

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
НАЦІОНАЛЬНИЙ ЮРИДИЧНИЙ УНІВЕРСИТЕТ  
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КАФЕДРА ІНОЗЕМНИХ МОВ ТА ПРОФЕСІЙНИХ КОМУНІКАЦІЙ**

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## **ТЕЗИ ДОПОВІДЕЙ**

**МІЖНАРОДНОЇ НАУКОВО-ПРАКТИЧНОЇ ДИСТАНТНОЇ КОНФЕРЕНЦІЇ**

**«НА ПЕРЕТИНІ КУЛЬТУР: СУЧАСНІ ТЕНДЕНЦІЇ  
В МІЖНАРОДНІЙ КОМУНІКАЦІЇ»**

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### Intercultural Communication:

#### Linguodidactic Aspects of Teacher Training Process

This study is devoted to the problem of communication. First of all, it concerns the educational sphere, as it is intended to ensure comprehensive preparation of a person for modern life in the world of various connections and communicative possibilities of social relations. The main form of the pedagogical process is professional communication. Its productivity is determined by the goals and values of the subjects of communication, which are accepted by all as the norm of individual behaviour. The purpose of the study is to reveal the need for students to develop an appropriate level of

intercultural communicative competence. The objectives of the study are: to find out the determining factors of intercultural communication in students' professional training; to describe the process of formation of students' intercultural communicative competence; to identify the factors that contribute to the formation of future specialists' professional and linguistic proficiency. Developing a linguistic personality that freely and creatively expresses its needs, interests, intentions, and is able to use intercultural language means is an important task of modernising education in Ukraine. Therefore, the training of future teachers and psychologists with a high level of intercultural communicative competence is extremely relevant and necessary today.

In the lives of modern students, direct and indirect interaction with representatives of other ethno-cultural communities is becoming increasingly important. Globalisation of economy, development of tourism and business, migration processes, and educational integration lead to active intercultural relations. For the further development of the world civilisation, it is necessary to establish a dialogue between representatives of different cultures, as ignorance of ethno-cultural peculiarities of both verbal and non-verbal communication negatively affects the communication process, leads to stereotypical perception of people from other cultures, and causes mistakes in their communication behaviour. Today, the problem of creating an educational system that would ensure the formation of a personality with a high level of spirituality and culture, ability to determine one's position among others, think creatively, respond flexibly to changes in the environment is extremely relevant and it is gaining special importance at the current stage of development of the Ukrainian state [3].

According to scientists, human behaviour patterns are formed in the process of upbringing in a certain socio-cultural environment, and the most important component is communication, which is carried out in accordance with the rules and norms accepted in a certain society. Various aspects of intercultural communication are studied in the works of E. Hall [6], F. Bacevich [1], V. Manakin [5], P. Donets [2], and others.

Based on the substantiation of the professional competence of a future specialist of an educational institution, the purpose of our study is to reveal the need to develop students' intercultural communication competence. The objectives of the study are: to find out the determining factors of intercultural communication in students' professional training; to describe the process of formation of students' intercultural communicative

competence; to identify the factors that contribute to the formation of future specialists' professional and linguistic competence.

Outline of the main material. In the context of rapid modern changes, the forms, methods and means of communication are also changing. This primarily concerns international contacts, which require knowledge of foreign languages to avoid obstacles in communication with representatives of different countries, and knowledge of different cultures and their cultural characteristics. Knowledge of culture of speech is an important condition for success in education and work and is a reliable support for the professional growth of each individual. Attitudes towards native and other languages and the need to develop culture of speech are primarily formed in the family. Intercultural communication is carried out through verbal and non-verbal means. Knowledge of the language of other people is an essential component of intercultural communication and the very first step towards establishing successful communication between representatives of different nations and cultures.

Processes of communication, perception and understanding of information, and speech are psychological in nature, so the interconnection between intercultural communication and psychology is obvious. All people have the same mechanisms for processing and storing information, but national peculiarities of worldview and psychology do not coincide in different cultures and create a variety of mental images. In addition, intercultural communication is also a special art of understanding the psychological mood and state of mind of an interlocutor who belongs to a different socio-cultural or national environment.

Linguodidactic principles of using speech communication as a leading methodological tool for language teaching and speech development are the provisions of the communicative-activity approach. In particular, its implementation at the stage of preschool childhood is connected with the maximum approximation of the educational process, its components: goals, content and methods to real processes of speech communication, development of speech communication as an activity, teaching children specific speech methods of achieving communicative goals in life situations of communication with adults and peers, using spontaneous speech practice throughout the child's life in the conditions of an educational institution for the purpose of forming communicative competence. Its optimality and developmental potential is ensured by a

high level of professional teacher's knowledge of the components of educational and developmental speech communication [4].

An important aspect of the training of future specialists is the completion of pedagogical practices in an educational institution, where students have the opportunity to apply their knowledge and skills in practice and get acquainted with all aspects of their future profession.

Implementation of educational interaction, pedagogical influence on children is carried out through speech, so its peculiarity significantly affects the communication process. Developing a linguistic personality requires the teacher to have practical skills necessary to create a linguistic developmental environment that would stimulate children to express their feelings through language. The formation of culture of speech is an important indicator of professionalism. Every teacher should constantly work on improving their pedagogical skills, which largely determines the results of their work. Therefore, it is necessary to pay more attention to the development of speech, to increase the requirements for one's own speech culture and to develop one's skills of effective intercultural communication. In the process of further studying this scientific problem, it is worth paying attention to certain aspects of preparing students for constructive intercultural communication and improving their level of intercultural communication competence.

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