

**Развитие межкультурной компетенции на основе применения  
информационно-коммуникационных технологий**

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**Аннотация.** В данной статье рассматривается проблема формирования межкультурной компетенции на занятиях по иностранному языку. Представлены компонентный состав межкультурной компетенции и принципы ее формирования. Выявляются особенности обучения с использованием ИКТ, способствующие формированию межкультурной компетенции. Рассмотрен пример использования ИКТ для формирования и развития межкультурной компетенции на примере онлайн-сервиса «Puzzle English».

**Ключевые слова:** информационно-коммуникационные технологии, межкультурная компетенция, иностранные языки, онлайн-сервисы.

**Development of Intercultural Competence Based on Use of Information and  
Communication Technologies**

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**Abstract.** The article deals with the problem of the formation of intercultural competence at foreign language classes. The component composition of intercultural competence and principles of its formation are presented. There revealed features of learning with the use of ICT, which contribute to the formation of intercultural competence. An example of the use of ICT for the formation and development of intercultural competence is considered on the example of the online service “Puzzle English”.

**Keywords:** information and communication technologies, intercultural competence, foreign languages, online services.

The process of globalization contributed to the change of educational paradigms, affecting all aspects of modern life and the development of innovative computer technologies, in turn, it affected the informatization of the educational process. Currently, one can note a sharp increase in the study of foreign languages. The value of learning a foreign language has increased not only for the individual but also for society and the country as a whole.

In recent years, the methodology of teaching foreign languages has undergone global changes, its most important value now is the formation of a secondary linguistic personality. In connection with the trend towards global integration, the need has increased for qualified specialists who are not so much fluent in foreign languages as they can carry out intercultural communication. The need for the last component arose due to closer and more diverse intercultural contacts.

The factors that influence the fundamental changes in teaching foreign languages in the modern world are numerous: the globalization of economic processes, the mobility of modern society, the Internet. The peculiarity of a foreign language as a subject of education, which is manifested in the fact that a foreign language is not only the goal of learning but also its means, acquires a new emphasis today: being a means of expressing one's own thoughts, socialization and self-determination in a multicultural society.

Let's consider the concepts of "intercultural competence", "cross-cultural" and "socio-cultural" specificity. "Intercultural competence is the ability of a person to exist in a multicultural society, to achieve a successful understanding of representatives of other cultures and representatives of their own culture. Intercultural competence implies the ability to adequately understand and interpret linguistic and cultural facts, based on the formed value orientations and assessments of one's own and other cultures. It is based on the principles of tolerance, pluralism, linguistic diversity." [5, c. 115].

The term "cross-cultural" is used to describe the specifics of similar phenomena in different cultures, such as different ways of expressing gratitude, attitudes towards older people and other phenomena inherent in different cultures. The "sociocultural" aspect in the narrow sense implies, in addition to the analysis of the cultural components of the phenomena under study, the consideration of the social component. For example, the study of rituals of behavior and ways of expressing national values not only in terms of differences in cultural values but also taking into account the social aspect of the participants in communication [5, c. 109].

The "intercultural" approach is based on the identification in the process of conducting cross- and socio-cultural studies of how the characteristics of the behavior of the bearers of cultures affect the individuals of these interacting cultures. The term "intercultural competence" is used in relation to teaching foreign languages and is associated with communicative competence.

For a long time, it was believed that a native speaker was a model whose speech should be striven for. Even with the introduction of a cultural component into the paradigm of teaching foreign languages, the hidden presence of a native speaker as an ideal was reflected in the goals of learning, such as "mastering the socio-cultural experience of representatives of a linguo-cultural community". The interaction of participants in intercultural communication should not completely copy the behavioral strategies adopted in that culture, but should be built according to special rules that have their own goals and characteristics associated with establishing understanding between cultures. It becomes clear that people who have intercultural competence will

be able to maintain a conversation with a native speaker, creating general meanings of what is happening, having ideas about acceptable and possible situations of intercultural communication and the behavior of representatives of other cultures, at the same time, remaining a representative of their own culture. It is very important for foreign language teachers to be aware of the close relationship between communicative competence and intercultural communication.

Let us consider foreign language competence following the qualitative component but not the stages of its formation, since "culture in teaching languages is not the fifth skill, tied to teaching speaking, listening, reading and writing" [1, c. 67].

In accordance with this approach, each competence – linguistic, sociolinguistic, strategic, discursive, sociocultural, social – has an intercultural aspect. Thus, the intercultural aspect of strategic competence consists in knowledge about differences in the structures of speech acts of native and studied cultures, based on differences in the value system; the ability to build their own verbal and non-verbal behavior in accordance with the norms of the culture of the language being studied; ability to convey to the interlocutor the idea that discourse, which is relative, culturally conditioned, is different in its culture, is not universal in nature and is a product of the knowledge and skills of interlocutors belonging to different cultures.

It should be remembered that an important aspect of the process of teaching intercultural competence is the assessment of the level of its formation. The following principles for the formation of intercultural competence are distinguished: knowledge and consideration of value cultural universals; culturally related study of foreign and native languages; an ethnographic approach to determining the cultural components of the meanings of phenomena of both linguistic and non-linguistic nature; speech-behavioral strategies; awareness of psychological processes and conditions associated with intercultural communication; manageability of one's own psychological state and the state of uncertainty of what is happening; empathic attitude towards the participants of intercultural communication.

The component composition of intercultural competence and the principles of formation underlie the construction of the learning process, the purpose of which is the

formation of intercultural competence. The subject (language material, texts, situations) and procedural (skills, abilities) components of the content of training constitute the essence of intercultural competence. An example of language material would be “communicative feedback units which are a typical feature of informal speech. In English, the most frequent are “a-a, mm ..., I see, I know, yes, no, well, fine ok”. The absence of communicatives in speech in a non-native language is alarming, because it creates the impression of impoliteness, unfriendliness, detachment, unwillingness to maintain contact, despite the wide range of vocabulary used, the syntactically correct construction of sentences and the observance of grammatical rules. At the same time, it is difficult for participants in communication to determine what exactly is the cause of such a negative impression” [2, c. 98].

An example of textual material can be culturally colored stereotypical situations of communication, films in which the characters demonstrate the embodiment of cultural values. Topics can be related to universal and culture-specific values, the reasons for their formation, stereotypes of perception by carriers of other cultures, modeling behavior in different situations of communication in order to achieve mutual understanding.

Based on the study of works on the problem of the formation and development of intercultural competence, the structure of intercultural competence is determined, which consists of motivational-value, cognitive, activity-behavioral, affective, reflective components. The motivational-value component involves the formation of value and social readiness for intercultural communication. The cognitive component is intercultural knowledge. The activity-behavioral component includes the ability to solve the problems of intercultural interaction in one's future professional activity, the mastery of universal behavioral patterns for the manifestation of intercultural competence. The affective component involves the formation of an “emotional culture”, intercultural sensitivity, responsiveness, empathy, a positive attitude towards other cultures. The reflexive component includes the ability to recognize and revise one's experience of intercultural communication, stereotypes, prejudices, awareness of the multicultural nature of the world, one's cultural identity.

In the logic of the competency-based approach, activity is necessary for the formation and development of a certain type of competence. In solving the problems of developing intercultural competence, modern information technologies have great potential, since they allow building the educational process as an intercultural activity, the organization of which can be considered as a promising environment for learning, forming and developing intercultural competence of students [4, c. 34].

Information and communication technologies (ICT) are not only new technical means but also new forms and methods of teaching, a new approach to the learning process, practical mastery of a foreign language as a means of intercultural communication [3, c. 158]. ICT as a means of forming intercultural communication makes it possible to use the necessary forms and methods of presenting educational material, to organize a psychological and pedagogical impact focused on the formation of intercultural communication.

ICTs are among the effective learning tools that are increasingly used in the teaching of philological disciplines, as they contribute to the activation of students' thinking, allow them to work more productively and strengthen the relationship between the student and the teacher. Their introduction into the educational process provides:

- systematization and integration of information flows in the educational space;
- formation of the subjective position of students on the basis of the development of ICT;
- designing and monitoring the student's personal achievements in the development of general and professional competencies.

Consider an example of the use of ICT for the development of intercultural communication using the online service “Puzzle English.” In addition to a user-friendly interface, the site contains sections on all language aspects, a test to determine the level of foreign language proficiency, tasks in accordance with the chosen level. For example, the “Assignments” section contains a catalog of video puzzles, after viewing which the student can perform the provided exercises for the formation of grammatical, lexical skills and listening skills. The content of such video puzzles can be different,

for example, watching the video “How to make an order in a restaurant?”, performing exercises on the content of the video, getting to know new material, checking the learned material. In the “Audio puzzles” catalog, the student needs to listen to the speaker's phrase, and then collect the phrase from the proposed words. In the “Serials” section, you can watch popular TV series in English. The teacher can use this service to select a set of exercises and topics that will contribute to the formation of intercultural communication.

For example, one of the sets of exercises and topics presented on the site contains information about the British television series Sherlock (Hartwood Films). The plot and locations in the film (London and Cardiff) allow students to touch the literary and cultural heritage of England, and discuss topics: England today and in the era of Sherlock Holmes; the hero of the film is an Englishman; Russian analogue of the English Sherlock Holmes and so on. After watching each series, students are given the opportunity to complete grammar exercises (20 grammar tests), watch video explanations for unfamiliar words (134 definitions). In addition to this, the student has the opportunity to learn new vocabulary from the content of each series.

Thus, the rapidly emerging vital trends of continuous professional development of specialists, including the mastery of intercultural communication, can be organized within the information and communication environment which is also updated rapidly. In modern teaching a foreign language and intercultural communication, the main emphasis is on the self-realization of the student's personality, reflection on their own activities, the ability to receive, process and use information to achieve the goals and objectives, independent manifestation of activity.

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