

## THE ESSENCE OF INTERCULTURAL FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF BASIC SCHOOL STUDENTS

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The formation of intercultural foreign language communicative competence is one of the current trends of modern methods in learning a foreign language and the main goal of teaching a foreign language in institutions of general secondary education.

To understand the essence of the concept of “intercultural foreign language communicative competence of students”, to clarify its structure, let us pay attention to its components, including intercultural and communicative competences, which are identified in some studies as separate competencies, and in others as identical.

The New Dictionary of Methodological Terms and Concepts defines *intercultural competence* as “a person’s ability to exist in a multicultural society, to achieve a successful understanding of representatives of other cultures and representatives of their own culture. Intercultural competence presupposes the ability to adequately understand and interpret linguacultural facts, based on the formed value orientations and assessments of one’s own and someone else’s culture” [1, p.134].

As for *communicative competence*, the dictionary interprets it as “the ability to solve by means of a foreign language relevant to students the tasks of communication in everyday, educational, industrial and cultural life; the student’s ability to use the facts of language and speech to realize the goals of communication, and the ability to implement linguistic competence in various conditions of verbal communication” [1, p. 98]. From a psychological point of view, communicative competence is, first of all, the ability of a person to organize his/her speech activity in its productive and receptive forms adequately to the situation of communication. The concept of communicative competence (competency) was proposed by the American linguist D. Hymes, who argued that it is not enough to have only language knowledge and rules for verbal communication. It also requires knowledge of cultural and socially significant circumstances. The researcher considers communicative competence as an integrative formation, including not only linguistic components, but also sociocultural ones [2]. Communicative competence has been developed in detail in studies conducted by the Council of Europe, where it was defined as “a set of the following competences: linguistic, sociolinguistic, discursive, strategic, social, sociocultural” [3].

*Foreign language communicative competence* in its most general form means certain abilities and skills that allow for effective foreign language communication. Ye. Vereshchagin interprets intercultural communicative competence as a complex of knowledge and skills that allow an individual in the process of intercultural communication to adequately assess the communicative situation, effectively use

verbal and non-verbal means, translate into practice communicative intentions and check the results of communication using feedback [4].

So, *intercultural foreign language communicative competence* can be defined as “an integrated characteristic of a student’s personality, which provides for his/her mastering the experience of foreign language communication in oral and written forms within the curriculum requirements and assimilating cultural values of the people of the target language in the form of a dialogue of cultures” [5, p. 31].

Purposeful formation of intercultural foreign language communicative competence should be started at primary school age, and carried out systematically and progressively. Basic secondary school is an intermediate stage between primary and profile school. Students of the basic school are able to realize some features and nuances of foreign language culture, to understand it, if necessary, to enter into intercultural communication and navigate the intercultural space based on the acquired knowledge.

Based on the above definitions, we believe that the structural composition of the intercultural foreign language communicative competence of basic school students consists of cognitive, interactive and personal components, which are interdependent and interrelated. *The cognitive component* of the intercultural foreign language communicative competence includes knowledge of the target language in accordance with regulatory requirements, sociocultural awareness of this country (traditions, customs, the peculiarities of the life of foreign peers, etc.), the peculiarities of the culture of the native country, the details of intercultural differences. *The interactive component* of intercultural foreign language communicative competence includes a set of skills for effective implementation of intercultural foreign language interaction (communicative, etiquette, prognostic, analytical, reflexive, etc.), ability to apply intercultural knowledge in various communicative situations. The personal component of intercultural foreign language communicative competence includes qualities that ensure the success of intercultural communication (sociocultural tolerance, empathy, etc.). These personal qualities help to understand the foreign language communicant and to avoid conflict situations.

Interactive methods of teaching methods occupy an important place among the means of forming intercultural communicative competence of basic school students. Interactive in relation to the learning process means the presence of feedback between the teacher or teaching tool and students. Interactive teaching methods, in contrast to traditional ones, are based on the active interaction of participants in the learning process, with the main emphasis on the interaction of students with each other. This approach allows teachers to intensify the learning process, make it more interesting and less tiring for participants.

The purpose of using interactive methods and techniques in teaching foreign languages is the social interaction of students, interpersonal communication, the most important feature of which is the ability of a person “to take on the role of another”, to imagine how his/her partner in communication perceives him/her, to interpret the situation and construct his/her own actions [1, p. 83].

One of the effective means of forming and developing intercultural foreign language communicative competence in basic school (that is, in gymnasiums) is the

use of a number of interactive methods of teaching in foreign language lessons, in particular: Work in small groups, in pairs, rotational triplets, “two, four, together”; etc.; Carousel method/“ideological” roundabout; Brainstorming; Case-study; Role-playing games; Round table; Buzz session; Think, pair and share; Circle the questions; Debate; Misconception check; Optimist/Pessimist; Crossword puzzle; Scrabble; Bingo; Cluster; Mind map; Aquarium; Jigsaw; Situational analysis; Decision tree, etc.

In our opinion, interactive methods, like no other, allow students to speak, interact in the target language, learn to navigate in different communicative situations. Thus, the use of interactive teaching methods is more aimed at the formation of an interactive component of the intercultural foreign language communicative competence of students. One of the main conditions for the effectiveness of interactive methods is its systematic implementation, covering primary school, gymnasium and lyceum.

### References

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