

6. Conclusion

Thuz, Sanches determines the historical, national and professional nature of education. Besides, it could be finally concluded that the transfer of knowledge represents a universal base for intercultural communication, realized in the course of the educational process. Each new period of the historical development shows how the education gives the opportunity to reappropriate the cultural values.

An interlanguage interference is one of the manifestations of the intercultural communication.

References

Franklin Head, Brian. 2016. Plan pour l' education d' un jeune seigneur russe. Manuscrito de Ribeiro Sanches 1766. Leitura, transcrição, tradução e comentários filológicos. Imprensa da Universidade de Coimbra, Coimbra, 282 p.

Ribeiro Sanches A.N. 1922. Cartas sobre a educação da mocidade. Nova edição revista e prefaciada pelo Dr. Maximiano Lemos. Imprensa da universidade, Coimbra, 248 p.

THE RESEARCH COMPONENT OF THE INTERCULTURAL COMPETENCE OF A FOREIGN LANGUAGE TEACHER

Galina V. Sorokovykh¹, Olga S. Kutepova²

*¹ Department of French Language and Linguodidactics
Moscow City Pedagogical University, Moscow (Russia)
sorokovykh@mail.ru*

*² Department of Special Language Training
State Moscow Technical University of Civil Aviation, Moscow, Russia
koc87@inbox.ru*

Abstract: The article presents the author's position on the problem of forming a research component of the intercultural competence of a foreign language teacher. The is placed on the fact that in the pedagogical process a

teacher with a developed intercultural communicative competence should be able to perform the role of an intercultural mediator is emphasized. The position that intercultural communicative competence is an integrated, systemic phenomenon of distinct origin closely associated with other specialist competencies is grounded and proved by the author. The content of the research component of the intercultural competence of the future teacher of a foreign language with the corresponding nomenclature of research skills is presented.

Keywords: Research component, intercultural competence of the teacher, requirements for the research activity of the teacher of foreign-language education

1. Introduction

Formation and development of intercultural communicative competence today is relevant for the teacher of foreign language education due to the fact that a foreign language in recent years has acquired a special role in implementing the principle of cultural diversity (pluralism), which builds interethnic communication in all spheres of life, including professional. In this regard, the professional training and practice of a foreign language teacher must meet the requirements of new circumstances and include in the system of professional competences constantly improving intercultural communicative competence.

2. Objectives/Purpose of the study

The analysis of academic theoretical data allows us to conclude that intercultural communicative competence is understood in them as the ability to communicate in a foreign language, taking into account intercultural diversity and distinguished stereotypes of thinking, implying the achievement of a certain level of knowledge of a foreign language, which allows, in turn, first of all, to react flexibly to all kinds of unforeseen situations in the course of foreign language communication; secondly, to determine the appropriate line of speech behavior; thirdly, it helps to make the right choice for the proper means of

communication and, finally, to effectively use these resources in compliance with the situation.

Effective pedagogical activity in teaching a foreign language in a modern multicultural world requires expanding the essence of the concept of "culture" as a form of existence (Vilchitskaya 2002), a set of certain culturally appropriate models of behavior, a way of perception, interpretation of the world around us, a new understanding of the aims of teaching foreign culture as a harmonious symbiosis of two sociocultural worlds (national and foreign) in the mind of the student. Such a view allows us to include in the structure of intercultural communicative competence the broad spectrum of skills that the future teacher should master and communicate (for the benefit of their future pedagogical activity) to the students: the ability to apply knowledge from the field of national and foreign ethnopsychology in communication, the ability to operate in the communicative space with the realities of one's own and foreign culture, specificity of national norms and traditions of communication with foreign language native speakers, the ability to take into account while communicating norms and the traditions of the daily life of peoples – native speakers of the foreign language studied, relevant carriers of information in the mass consciousness, linguistic and sociocultural vocabulary, regional knowledge; the ability to apply intercultural knowledge in the practice of common social and professional conflict-free communication, establishing contacts; experience of interpersonal and intercultural interaction; personal qualities of the individual.

Accordingly, it can be concluded that in the pedagogical process, the teacher of a foreign language with a developed intercultural communicative competence should be able to perform the role of an intercultural mediator, to manifest himself as a person (with an active socio-cultural and communicative position), implementing partnerships with the trainees in whom, through constant and thoughtful analysis interpersonal and intercultural communicative problems are mastered, the know-

how of successful intercultural communication are formed in a foreign language, the goal of education is achieved.

Intercultural communicative competence is a complex, systemic phenomenon of special origin, closely related to other competencies of the specialist, and therefore is based on knowledge and skills that are formed in the development of other competencies. It is, as has already been noted in our research earlier, the ability to create a common meaning for all communicants, and thus, in the process of intercultural communication, to achieve a mutually beneficial result for all parties (GES VPO, 2016). The implementation of these processes requires scientific research, for which the teacher needs certain research capabilities, manifested in skills (Decree of the Government of the Russian Federation, 2014).

Current socio-economic changes, educational reforms actualize the need to prepare an active, independent and creatively developed, mobile specialist, able to navigate in large information flows. In this connection, there is a need to prepare in the educational system a teacher of foreign languages capable of solving professional problems at a high level, which in turn is impossible without research, regardless of the kind of specialization of the teacher (work in the preschool, school, higher education institution, the system of further education, advanced training, etc.).

The problem of the formation of research skills of the teacher, including the context of profile training, is sufficiently covered in the scientific literature. However, despite the topicality of the problem of developing the research skills of future teachers both in general and in the process of creating intercultural competence in teaching at a university, there is currently no common understanding of their content and structure in linguodidactics. In addition, modern theoretical and methodological views on the essence and process of forming research skills of future teachers in the context of profile training often contain separate approaches in this direction. Let's consider

a number of opinions of researchers on the given question with the purpose of the author's specification of the investigated phenomenon.

3. Methodology and sub headings

In the works of modern researchers, the need for developing research skills in future teachers is emphasized. As suggested by E.G. Tareva "formation of a dialogical consciousness among learners, in which the phenomena of another linguoculture are interpreted through the concepts of the native picture of the world and enrich the latter "(Tareva, E.G., 2014: 63). Willingness to research and skills management in this area in the future will allow the teacher to creatively solve the actual tasks of upbringing and development, organize the process of teaching a foreign language at a level that meets the requirements of modern GEF, society and employers. Active inclusion of students and teachers in research activities in the conditions of higher education us allows to increase the effectiveness of the educational process, to achieve successful students' adaptation to the conditions of pedagogical practice, to increase the level of teachers' self-realization in professional performance. Therefore, focused effort is important because it ensures the formation of research skills in future teachers of foreign languages and it should be organized in universities from the very beginning, thus helping the specialist to adapt to the new conditions of social and pedagogical reality as soon as possible and will contribute to successful self-realization and achievement of productive pedagogical results in the chosen professional field, the manifestation of intellectual and creative potential in various scholastic attainments necessary for pedagogical performance.

According to the official documents of the European Commission, one of the decisive factors of competitiveness in the world today is precisely the research activity, which is designed to help the educator adapt to the constantly changing list of professional duties, to increase the motivation for personal and

professional self-development and self-training (Decree of the Government of the Russian Federation, 2014).

In foreign studies it is emphasized that the basic for the development of research skills are cognitive skills, which, in turn, are determined by educational and logical skills (Gorbuzova 2015). At the same time, the content of research skills is determined by the possession of logical methods of thinking, receptions of reflection and specific research actions.

It is necessary to emphasize the fact that research skills in accordance with the provisions of Federal Educational Standard (FES) today are one of the most important components in the training of a modern professional in higher education. In GEF, defining the directions of training in the bachelor's program, research activities reflecting the cognitive creative nature of professional reality, research methods are considered as a goal and as a means of developing the student's personal potential, his morality and intellect, special attention is paid to the importance of including students in research, researcher, the need to train a teacher who is able to solve professional problems in the field of scientific research.

It is important to note the fact that the implementation of pedagogical activities, including teaching foreign languages, is directly related to the process of developing research skills, since methods on which pedagogical science is based (analysis, observation, experiment, modeling, design, planning, practical implementation etc.), largely coincide with the main components of research skills. In this regard, the importance of mastering research skills is also highlighted in other conceptual, programmatic and regulatory documents in the field of Russian education. Thus, the Professional Standard of the teacher defines the skills of the teacher as necessary skills in carrying out independent research and cognitive research activities, organizing students' various types of educational and research activities, taking into account the possibilities of the educational organization, residence and historical and cultural originality of

the region, organize research – experiment, detection of regularities, proof in private and general cases, to be cooperative in the preparation of students for participation in research activities, research projects. According to the Concept of the Federal target program for the development of education for 2016-2020, future specialists should be ready to independently and effectively solve problems in the field of professional activity, which requires the creation in educational practice of certain pedagogical conditions for the inclusion of students in active cognitive activity, in particular, research.

The processes of globalization, multicultural world development, socio-economic transformations have led to a rethinking of the role of the research component of professional training of students in the conditions of the renovation of higher education and the introduction of a new generation of FES. The traditional pedagogical activity of the teacher in the context of the introduction of a new generation of FES and the implementation of the provisions of the Law "On Education in the Russian Federation" was supplemented with the functions of students self-management and management of subject activities, the implementation of innovative processes, requiring preliminary design of the forthcoming activity on the basis of its analysis, monitoring, expertise, actualizing the development of research skills of the teacher.

4. Result/Findings

The content of the research component of the intercultural competence of the future teacher of a foreign language includes:

- the ability to compare and find correlations between the value system and culture of the studied and native languages, the forms and methods of its implementation in the state structure, models of native speakers' behavior, their speech;

- the ability to isolate and structure cultural values by observing the carriers of other cultures and interacting with them without addressing them with direct questions, since they are not

able to provide an adequate response due to unconscious adherence to the values of their native culture;

- the ability to defend and prove the position of the researcher in the process of planning and implementation of intercultural communication, to determine the actual research problem, to express the problem in tasks, to put forward a hypothesis, to select and implement methods, forms, methods of research, to carry out control and examination, to organize research;

- the ability to analyze the linguistic model as a model that determines the filling of actions of different types of generalization; possession of methodological tools and terminology of research activities, taking into account socio-cultural specifics and communication in a foreign language;

- the ability to compare the research view of the situation from 2 sides, from the point of view of one's own perception and from the point of view of the interlocutor's perception;

- the ability to synthesize the perceptions of one's own speech actions from the point of view of the native scale of cultural values and the perception of the interlocutor's positions from the point of view of his cultural scale, speaking another language, and classifying one's own actions on the basis of this perception.

5. Discussion

The above structure of the research component of intercultural competence approximates the theoretical grounds for practical application in the system of education in higher education and further professional activity. The method of structuring the components of a given multidimensional phenomenon allows not only to show the structure of intercultural communicative competence in the context of intercultural and research skills, but also, from methodological position, performs the function of visualizing the objective communicative reality in the intercultural space, taking into account the research skills and

is focused on managing this reality. The structural representation of the research component of intercultural communicative competence is necessary as a tool for the formation and management of a real communicative, intercultural environment, as a means of designing the learning process and predicting the course and results of this learning. Based on the above structure, we can draw a conclusion that the research skills in the structure of the professional intercultural communicative competence of the foreign language teacher are a symbiosis of skills aimed at developing the teacher's ability to interpret professionally relevant information in a foreign language, taking into account the socio-cultural specifics, ability to self-knowledge and self-development, to personal and professional growth in the learning process and self-development.

The development of the research component is an integral part of the intercultural communicative competence of the future teacher as the ultimate goal of teaching a foreign language, which contributes not only to a more effective integration of the domestic education system into the European and global intellectual community, but also enhances the professional level of the Russian teacher – a graduate of the higher school on the world labor market and in the system of domestic education.

References

Vilchitskaya E.A. Constituents of intercultural competence as a substantial problem of improving the skills of a foreign language teacher. *Center for Educational Development Problems of the Belarusian State University*. URL: <http://elib.bsu.by/bitstream/123456789/111656/1/02%20Vilchizkaja.pdf> [Accessed September 9 2018].

Gorbuzova, M.S., Solovyova, V.V., Korobkova, S.A. 2014. Formation of Future teachers' researching skills during the progress of self-educational work. *Modern problems of science and education*. – 2015. № 1. С. 141-141. URL: <http://www.science-education.ru/pdf/2014/6/445.pdf> [Accessed August 25 2018].

Intercultural foreign language education: linguodidactical strategies and tactics: collective monograph / Ed. E.G. Tareva. 2014. Logos, Moscow, 232 p.

Decree of the Government of the Russian Federation of December 29, 2014 No. 2765-r "On the approval of the Concept of the Federal Targeted Program for the Development of Education for 2016-2020". *Official website of the Government of the Russian Federation*. URL: <http://government.ru/media/files/mlorxfXbbCk.pdf> [Accessed September 12 2018].

GES VPO. 2016. *Official website of the Federal State Educational Standards*. URL: <http://fgosvo.ru/fgosvpo/7/6/1> [Accessed September 12 2018].

FORMATION OF THE SPECIALIST'S CROSS-CULTURAL LITERACY WITHIN UNIVERSITY EDUCATION

Lyudmila Zh. Karavanova

*Department of Social Pedagogy
Institute of Foreign Languages,
Peoples' Friendship University of Russia, Moscow, Russia
Karavanova_L54@mail.ru*

Abstract: The article deals with the content of cross-cultural literacy. The study is dedicated to the formation of students' cross-cultural literacy in the learning process at the university. When studying ethnic identity, special attention was paid to examining the culture of one's own people and the culture of other ethnic groups. The basis of ethnic identity reflects the person's self-image and self-perception as representatives of a certain community. The formation of cross-cultural literacy is presented as a kind of semantic process, in which the educational space of the institution should be saturated with information and emotional elements of culture (at each lesson within any academic discipline, and within extracurricular activities as well).

Keywords: cross-cultural literacy, students, formation, learning process