5. Gilmore A. Authentic materials and authenticity in foreign language learning / Language Teaching. — April 2007, Volume 40. — Issue 2. — P. 97–118.
6. Hornby, A.S. The Advanced Learner's Dictionary of Current English [Text] / A. S. Hornby. — M., 2006. — 1566 p.
7. http://teach.files.bbci.co.uk/skillswise/en05skim-l1-f-what-is-skimming.pdf
8. http://teach.files.bbci.co.uk/skillswise/en05skim-l1-f-what-is-scanning.pdf
9. Sacha Antony Berardo The use of authentic materials in the teaching of reading / Berardo S. A. // The Reading Matrix Vol. 6, No. 2, September 2006, pp. 60–69.
10. Stephen R. Stryker; Betty Lou Leaver Content-Based Instruction in Foreign Language Education: Models and Methods /S.R. Stryker, B.L. Leaver// Georgetown University Press, Washington, D.C., 1997. — 320 p.

Староста Г.А.
старший викладач кафедри сучасних європейських мов
Київський національний торговельно-економічний університет

ETHNOCENTRISM AS THE BARRIER TO THE EFFECTIVE INTERCULTURAL COMMUNICATION

The constantly growing international student population enhances university campuses by contributing to a diversified community and providing exposure to new cultural perspectives. However, the rewards do not end there. Students and staff who engage in intercultural interactions tend to experience gains in communication skills, the ability to emphasize and an openness to new ideas. [1] Consistent intercultural interactions also increased individuals' likelihood to challenge personal beliefs and embrace new perspectives. [2]

According to the research work of Luo and Jamieson Drake regardless of the number of international students enrolled on a campus, intercultural interactions do not occur automatically, and when they do, there is always potential for misunderstanding. As advisors, many of intercultural interactions should be prescribed in the form of advising appointments. This is an advantage as it allows practicing variations of intercultural advising style in order to see what works best for the university students and for tutors.

It is obvious international students want to be personally and academically successful. However, when students lack confidence in their communication skills, or when they experience negative interactions with the host culture, they may be unwilling to seek guidance when they need it (Robertson et al., 2000)

One of the intercultural communication barriers is ethnocentrism. Ethnocentrism is used in social sciences and anthropology to describe the act of judging another culture and believing that the values and standards of one's own culture are superior — especially with regard to language, behavior, customs, and religion. These aspects or categories are distinctions that define each ethnicity's unique cultural identity.

The term ethnocentrism, deriving from the Greek word *ethnos* meaning «nation, people, or cultural grouping» and the Latin word *centric* meaning «center» was first applied in the social sciences by American sociologist William G. Sumner. In his 1906 book, *Folkways* Sumner describes ethnocentrism as «the technical name for the view of

things in which one's own group is the center of everything, and all others are scaled and rated with reference to it». He further characterized ethnocentrism as often leading to pride, vanity, the belief in one's own group's superiority, and contempt for outsiders. So, any intercultural interaction will be influenced by an individual's ethnocentrism or the belief that one's culture (in-group) is superior to another's culture (out-group). High or low levels of ethnocentricity influence an individual's ability to successfully communicate interculturally. Individuals with high ethnocentricity will experience the largest communication barriers with those who are different from them. Highly ethnocentric individuals may feel suspicious, defensive and hostile toward international students, especially students who have different social and cultural norms from the in-group.

However, ethnocentricity is not always negative. Those with low ethnocentricity may feel «curious, interested and inspired» by their intercultural interactions and as a result, experience the benefits of increased intercultural competence. [4] International students report a lack of cultural sensitivity coupled with negative attitudes towards them as their biggest barrier to effective intercultural interaction. Levels of ethnocentrism are closely connected to the intercultural communication apprehension, another communication barrier.

Neuliep and McCroskey defined intercultural communication apprehension as the «fear factor or anxiety associated with either real or anticipated communication with people from different groups, especially cultural and/ or ethnic groups». [5]

Similar to those with high ethnocentrism, those with high levels of intercultural communication apprehension are less likely to attempt to engage in intercultural interactions. This is problematic, especially for international students, as intercultural communication apprehension also limits their ability to adapt to the host culture.

A student's fear to approach and communicate influences both the student's personal and academic experience. Students may be reluctant to approach their tutors because they are fearful they will not understand them or that they will not understand their tutors.

Both intercultural communication apprehension and ethnocentrism can have negative effects on an individual's willingness to communicate outside the «in-group». Both these traits also contribute to another communication barrier — the anxiety.

Intercultural communication anxiety is partially due to the communication obstacles such as a student's language ability, difference in expression of emotion and differences in verbal and non-verbal communication styles.

Members of in-group and members of the out-group may both experience feelings of impatience, frustration, and suspicion even in anticipation of the encounter, which can then increase anxiety in both parties. When one experiences anxiety, a natural instinct is to avoid the situation, which again has implications for the work of tutors. [5]

So what can be done? Taking the initiative to increase the intercultural competence and communication skills will support students on their path to success.

References

1. Geelhoed, R., Abe, J. Talbot, D. (2003). A qualitative investigation of the U.S. students' experiences in an international peer program. Journal of College Student Development, 44, pp. 5–17.

2. Luo, J & Jamieson-Drake, D. (2013). Examining the educational benefits of interacting with international students. Journal of International Students. — pp. 85–101.

3. https://en.wikipedia.org/wiki/Ethnocentrism

4. Neuliep, J.W., (2016). The relationship among intercultural communication apprehension, ethnocentrism, uncertainty reduction, and communication satisfaction during initial intercultural interaction. An extension of anxiety and uncertainty management (AUM) theory. Journal of Intercultural Communication Research, 41, pp. 1–16.

5. Kathy McKeiver, Center for International Education, NA University.

Тинний В.І.
кандидат педагогічних наук
доцент кафедри іноземних мов факультету фінансів
Київський національний економічний університет імені Вадима Гетьмана

ФОРМУВАННЯ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ ІНОЗЕМНОЮ МОВОЮ В УМОВАХ СЕРЕДОВИЩА ІНТЕРНЕТ

Анотація. В статті досліджені поняття «міжкультурна компетенція» та «міжкультурна комунікація», розкриті їх суть, зміст та взаємозв'язок, запровадження інформаційно-комунікаційних технологій з метою розвитку знань, вмінь та навичок спілкування іноземною мовою з використанням комунікативного підходу в умовах міжкультурної комунікації.

Ключові слова: міжкультурна комунікація, міжкультурна компетенція, комунікативний підхід, інформаційно-комунікаційні технології.

Abstract. The article investigates the terms «intercultural competence» and «intercultural communication», it reveals their essence, content and interrelation, the implementation of information and communication technologies aimed at improving the quality of knowledge and skills of interaction using foreign language on the basis of communicative approach under conditions of intercultural communication through.

Key words: intercultural communication, intercultural competence, communicative approach, information and communication technologies.

Постановка проблеми. Перед сучасною системою освіти України в умовах її інтеграції в загальноєвропейський освітній простір постають завдання посилення її професійної складової обумовлені необхідністю у компетентних та конкурентоздатних фахівцях. Навчання іноземній мові професійного спрямування є необхідним чинником підготовки сучасного висококваліфікованого фахівця. Одним з провідних напрямків подальших наукових досліджень є підготовка конкурентоздатних фахівців із високим рівнем володіння іноземною мовою в професійній діяльності та міжкультурній комунікації засобами інформаційно-комунікаційних технологій поряд з достатньою мотивацією студентів до вивчення іноземної мови.

Аналіз досліджень та публікацій. Проблематиці досліджень в галузі міжкультурної комунікації присвячені праці багатьох вчених, серед них, Р. Портер, Е. Голл, А. Кребер, Д. Трагер, К. Клакхон. Теоретичними питаннями міжкультурної комунікації займалися такі науковці: Г. Гофстеде, С. Гантінґтон,