have of people from China based on the object. Once finished, small groups share their ideas with the entire class as the teacher plays the role of a mediator. This creates an opportunity for the teacher to see what attitudes students have about Chinese people at the onset of the lesson, while also

helping students to become self-aware of any preconceived notions they may have about the Chinese people and practices.

The second part of the lesson asks learners to engage in inquiry related to their object. Once they have become aware of their preconceived notions, it is imperative to allow time for discovery learning so that cultural facts can be uncovered. Students are provided the following open-ended questions by the teacher to guide their research about their specific artifact.

- Who would use it? What is its purpose? When is it used at a birthday party? Why is it used at a birthday party?

- Did you discover a connection between Chinese culture and your native culture? Were any of your original ideals proven true or false?

By using research tools to help reveal cultural facts, students learn that knowledge about cultures can be gained through inquiry. It is effective to have students present their findings to the class using an iPad app like StoryKit or a Web 2.0 tool like Glogster. This phase of the artifact exploration lesson not only guides learners in independently uncovering knowledge about other cultures through research, but more importantly it creates an opportunity for learners to practice skills in comparing and contrasting so that connections are made between the target culture and home culture.

Once informed about Chinese practices at birthday parties, the learners can engage in activities that instill skills in communication. The teacher can provide input on such topics as manners at a Chinese birthday party, ingredients needed to make a Chinese birthday cake, or how to shop for and buy an appropriate gift for a birthday party in China. These extension activities create time and space for the learner to connect communicative skills to the intercultural context of a Chinese birthday party. As the teacher continues to guide the learners in how to appropriately communicate in the target language, the learner is able to connect vocabulary, grammar, and culture in a meaningful way. This builds on the skills needed for intercultural interactions and fulfills the essence of intercultural communicative competence in that learners become equipped with the tools needed to engage in reciprocal relationships with those from other linguistic and cultural backgrounds.

The above brings us to an implication that culturally appropriate interaction occurs when two individuals engage in a reciprocal conversation based on mutual understanding and an attitude of openness. When language educators plan a standard based curriculum, it becomes clear that language and culture are inextricably linked. Furthermore, within the context of language classrooms, intercultural practice involves students to think and act appropriately within a growing knowledge of the culture within language. It requires instructional planning that provides time and space for cultural exploration and discovery.

## References

1. ACTFL. Standards for foreign language learning in the 21st century (3rd ed.). Yonkers, NY: National Standards in Foreign Language Education Project, 2006. [Electronic resource]. — Mode of access: <https://www.actfl.org/publications/all/world->

readiness-standards-learning-languages

2. Byram, M. Cultural studies in foreign language education / M. Byram. — Cleveland, England: Multilingual Matters, 1989. — 176 p.

3. Byram, M., Gribkova, B., & Starkey, H. Developing the Intercultural Dimension in Language Teaching: A Practical Introduction for Teachers / M. Byram, B. Gribkova, H. Starkey. — Strasbourg: Council of Europe, 2002. — 35 p.

4. Deardorff, D. K. & Deardorff, D. L. OSEE Tool: Presentation at North Carolina State University, Raleigh, N.C., 2000

5. Furstenberg, G. A Dynamic, Web-based Methodology for Developing Intercultural Understanding. Proceedings of the 3rd international conference on intercultural collaboration, 49–58, 2010.

*Прокопчук Л.В.*

*викладач кафедри німецької мови факультету МЕІМ*

*ДВНЗ «Київський національний економічний університет імені Вадима Гетьмана»*

## **ВІДБІР НАВЧАЛЬНИХ СТРАТЕГІЙ: ТЕХНОЛОГІЯ МОДЕЛЮВАННЯ СИТУАЦІЙ ДЛЯ РОЗВИТКУ МІЖКУЛЬТУРНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ**

***Анотація.** Стаття торкається проблеми відбору ефективних стратегій навчання на заняттях з німецької економічної мови та розвитку міжкультурної компетенції в практиці занять.*

***Ключові слова:** форми та методи навчання, німецька економічна мова, рольові ігри, технологія моделювання ситуацій, міжкультурна комунікація.*

***Abstract.** The article concerns the problem of selection of effective learning strategies in the lessons for German business language and development of intercultural competence in the practice sessions.*

***Key words:** methods of teaching, German business economic language, role-playing, simulations technology, intercultural communication.*

Глобалізація світу та розвиток інформаційного суспільства обумовлюють нагальні потреби в міжнародній комунікації. При відсутності знань іноземної мови інтеграція фахівця-економіста в професійне середовище стає неможливою. Зросла орієнтація на міжнародні вимоги щодо рівня практичного володіння іноземною мовою. Орієнтиром для оцінювання мовної компетенції призначенні документи Ради Європи «Modern Languages: Learning, Teaching, Assessment. A Common European Framework of reference», European Language Portfolio, де розглядаються деякі актуальні проблеми організації навчання іноземним мовам.

Загальна мета навчання німецькій економічній мові полягає у формуванні у студентів здібності до адекватних мовленнєвих дій німецькою мовою в ситуаціях, пов'язаних з професійним спілкуванням. Виділяють такі основні принципи навчання німецькій економічній мові [1]:

— Принцип *діяльнично-орієнтованого* навчання, коли навчання має відповідати реальним умовам комунікації, імітувати реальне спілкування, базуючись на важливих типових ситуаціях та темах.