FORMATION OF INTERCULTURAL COMPETENCE IN THE CONTEXT OF GLOBALIZATION: PROBLEMS AND SOLUTIONS IN TEACHING FOREIGN LANGUAGES

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ФОРМИРОВАНИЕ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ: ПРОБЛЕМЫ И РЕШЕНИЯ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Abstract. The article examines the importance of the formation of intercultural competence in teaching foreign languages in the context of globalization and integration of different cultures. It is explained that effective communication with native speakers requires not only mastery of grammatical and lexical aspects, but also the ability to understand and respect the cultural characteristics of other countries. The article analyzes various methods that contribute to the development of intercultural competence, including the use of intercultural trainings, role-playing games, digital platforms and international exchange programs. The role of the teacher in the process of forming intercultural competence, as well as technological tools that are actively being introduced into the educational process, is also considered. The problems and challenges faced by students and teachers in teaching intercultural communication, as well as ways to overcome these difficulties, are discussed. In conclusion, the need to integrate intercultural methods into language teaching is emphasized for the successful adaptation of students in a globalized society.

Аннотация. Рассматривается важность формирования межкультурной компетенции при обучении иностранным языкам в условиях глобализации и интеграции различных культур. Объясняется, что для эффективной коммуникации с носителями языка необходимо не только овладение грамматическими и лексическими аспектами, но и способность понимать и уважать культурные особенности других стран. В статье анализируются различные методы, способствующие развитию межкультурной компетенции, включая использование межкультурных тренингов, ролевых игр, цифровых платформ и международных обменных программ. Также рассматривается роль преподавателя в процессе формирования межкультурной компетенции, а также технологические инструменты, которые активно внедряются в учебный процесс. Обсуждаются проблемы и вызовы, с которыми сталкиваются студенты и преподаватели при обучении межкультурной коммуникации, а также пути преодоления этих трудностей. В заключении подчеркивается необходимость интеграции межкультурных методов в языковое обучение для успешной адаптации студентов в глобализированном обществе.

In the context of globalization, intercultural competence is becoming an important aspect of training specialists in the field of languages and intercultural communication. The formation of such competence contributes to the successful integration of students into the international academic environment, as well as increases their competitiveness in the labor market. The formation of intercultural competence in teaching a foreign language is an important aspect of the educational process, which contributes not only to language acquisition, but also to the development of the ability to effectively interact with native speakers of other cultures. Intercultural competence includes knowledge of cultural differences, the ability to adapt to new cultural conditions, and willingness to engage constructively with people from different cultural contexts. In the context of globalization, when representatives of different cultures interact more often, knowledge of the language is not enough for successful communication. It is also important to develop intercultural competence, which helps students not only understand but also respect cultural differences and communicate effectively with native speakers of other languages.

In the context of globalization and integration of different cultures, the ability to communicate effectively with people from other cultural contexts is becoming an important skill for students. Intercultural competence is a set of knowledge, skills and connections that allow effective interaction with representatives of other cultures. To successfully communicate with native speakers of a foreign language, it is not enough just to know grammar and vocabulary — it is also important to understand the peculiarities of thinking, behavioral patterns and cultural differences. In this regard, the formation of intercultural competence in teaching foreign languages is becoming an important aspect of the educational process.

Intercultural competence is defined as a person's ability to interact effectively with representatives of other cultures, to understand and respect their peculiarities. The key components of intercultural competence are knowledge of cultural differences, the ability to adapt to new cultural contexts, and willingness to cooperate [1]. According to Hall's work, it is important to take into account non-verbal aspects of communication, such as gestures, facial expressions and perception of space, which is especially important for foreign language learners [2]. In addition, modern research in the field of intercultural communication shows that intercultural education should include both theoretical and practical training for students. For example, Sterling's works [3] emphasize the importance of using multimedia resources and international exchanges to develop intercultural competence.

The following approaches were used to analyze the methods of intercultural competence formation:

— Case study method: students consider real cultural situations and problems that arise in the process of intercultural communication. It helps to develop conflict resolution skills and effective interaction in different cultural contexts;

— Intercultural trainings and role-playing games: the use of role-playing games and trainings helps students to simulate situations of communication with representatives of different cultures and to practice adaptation skills;

— Digital platforms: modern technologies allow students to interact with native speakers in a virtual space. Using platforms such as Tandem or Speaky provides an opportunity not only to improve language skills, but also to master intercultural communication skills;

— International exchanges and internships: Exchange and internship programs allow students to directly immerse themselves in the cultural environment of another country, which is an important element in the formation of intercultural competence.

Academic mobility can take various forms: student exchanges, internships, participation in international conferences and training programs, summer schools, etc. These forms allow students not only to get acquainted with the educational systems of other countries, but also to immerse themselves in various cultural contexts. The key models of academic mobility are:

— Immersion in another culture. Students staying in another country provide a unique opportunity not only to learn a language, but also to gain a deeper understanding of daily practice and cultural traditions. For example, taking foreign language courses helps students not only improve their language skills, but also learn to understand cultural differences in approaches to learning, communication, and interpersonal relationships;

— Social and academic interactions. Interaction with international students and teachers contributes to the formation of intercultural communication skills. Interaction in an academic context requires students to use adaptation strategies, respect cultural differences, and accept a diversity of opinions. Cultural events provide students with the opportunity to immerse themselves in different cultures and gain a deeper understanding of their traditions, beliefs and customs. By participating in these activities, students can learn to appreciate and respect different cultural points of view. They can also develop empathy and tolerance for people from different backgrounds. In addition to cultural activities, extracurricular activities also play an important role in shaping the socio-cultural competence of students [4];

— Development of critical thinking and self-awareness. Students participating in academic mobility programs face new situations that contribute to the development of their critical thinking. Living in another country and participating in educational programs requires students not only to apply their knowledge in practice, but also to become aware of their own cultural identity in the context of international standards;

— Using authentic materials: Authentic materials reflect real life and the language used in everyday situations, making them an important source for learning culture and language in context. They allow students to gain a more accurate understanding of how expressions, phrases, and cultural norms are used in real life. Unlike educational materials, which are specially adapted for educational purposes, authentic materials allow students to observe how various cultural and social features manifest themselves in language and behavior. The use of authentic materials contributes to the formation of a deeper understanding of the language, as students become familiar with real expressions, accents, gestures and cultural features that they may encounter when communicating with native speakers. This expands their understanding of culture, language differences, and helps them develop more flexible intercultural communication skills. Using films, songs, news, and literature in a foreign language helps students better understand the culture of the country they are studying. This contributes to the development of not only language skills, but also cultural knowledge, which is an important aspect of intercultural competence. The socio-cultural background of authentic materials is realized through a productive vocabulary, which includes the most communicatively significant lexical units common in typical communication situations, including evaluative vocabulary for expressing one's own opinion, colloquial clichés and words with a national-cultural component: background and non-equivalent vocabulary; realities that are associated with recreation and everyday life, time, entertainment, leisure. They give students the

opportunity to penetrate into another national culture, to master the everyday vocabulary of a native speaker [5];

— Project activity: Project activity is a process in which students solve real-world problems, develop solutions, and present the results of their work. This process often involves working in groups, which creates conditions for interacting with people from different cultural contexts. Project activities help students realize the importance of cultural differences and also teach them how to work in a multicultural environment.

Projects can be either internal (at the university level) or international, with the participation of students from different countries. It is important to note that successful project activities contribute not only to the development of specific professional skills, but also help students develop flexibility of thinking, the ability to adapt to changes, the ability to listen and respect the opinions of others, which is an integral part of intercultural competence. Students can participate in international projects where they must work in a team with native speakers of other languages. This process requires students not only to know the language, but also to be able to work with people from different cultural backgrounds:

— Role-playing games and situation modeling: The use of role-playing games in which students simulate everyday communicative situations in an intercultural context helps to develop adaptation skills and establish effective communication.

— Intercultural trainings: Students can participate in trainings that help them understand and overcome stereotypes about other cultures, develop the ability to empathize and respect cultural differences.

The teacher plays a key role in the process of forming intercultural competence. First, it must create an environment conducive to openness and respect for cultural differences. This can be done, for example, by including in the course topics related to the cultural characteristics of the countries where the language being studied is spoken. Secondly, the teacher should use a methodology focused not only on language, but also on culture: an emphasis on the lively use of language in various cultural contexts, involving students in practical exercises, using multimedia and Internet resources to get to know the culture of native speakers. Thirdly, teachers should develop students' qualities such as tolerance, empathy, and the ability to critically analyze cultural stereotypes.

Learning a foreign language is understood not only as a synthesis of certain common elements, not only as the acquisition of information about language structures and the rules of their use, but also as an understanding by readers of the relationship of language content to the world and people who speak this language. In accordance with the proposed new guidelines, the task of a foreign language teacher is to provide conditions for familiarizing the student's personality with foreign language culture and prepare him for effective participation in cultural dialogue [6].

By intercultural competence, we mean the ability and willingness to build an effective dialogue of cultures based on a complex of linguistic and cultural knowledge.

Based on the definition, the following components of intercultural competence can be distinguished:

— communicative competence, which, in turn, is based on grammatical, spelling, phonetic and lexical knowledge, skills and proficiency in both native and foreign languages;

— Regional studies competence, including the integration of regional knowledge and socio-cultural information in native and foreign languages;

— educational competence, manifested in entry-level skills (working with a book, encoding, decoding, transcoding information, the ability to store it) and advanced skills, including knowledge of technology for working with cultural texts.

Intercultural competence is formed in the learning process. The teacher must have a sufficiently high level of cultural knowledge. The analysis of psychological and pedagogical literature and the existing experience of teaching a foreign language at a university allowed us to identify pedagogical factors that determine the effectiveness of the formation and development of intercultural competence. These factors include cognitive interest, creative activity, an individual approach to learning, and interdisciplinary connections.

Let's look at the main stages of the formation of intercultural competence.

Stage I is the stage of development and consolidation of individual components of competence. Here it is necessary:

— overcome grammatical, spelling, phonetic deficiencies; consolidate lexical knowledge, skills and abilities;

— to arouse interest in learning a foreign language independently;

— to activate cognitive and creative activity of students.

The result of learning at the first stage should be a higher level of foreign language proficiency and willingness to communicate in a foreign language.

Stage II — raising the level of general culture, deepening regional knowledge.

At this stage, students additionally get acquainted with the country of the language being studied, studying nationally specific behaviors using communicative techniques adopted in this language. However, it seems to be an axiom that the dialogue of cultures can be realized only on the conscious national and cultural basis of the native language. Therefore, it is necessary to acquaint students with the traditions of their native country, correlating them with the traditions of the countries of the studied language. This is an important condition for the interpenetration and interaction of cultures.

The result of this stage is to foster respect for the spiritual values of one's own people and others, as well as to raise the overall cultural level.

The purpose of stage III is to determine the ability and willingness to build an effective dialogue of cultures based on a set of linguistic and cultural knowledge. We identify the following indicators of the formation of intercultural competence:

— understanding cultural texts of varying degrees of complexity, reproducing the information received;

— mastering the cultural patterns of the country of the language being studied;

— adequate response to the speech and non-speech code of your foreign interlocutor;

— ensuring appropriate speech and non-speech behavior based on background knowledge about the culture, customs, and traditions of the country of the language being studied and taking into account the peculiarities of the mentality of native speakers.

There are several problems faced by teachers and students in the process of developing intercultural competence:

— Language barrier: Although students can master a language, they may have difficulty communicating with native speakers, especially when it comes to cultural differences;

— Cultural stereotypes: Students often encounter preconceived opinions about other cultures, which can make learning and communication difficult. It is important to develop students' critical thinking skills and overcome stereotypes;

— Differences in education systems: Students from different countries may face difficulties in adapting to new learning conditions, which requires additional efforts from teachers [7-9].

The formation of intercultural competence is an important component of the process of learning a foreign language. Modern education should be focused not only on language proficiency, but also on the development of intercultural communication skills. The use of innovative methods,

such as the use of digital platforms, project work and intercultural trainings, contributes to the successful development of intercultural competence among students. It is important to continue to develop and implement methods that help students not only learn the language, but also interact effectively with representatives of other cultures. In the future, it is important to pay more attention to the integration of intercultural approaches into educational programs and explore new forms of interaction between students and native speakers of language and culture.

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