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INTERCULTURAL COMMUNICATION IN THE PROCESS OF EDUCATION

Nowadays, the rapid globalization of all processes of life in society and the convergence of language cultures of different peoples has significantly accelerated the interest of many linguists and researchers precisely to the problems of intercultural communication. In many linguistic studies, language is considered not only as a means of exchanging of information, but also as a means of categorizing of the experience of a certain ethnic group, its social and cultural interaction, which are a reflection of its original culture and conceptualization of the surrounding world.

Intercultural communication means the process of interconnection and interaction between representatives of different communities, during which an exchange of information, experience, and spiritual values of different types of cultures take place. It deals with understanding, which means: understanding someone else and at the same time being understood when communicating in a foreign language with person [2].

Intercultural communication should be considered as a multifunctional phenomenon, which includes, firstly, knowledge of norms and principles of communicative behavior in another sociocultural environment; secondly, formation of specific qualities; capacity to empathy and self-esteem. Above all, education is considered as the foundation for the formation of the ability of social subjects to intercultural interaction based on the principles of democracy, equal rights and opportunities. One of the important factors of multiculturalism is the individual's ability to intercultural communication, to dialogue of cultures with the help of linguistic means, in particular.

The problems of intercultural communication were studied by researchers among them should be mentioned N. Aliyeva, M. Barrett, O. Hryva, L. Kuznetsova, A. Polupan, O. Konstantinova, S. Horylchyna, E. Vereshchagina, V. Kostomarov, V. Furmanova, G. Tomakhin, Z. Hasanova, T. Petrova, I. Kalysetska, I. Kriazh, N. Markovu, D. Deardorff, M. Rost-Roth. According to them, intercultural communication is considered as a necessary condition for successful integration into the political society, which allows effective participation in the process of interethical

communication in the realities of globalization. It should be noted that, attention to this topic has increased significantly [3].

Language is an effective factor in personality's development in a multicultural space. As a phenomenon of the spiritual life of humanity, it plays important role in contribution to the process of communication, socialization, professionalization and social adaptation. Socialization, as a process of social formation of an individual, assimilation by an individual of values, norms, attitudes, patterns of behavior as characterization of a given society or social group, cannot be imagined outside the context of language.

Every foreign language lesson is a «crossroad» of cultures, it is a practice of intercultural communication, because every foreign word reflects a foreign culture and behind every word there is an imagination of the world determined by national consciousness. The direct connection between learning a foreign language and culture today does not cause objections either in the linguistic or in the pedagogical spheres. It has moved into the political sphere: as a result of migration and the emergence of multicultural societies. Today, foreign language is one of the main tool for the teaching of a linguistically educated personality with global thinking, capable to adapt to the modern level and style of professional and personal communication.

This provides the implementation of various forms of communication using creative and innovative technologies, which contributes to the development of the ability to define situations and the purpose of communication with their planned implementation, the expansion of the creative and scientific potential of students in the context of intercultural communication. Interactive activity includes the organization and development of dialogic speech aimed at mutual understanding, interaction, solving problems important for each of the participants in the educational process. It should be noted such of them as: information and communication technologies, project technologies, learning in cooperation (work in small groups, pairs), situational learning, language portfolio technologies, game activities, preparation of presentations, mind mapping, etc. Such technologies rise students' motivation to acquisition of the necessary competencies, a significant activation of the educational process also happens [1].

In such a way, students expand their individual picture of the world by involving speakers of this language to the linguistic picture of the world, to their spiritual heritage, nationally specific ways of achieving intercultural understanding. At the same time in student's consciousness synthesis of knowledges about the specifics of native and foreign culture takes place. Precisely at the expense of critical understanding of someone else way of life, they expand their linguistic knowledges. In such a way, the process of enriching the picture of the world and understanding of another culture.

A high level of intercultural communication involves mastering of one's emotions, showing attention to other people. Relationships in the process of intercultural communication involve high development of ethno-political thinking, feelings, needs, tolerant attitude to other cultures, to national customs, traditions.

Thus, intercultural communication involves overcoming not only a language barrier, but also, a cultural one. Formation of intercultural communication is an important task caused by global world processes and language education is designed to fulfill this important mission. Educational activity should be aimed at a deeper study of the culture of native speakers, their manner of life, national character and mentality.

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