ENHANCING INTERCULTURAL COMMUNICATION DURING FOREIGN LANGUAGE LEARNING VIA DIGITAL TECHNOLOGIES

Vadym I. Tynnyi
PhD in Pedagogical Sciences, Associate Professor of the Department of Foreign Languages
Vadym Hetman Kyiv National Economic University, Ukraine

Summary. The article analyzes the essence and content of terms «intercultural communication», «intercultural competence», the ways of efficient foreign language learning through constructing communication knowledge and skills under conditions of intercultural communication through information and communication technology.

Keywords: intercultural communication, intercultural competence, foreign language online learning, information and communication technology, digital technologies.

High quality training of modern specialists experienced in using foreign language in professional activities and intercultural communication by means of information and communication technology today requires further study, along with a sufficient level of understanding and motivation of students to learn foreign language.

It should be noted that the language is an integral part and carrier of the nation's culture, represents the national characteristics, cultural and historical experience of the nation, as well as the worldview of people, ways of life and thinking. Foreign language learning provides the development of students' language knowledge system and skills. Mastering language as a component of foreign culture contributes to overcoming intercultural barriers, effective communication with foreigners, in particular, interaction and intercultural communication. The communication that occurs through digital artefacts is usually insufficient and inappropriate as it lacks both quantity and quality, even though these artefacts possess the potential to facilitate communication [1,2,3]. However, it is not clear if it happens due to the drawbacks of the artefacts or the faults of interlocutors' general abilities and knowledge.

Cultural communication, along with the culture of language, is comprehended as the communication of people with different cultural experiences, which, in turn, directly affects the transmission of information, as well as the factors that can lead to misunderstandings, mistakes in the communication culture and language. Successful intercultural communication, which is developed during learning, is
characterized by understanding, comparison, rejection of inaccurate assumptions, development of relationships, support for the ideas of the interlocutor, as well as communication and cooperation. Foreign language learning provides the accumulation of knowledge about language culture, the formation of intercultural communicative awareness and competence. Thorne stated that intercultural communication lead to pragmatic and linguistic advancement, but that e-mail failed to mediate the relationships among people [1]. He affirmed that individual and collective experiences affect the ways people engage in communication and/or learning via Internet. Intercultural communication encompasses both the science and the set of skills to be acquired during communication, as interaction with another culture requires certain knowledge and skills, focusing on inherited and established norms of social practice of people of different national and ethnic communities [4]. The components of "intercultural competence" include tolerance, openness to new knowledge, the ability to choose the right tone and means of communication, communication strategy and form of self-presentation [5]. According to Hains, the definition of intercultural communication emphasizes the ability of individuals to communicate with people of other cultures, ethnic groups, languages, and those who share other values [6]. Meyer interprets intercultural communication as part of foreign language competence and the ability of people to act appropriately and flexibly in response to the actions, expectations and attitudes of other cultures [7]. The importance of intercultural communication for the study of a foreign language is also revealed in the emergence of behavior mechanisms within certain cultural traditions at the subconscious level. Only by realizing that it is easier to understand the verbal and nonverbal communication of foreigners. Ess and Dudweeks proposed to arrange online classrooms and collaborative workgroups to improve the number of foreign language speaking individuals to overcome the complexities of culture online [8].

Recent research has proven the importance of the socio-cultural context when learning a foreign language, as well as the essential role of modeling social interaction for the development of intercultural communicative competence. Analysis of the foreign language learning is often accompanied by the concepts of intercultural dimension, cultural competence, intercultural communicative competence, and the research always emphasizes the need to acquire skills of cultural communication and perception of other cultures while learning foreign language.

Wang and Coleman discovered that Internet tools are mostly considered as information sources but not a means of communication or education platforms, and insisted on optimal use of communication and/or learning via Internet [9]. Because students are focused on the outside world and have a deep understanding of foreign culture, there is a need to provide intercultural education and develop students' intercultural communication skills when learning foreign language to support students' activities. Effectiveness, along with language knowledge, depends on many factors: the conditions and culture of communication, etiquette, knowledge of nonverbal forms, expressions, background knowledge in general and many others [10].
Using information and computer tools, it is possible to study and understand the cultural values of a foreign language in different ways. Information should be provided and used through a variety of digital tools to enable students not only to understand foreign culture, but also to learn how to use it in a social environment through the learned context of the information.

The implementation of communicative situations in the language classes allows to create optimal conditions for mastering the skills and abilities of communication and intercultural interaction. Information and communication technology ensures the effectiveness of learning foreign language and the effectiveness of communication, taking into account professional interests, experience, level of language vocabulary as well as skills and abilities to use it.

Given the specifics of foreign language, the methods of its teaching, we can discuss the success of communicative situations in stimulating students' need for intercultural communication, if we consider them as a means of reproducing the substantive content of professional activities.

Communicative situations stimulate students' interest in a foreign language and develop the need for intercultural communication with the enrichment of foreign vocabulary using modern information and communication tools. Each participant in the communicative situation is given the right to freely choose the ways of performing the role, taking into account the language knowledge level and skills of communication.

Information and communication technology is characterized by students' awareness of the need to master the methods of processing different sources of information (educational and information resources Internet, multimedia, network technologies, educational and information resources of the university) and develop the ability to use information in various communication situations. While practicing these activities, etiquette norms of behavior and individual communication tactics in a foreign language are developed. Contemporary digital technologies are characterized by the introduction of various means, methods and techniques of searching, collecting, processing and using foreign language information in communicative situations, as well as self-control and self-evaluation of results and the role of intercultural communication for students.

Conclusions. Thus, intercultural communication is directly related to the mechanisms and person's ability of foreign language communication, the ways of their formation, which is one of the determining factors of the today's educational environment. Peculiarities of foreign language learning reflect the content and technology of intercultural communication in certain educational conditions.

Foreign language learning and intercultural communication are inextricably linked. Analysis of intercultural communicative competence allows us to define it as a link combining language and communication skills. Due to its characteristics and capabilities, modern digital technologies enhance the effectiveness of students' communication skills in the process of intercultural communication in a foreign language. Today language learning is naturally combined with the study of culture, which is aimed at the comprehensive development of students including their intercultural competence.
References:


