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Pedagogical Technology of Student Cross-Cultural Communication Formation by Studying Foreign Languages

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ABSTRACT

The article is stipulated by the necessity to improve the pedagogic process in terms of forming cross-cultural communication by studying foreign languages. The problem is solved through outlining the gradual stages of the pedagogical technology as one of the main vectors of the pedagogic process. The stages of the pedagogical technology are based on the invariable stages of any person's activity. They are orientating and motivating, cognitive and informative, transformational and analytical, reflexive and estimating. The efficiency of the proposed pedagogical technology is proved by the pedagogical experiment.

***Keywords*:** Foreign languages, cross-cultural communication, student, pedagogical technology, stages

1. INTRODUCTION

Cross-cultural contacts existed in all periods of the civilization development and had a leading significance as an important factor of the mankind development. It is widely known that even primeval tribes got profit from exchanging experience and products of their activity with other tribes. The effect of the ethical differences onto the way of life and culture of various peoples was in the core of research done by outstanding philosophers of Ancient

Greece. In the process of communication between representatives of different localities, some peculiar issues arouse which concern the essence of ethnic unities, their differences in behavior and communication. The prominent thinkers of Ancient Greece (Hippocrates, Strabo, Plato and others) connected them with various nature factors such as country location, climate conditions and etc. The French representative of the Enlightenment (Sh. Montesquieu) as well as German philosophers (I. Kant, H. Hegel and others) believed that the spirit of a particular people is formed due to the effect of climate, ground and relief. The French philosophers (K. Helvetius and others) highlighted the process of culture formation according to historic events.

In the course of trade and market relations development, inter-connections between cultures became more intensive and powerful. The nearer the mankind history is to the modern times, the more cross-cultural contacts appear. Any national culture experiences inability to exist separately from others. Mutual exchange of achievements in various spheres of life's work conditions the development and prosperity of nations, enlarging people's world outlook and enrichment of their experience.

So the sphere of cross-cultural communication will always be urgent and thus demands significant attention, especially in the process of studying foreign languages by students. By all this, the results analysis of the pilot research has proved that the majority of students of higher educational establishments (88 %) realize the paramount importance of acquiring experience in cross-cultural communication as a condition of successful professional activity in the future. Along with this 45 % of students acknowledged their personal lack of preparedness for cross-cultural interaction. A lot of students do not pay proper attention to formation of certain skills and habits (44,8 %), as well as professionally significant qualities (55,2 %), which are necessary for productive cross-cultural communication. Thus the system of higher education forwards the task to modernize training of students, in particular during the educational classes of foreign languages. It is specified in updating goals, content, technologies of studying, improving organization of the educational activity in the trend of the humanistic paradigm. It defines the main significance of practical formation of students' cross-cultural communication experience which is acquired while studying at the university.

Multicultural surrounding is understood as the atmosphere, which promotes adaptation of people to changes, their comprehension of interests and values related to their partners from other cultures. The peculiarities of a multicultural surrounding in higher educational establishments could be described as follows:

- orientation of the pedagogical process at the cultural development of an individual who is able to interact effectively with business partners in the multicultural world;
- humanization of interpersonal relations of students;
- students' high inner motivation that is accompanied by positive action direction, optimistic mood, emotional enthusiasm;
- stimulating creativity accompanied by activeness, independence, initiative of the subjects of the pedagogical process;
- creating the atmosphere of trust, sincerity, empathy, tolerance.

The efficiency of the created multicultural surrounding of training future specialists depends on the essence of the pedagogical system components. As for the goals, the mutual activity of a teacher and a student is of a primary concern. Psycho-physiological and socio-

cultural peculiarities of students should be taken into account. Defining goals allows gaining the information about differences between the necessary and real state of students' preparation and its consequent improvement. The pedagogical principles of humanization of the higher professional education, professional orientation of training students for cross-cultural communication, integrity of the pedagogical process, scientific approach to selection of the content and methods, individualization of studying, cultural conformity, culture dialogue and self-consciousness are the grounds for the optimal training of students.

According to the defined goals and principles we outline the content of training. In the base of the defined components of the content there is a philosophical analysis of the notion "experience", as formation of professional and personal characteristics of students presupposes obtaining specific experience in cross-cultural communication.

Concerning the structure of communication that reveals interconnected perceptive, communicating and interactive aspects as well as the specificity of the process of cross-cultural communication we define conceptual and gnosiological, value and motivation, communication and behavior components of the content of training future specialists.

The conceptual and gnosiological component directs specialists-to-be for gaining knowledge in the cross-cultural communication process on the basis of multifaceted studying of the object (philosophical, socio-cultural, psychological, linguistic, economic aspects). The acquired skills and habits in the frame of the value and motivation component make the grounds for forming the necessary professional and personal qualities of future specialists. The communication and behavior component makes it possible to acquire practical experience in cross-cultural communication: from reproducing the well-known ways of activity according to the model to a creative search of knowledge and ways to solve problematic tasks in the professional activity.

Methods and forms of the educational activity are to realize the goals and tasks set at each stage of the studying process. The methods and forms for training specialists-to-be vary from explaining and illustrative to heuristic and research ones according to the level of independent students' activity.

So, creating a multicultural environment on the grounds of the described pedagogical system will further changing the educational goals onto an active inner stimulus of specialists' professional formation, their development and consolidating active professional position, creative style of activity and humanistic values.

The pedagogical conditions of training students for cross-cultural communication are revealed in [1]. According to this work the invariable vectors of the pedagogical process were outlined, such as organization, management, communication. Organization is presented by the pedagogical system, management reveals the pedagogical technology while communication reflects subject-to-subject relations of participants of the pedagogical process. The lack of research of the pedagogical technology of formation of students' cross-cultural communication by studying foreign languages defines the urgency of the research.

2. RESULTS / EXPERIMENTAL MATERIALS AND METHODS

Let us consider the combined scientific approaches that reflect national, cultural, social, economic, scientific and technical, humanistic and other tendencies of development of the modern society and define the direction of professional training of students.

We consider the system approach (Y. Babansky, M. Skatkin, I. Lerner and others) to be the first and foremost tool in teaching students as the systematic character is a dominating peculiarity of a person's activity. The system approach presupposes complex studying of the most essential regularities, development of a phenomenon as the united whole from the view point of the system analysis. The system approach creates the integral idea about objects which are studied and gives the possibility to assess correlations between system elements, allows analyzing the dependency of the result on the factors being applied.

The aim of the culture-oriented approach is to create conditions for development and creative realization of a personality as a subject of the educative activity (I. Ziaziun, V Serikov). The base of the culture-oriented approach is comprehension of education in the frames of the culture-oriented process that is realized in the culture corresponding educational environment and based on the idea of self-development and self-determination of a student as a creative personality. Communication is considered in the article as culture of activity which lies in the ability to communicate professionally as well as motivation for professional experience.

To form cross-cultural communication by foreign languages it is also necessary to apply communication and activity-oriented approach. The problem of activity at the modern level of development of science, culture and education is becoming even more essential and has inter-disciplinary nature (G. Atanov, M. Kagan, V. Lektorsky and others). It is stipulated by the fact that a person is motivated for any activity by the needs that are reflected in his consciousness. In our case a student is motivated for learning foreign languages and cultural realia by the necessity in professional cross-cultural communication. Thus communication and activity-oriented approach is realized through a set of interconnected communicative acts which have conscious, goal-oriented and motivating character.

Personality-oriented approach [2], (I. Bech, I. Yackimanska) reduces the power of contradictions between universal and individual education, emphasizing responsibility, life experience, creative potential of a personality. The given approach stipulates students' eagerness to take active part in the educational process, i. e. setting and solving individual tasks, assessing personal and others' achievements, enjoying reflexive activity in the follow-up process. More and more often competitiveness of a specialist is judged not by his professional but rather common competencies. Thus a professional is characterized as a person who is able to reveal empathy, humanism-oriented choice, dignity, self-respect and tolerance to representatives of other cultures. In such a way a personality is seen as a bearer of culture that presupposes orientation of the pedagogical process at creating the corresponding conditions for his self-development and self-realization. On the whole personality-oriented approach favors development of values and content interpretation of a student's communicative behavior, transforming common ethical principles into the system of personal orientations, optimal combination of all person's manifestations (consciousness, emotions, will) in the educational activity.

The core of the technological approach in the educational process brings forward the pedagogical technology. The indicators of the technological approach are system and optimal character, scientific character, conceptuality, reflexion, diagnosticity, efficiency [3]. The technological approach defines the final goal, stage-by-stage process of its achieving through structuring the educational information, successive usage of didactic means and forms [4].

Thus the technological approach outlines optimization of the educational activity and correspondence of the activity results to the set goals, guarantees high results of the educational activity.

The presented approaches are inter-supplementary. They stress different aspects of the multifaceted process of training university students. The given approaches present the pedagogical technology of cross-cultural communication formation by studying foreign languages from different angles. The optimal combination of the outlined approaches makes the educational process powerful and successful, defines the most important world orientations for students in their future professional activity.

To introduce the proposed pedagogical technology we used theoretical methods (analyses of scientific sources), empirical methods (quizzing, scientific observation, interview), statistical methods (quality and quantity analysis of results of pedagogic experiment with the use of methods of mathematical statistics).

The experimental research was held with the aim to check the hypothesis: the level of students' readiness for cross-cultural communication as the grounds for their professional competence will be raised if:

- training for cross-cultural communication becomes one of the prioritized goals of preparation of any profile;
- the process of training is directed at development of value, gnosiological and communicative components;
- in the in-class and out-of-class activities the proposed pedagogical technology is implemented.

The experimental research was held in the natural conditions of the pedagogic process and involved all steps of the pedagogical experiment: pilot, ascertaining, formation and control ones. To avoid subjectivity in assessing the obtained results, an expert board was created whose members were experienced scientists who have many years of experience of teaching practice.

The first step of the experiment was a pilot one. The students were interviewed to reveal their self-estimation as for their readiness for cross-cultural communication, realization of significance of the relevant preparation. The teachers were interviewed as well as for practical knowledge in students' preparation for cross-cultural communication by studying foreign languages.

Questioning teachers have proved that 100 % of respondents consider the aptitude of future specialists for cross-cultural communication to be of paramount importance in the professional sphere. They believe that qualitative preparation of specialists lies in harmonious formation of their linguistic, speech, socio-cultural, emotional, communicative competence. However, only 50 % of the respondents discuss the issues of importance of cross-cultural competence for them. The level of readiness of students for cross-cultural communication is assessed as average (60,4 %) and low (39,6 %). An interesting fact is that the majority of teachers consider philosophical, socio-cultural and psychological aspects of cross-cultural communication to be the most problematic ones. Among the difficulties with organization of training for cross-cultural communication teachers have mentioned the lack of didactic means (93,1 %), common organization of the educational process in higher educational establishments (87,9); absence of the subject "Cross-cultural Communication" in the curriculum (100%).

The second step (ascertaining one) was dedicated to the analysis of existing approaches in the researched problem, selection and levelling the experimental and control groups, diagnostics of in-coming level of readiness for cross-cultural communication. At this stage the in-coming conditions of the experiment were made similar so that they provided likeness and invariability of its course. Their choice was made on the base of the following indicators: students studied at the same year (third), mastered the same speciality, showed approximately the same level of knowledge, skills and habits in the humanities. The choice of the experimental and control groups was made according to the results of students' exams at the first and second years of studying. We calculated the average quantity of points that students received in the following subjects “Philosophy”, “Sociology”, “Foreign Language”, “Business Foreign Language”. As a result the experimental and control groups were formed with the following indices (Table 1).

Table 1. Students Assignment of Experimental and Control Groups according to Indices of Progress.

Index of Progress (points)	Quantity of Students of Experimental Group	Quantity of Students of Control Group
95 – 100	0	0
90 – 94	2	1
85 – 89	3	3
80 – 84	2	4
74 – 79	5	6
69 – 73	7	7
64 – 68	7	6
60 – 63	6	5
Total	32	32

Defining the in-coming level of readiness of students for cross-cultural communication is grounded with the help of the correlation analysis. To check the obtained results we used the points gained by students for testing their readiness for cross-cultural communication. Among the rank coefficients of correlation we used Spirman Rank Correlation Coefficient that shows the degree of line connection between casual values. The coefficient of rank correlation is calculated according to the formula:

$$r_l = 1 - \frac{6\sum_i d_i^2}{\left(n^2 - 1\right)n}$$

where *di* is a difference of corresponding ranks of values X and Y, *n* is the size of selection [5].

The coefficient of rank correlation allowed us to define the intensity and direction of the correlation connection between two indications. According to calculations with the help of on-line programme [6], the coefficient of the rank correlation in the experimental group was equal to 0,90; while in the control group it was equal to 0,94. It proves that there is a very strong connection between indicators that are studied [7]. The gained results testify to the fact that general progress of students in the humanities correlates very much with their readiness for cross-cultural communication by studying foreign languages.

Besides, the level of students' readiness for cross-cultural communication was defined by all criteria, with the help of the elaborated diagnostic tools. The elaborated tests had a criteria- oriented character, i.e. the respondents were estimated according to the norm given beforehand. The mark showed to what extent students' results corresponded to the high level of the revealed indices.

The concept and gnosiology component was defined by the cognitive criteria that presupposed estimation of quality of knowledge acquired by students: about the essence, structure and functions of cross-cultural communication. The cognitive criterion was presented by the indices of knowledge quality and the ways to acquire new knowledge in cross-cultural communication.

To define the level of the concept and gnosiology component formation, the following diagnostic tools were used: a combined test that involved six tasks of different types: test-reminder, test-addition, multiple choice, a test that requires ranging objects; a questionnaire to analyze the ways to acquire knowledge in cross-cultural communication.

The test according to the works of scientists had to satisfy the following demands: objective character of estimating results (equal conditions of holding a test, working out the results and estimating), validity (composing the test in accordance with the programme and the aim of checking), diagnostic value (a test should fit students with average ranking), reliability (a test should give the same results in case of another writing), representativeness (it should provide all aspect check by average indices). The aim of the test was to check students' knowledge as for notions and categories of cross-cultural communication as well as the skills to use knowledge at reproductive, constructive and creative levels.

Thus the level of readiness for cross-cultural communication by the cognitive criterion (completeness, efficiency, flexibility) is defined on the base of methods by I. Podlasy, G. Yelnickova. The individual coefficient of the level of knowledge, skills and habits is calculated by the quantity of information and content elements of the text according to the coefficients of reproductive, constructive and creative levels of the educational activity [8].

The level of readiness for cross-cultural communication by the subject criterion (motivation for acquiring experience in cross-cultural communication, reflexivity of communication activity in the cross-cultural sphere) is ascertained with the help of methods by A. Rean as well as a from of observations and questionnaire of self-observations.

Diagnostics of readiness for cross-cultural communication by the indices of the operative criterion (culture of speech and ability to manage cross-cultural conflicts) is realized with the following methods: diagnostics of self-control in communication by M. Snaider, diagnostics of the level of communicative setting by V. Boiko, diagnostics of communicative skills by L. Michelson, testing for following the ethical norms by L. Rein, testing professional cross-cultural adaptivity by S. Miasoedov, assessing ways to react in conflicts by K. Tomas,

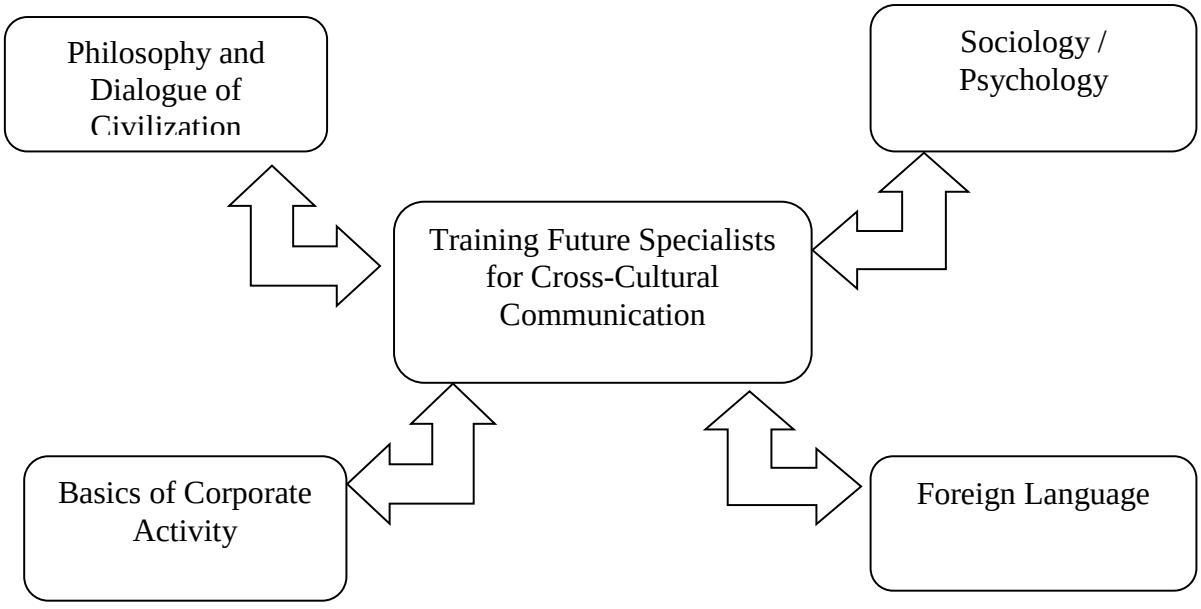
associating picture test by S. Rozenzveig as for assessing behavior in situations of making decisions, defining emotional stability in situations of cross-cultural interaction by A. Assinger, diagnostics of defining communicative tolerance by L. Pochebut, self-observation as for displaying empathy.

The third step of the experiment involved realization of the defined pedagogical technology in the experimental group, while in the control group the classes were held in a traditional way.

At the fourth step readiness of students for cross-cultural communication was estimated. The groups were compared by the statistical criterion.

Implementation of the pedagogical technology was realized in the process of both in-class and out-of-class forms of studying foreign languages. Among the in-class forms we applied problem lectures and practical classes while among the extra-curriculum forms we applied mostly trainings, seminars and conferences. Training for cross-cultural communication in the in-class forms was realized through enlarging components of the integral content of the educational process, namely value and motivation, conceptual and gnosiological, communicative and behavioral.

The most important qualities of professionals were formed while studying social and humanitarian subjects. Knowledge and skills in them helped students to orientate in the variety of academic and professional situations. A high level of professional preparation was achieved due to integrated systematic preplanned teaching. Thus widening the content of preparation was held thanks to strong interdisciplinary links in combination of social and humanitarian subjects: “Foreign Language”, “Philosophy and Dialogue of Civilizations”, “Sociology”, “Psychology”, “Basics of Corporate Activity” (Picture 1).



Picture 1. Interdisciplinary Links.

It should be noted that the choice of the mentioned subjects has a deep theoretical and practical grounding. Firstly, studying these subjects forms content and methodical base for preparing students for cross-cultural communication. Educational programmes in the mentioned subjects presuppose mastering topics which have all-human meaning for specialists-to-be. Secondly the given subjects are directed at improving common educational and behavioral level of students. Social and humanitarian knowledge play a significant role in professional interaction with business partners of other cultures. The content of the described subjects was completed by such topics as "Stereotypes and Generalizations", "Cultural Dimensions", "Non-Verbal Communication in the Cross-Cultural Sphere", "Ethnocentrism and Culture Shock", "Cross-Cultural Conflicts and Ways to Manage them", "Basic Types of Business Cultures", "Strategies of Managing Professional Cross-Cultural Communication". The mentioned topics were studied on the base of the outlined stages of the educational activity. Their aims are presented in Table 2.

At the orientation and motivation stage students were oriented at learning the corresponding topic. Their knowledge and expectations from practical classes were revealed and analyzed. Positive motivation for acquiring cross-cultural communication experience was formed with the help of the following methods:

- questionnaires, tests;
- quizzing;
- giving or discussing epigraphs to the topic;
- watching video clips to the topic;
- making mind-maps, association diagrams, clusters, collages on the base of key terms.

It should be noted that quizzing was aimed at setting general and interim goals, defining the level of significance of the problem, while testing was held with the aim to find out the level of student knowledge, skills and habits.

Visual links with objects are emphasized at this stage as they are likely to help with vocabulary learning. Exploring linguistic landscapes, capturing signs or billboards serve as a useful tool to capture multicultural phenomena. Mapping different types of stores, filming demonstrations or public events are of great help in studying socioeconomic issues of cultures [9].

The aim of the cognitive and informative stage was to form new knowledge as to the objects of studying for their future use while solving communicative tasks as well as necessary professional qualities. Reproductive tasks were elaborated with the use of the educational analogy and association communication:

- professional texts reading of different types: detailed (for picking out the exact information), review (for general understanding of the content), selective (for obtaining specific information), orientating (for pointing out the main bridge sentences);
- using "signposts" when speaking;
- interpreting, comparing and contrasting tables, charts and diagrams;
- comparing proverbs of different cultures with the corresponding explanations and illustrations;
- recognizing different types of national cultures with the help of given descriptions;
- classifying national cultures under the common characteristics;
- analyzing internal and external displays of culture on the grounds of metaphoric parallels between culture and an iceberg etc.

- holding debates, debriefings, heuristic talks (with the use of "Critical incident", "Panel Discussion") etc.

During the transformational and analytical stage the acquired knowledge was realized in the process of both reproductive and productive activity. Students defined the basic notions of the cross-cultural communication process ("culture", "stereotypes", "generalizations") using the methods of "brainstorming", "collaging". The explanatory and illustrative methods together with the reproductive ones are applied to create successful activity of students. Students work out the educative material on their own using the acquired knowledge in cross-cultural communication by doing the following tasks:

- giving examples of proverbs and sayings related to definite national cultures;
- giving definitions to the core notions (such as "culture", "stereotypes", "generalizations") using the method of brainstorming;
- searching and sorting out the information for presentations;
- conducting debates, debriefings, heuristic negotiations aiming at reaching consensus and solving professional problems;
- discussing essential professional issues with a means of "mistake made on purpose";
- preparation of presentations, public performances with the aim to ground the personal view on the outlined problem;
- writing business letters, resumes, annotations etc.

The direct management of student activity was transferred into co-management at the background of subject-to-subject relations that allowed students to get skills of communicative tolerance and empathy.

The reflexion and estimation stage presupposed students' realization of their ways of activity, finding out their peculiarities, comparing the obtained results with the aims set at the beginning of the pedagogical process. The heuristic and research methods of studying defined the transition from co-management to self-management by students of their personal educational activity.

At the given stage "Case-Study", "GRIT", "Jig-Saw", "Forum", "Symposium", project work, sen-ken composing were used. The student activity was self-estimated with the use of multi-coloured cards "Rainbow of opinions". The results were summed up in the form of diagrams and tables. Reflexive questions on the topic were used as a follow-up activity.

The last stage of reflexion and estimation streamlines the application of Complex Thinking, that presupposed metacognitive skills (critical thinking, analyzing) rather than memorization [10].

The didactic means at this stage contemplate self-management by students of their own educational activity which includes:

- analysis of means of communication (verbal, non-verbal, para-verbal, extralinguistic);
- role playing;
- projects preparation;
- sen-ken composing;
- self-estimation of the activity with the help of multicoloured cards "Rainbow of opinions";
- drawing conclusions in the form of diagrams, graphs, tables;

- answering questions for reflection etc.

The usage of the mentioned techniques is described in detail in [1].

The reflexion and estimation stage can be compared to Self-Regulated Learning. Its essence is to monitor self-comprehension, evaluate personal progress that will lead to greater achievements in the future. As a result students know the essence of learning, operate different educational strategies and manage their progress as for the short- and long-term goals [11].

Table 2. Stages of the Pedagogical Technology of Cross-Cultural Communication Formation by Studying Foreign Languages.

Stage	Goals
Orientating and Motivating	– reveal the contradictions between obtained knowledge and demands of students; – orientate students in the educational activity (to define common and interim goals of each stage in a cooperative way);
Cognitive and Informative	– teach how to recognize and do tasks according to algorithm; – give knowledge as for the content, structure, functions of cross-cultural communication in the professional activity based on the philosophical, cultural, social and psychological, linguistic, economic aspects of cross-cultural communication; – teach how to find and master new knowledge on the base of indirect interaction through personal contacts and directly through authentic sources;
Transformational and Analytical	– teach how to analyze new situations in cross-cultural communication with the help of known methods, find new ways of solving problem tasks, in particular cross-cultural conflicts;
Reflexive and Estimating	– form skills to match the obtained results with the goals formulated at the beginning of the pedagogical process, to analyze the completed work in detail; – develop ability for self-reflexion.

During the outlined stages the role of a teacher is varied in frames of a coordinator, consultant, helper, observer and equal partner. During transition from one stage to another, depending on the difficulties of the material and demands of students, separate stages can be more or less expanded. The proposed educational technology reflects transition from management by a teacher of a students' activity through co-management to self-management by students of their personal educational activity.

Extra-curricular forms of the educational activity included trainings, seminars dedicated to the problem of managing cross-cultural conflicts. Besides students participated in

the annual conference "Cross-Cultural Communication in Professional Sphere", that provoked positive feelings of co-empathy and praise, developed the humanistic setting for communication, favored tolerance formation, empathy, reflexivity of communication activity, provided formation of cross-cultural communication experience in the professional sphere. Training for cross-cultural communication also presupposed out-of-class activity (trainings, seminars, conferences). In the frames of the annual student conference "Cross-cultural Communication in Our Life" the following topics were presented by students:

- "Effect of Stereotypes on our Perception";
- "Taboos in Multicultural World";
- "National Character Clashes";
- "Non-Verbal Communication as a Tool to Understand Messages" etc.

In the process of analysis and discussion of the outlined topics it was emphasized that students' active participation in cognitive and transformational process is of paramount importance.

Some of the mentioned above topics were considered at out-of-class events in the form of trainings that revealed correlation between theory and practice.

Introduction of the worked out and tested pedagogic technology allowed to enlarge a quantity of students with a high level of readiness for cross-cultural communication that is confirmed by the results of the experiment. The indicators of the high level of readiness for cross-cultural communication have increased by:

- 18,8 % (subject criterion);
- 25 % (cognitive criterion);
- 18,8 % (operative criterion).

At the same time the indicators of the low levels have fallen by:

- 18,8 % (subject criterion);
- 21,9 % (cognitive criterion);
- 12,6 (operative criterion).

Dynamics of the formed readiness of students for cross-cultural communication by studying foreign languages is presented in Table 3.

Table 3. Dynamics of the Formed Readiness of Students for Cross-Cultural Communication (%).

Criteria of Readiness	Levels	Experimental Group (32 students)		Control Group (32 students)		χ^2	χ^2
		Verification Stage	Control stage	Verification stage	Control stage	Verification stage	Control stage
Subjective	low	28,1	9,3	28,1	18,8	3,6	27,8
	satisfactory	43,8	25	50	50		
	sufficient	25	43,8	21,9	28,1		
	high	3,1	21,9	0	3,1		

Cognitive	low	28,1	6,2	31,3	25	3,7	43,7
	satisfactory	46,9	21,9	50	46,9		
	sufficient	21,9	43,8	12,5	21,9		
	high	3,1	28,1	6,2	6,2		
Operative	low	18,8	6,2	21,9	12,5	3,2	30,7
	satisfactory	53,1	31,3	53,1	50		
	sufficient	25	40,6	25	34,4		
	high	3,1	21,9	0	3,1		

Reliability of the experiment results is confirmed by the methods of mathematical statistics by Pirson criterion (χ^2 critical = 7,8). At the verification stage of the experiment it was stated that students of the control and experimental groups have the same level of readiness for cross-cultural communication. At the control stage a significant difference was fixed between levels of students of the control and experimental groups with 95 % of probability.

3. CONCLUSIONS

Thanks to the outlined pedagogical technology a student's activity was gradually directed at formation of cross-cultural communication by studying foreign languages. They acquired skills to analyze communicative situations, control communicative behavior. Besides, speech culture in professional communication was developed and ability to manage cross-cultural conflicts was formed.

Thus, the presented pedagogical technology is based on the invariable stages of the pedagogical process. Implementation of the pedagogical technology into the educational process of studying foreign languages directs students' activity onto training for cross-cultural communication. The given pedagogical technology allows students to acquire and master skills in analyzing communicative situations and responding appropriately, to control their communicative behavior as well as to form speech culture in situations of professional communication, ability to manage cross-cultural conflicts.

The results of the experiment allow us to state the efficiency of the theoretically grounded pedagogical technology of preparing students for cross-cultural communication by studying foreign languages.

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