

ФОРМУВАННЯ КРОСКУЛЬТУРНОЇ КОМПЕТЕНЦІЇ В ПРОЦЕСІ ІНОШОМОВНОЇ ПІДГОТОВКИ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

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Стаття присвячена проблемі формування кроскультурної компетенції майбутніх фахівців в процесі вивчення іноземної мови, що є основою глобального розуміння культури та сприяє ефективному міжкультурному діалогу та взаєморозумінню.

Ключові слова: *кроскультурна компетенція, майбутній фахівець, міжкультурна комунікація, мовна підготовка, мовленнєві уміння і навички, полікультурне середовище.*

The article deals with the problems of cross-cultural competence formation of future graduates in the process of foreign language learning that is the basis for global culture understanding and contributes intercultural dialogue and understanding.

Key words: *cross-cultural competence, future graduate, intercultural communication, language education, language skills, polycultural environment.*

Considering the joining Ukraine to the European Union the improvement of the quality of professional training corresponding the international and European standards is gaining its actuality. Professional competence shall admit that the graduate must be aware of all cultural norms and patterns in the given sphere of human activity. If the person is competent even beyond the bounds of his own professional activities, he/she shall be common culturally competent [4].

A. Fliyer sees the notion of “cultural competence” as quite high degree of person’s socialization and enculturation that enriches him with opportunity to understand, use and interpret the whole scope of everyday and special knowledge which make the standards of general-social erudition in the certain environment, body of rules, the specimens of laws, customs and bans.

Cultural competence of the personality defines the measure of his acquaintance with common social experience of the nation generally and the norms of interpersonal relations produced by that experience [5, с. 240–242].

The need for strong cross-cultural competence in today’s environment is stronger than ever before. Globalization and the changing demographics in many of the world’s leading countries has lead to a significant increase in professional communication in the foreign languages. This process can’t be effectively performed without being aware of behavior rules, norms, methods of cross-cultural communication. Thus, future professionals training for cross-cultural

communication minding the cross-cultural competence formation in the process of foreign languages studies is an essential demand of today and a cornerstone of their successful career in the international human resources market.

The notion of cross-cultural communication having become essential in the framework of the modern foreign languages studies conception has been investigated by numerous foreign and home researchers (M. Akopova, N. Almazova, S. Ter-Minasova, E. Vereshchagin, V. Kostomarov, V. Safonova, L. Barna, M. Byram, E. Hall, G. Hofstede, G. Neuner and others).

Nowadays, English being the language of international communication is used as overcultural and metacultural language all over the world. This means that communication is performed in non-native language for the participants of speech interaction, i.e. language-mediator, and is becoming cross-cultural communication itself [3]. Thus, cross-cultural relations are occurring within the contact between the representatives belonging to more than two cultural groups. It is necessary to introduce the elements of culture of different world communities into foreign language for specific purposes curriculum to make this communication effective, tolerant, avoiding the conflicts, not breaking cultural traditions and rules.

Therefore, the study of languages of international communication shall be performed in the context of the dialogue of cultures and civilizations which, finally, can result in the formation of cross-cultural competence. To have cross-cultural competence means to be able to perform cross-cultural communication in the professional activities. To form cross-cultural competence is to make conditions for the students to adopt to the specificity of cross-cultural relations between the native culture and culture under study speech act structural differences, the system of values, specific features of verbal and non-verbal behavior in accordance with the cultural norms. With the mind of cross-cultural aspect, lingua country studies and lingua culture studies are becoming essential competences for tourism and hospitality professionals training.

The professional competence of graduates shall include professional knowledge, skills, methods of performing professional activities and ability to fulfil their professional activities in certain area and in foreign language speaking environment.

The future professionals training shall be based on the authentic materials reflecting the specific features of overseas experience in their professional sphere including regional culturally marked component that can inform foreign clients about native culture and specific resources of the given area [2].

The methods of formation of the cross-cultural competence should have in its foundation the following principles of linguodidactics: the principle of orientation to “cross-cultural literacy” formation, the principle of contrastively reflecting the cross-cultural aspect of training, the principle of co-studying the languages and cultures, the principle of lingua cultural orientation.

The important elements of the formation of cross-cultural competence of the university graduates should be emphasized as follows: lingua country studies – the knowledge of the lexical units marked with national and cultural semantics as well as ability to use them adequately in the certain communication situation; lingua

culture studies – readiness to percept the different form of communicative behavior, understanding its differences and variability depending on the culture, avoiding both sense and cultural failures strategy formation.

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