

THE FORMATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE IN PEDAGOGICAL SCIENCE

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In view of the international cooperation strengthening, the increased poly-ethnicity and multiculturalism of the world, mutual understanding between people of different cultures comes to the fore in modern society. In response to this public order, many educational organizations create programs and courses aimed at preparing students who are able to provide intercultural interaction and mutual understanding, overcome cultural barriers, effectively solve intercultural conflicts effectively. Intercultural communicative competence (hereinafter, the ICC) attracts the attention of researchers, since society and the state have a requirement for graduates to be citizens of the world and interculturally competent.

L. Beamer, M. Byram, A. Fantini, J. Stier, and A. Witte consider the ICC to be so multifaceted and complex that, probably, some skills cannot be formed only during training [1]. It is necessary to experience culture entirety in order to gain a deep understanding of it, to contact its representatives, to gain cultural experience. As in the case of foreign languages, it is impossible to achieve perfect mastery. This competence is developing, evolutionary, complex, updated constantly, and it is based on the individual's experience, and with extra new experience it is enriched. Therefore, according to many researchers, the formation of the ICC is a cyclical and continuous process, a matter of a lifetime. This is a fusion of learning and personal experience of the individual. Teaching should be directed towards the acquisition of complex procedural knowledge, as well as the student's personal growth. In other words - the study and teaching of the ICC should be process oriented. This means that there are varying degrees of ICC. Some people may be more competent than others. The student must actively work, constantly be willing to spend time and effort on a holistic learning process. The process of acquiring ICC should combine elements of cultural experience and an awareness of the similarities and differences between cultural norms and beliefs. This observation seems to us very important; it shows that during the formation of the ICC, attention should be paid to the personal increment of students and that at any stage of training it is possible to achieve an increase in the level of the ICC formation.

On balance, intercultural communicative competence is complex and multifaceted, including a set of diverse cognitive, affective and behavioral characteristics. The formation of the ICC is a continuous and cyclical process, probably the length of a lifetime. This is a fusion of learning and personal intercultural experience of the individual.

References:

1. Byram, M. (1997) Teaching and Assessing Intercultural Communicative Competence. Clevedon: Multilingual Matters.