PSYCHOLOGICAL, PEDAGOGICAL AND METHODOLOGICAL FOUNDATION OF FOREIGN LANGUAGE OF LEARNERS' INTERCULTURAL COMPETENCE

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Annotation:
Intercultural communication is carried out by realizing the intentions and goals of the participants in the certain objective activity conceptual space. Space is one of the most important categories of the philosophy of culture. The conceptual space, considered in the culture context, is a space formed by a set of such multilayered mental entities as cultural (linguocultural) concepts. The process of formation of concepts in the individual consciousness of a person and the collective consciousness of the human community, i.e. conceptualization of reality is a way and form of its development.

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The state educational standards of education contains requirements for the results of mastering the basic educational program of basic general education. They include personal components which contain the readiness and ability of students for self-development and personal self-determination, motivation for learning and purposeful cognitive activity, systems of significant social and interpersonal relationships, value-semantic attitudes that reflect personal and civic positions in activities, social competencies, legal awareness, the ability to set goals and build life plans. Inter-subject concepts mastered by students and universal educational actions (regulatory, cognitive, communicative), the ability to use them in educational, cognitive and social practice, independence in planning and implementing educational activities and organizing educational cooperation with

teachers and peers, building an individual educational trajectories.[1] The skills specific to the given subject area, mastered by students in the course of studying the subject area, types of activities to obtain new knowledge within the framework of the subject, its transformation and application in educational, educational-project and social-project situations, the formation of a scientific type of thinking , scientific ideas about key theories, types and types of relationships, knowledge of scientific terminology, key concepts, methods and techniques. The learning process is a purposeful, consistently changing interaction between a teacher and a student, during which the tasks of education, upbringing and general development are solved. Comprehensive, harmonious development of the personality presupposes the unity of its education, upbringing and general development. Today, attention is again paid to teaching foreign language interpersonal communication in foreign language classes at school. Interpersonal communication is one of the forms of interaction between people and is manifested in every layer of social relations. There are many works on the etiquette of communication "face to face" in the native language. However, they focus mainly on teaching etiquette formulas, such as greetings, invitations, apologies; and the tasks are designed for a monolingual environment. They often do not take into account the possibility of interacting with representatives of another culture, whose concepts of polite behavior may differ from native speakers. Thus, the tasks set in these manuals no longer fully meet the educational goals of today, including the education of a multicultural personality capable of participating in intercultural interaction. And the development of a culture of interpersonal communication is a necessary component of the process of learning foreign languages.[2]

The culture of foreign language interpersonal communication seems to us to be a multifaceted, multicomponent concept and implies the observance of linguistic, speech and communicative-stylistic and ethnic norms of behavior, while taking into account socio-cultural characteristics, functional factors of communication situations, as well as the level of development of the communicative culture of its participants in their native language.[3] If the full development of interpersonal communication skills is the prerogative of the university, then the basis for this is laid in the classroom at school. So, participation in etiquette dialogues (including with native speakers of the language being studied), observance of elementary norms of communicative behavior are assumed already at the initial stage of school education. At the end of the general education school, students should be able to carry out foreign language interpersonal

communication in situations both everyday (the immediate environment, food, hotel, entertainment, shopping, public transport, etc.) and professional (search for business information, first business contacts, visiting an educational institution). , firms, enterprises, negotiations).[4] And graduates of schools with in-depth study of the English language should additionally be able to critically evaluate their own and other people's points of view, analyze various moments of interaction, argue their position, and sum up. Graduates of the language faculties of universities and young professionals are supposedly distinguished by a high level of development of such professionally significant qualities as contact and sociability, the absence of difficulties of a foreign language speech nature (receptive and productive), as well as an excellent command of various methods of argumentation, forms of presentation of thought, such as, analysis, synthesis, comparison, generalization.[5,6] Thus, language education at school involves the formation and development of a number of skills in foreign language interpersonal communication as a type of oral interaction, which is reflected in domestic and foreign regulatory documents. School teaching kits in English contain variable tasks for the development of a culture of oral speech, and based on authentic texts (posters, announcements, articles from English-language newspapers and magazines, Internet sites). High school students learn the rules of effective communication (the ability to convince, prove their point of view, find arguments, argue, resolve conflicts and prevent them), develop tolerance in communication, a culture of public speaking, and the ability to lead a discussion.

Having considered the pedagogical component, we smoothly move on to the psychological problems of teaching adolescence. Entering adolescence brings with it serious changes in the child's attitude to school, to learning. The force that gives movement to the mental development of the child is generated by a change in his real place in life. At a certain stage of development, the former place occupied by a teenager in the world of human relations around him begins to be recognized by him as not corresponding to his capabilities, and he seeks to change it. There is an open contradiction between the way of life of a teenager and his possibilities. In accordance with this, its activities are being restructured. In this way, the transition to a new stage in the development of his psychological life is completed. All practical life experience is significantly expanding - the adolescent's desire to take a new position in relations with adults, to acquire greater independence, a certain freedom of action, and also to build his relationships with peers in a new way. Let"s consider the psychological characteristics of adolescence, where teaching for a teenager is the main activity. And how a teenager learns largely

impacts on his mental development, his formation. A teenager is ready for all kinds of learning activities that make him an adult in his own eyes. He is attracted by independent forms of organizing classes in the classroom, complex educational material, the opportunity to build his own cognitive activity outside the school.[7,8] It can be noted that against the background of the development of leading activity, the development of central age development occurs. They cover in this period all aspects of objective development: changes occur in the moral sphere, in terms of puberty, in terms of the development of higher mental functions, in the emotional sphere. For example: - the development of the need to be and be considered an adult, which turns into a dominant one during this period (the desire of a teenager to join the life and activities of adults),

- the development of new learning motives associated with the ideal, professional preferences, when learning acquires personal meaning for manyadolescents;

- development of self-awareness, the desire to have their own assessment, their own opinion (the behavior and activities of a teenager are largely determined by the characteristics of self-esteem);

- the formation of self-esteem in the process of communicating with other people (interacting with others, a teenager constantly compares himself with others and learns himself on the basis of this comparison);

- development of reflection - the ability of a teenager to realize what he is doing and to argue, justify his activities, - the formation of stable emotional experiences, attitude to the opinion of the team, common interests, moral feelings, high demands on friendship, annoyance and the desire to quit everything;

- formation of relations in the educational team;

- the formation of a sense of camaraderie (the education of truly comradely relations)

- the formation of self-confidence, competence or a sense of inferiority, disbelief in one"s own strengths with the criticality of parents and teachers.The development of any activity is associated with certain difficulties, overcoming them is a natural process of achieving goals, solving the tasks set. At the same time, it is known that if difficulties accumulate, they begin to be perceived by a person as insurmountable; they cause tension, negative experiences that give rise to intrapersonal contradictions, destabilize activity up to its termination. Because of this, the problem of the influence of activity on a person, on his inner world and, conversely, the influence of personality traits on activity, is one of the urgent problems of modern psychology. Foreign language intercultural competence is aimed at the following components;

– implementation of the mechanism of language training of students and involving a scientifically based search;

- the choice of organizational approaches, focused on the definition of learning objectives;

- allocation and development of a specific organizational structure of thecontent of foreign language education;

– selection of a scientific and methodological conceptual apparatus, including forms, methods and teaching aids;

- development of control and diagnostic tools for determining the results of training and its correction;

Important approaches for the development of foreign language intercultural competence of students are:

– sociocultural;

- communicative and active;

– personality-oriented;

– conscious (cognitive);

– competency-based. V.V. Safonova studied "the sociocultural approach in teaching a foreign language. The author believes that the system of problematic cultural tasks for the use of foreign language and sociocultural competence in situations of intercultural communication acts as a methodological dominant"[9,10]

The communicative-activity approach provides a complete and balanced coverage of all aspects, aspects and operations of mastering a foreign language in the complex of all its functions, placing the subject-subject communication scheme at the center of learning a foreign language. At the same time, the term communicativeness is not limited only to the establishment of social contacts with the help of speech, it is the familiarization of the individual with the spiritual values of other cultures.

A student-centered approach implies a focus on the development of the personality of students as an active subject of educational activity and its comprehensive preparation for a continuous process of education, selfdevelopment and self-improvement throughout life. The theoretical and methodological foundations of this approach were developed by E.V. Bondarevskaya, O.S. Gazman, E.N. Gusinsky, V.V. Serikov, I. Turchaninova, I.S. Yakimanskaya. A conscious (cognitive) approach implies the organization of conscious mastery of language units in sequence from acquiring knowledge about the meaning of such units to the formation of skills and abilities based on acquired knowledge. In psychology, this approach ensures the mastery of the

foreign language and the culture of the country of the language being studied as a result of the conscious assimilation of practically necessary knowledge for the use of the language and the development of speech skills based on them.[11,12]

The competency-based approach provides a set of competencies that reflect the real ability of students to independently solve tasks in practice in the modern world. In the teaching methodology of FL this is a orientation of the learning process to the result: communication in the language with representatives of different countries and cultures in terms of "communicative competence". The formation of foreign language intercultural competence determines a new direction of modern methods of teaching foreign languages based on the real Sociocultural approach to teaching a foreign language as a specialty. The desire for communicative competence as the end result of learning involves not only linguistic competence, but also the assimilation of colossal extra linguistic information necessary for adequate communication and mutual understanding, since the latter is unattainable without the fundamental identity of the basic information communicating about the surrounding reality.[14,15] It should be noted that the information of speakers of different languages depends on the gradation of material and spiritual values, as well as conditions, all of the above, we can conclude: the need for a linguistic and regional approach in teaching a foreign language. Therefore, the linguo-cultural component in teaching is of particular importance.

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