

HOW TO DEVELOP STUDENTS' LINGUISTIC, COMMUNICATIVE AND INTERCULTURAL COMPETENCES

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It is well-known that students learning a foreign language should develop specific skills to be involved in the process of intercultural communication. Future specialists should be aware of the cultural differences which can sometimes lead to misunderstanding and even failures in intercultural communication. Nowadays, due to the continuous process of globalization, students should learn foreign languages and increase their communicative competence by learning to interact with their partners who belong to different cultures. Proficiency in a foreign language provides a real opportunity to join the world culture, world education and science, the ability to travel, work and grow professionally. Thus, language teachers should aspire to develop intercultural and communicative competences of their students. In the process of teaching foreign languages, it is necessary to provide students with cultural background knowledge they need to be partners of successful intercultural communication in various situations. It is crucial to model verbal/non-verbal behavior in a number of contexts of intercultural communication. Modern foreign language teachers strive to arrange their classes in such a way that students have an opportunity to improve their communicative competence. In other words, students are able to get familiar with the cultural and speech models of communication and behavior inherent in a given language environment. Thus, it is vital to motivate students to develop their communicative skills both in the classroom and on their own doing specific activities. Proficiency in a foreign language involves the formation of a "secondary linguistic personality," which means that the person is capable of intercultural communication and comprehends the worldview of a different social community.

The professional task of a teacher of a foreign language is to involve students in various situations of speech communication. Future specialists should be able to efficiently conduct negotiations in a foreign language and have certain linguistic skills. Specialists involved in intercultural communication need to correctly analyze and adequately react to the verbal and non-verbal behavior of the interlocutor of a different culture [1, c.172]. Moreover, they should be willing to find reasonable solutions and resolve conflicts. To do this, students have to increase their levels of intercultural and communicative competence. Specialists conducting negotiations with representatives of other cultures should be tolerant in order to successfully avoid failures at a pragmatic level of communication. In case of misunderstanding, communicants must be able to find the way to prevent a conflict situation and be psychologically prepared to solve the problems that arise at the level of interpersonal relationships. That is to say, initially, teachers of foreign languages should urge students to model various communication situations within the framework of the learning environment. Students willing to be involved in intercultural communication, get the opportunity to go beyond the framework of their native culture, come into contact with a different view of the world and look at themselves from the perspective of a person who belongs to a different culture to avoid the clash of cultures. The communicative competence of students develops on the basis of their educational and life experience. It is quite possible to develop communicative competence through teaching theoretical foundations and the further development of functions, speech models, and discourse structures. It is important to gradually change the discourse structure by setting a variety of tasks students need to fulfil. The learners need to be able to analyze the situation, do practical tasks in accordance with the pragmatic rules of the language and arrange a process of communication.

However, after adopting a new 2-level system of higher education, university teachers are faced with new problems associated with the organization of the teaching process and monitoring academic achievement. It has become necessary to place special emphasis on the effective organization of independent work of students learning foreign languages [2, c.340]. They should aspire to learn outside the classroom, improve their language skills and arrange a process of intercultural communication by means of the available modern technologies. Thus, foreign language teachers are faced with a new challenge: they need to find ways to stimulate students' interest in learning languages and cultures and motivate them to learn on their own. This problem can be solved by increasing the creativity of the educational environment, as well as through creative interaction with students. To reach the goal, it is important for teachers to work out the methods to make students work hard, to increase their active vocabulary, cultural awareness and the level of communicative and intercultural competences. The level of professional training of teachers and the effectiveness of teaching materials affect the creation of a professional-language communication environment in the classroom, which contributes to the development of the basic communicative competences future specialists need to be successful in cross-cultural communication. To achieve these goals, teachers need to carefully select the appropriate teaching materials [3, c. 320]. Nowadays, the multi-level teaching materials provided by the well-known foreign publishing houses (“Macmillan”, “Oxford” and “Cambridge University Press”) have gained particular popularity thanks to a number of advantages:

- authentic language material;
- a modern language is taught;
- the use of a communicative approach to teaching the language;
- the use of visual presentation of material and multimedia;
- teachers are provided with additional teaching materials related to the course;
- foreign publishers maintain specially designed websites where teachers can find useful recommendations which methods and techniques to use to teach students;
- the motivation and interest of students are increased.

In the era of the Internet and computer communication, multimedia technologies play an important role in the professional language courses designed for students mastering a foreign language. Learners improve their professional skills in perception and processing information thanks to the introduction of multimedia technologies into the process of ESL teaching. This implies that the development of Internet technologies and multimedia opens up broad prospects for the methodology of teaching foreign languages. Using the Web to communicate with native speakers, exchange information, watch films and programs in a foreign language, students are actively engaged in the educational process that has become an integral part of their daily life. The use of the Internet technologies also makes it possible to motivate students to learn on their own.

There are many software products that contribute to the effective language learning. You can find a great number of language sites that attract learners thanks to the introduction of the innovative teaching methods. On these sites, students have a unique opportunity to practise the language communicating with the representatives of different cultures by means of video messengers. In other words, modern students can continue to develop communication skills and increase their communicative and pragmatic competences. Thus, modern methods of teaching foreign languages often rely on the Internet resources, which provide the learners with authentic material. In addition, the use of the Internet technologies helps to achieve the goals related to arranging a process of successful intercultural interaction [4, c. 150]. The most important stage at all levels of learning a foreign language is authentic communication. A particularly important element of interaction on the Internet is synchronized communication, which implies real-time communication between the interlocutors (for example, audio and video chats). Thus, the use of the Internet technologies in the process of foreign language acquisition helps to:

- provide students with authentic material;
- increase the sociocultural and pragmatic awareness of students;

- introduce all aspects of language activity (writing, speaking, listening, reading);
- enlarge students' active vocabulary;
- develop the ability to build dialogical discourse in a foreign language.

In the course of the educational process, teachers need to take into account organizational and pedagogical conditions ensuring the functioning of mechanisms, forms and methods of professional language training. It is crucial to teach students within the communicative environment aimed at improving their cross-cultural skills. Teachers should aspire to determine the existing interdisciplinary connections to find new ways to increase the motivation of students to master professional competences and to stimulate professional and personal growth of students. The new sociocultural priorities determined the modern goal of professional language training of future specialists. They need to develop professionally significant competences that provide for their professional growth in the future. In this regard, language skills should be by all means improved to contribute to the development of specific professional competencies and the preparation of students for professional intercultural communication. In addition to the intensive introduction of Internet technologies in the educational process, the teacher must be able to effectively combine collective, group and individual forms of work. These types of learning must be closely associated with other specialties, so that students see the need to study various disciplines as parts of a complex.

Nevertheless, it should be taken into account that nowadays printed educational materials are constantly updated to keep up with the need of students learning foreign languages to feel that they are part of the global community. Despite the fact that multimedia technologies play an important role in the educational process, ESL teachers cannot do without traditional methods and printed learning materials.

In this regard, an advisable practice would be to implement digital testing materials, which are updated on a regular basis. For several years now we have been using the time-proven multi-level teaching course New Total English by Pearson Longman, which can be inherently intertwined and mutually reinforcing with those highly specialized English textbooks recommended for the students in the specific department. A vital advantage of this resource is that it can be applied both in a traditional English class and in the teaching process based on modern multimedia technologies. In our classroom, we rely on the digital components of the course to practise pronunciation and vocabulary and to arrange online studies. Students have an excellent opportunity to improve their listening skills by means of authentic videos which can go with or without subtitles.

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