

Development of intercultural communication skills in foreign languages teaching.

Introductions. Upgrading of professional preparation of students of economic specialties continues to remain the leading problem of professional pedagogics. Without the research and practice decision about the question about orientation, maintenance, structure and methods of preparation of students in higher educational establishments in the period of reformation of economics, it is difficult to provide a high result, without regard to the growing necessities of society. In the modern world linguistic structures are the basis of sociocultural, id est, to understand the value of words, word-combinations and grammatical rules is not enough in order to use a language actively to use a language as a means of communication [11]. From forming and developing a flair to cross-cultural communication the package of important economic questions depends on the future specialists of economic professions. **The actuality** of the research on the role and mechanisms of intercultural communication in the European space is due to the need to deepen and expand intercultural dialogue, which is unfolding today in the modern world. The actuality of our research is due to the need to develop the professional world of man, which is realized through an in-depth understanding of the mental culture of others by means of intercultural communication.

The aim of the research. The primary objective of the research is to analyze the role of intercultural communication in the preparation of students of economic specialties in teaching foreign languages. **The object** of research is intercultural communication in European and world cultural space; subject - its importance and role in establishing intercultural dialogue in Europe and the world.

Results and discussion. The means of communication in the modern world is language. Language is a multifunctional phenomenon. All the functions of language are manifested in communication. The main function of language - communicative or communication function, ie the use of language to convey information. Regarding the concept of "communication" and "intercultural communication": communication - "in

a broad sense, the transmission of a message, a message" [6]; communication - "(from Lat. communiatio - message, transmission), communication, exchange of thoughts, information, ideas, etc .; transfer of this or that content from one consciousness (collective or individual) to another. "[five]; communication - "the imparting or exchanging of information or news"; communication - "means of connection between people or places, in particular". The word "intercultural" (intercultural) includes the prefix "inter -", as an allowance for spilkuvannya among representatives of different cultures, as a call for spilkuvannya.

Thus, intercultural communication is a connection, communication between representatives of different cultures, which involves both direct contacts between people and their societies, and forms of communication, given through a link that is a mediator. The basis for the formation of the ability to intercultural communication is the ability to communicate, the development of which should be aimed at the educational process as a whole.

In connection with that, the concept "communication" often equates with the categories of "communication", "report", then we distinguished the next parties to communication: 1) communicative, related to the exposure of a specific informative process between people as subjects, id est taking into account relations between partners, their options, aims, intentions. The means of realization of communicative approach situation approach can serve as. The language material used in connection with a certain situation is memorized in totality with her, and the further production of the analogical situation in an educational process or in the real communication allows to cause from memory language units are needed; 2) interactive, assuming construction of general strategy of cooperation in form interpersonal communication on the basis of communicative and socio-cultural competences of his participants; 3) perceptual, including the process of forming of the character of another man that is arrived at by reading on physical descriptions of the man of him psychological properties and behaviour.

It follows that communication is a special form of interaction and interpersonal relationships of people, a manifestation of basic personality traits. Successful

communicative cooperation and mutual understanding of representatives of different nations and cultures, in the opinion of Svetlana Ter-Minasova [11], maybe only on condition of knowledge of communicative language values and cultural codes, which creates possibilities for correct interpretation of the report and understanding of the sensor shown in it. As communication – it the process of exchanging messages and the creation of sense – the efficiency of communication depends on that, as far as and in what degree communicators give identical sense to the reports (sent and perceived) they interchange that.

For effective communication in international polylogue ("variety of language in that a few participants and all of them are active in a language relation" [9]) important maintenance of idea and form of expression is important. If in ordinary communication the level of spontaneity is high enough, then at the decision of professional tasks of specialists of economic professions a basic accent must be done on readiness to cross-cultural communication. Developing a flair to international polylogue for future specialists assumes the special organization of objects of educational space. Studies on cross-cultural communication, forming of readiness, to cross-cultural communication are seen to us most productive on the basis of a general study of language, and professional activity [10].

Choosing such a strategy of studies, we were base on personal activity approach in the professional preparation of future specialists of economic professions, offer Makashina I. I. [7]. The process of mastering new foreign knowledge necessary for the understanding of the culture studies or professional phenomenon meets with the process of mastering a new component of activity, understanding of that comes forward as a means of the study of the corresponding foreign phenomenon. The phenomenon of foreign language activity or cultural and activity education, expressed in the form of educational activity, that is characteristics of both the article of study and means of studies simultaneously, appears as a result of this mutual motion.

At the use of the study of foreign language as facilities of forming of new activity, there is her algorithm in the consciousness of student, a feed-back comes

true on the basis of implementation of reflection, there is self-adjustment of activity, a substantial contribution is brought in to the understanding of student of the essence and to social meaningfulness of activity that is studied, in the formation of the ability to accept and argue the decisions, and also the ability of the use of foreign language is formed as communication [1; 4].

Integration of study of a foreign language and mastering of activity causes the improvement of terms for mastering of the language that is studied, provided by producing for comprehension in this language and implementation with the use of the foreign language of actions to the mastering of that basic cognitive interest of students. It assists in the development of twin-flank reflection and the ability to analyse a problem situation [2; 10]. And the filling of a course in a foreign language for a future specialist allows meaningful information to form important knowledge professionally.

Based on the provision that the process of learning a foreign language can be a means of learning future activities, the following methods of active learning can be prioritized: role-playing games, business games and problem situations. Such teaching methods are the most adequate to achieve the goal of forming the ability to intercultural communication, as they should arouse students' desire to independently understand complex professional issues and on the basis of the deep system analysis of the available factors and events to develop the optimum decision on a researched problem for its realization in practical activity.

The methods of active learning, representing a set of ways to organize the educational and cognitive activities of students, activate their mental activity in the assimilation of new educational material and implement existing knowledge. Methods of active learning not only facilitate and deepen the processes of cognition of future reality, but also form the basis of emotional attitude to the world around, develop systems of activities and motives associated with future professional activities.

The methods of active studies are subdivided into two groups: imitation and unimitation. And imitation, in turn, – on playing and unplaying. Unimitation methods

it discussions, problem lectures, excursions. This decision of productive tasks, educational example or study of certain case,, the imitation unplaying – a role play and imitation-playing methods – it the business playing, playing design, internship certain position, stowage of the фiнансово-економiчної accounting, development of businessplan. It is necessary also to practice the different forms of individual work of student (independent educational projects, creative tasks) [4; 7].

The method of a case study or case study involves setting cognitive tasks, analyzing ways to solve them, comparing points of view, reasoning, and proof. The basis of this method is the technology of problem-based learning [2], based on the acquisition of new knowledge by students through the solution of theoretical and practical problems, problems in those created by this problem situations. A problem situation arises in a person if he or she has a cognitive need and intellectual capacity to solve the problem in the presence of difficulties, contradictions between old and new, known and unknown, given and sought, conditions and requirements [8].

Problem-based learning includes several stages: awareness of the problem situation, problem formulation based on situation analysis, problem solving, including proposing, changing and testing hypotheses, testing solutions.

The method of problem situations is a special kind of intellectual and emotional interaction of the subject (student) with the object of knowledge (task), in the process of which the student realizes the contradictions between the need to master the object of knowledge (problem solving) and lack of knowledge. The problem situation generates in the student a pronounced search need, the desire to find (discover or learn) objectively necessary and sufficient to solve the problem of knowledge and methods of action.

The application of the method of analysis of problem situations to the formation of the ability to intercultural communication seems productive to us. This method involves the consideration and discussion of professional situations that arise between people of different cultures. Analysis and justification of the causes of conflict is based on differences in norms of professional behavior and culturally

specific ways of language design, adequate to the content of professional situations [8].

Analysis of problem situations involves the study of language and behavior of participants in real professional situations. The meaning of professional actions is explained, the opinion concerning motives, the reasons and sense of actions of participants is expressed, empathy develops.

Lingual country studies training of future specialists in economics contributes to the solution of complex problems in the study of stereotypes of behavior, forms of thinking, value orientation systems, the specifics of national culture, etc., which in general is a factor in successful professional activity and development of international polylogue. Lingual country studies is a method of acquainting a student with the modern reality of the country of the language he or she studies. During the process of this method in the teaching of a foreign language, it provides the development and formation of communicative competence in the acts of intercultural communication. As a result, the student covers the idea of customs and traditions of the country. In the practice of teaching a foreign language, it is necessary to teach not only the language structures, as already mentioned, but also because it lies behind the language, i.e., the culture of the country of the language being studied.

Intercultural communication involves the interaction of representatives of different cultures, knowledge of the nature and behavior of representatives of different ethnic, racial, cultural and social groups. In their fundamental monograph "Language and Culture" Vereshchagin E.M. and Kostomarov V.G. formulated the most important aspect of language teaching in this way: "Two national cultures never completely coincide, - this follows from the fact that each consists of national and international elements. The sets of coinciding (international) and diverging (national) units for each pair of compared cultures will be different ... Therefore, it is not surprising that you have to spend time and energy on mastering not only the plan of expression of a certain linguistic phenomenon, but also the plan of content, that is, it is necessary to develop in the minds of students of concepts about new objects and phenomena that do not find analogies either in their native culture or in their native

language. Consequently, we are talking about the inclusion of elements of regional studies in language teaching, but this inclusion is of a qualitatively different kind in comparison with general regional studies. Since we are talking about the combination of language and information from the sphere of national culture in the educational process, it is proposed to call this type of teaching work linguistic and cultural teaching ”[3, p.18-19].

Lingual country studies training promotes faster and more productive contact (if economists know the language, features of the country with which they are in contact, they establish contact faster, in addition, the professional activity of the economist should be aimed at achieving certain results: profit or high investment efficiency etc.). Therefore, linguistic training can be defined as another factor in the successful formation of the ability of future economic professionals to intercultural communication.

Conclusions. We came to the following conclusions. To prepare an economist ready to participate in intercultural communication it is necessary to: analyze the activities of the future specialist from the standpoint of interethnic, intercultural communication; identify the main directions of modernization of the content of economic education in order to fill it with new information that contributes to the formation of qualities that ensure the successful development of international polylogue (tolerance, respect for the cultural heritage of other countries, etc.); rely on modern pedagogical technologies for training future professionals; to implement the principle of multiculturalism and dialogue of cultures in the training of future professionals on the basis of international experience in the context of the development of international relations (to cultivate a respectful attitude to cultural values).

Thus, for successful contact and communication with representatives of different cultures, it is necessary to have an idea of national differences, as well as to show respect and tolerance for cultural national characteristics. [4]. The foreign language training of the future specialist should be based on the concept of polylogue of cultures, which implies a focus on socio-cultural principles of education when the

cultural environment of foreign language training is formed in a situation of intercultural learning. Teaching intercultural communication should be based on the joint study of language and culture with the use of modern technologies and taking into account the positive experience of foreign language training in higher education.

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