Intercultural Competence Formation: Use of Educational and Training Complex in Foreign Language Lessons

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Abstract: In this article, the authors offer exercises, games and tasks aimed at intercultural competence formation when teaching a foreign language. All of these prepare students to contact representatives of a foreign culture, and increase general intercultural communication awareness. The purpose of the article is to consider aspects of intercultural competence formation among students in order to prepare them for a meeting with samples of a different culture. Post-experimental results showed significant improvements in intercultural competence formation and readiness to meet with foreign language culture elements. Analysis of the results of the experiment confirmed that readiness formation for intercultural communication is possible. It is noted that intercultural competence formation and readiness to meet with foreign culture samples will be more successful if a special complex is introduced into the educational process that contributes to intercultural competence formation. Students gained more intercultural competence and readiness for intercultural communication as a result of the experiment.

1 INTRODUCTION

In recent years, the topic of intercultural competence has taken a special place in teaching foreign languages. Language and culture are inextricably linked with each other. The process of intercultural learning and the formation of intercultural competence in the process of teaching foreign languages can be represented as a process of transferring information and mastering the necessary knowledge, as well as forming skills of successful intercultural communication on their basis. It can be assumed that these processes are impossible without the students' knowledge of the basics of cultural intelligence. Thus, one of the tasks of teaching foreign languages is to develop tasks that will allow students not only to master the necessary language skills and speech skills, but also adequately prepare them for situations of intercultural communication.

Particularly important in this case is the presentation of behavioral patterns that are not created according to the principle of "right or wrong", but that contribute to the development of empathy when meeting with a different culture. According to the definition of V.I. Dolgova and E.V. Melnik, empathy is a complex functional formation mediated by the interdependence of cognitive and emotional processes, the development of actual needs and developing under their influence, and the development of empathy involves both the development of emotions and their cognitization, and the process of forming moral motives in favor of another person (Dolgova et al, 2014).

In addition, we adhere to the opinion of K. Dunne that the multicultural context of the educational environment can make a positive contribution to solving the problem of forming students' intercultural competence when teaching

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them a foreign language, since intercultural contacts are aimed at developing students' creativity (Dunne, 2017). Thus, tasks aimed at the formation of intercultural competence of students in the process of their teaching foreign languages should optimally correlate with real situations of intercultural communication.

2 METHODOLOGY

The main research methods are the analysis of methodological literature on the problem in the works of Russian and foreign scientists; pedagogical project method, diagnostic techniques, including observation, questionnaires, testing, data processing methods.

In the process of teaching foreign languages, we have developed an educational and training complex that contributes to the formation of intercultural competence. This complex consists of groups of tasks aimed at developing such types of speech activity as speaking, reading, writing. The complex proposed by us presents some possible forms of tasks, the main task of which is to show how numerous language tasks, thanks to a simple transformation, can be turned into tasks that contribute to the formation of intercultural competence, which, according to E.A. Trushnikova and S.L. Mishlanova, "involves familiarity with the culture of the country of the language being studied through the foreign language itself and the assimilation of the behavior model of carriers of a foreign language culture" (Trushnikova et al, 2018). Consider some examples of tasks aimed at differentiating lexical material and raising awareness of semantic nuances.

When working on vocabulary for the formation of intercultural competence, consideration of typical cultural-specific meanings plays an important role.
"Intention and assessment of the situation by communicants".

When making value judgments, events or actions of people, subjective assessments play a significant role. Such value judgments influence the choice of lexical units. The same behavior can be assessed by different communicants as aggressive or dynamic. Learners should find appropriate equivalents and discuss in groups whether these characteristics match those found in their native language and culture.

Match the concept, find equivalents in your native language with the appropriate connotation:

a) Aufgeschlossen, Diskret, engagierte Feministin, engagierte Umweltschützerin, Gewissenhaft, Großzügig, Konsequent, Selbstbewusst, selbstsicherer Mann, schlanke Frau, sensibler Mann, Temperamentvoll, Vorsichtig;

b) ängstlich, arrogant, beeinflussbar, Bohnenstange, Emanze, Geheimniskrämerin, Macho, nachgiebig, Öko-Tante, pedantisch, Softi, stur, unbeherrscht.

Taboo game.

For this game, you need to prepare cards with not only culturally neutral, but also culturally specific concepts. At the same time, one student explains a culturally specific concept without naming the given word, but only describing it. And the group must guess the word, for example: *Bretzel, Biergarten, Fachwerkhaus, Grüß Gott, Eisbein.*

"Defining Concepts".

Many concepts are difficult to define in another language, and often they are culturally specific. In this regard, it seems relevant to us the position of N.N. Sergeeva and G.V. Pokhozdey that “teaching a foreign language should imply familiarization with the linguistic consciousness of the people whose language is being studied” (Sergeeva et al, 2014). Students should discuss the culturally specific concept together and formulate its definition. The next step is to compare the definition they developed with the definition given in the explanatory dictionary. Examples of such concepts are: *Emanzipation, Gemütlichkeiten, Tugend, Zuhause.*

"Cat in a bag".

From 10 to 15 culturally-specific objects of the country of the language being studied are laid out on the table with plates on which the names are indicated. Then all the items are put in a bag, and each student is invited, putting his hand into the bag, identify one of the items by touch and name it, take the item out of the bag and present it to the group.

"Introduction to the topic using the associative method".

To introduce the topic, you can use fragments of a suitable animated film, cartoons or other pictures that reflect various aspects of the topic, contain humorous elements, and contribute to the formation of associations among students. For these purposes, a mobile phone and a group chat, such as Telegram, are perfect (Naumenko, 2021). Students get the opportunity to express in a foreign language spontaneous associations or thoughts that have arisen on a topic that contains elements of intercultural communication.

"Creative Writing"

The teacher presents the students with pictures that depict various culturally specific situations or objects of the country of the language being studied. Each student chooses a picture on the basis of which he

writes a story. The result of the work is reading stories and discussing them.

"Fictitious Biography".

Students receive photographs of people, their task is to write their biography, which is typical from their point of view for representatives of the country of the language being studied. Biographies are discussed in the plenum.

"Imaginary Interview".

Each student chooses a well-known personality of the country of the language being studied and composes questions for an interview with this person, substantiating them. A variation of this task is to work in pairs, where one student is an interviewer, and the other is a famous person.

"An Argumented Letter".

Students are offered a controversial statement about the current socio-political situation in the country of the language being studied. The task of students is to express and justify their point of view on this issue, taking into account the realities of their native country. This type of task requires the active involvement of students. It is quite obvious that in order to relieve difficulties, it is possible to offer students some structure of such a letter on the teacher's blog (Chelpanova et al, 2021).

"Role-playing a Video Clip with Culture-Specific Content".

Students are shown a video clip without sound, in the center of which is a culturally specific situation. The main points are briefly discussed, after which the students should role-play the story. The video clip is then shown with audio so that the students can compare their performance with the original and discuss it with the intercultural component in mind.

"Stories".

Students are presented with a story containing a cultural conflict, which they must complete based on the behavioral patterns adopted in the country of the language being studied. A variant of this task is to present students with the denouement of the story. Their task is to present the beginning of history and explain the reasons that led to the emergence of intercultural conflict.

"Report".

Modern digital information media make it possible to search for various kinds of information about the country of the language being studied. The teacher motivates students to prepare essays by offering a specific, but at the same time relatively accessible topic of the essay. The proposed topic is discussed in the lesson, all students ask questions on the topic, which serve as the basis for the speaker to prepare an essay. Questions should relate to the characteristics of the culture of the country of the language being studied. On the one hand, this type of work helps to increase the motivation of the speaker, on the other hand, it develops the independence of students and allows you to consider various aspects of the proposed topic.

"Change of Perspective".

All stories that focus on the clash of characters with a different culture are suitable for this task. We offer these stories for reading, the final stage may be a "new" retelling of the story from the point of view of another participant, i.e. representative of another culture. In the process of developing these tasks, we are guided by the position that "the text also serves as a starting point for the discussions and the expansion of the vocabulary on the given topic, thus simultaneously stimulating the development and activation of communicative skills of dialogue and monologue speech" (Bystray et al, 2018).

"Compiling a Handbook".

Learners should write a handbook with useful tips for their compatriots about the country of the language being studied. This type of work allows students not only to see the difference between the two cultures, but also contributes to the development of reflection.

3 RESULTS

At the stage of the ascertaining experiment, diagnostics were carried out to identify the level of formation of intercultural competence and readiness for intercultural communication. The diagnostics was aimed at determining the level of formation of intercultural competence among students before and after work on the set of tasks we developed. Analysis of the results of diagnostics at the first stage revealed an insufficient level of readiness for intercultural communication.

In the process of a formative experiment, a set of tasks specially developed by us was introduced into the educational process. The results of diagnostics at the control stage showed a higher level of formation of intercultural competence and readiness for intercultural communication.

4 DISCUSSION

Both domestic and foreign scientists have proved that the formation of intercultural competence is influenced by various factors, the main of which,

according to M. Barrett, are cultural learning and involvement in intercultural contacts (Barrett, 2012). Pedagogical science currently offers various approaches to preparing for intercultural communication. A.F. Belozor and O.A. Ovchinnikova believe that authentic materials are especially effective for the formation of intercultural competence, allowing them to understand the realities of another culture, while maintaining their cultural identity (Belozor, 2014).

The educational and training complex developed by us to a large extent "contributes to the activation of the studied language material in speech situations that are close to the real process of communication, modeling and imitating communicative situations, since the possession of only one language system, knowledge of its phonetic features, lexical material and grammatical structure is insufficient for its competent and effective use" (Baronenko et al, 2018)

At this stage in the development of pedagogical theory and practice in the aspect of the formation of intercultural competence as a necessary condition for successful integration into a multicultural society, a wide range of different approaches and methods are offered, many of which have proven to be effective. However, it should be noted that only the integration of facts from real life and specific situations of intercultural communication into the traditional tools of a foreign language teacher makes it possible to create such an educational environment within which intercultural competence is successfully formed. The set of tasks that we introduce into the educational process makes it possible to automate lexical and grammatical skills and, at the same time, makes it possible to increase the level of formation of intercultural competence among students.

5 CONCLUSIONS

The examples of tasks given by us, aimed at the formation of intercultural competence of students, are creative, easy to develop and contribute to the creation of an atmosphere of didactic resonance in the classroom, when there are coordinated actions of the teacher and students. Experience in higher education allowed us to conclude that the presented types of tasks are effective in preparing students for a meeting with manifestations of a different culture.

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