

того, можна використовувати мультимедійні енциклопедії («Britannica»), які поєднують в собі текстову, аудіо- та відеоінформацію про країни світу і дають можливість вільного переміщення по інформаційному простору з метою поповнення знань студентів. Однак, найяскравішим представником гіпермедійних технологій є глобальна мережа Інтернет, яку можна розглядати як віртуальне мовне середовище, що сприяє розвитку міжкультурної компетенції студентів. Інтернет пропонує величезну кількість можливостей спілкування на мові, що вивчається, доступ до інформації, можливість публікації своїх матеріалів в мережі. В Інтернеті можна знайти тематичні довідники Інтернет-ресурсів, що дають конкретні веб-адреси сайтів, присвячених в тому числі і вивченню іноземних мов. Глобальна мережа надає доступ до лінгвістичних ігор, онлайн-словників, навчальних матеріалів, вихід на різні пошукові системи і глобальні каталоги [3].

Таким чином, введення міжкультурного спілкування в програму вивчення іноземних мов та використання лінгвокраїнознавчих ресурсів з різних джерел дає студентам можливість навчитися розуміти систему цінностей, прийнятих в країні відповідної мови, вести себе адекватно прийнятним в країні нормам, орієнтуватися в реаліях сучасного життя і знаходити відмінності і подібності в рідній і чужій культурах.

### Література

1. Бацевич Ф.С. Основи комунікативної лінгвістики / Ф. С. Бацевич. — К.: Академія, 2004. — 343 с.

2. Тупченко В.В. Викладання іноземної мови як засобу міжкультурної комунікації у вищій школі / В. В. Тупченко // Духовність особистості: методологія, теорія і практика. — 2013. — №5(58). — С. 199–204. — [Електронний ресурс]. — Режим доступу: <http://oaji.net/articles/2014/690-1396431655.pdf>

3. Михайленко І. Міжкультурна комунікація в контексті вивчення іноземних мов на неспеціальних факультетах ВНЗ / І. Михайленко // Українознавчий альманах. — 2012. — Вип. 9. — С. 157–161.

#### **Gvelesiani I.**

*Associate Professor of the Faculty of Humanities  
Ivane Javakhishvili Tbilisi State University, Georgia*

#### **Mumladze E.**

*Invited Lecturer  
Tbilisi Humanitarian Teaching University, Georgia*

## DEVELOPMENT OF INTERCULTURAL COMPETENCE AND TRANSLANGUAGING

*Abstract.* Some researchers believe that a flexible use of a code switching can serve as a successful tool of the multilingual education. A code switching is well-associated with translanguaging, which targets the transfer of knowledge between languages. During the last decade «in the context of multilingual education, translanguaging has been put forward as a means of

*including several languages in education. However, teachers often assess translanguaging-based approaches as being too vague and idealist» (J. Duarte, p. 1). The paper is dedicated to the description of the strategies oriented to the development of an intercultural competence. The major emphasis is put on the parents' as well as educational institutions' roles in the development of translanguaging.*

**Key words:** globalization, intercultural communication, strategies, translanguaging.

The 21<sup>st</sup> century is the epoch of the cultural and linguistic fusion that necessitates the encouragement of the intercultural dialogue, translanguaging and multilingualism. The majority of European countries demonstrate a strong commitment to the latter. Moreover, multilingualism is discussed as an irreversible phenomenon that promotes the existence of different linguistic repertoires — integral parts of one's identity, culture and personality. The motto «*Unity in diversity*» has crossed the world and made a deep impact on the dialogue between migrants, ethnic minorities and indigenous population. It is noteworthy that the aspiration towards the unity puts forward the issue of safeguarding the language and identity. «Cultural groups are realizing the need to ensure the transmission of their linguistic heritage to the youngest members of their communities» (Enhancing..., p. 1). They rely on the fact that language «is one of the dimensions of culture. It is part of individual's heritage, family, community and education. The values and beliefs of culture are embedded in language» (A. Muhammad, Sh. Hollie, p. 1). Many families of ethnic minorities and migrants focus on the intergenerational language transmission within families and the acquisition of multilingual competences at schools.

While speaking about an intergenerational language transmission within a family, we have to consider three generations:

- Grandparents;
- Parents;
- Children.

The inclusion of grandparents is important, because they often play a key role in rearing a child in the Caucasus region.

Our paper deals with the presentation of intergenerational transmission and translanguaging within the families of ethnic minorities (native-speakers of Armenian, Azerbaijani and Russian) living on the territory of the Republic of Georgia, mainly, in Kvemo-Kartli and Samtskhe-Javakheti.

Georgia is well-known for its plurality and multiethnicity. Representatives of different nations have settled its territory throughout centuries. They have always enjoyed a peaceful coexistence with the local population reflected in the preservation of language, culture, ethnic identity and even religion.

Nowadays, the Armenians represent the largest minority in Georgia. They mainly settle Samtskhe-Javakheti. Many Armenians currently living in Javakheti are the descendants of those, who arrived in the region as a result of the Ottoman persecution of the 19<sup>th</sup> century.

The Azerbaijanis are the second largest minority in Georgia, concentrated mainly in the rural areas along the border with Azerbaijan (in the province of Kvemo-Kartli). According to the Georgian historical sources, the majority of the Azeri population settled the area in the 16<sup>th</sup>–17<sup>th</sup> centuries with the wave of the Turkish migration.

During the Soviet era, the Armenians and the Azerbaijanis were integrated into the common life of the state. Mastering Georgian or Russian was a prerequisite of non-marginalization and equality. Hence, after the dissolution of the Soviet Union, the problem of an intercultural communication appeared. The major language of education as well as interaction became Georgian and mastering it started being obligatory for occupying different positions in organizations, institutions, governmental structures, educational centres, etc. This fact marginalized those representatives of ethnic minorities, who had a poor knowledge of Georgian. Therefore, the issue of acquisition of the state language appeared in an agenda of every family.

Generally, in monolingual families children acquire only their native language (L1) and start mastering L2 at school. In cases of bilingual parents/grandparents, they learn L1 and L2 at home.

We have to make distinction between active and passive bilingual children. An active «bilingual preschool child regularly responds and initiates conversations in either of two languages. In contrast to this ... passive bilingualism is a state in which a preschooler appears to understand two languages but produces only one» (De Houwer, p. 77).

Researches reveal that the attitude towards a language within a family plays the greatest role in the formation of children's lingual competences.

Generally, language attitudes can be defined «as expressions of positive or negative feelings towards a language» (J.C. Richards, J. Platt, H. Platt, p. 199). We must distinguish instrumental and integrative attitudes:

- An *instrumental language attitude* is pragmatic, achievement-oriented and has utilitarian goals. It focuses on the self and is driven by a desire for personal success, security and status;

- An *integrative language attitude*, on the other hand, is mostly social and interpersonal. It is characterized by a desire to befriend and/or identify with a language group and to be accepted into their cultural activities.

In cases of the families of ethnic minorities, we can identify strongly *instrumental* language attitude towards the state language (L2) with the special features of an *integrative* attitude.

The Georgian language (L2) is studied for:

- becoming a part of the majority;
- avoiding marginalization;
- better career opportunities;
- positive self-image.

The native language (L1) becomes the prerequisite of:

- preservation of one's identity;
- communication with other native-speakers.

In everyday life some parents act more on their L2 than on L1. This fact affects children's dual language behaviors, L1 becomes less important. As a result L1 weakens and L2 is hastily embraced. Spolsky underlines «the agentive role of parents as language managers of children's language behaviour... parents normally assume their roles as agents who 'have or claim authority' over their children at home so that they

can change or influence the children's language practices or beliefs» (X. Curdt-Christiansen, W. Wang, p. 2).

We observed language competences of three generations of several bilingual families (Armenian-Russian, Georgian-Russian) living on the territory of Georgia.

The observations revealed:

- mothers (in certain cases, grandmothers) play the major role in the formation of children's language;
- parents / grandparents, as key managers of an intergenerational transmission, have to treat equally L1 and L2 for more success. A lot depends on when, how frequently and with whom parents' communicate in L1, especially, if it is marginalized in the surrounding cultural environment;
- a positive attitude and a similar frequency of the situational usage of languages as well as non-supremacy and non-marginalization will end with equal mastering of L1 and L2;
- a proper home language environment should be supported by appropriate classroom activities.

«Often... children's exposure to L2 increases steadily, especially after the start of formal schooling, while the conditions of their exposure to L1 become relatively poor and L2 eventually replaces their dominant language» (R. Chumak-Horbatsch, p. 23).

Marginalization of the native language is inevitable when a child starts the monolingual schooling — the remnant of the 20<sup>th</sup> century. However, our progressive epoch brings new waves in the educational system of Georgia. Policy makers strive to establish multilingual schooling directed towards the integration of ethnic minorities into the Georgian society, because multilingualism as well as multiliteracy is associated with cognitive, social, personal, academic and professional benefits. Its spreading considers the reformation of teaching models and tools, because through the use of tools or linguistic resources «individuals negotiate the meaning of their social positions and emerging identities» (S. García-Mateus, D. Palmer, p. 247).

Some researchers believe that a flexible use of a code switching can serve as a successful tool of the multilingual education. A code switching is well-associated with translanguaging, which targets the transfer of knowledge between languages. It is not based on languages. It is oriented to the practices of bilinguals, who interact while switching between two languages. Translanguaging activates all learners and gives equal opportunities of self-expression to bi/multilinguals and monolinguals during classroom activities. The best method of teaching, which allows pupils to translanguaging, develops cross-linguistic skills and promotes bilingualism is the CLIL (Content and Language Integrated Learning) approach, which was not used at schools of Soviet and post-Soviet Georgia.

Nowadays, many scholars envisage the advantages of the establishment of multilingual schools via putting an accent on the usage of CLIL approach. We believe that CLIL should be used in association with a heteroglossic view of language, which «takes into account the challenges of communication in the globalized and super diverse world, recognizes the diversity of language practices, and supports the language interaction of children with different translanguaging practices» (C.F. Liberali,

A.H. Megale, p. 98). The importance of heteroglossic approach is vividly seen in the definition of plurilingualism presented by the Council of Europe (2007):

- plurilingualism is a transversal competence and the teaching of different languages should be linked to one another;
- plurilingualism also involves a cultural aspect and the development of pluricultural competence (G. Cenoz, D. Gorter, p. 594).

During Soviet / post-Soviet epoch monolingual teaching strategies did not incorporate heteroglossia (multilinguageness). Contemporary approaches underline the fact that «students' plurilingual repertoires can be an excellent resource to develop not only linguistic and discourse skills but also metalinguistic awareness. Plurilinguals can draw on their knowledge of other languages when learning how to communicate in English or when learning vocabulary or grammar. Learners can also use their discourse and pragmatic knowledge of other languages when writing an academic text or when formulating speech acts in a communicative situation» (G. Cenoz, D. Gorter, p. 597).

It is also noteworthy that it is preferable to use two methods in the process of teaching: contrastive analysis and error analysis — methods endorsed by educational institutions in the US and Europe.

Contrastive analysis is a way of comparing languages, in order to determine potential errors, for the ultimate purpose of isolating what needs to be learned and what is not needed to be learned, in a second language learning situation.

Error analysis is a type of linguistic analysis that focuses on the errors learners make. Unlike contrastive analysis, the comparison made is between the errors a learner makes in producing the target language and the target language form itself (D. Tvaltvadze, R. Kurdadze, p. 118).

Therefore, after the above-mentioned, we start drawing conclusions with the famous words «...young children learning L2 are one of the fastest growing segments of the global population» (R. Chumak-Horbatsch, p. 3). L2 must be taught at home and at school. In the first case, we deal with an intergenerational transmission. In the second case, strategies of multilingual education are activated. We believe that parents must pay the greatest attention to the process of the intergenerational language transmission, because their attitudes determine a successful acquisition of L1 and L2. The language proficiency must be strengthened by the strategies of multilingual education. The preference should be given to CLIL and heteroglossic approaches as well as to the contrastive and error analyses, which activate an intercultural competence of each learner.

## References

1. De Houwer, A. Environmental Factors in Early Bilingual Development: the role of parental beliefs and attitudes, In E. Guus & L. Verhoeven, (Eds.), *Bilingualism and Migration* (pp. 75–95), New York: Mouton de Gruyter, 1999.
2. Muhammad A., Hollie Sh. Culturally and Linguistically Responsive Teaching and Learning, Downloaded from <https://dpi.wi.gov/sites/default/files/imce/fscp/pdf/Family%20Engagement%20Winter%202013%20handouts.pdf>
3. Liberali C.F., Megale A.H. Elite Bilingual Education in Brazil: an applied linguist's perspective. *Colomb. Appl. Linguist. J.*, 18(2), 2016.

4. Tvaltvadze D., Kurdadze R. Teaching Languages at Ivane Javakhishvili Tbilisi State University (Reforms and Perspectives), Higher Linguistic Education from the Perspective of Reforms: New Approaches, Prospects, and Challenges P.J. Wells and S. Zolyan Editors, Bucharest, European Center of Higher Education, 2011.

5. Enhancing Learning of Children from Diverse Language Backgrounds: Mother tongue-based bilingual or multilingual education in early childhood and early primary school years. Downloaded from [http://www.ecdip.org/docs/pdf/\\_UNESCO%20Mother-tongue%20based%20EY%202010-1.pdf](http://www.ecdip.org/docs/pdf/_UNESCO%20Mother-tongue%20based%20EY%202010-1.pdf)

6. Cenoz G., Gorter D. Towards a Plurilingual Approach in English Language Teaching: Softening the Boundaries Between Languages. TESOL Quarterly, Vol. 47, №3, 2013.

7. Richards J.C., Platt J., Platt H. Dictionary of Language Teaching and Applied Linguistics, U.K.: Longman, 1992.

8. Duarte J., Translanguaging in the Context of Mainstream Multilingual Education, International Journal of Multilingualism, 2018, Downloaded from <https://doi.org/10.1080/14790718.2018.1512607>

9. Chumak-Horbatsch R. Early Bilingualism: Children of Immigrants in an English-language Childcare Center, Psychology of Language and Communication, 2008, Vol. 12, №1.

10. García-Mateus S., Palmer D. Translanguaging Pedagogies for Positive Identities in Two-Way Dual Language Bilingual Education, JOURNAL OF LANGUAGE, IDENTITY & EDUCATION, 2017, Vol. 16, №4.

11. Curdt-Christiansen, Wang W. Parents as Agents of Multilingual Education: family language planning in China, Language Culture and Curriculum, 2018. Downloaded from <https://www.tandfonline.com/doi/abs/10.1080/07908318.2018.1504394?journalCode=rlcc20>

**Давиденко Т.В.**

*старший викладач кафедри іноземних мов та міжкультурної комунікації  
Київського національного економічного університету імені Вадима Гетьмана*

## **КРИТИЧНЕ МИСЛЕННЯ + ЕМОЦІЙНИЙ ІНТЕЛЕКТ = СИНЕРГІЯ УСПІХУ**

***Анотація.** Стаття розглядає такі ключові поняття особистісного та професійного успіху як критичне мислення та емоційний інтелект. Вищезгадані компетентності є невід'ємними елементами креативної особистості, здатної адекватно та мобільно реагувати на зміну внутрішніх та зовнішніх обставин, аналізувати ситуацію та приймати зважені рішення. У статті також наведено приклади деяких технік розвитку критичного мислення та емоційного інтелекту.*

***Abstract.** The article emphasizes the necessity to develop such key features of individual and professional success as critical thinking and emotional intelligence. The above mentioned competences are inextricably woven into the creative personality capable of adequate and timely reaction to the rapidly changing inner and outer circumstances, analysis of the situation and logical decision-making. The author of the article also suggests a number of techniques for development of critical thinking and emotional intelligence.*