Main Methods of Formation and Development of Intercultural Competence Value Aspects in the Process of Entrepreneurs Education

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Abstract—**The article is devoted to the definition of the goal of multicultural education: the formation of personality, capable to carry out its vital functions in a multinational and multicultural environment in an active, productive and appropriate way; having a strong sense of understanding and respect for other cultures, tolerant attitude towards other ethnic groups and individual faith and a desire to work and live in peace and harmony in a multicultural environment. Article focuses on the optimization of intercultural competence process formation by means of discipline "foreign language". A package of measures to optimize the process is developed, the most effective methods of developing intercultural competence and the criteria for their selection are highlighted. The most effective forms and methods of training FL constituting the methodological basis of formation of the aforesaid authority are offered.**

Keywords: intercultural competence, global economy, optimization, communication activities, active learning methods, pedagogical conditions, the structure of the language person, productive model, multicultural education, "foreign language", multisystem knowledges, monosystem, globalized social order, multicultural environment

I. INTRODUCTION

The global changes that are happening today in the economic, social and spiritual spheres of the world community have a significant impact on the process of reforming and developing education. In this regard, one of the leading trends in modern pedagogical science is the identification of value priorities in the paradigms of education. And it is here that a qualitatively tangible transition begins from an exclusively functional conception of education to a holistic view of it as a complex, multifaceted universal value. It is well known that the concept of "education" is based primarily on three fundamental principles: education is the property of the individual, education is the process of gaining personal property by the person and finally, the education system is a social institution that exists to help each individual to gain such wealth [4].

This, in turn, leads to the fact that time dictates the need to transition to the value paradigm of education, the one that is aimed at the formation of value awareness of the individual in the outside world, value behavior, value attitude to himself, education, development of his own professional activity, value relationship to other cultures. Through the prism of the system of values many phenomena of the surrounding reality, including knowledge, are being refracted and seen in a completely different perspective. Moreover, they are the values that form the field of scientific problems, setting the direction and determining the semantic accents.

Modern society has come to the realization that the transformation of man-made civilization into anthropogenic one is possible only through the education and upbringing of a person, which would form a planetary thinking, aimed at solving problems related to the values, such as cultural identity of a person and his full integration. into a globalized world.

The primary purpose of higher education is the formation of a student as a strong, thinking person, a specialist, ready to make independent effective decisions, to search and dialogue in the process of research, solve fundamental, applied, most pressing problems in a science, technology, culture and society. Consequently, the state, and, therefore, the state educational system is faced with the task of a qualitatively new teaching of a foreign language. Today, teachers should wish for aa high level of language teaching, when the student can know a foreign language on a par with their native. An integral part of this process of teaching a foreign language should be learning the characteristics of intercultural communication.

In the scientific literature, the term "intercultural education" (Byram, 2001; Corrbett, 2003) is defined as an organic and dynamic process that ensures the development of

intercultural dialogue between representatives of different cultures and as a result of which a complex set of different identities of interlocutors in different cultures is formed. Competence is considered as a requirement for the preparation of the student, "expressed by a set of interrelated semantic orientations, knowledge, skills and experience of the student in relation to a certain range of objects of reality, necessary for the implementation of personally and socially significant productive activities" [3, p. 9]. Based on the provisions of the competence approach, it is possible to determine its main didactic and methodological principles for teaching foreign language communication: communication, intercultural, professional and self-education.

In this regard, on the one hand, goal-setting is determined by a specific social order, based on the increasing integration of nations and peoples, on the other, these goals themselves determine the educational system as a whole, determining both the content of this system and its structure. As already mentioned, various academic subjects can and should become a means of educating a multicultural personality of a student, and in our case, a foreign language that not only introduces to the culture of the natives, but also contributes to the formation and enrichment of the cultural identity of the individual.

II. METHODOLOGY

Exploring the essential and informative characteristics of the concept of "intercultural competence" in the context of multicultural education, we came to the conclusion that the task of improving the quality of the process of teaching foreign languages in higher education institutions is today one of the priorities, therefore it is necessary both to develop new teaching methods and improve existing ones , and to increase the level of interest of students in the study of this subject. The intensification of these aspects ultimately and contributes, in our opinion, to the achievement of the main goals of higher education, namely: a / comprehensive development of the personality; b / knowledge a foreign language communicative activities; c / stimulate students' interest in learning a foreign language; g / the formation of intercultural competence for the effective implementation of professional activities. When planning the nature and content of academic work, the following main directions can be followed: gnoseological (informing students of both regional geographic information and grammatical structure of the English language), pragmatic (forming communicative skills of students and skills), axiological (development of value orientations and motives of activity).

The educational process is a specific activity, the uniqueness of which lies in the fact that it is universal, since it forms the basis for acquirement any kind of activity [1, p.22]. At the same time, the cognizable reality of the educational process is not only objects and forms of contemplation, but subjectively cognitive practice also, especially when it comes to the formation of intercultural competence [6]. To optimize this process in the course of teaching a foreign language, the following set of measures is necessary to be fulfilled, as the present study has shown:

1 - organizing the cooperation of a teacher and students on the basis of motivated communicative activities;

2 - the creation in the classroom in a foreign language of various motivations of communicative activities;

3 - provision of subject communicative activity with appropriate didactic materials and teaching methods and electronic devices necessary for optimizing communication in the language being studied;

4 - the optimal combination of informational-reproductive and search methods of teaching (didactic games, discussions, etc.), activating the role of the latter, since they are more conducive to the implementation of active educational activities of students, form a need for polycultural education;

5 - selection in the content of curricula and courses of a structured system of key knowledge and methods of obtaining and processing information, as well as active skills of self-management of the process of knowledge;

6 – increase the volume of independent work in the process of preparation for training; empowering independent research activities; use of individual and group approach in training future specialists.

In the light of the above, we emphasize that the process of formation of intercultural competence is directly related to the intensive process of introducing students to culture, their acceptance of the norms of behavior characteristic of this culture. In a broad sense, this implies the introduction of personality to the cultural heritage of humanity, i.e. the broadest humanitarian culture, which includes the acquisition of professional knowledge, in other words, vocational training. And from this point of view, multicultural education determines the process of mutual exchange of the student and his culture (where culture determines the main personality traits of the future specialist), on the one hand, and on the other, his familiarization with the treasures of world culture. The fundamental prerequisites for this are, in our opinion, aspects such as:

- possession of a stable system of value orientations for professional activities and means of achieving goals;

- awareness by young people of the need to acquire a specific system of values, norms, attitudes, patterns of behavior for successful adaptation and self-realization in society;

- the inherently conditioned need of the individual for the formation of his own attitude to the professional labor sphere, which can be regarded as an integral part of personal self-determination, i.e. integration into one or another social or professional group, as well as designation of one's own position in the complex world of professional culture.

Based on this, the use of basic active learning methods in the process of learning a foreign language promotes the cultivation not only a steady need for learning, but also the formation of motivation to enhance personal competitiveness in a multicultural environment [3, p. 37]. Here there is a need for personally significant educational activities of a young

man, an activity that would contribute to the formation of original skills with the property of extensive use in various spheres of life. And this, as practice proves unequivocally, is most fruitfully promoted by the use of variousactive methods and forms of education, which should be based on the principle of an integrated approach. Its essence lies in the special organization of the educational process, when foreign language material affects the various senses of the student.

In connection with the above, we consider the study of a foreign language from two positions: from the position of a teacher and from the position of a student. If for the first, the learning process is a constant analysis and consideration of what has been done and what remains to be done, then for students it should be an interesting and fascinating act in which they perform various roles, expanding their vocabulary, acquiring new information and fixing speech skills.

Since one of the dominant factors in the formation and development of the intercultural competence of students is the discipline we are considering - a foreign language, it is this discipline that should be maximally focused on active teaching methods, where the emphasis is not only on studying the cultural characteristics of the people of the language being studied, but also on a complex of universal stereotypes, the so-called model of professional behavior of a future specialist (bachelor or master) in a multicultural environment [2, p. 208].

Here it should be noted the importance of such a fundamental pedagogical principle, as the principle of cognitive activity. It is well known that the basis for the development of students' cognitive skills is the didactic principle of activity, compliance with which requires encouraging students to independently observe and analyze the language, work on sensible perception of the communicative functions of vocabulary and grammar, their own conclusions about the forms and ways of expressing thoughts, feelings in different languages - native and foreign. Thus, students are attached to the modeling of linguistic phenomena, becomes its direct participant and co-author, effectively developing their own speech and communication skills.

III. RESULTS

In the process of development and preparation of the technological aspect of the formation of intercultural competence in the process of experimental work, we repelled from the activity approach, which is based on the notion that livelihoods and personal development, as well as interpersonal relations are determined by the goals, content and objectives of socially significant activities. Taking into account the fact that the structure of the linguistic personality (according to Yu.N. Karaulov) [5, p. 102] consists of three interrelated and interdependent levels: verbal-semantic (vocabulary plus grammatical knowledge); linguistic-cognitive (the presence of a system of knowledge about the world) and motivational (activity-communicative needs), a productive model of language learning must be associated with the language personality of the individual, given its multi-level organization. This suggests that for the formation and

development of intercultural competence, a careful attention should be paid to the content and psycholinguistic features of foreign language learning and speech activities, which may include the following forms, methods, techniques and means of learning:

1. A group of traditional methods: verbal, visual, practical (including various types of training and reproductive exercises);

2. A group of methods of problem-creative nature (dramatization, staging situational miniatures, plays; free essay; design method; brainstorming, etc.);

3. Methods of intensive training (including role-playing, language, drama games; free group discussion of the objective problem; discussions; playing sketches with a finished plot; didactic games "chain", "deal" and others);

4. Research methods (independent study, comparison, comparison of various linguistic phenomena in different languages, etc.).

The methods used in the process of experimental work were thus based on the ideas of active learning, aimed at developing, nurturing self-organization, personal growth and an intensive process of self-education. Then the guiding idea of an active learning becomes the recognition of the dominant role of the student.

Highlighting the most effective methods for the development of intercultural competence, we proceeded from the following criteria:

- activization of students' cognitive activity in the multicultural field;

- the use of various methods of tolerant behavior and their consolidation;

- -the activation of mental activity, taking into account the decisive role of the creative components of the thinking process before the formal-logical;

- development of creative personality skills in language communication;

- the formation of a consciously active attitude of students towards multicultural education [4, p. 8].

The above areas of educational activities create opportunities for improving the efficiency of the educational process, which means:

1. target orientation of training on the formation of personal properties and qualities necessary for a specialist of this profile in his professional activities by means of a foreign language;

2. a combination of an individual approach and individual forms of education with various forms of group educational activities, taking into account the principle of combining group and individual forms of work;

3. optimization, i.e. the choice of training tools and methods that in specific conditions leading to the achievement of the planned results;

4. Attracting students to a variety of content and form of cognitive, practical and socio-political activities, thereby ensuring the principle of realism. Here and meeting with native speakers; organizing concerts, staging performances, holding festivals; dramatization of dialogues and the organization of role-playing games, imitating the actual process of communication; themed evenings, conferences, festivals; issue of bulletins, thematic wall newspapers and videos, etc.;

5. professional-oriented learning. In the practice of higher education, it is the use of the professional specificity of various departments in order to implement the principle of interdisciplinary relations in the process of forming intercultural competence in a multicultural education.

IV. CONCLUSIONS

While observing these educational aspects, students are given the opportunity to be creative in solving humanitarian problems in the learning process, develop the ability to independently and objectively assess the situation and choose the most effective action algorithm in their opinion.

Based on our many years of experience in using pedagogical practice of active methods of teaching a foreign language, we have identified the following 5 groups: traditional methods (grammar-translation method, direct method, audio-lingual method, explanation, exercise, demonstration of training videos, visualization); problem-communicative methods (brainstorming, controlled reading, cross-reading, alternative comparison, mini-lecture, selective listening, interviews); methods of stimulating the motivation of students to actively master foreign language speech activities (using authentic samples, role-playing, functional games); productive methods (project work).

We have also defined the main method of teaching a foreign language - an integrated-communicative method, which aims to form the following cultural competences: possession of linguistic material for its use in the form of speech statements (language competence); the ability to use language units in accordance with communication situations (sociolinguistic competence); degree of familiarity with the socio-cultural context of the language (socio-cultural competence), the ability to compensate for verbal and non-verbal means gaps in language knowledge (strategic competence) and intercultural competence itself, which is based on the ability for communicative communication in the inter-lingual space. In a word, education is assigned one of the leading roles in the formation of a multicultural personality, possessing intercultural competence and wishing for tolerant relations between people. Forming the personality of a future specialist in any field through the development of a culture of interethnic relations, the university simultaneously determines the life of a future generation.

In the context of the above, the "foreign language" academic discipline creates numerous opportunities for a more complete understanding of the interpenetration and mutual enrichment of the cultural and historical experience of various ethno-national communities, as well as the definition of its human potential. It should be added that the study of foreign languages contributes not only to acquaint students with the culture of the country of the language being studied, but also to the development of linguistic and intercultural competences. Provided that this humanitarian discipline, along with samples of authentic artistic culture, contains the fullest possible description of moral and spiritual values, folk customs, cultural traditions, norms of behavior of representatives of another culture. Due to this, when comparing the cultural elements of another country with the native realities, it becomes possible not only to confirm the diversity of cultures, but also a sense of ownership and empathy for the problems and difficulties of other people, which, to a large extent, stimulates the desire of young people for cultural cooperation with its representatives.

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