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## **INTERCULTURAL COMMUNICATION IN THE PROCESS OF FOREIGN STUDENTS TEACHING**

The formation of the communicative competence of foreign students has become especially relevant, since the XXI century is characterized by the rapid development of international cooperation.

At present, the upbringing of the foreign individual as a subject of national culture is at the center of attention of the modern paradigm of education. In addition, the main goal of education today is not the assimilation of knowledge, skills and abilities, but the education of a personality, while the communicative essence of the subject «Foreign Language» is not only preserved, but also acquires a new quality, since we are talking about the education of a «linguistic personality» capable of free, creative communication in a foreign language.

«Linguistic personality» has been studied and is being studied in linguistics in several aspects, one of which is linguodidactic. Didactics, in contrast to methodology, in addition to knowledge, skills and abilities, focuses its attention on the purposeful development of mental and cognitive abilities, education of the worldview and moral and aesthetic culture of students [2, p. 236].

In linguodidactics and methods of teaching languages, the issue of linguistic personality is more explicitly approached, because in isolation from the linguistic personality without taking into account its multi-level organization it is impossible to create an effective model of language teaching [1, p. 365]. The portrait of such a person can be composed of such traits as the ability for intercultural communication, the ability to think in a comparative aspect, to know about other cultures, to be able to consider one's country in the aspect of the intersection of cultures, etc. At the same time, a number of such qualities as tolerance, respect for another culture are formed. But the essence of intercultural learning is not to transfer certain information about a new culture, but to provide the ability to understand it, to eliminate certain prejudices and stereotypes, a critical attitude towards one's own culture and the culture of another people. Intercultural communication is based on the

dialogic method of comparing different metalanguages, cultures, and spiritual values.

Many researchers associate the concept of linguistic personality with such components as language ability, communicative need, communicative competence, linguistic consciousness, speech behavior. The dialogue of cultures is a meeting of the positions of a teacher and a foreign student on key issues, in the process of which views, interests, motives, which determine a personality are clarified, enriched and transformed. This is a two-way communication and mutual enrichment [3, p. 8].

Under the conditions of the new paradigm of education, new methods and technologies for training modern specialists with the qualities of an intercultural personality are needed. To solve the problems of developing intercultural competence in the learning process, it is necessary to find new approaches, ways, methods that allow to develop fully the language abilities and qualities of foreign students.

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### **СПЕЦИФІКА МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ В БАГАТОНАЦІОНАЛЬНІЙ ІНОЗЕМНІЙ АУДИТОРІЇ**

Міжкультурна комунікація являє собою дуже непростий процес, оскільки між культурами, носіями яких є представники різних