INTERCULTURAL PROFESSIONAL COMMUNICATIVE COMPETENCE

D.I. Galimov, T.K. Taushkanova
Scientific advisor associate professor N.S. Kovalenko
National Research Tomsk Polytechnic University, Tomsk, Russia
Siberian State Medical University, Tomsk, Russia

In modern linguistics the concept of «intercultural communicative competence» appeared recently. It correlated with the features of the foreign language communication training of the technical college students. There are only a few attempts to investigate the nature of this phenomenon in the context of students' training [2]. The best known is the work of I. L. Pluzhnik. According to the author, intercultural communicative competence is the «ability to understand the views and opinions of the representatives of other cultures, to adjust their behavior, to overcome conflicts in the communication process, to recognize the right of different values and norms of behavior to existence» [6].

The necessity to consider the cultural background of the communication partner in a dialogue is of fundamental importance. In case of the intercultural professional interaction both communication and cultural characteristics of each of the partners matter. It is noteworthy that the concept is applied to the professional sphere of intercultural communication. Intercultural communicative competence becomes one of the essential qualities of a modern technical college graduate – Bachelor and Master. This intercultural communicative competence provides the basis for professional mobility, prepares the students for the rapidly changing life conditions, adjusts them to the professional standards of the world advances, increases the possibility of professional self-realization based on communication, empathy and tolerance.

A professional component in the structure of intercultural communicative competence is fundamentally important in the training of students of a technical college due to the specific conditions of mastering a foreign language. Traditionally, this subject is studied before the introduction of the majority of general and special disciplines into the learning process. Foreign language training in this case begins to perform a specific function. It provides early professionalization and «opens reserves of advanced vocational training» [4]. This intercultural communicative competence of the future technical college graduates must always be professionally marked.

The intercultural communicative competence is based on its professional marker that determines the structure of a course of a foreign language in a technical college. One should take into account, firstly, the communication features of the profile of a training area and, secondly, the needs of the student who is interested in obtaining the necessary professional knowledge. This necessity is due to the fact that the task of a technical college is to prepare students for professional work and to form a secondary language personality «to a limited extent, determining the future needs of the specialist in foreign language professional communication» [1]. The profile of a person is very specific, since the content of all its levels – verbal-semantic, motivational and lingual-cognitive – is determined by the peculiarities of professional spheres and situations of intercultural communication only. Accordingly, such a person is characterized by a limited (in terms of professional and didactically expedient reduction of the number of areas and situations) intercultural communicative competence.

Thus, formation of professional intercultural communicative competence is the aim of teaching technical students a foreign language. It forms the ability of intercultural communication with colleagues (representatives of other cultures) in the language of the communication partner.

According to M. G. Evdokimova, professional intercultural communicative competence in a non-linguistic high school can be developed in the process of formation of the individual components of communicative competence. If «all the components of the professional foreign language communicative competence are formed taking into account the intercultural characteristic, a set of intercultural aspects of the content of the respective components of foreign language professional communicative competence will be a limited professional intercultural competence» [1]. A similar view is held by G. A. Nizkodubov. He integrates professional components of the foreign language communicative competence into the structure of the intercultural communicative competence by revising the content characteristics of the former [5].

A different view of the components of intercultural professional communicative competence is proposed by O. A. Frolova. She includes the specific-in-nature components into the composition of this competence: the ethnographic, socio-linguistic, socio-cultural and subject-professional competences [8].

This, to a greater degree «socio-cultural», approach to the components of intercultural professional communicative competence is presented by I. L Pluzhnik. The author includes lingvo-socio-cultural, discursive and thesaurus competences in its structure. These components of intercultural professional communicative competence are not focused on the implementation of the dialogue of cultures. In fact, one can talk here about «a foreign culture monologue». This «monologue» (the only focus on the features of foreign cultures) is ranked as a major component in the structure of the professional intercultural communicative competence [6]. Such a view on the structural nature of the intercultural professional communicative competence has the right to exist. But it fits into the context of the socio-cultural (rather than intercultural) approach to the training of students at a non- linguistic high school.

The specifics of intercultural education strategy assume that a technical professional should be able to combine and differentiate between «native» and «foreign» professional pictures of the world. As a result, it is a kind of incorporation of the elements of a new foreign language professional picture of the world with addition of the professional image of the world [7]. Through communication with a new culture, being integrated into the «foreign culture», a person develops, studies deeply and understands foreign culture, system of values, usually imperceptible «from within», if not compared with the «foreign one» [3].

Such a view of intercultural professional communicative competence is manifested in its structure, which includes a number of special components:

− intercultural competence as a student's ability to identify, recognize, interpret, compare and discuss the concepts, views, rules, regulations, and other components of their own or another professional picture of the world;

− intracultural competence as the ability to identify, comprehend and interpret the concepts, ideas, norms and rules of their own professional culture;

− outercultural competence as the ability to identify, comprehend and interpret the concepts, ideas, norms and rules of a professional linguistic culture.

These three competences, making macro-level structure of the professional intercultural competence include more specific competences, each of which, firstly, is influenced by the triple interconnected macro competences and, secondly, is professionally marked. These micro-level or sub-competences are presented by linguistic, socio-linguistic, socio-cultural, strategic, discursive and social competences which are typical for both home and foreign cultures.

Thus, one can talk about the complex nature of the intercultural communicative competence of a technical professional training, which is a set of competencies and sub-competencies and which can be considered to be universal.

So, all of the above mentioned leads to the important conclusions. Firstly, as a result of the analysis of the semantic peculiarities of the concept of «professional intercultural communicative competence» it is possible to identify and detail current understanding of this category. This understanding involves consideration of the intercultural professional communicative competence and its close correlation with the features of the native and foreign societies implemented in the professional sphere of human activity. Secondly, intercultural originality of professional communicative competence as the essential characteristics of a technical college graduate is manifested in all its components in the unity and uniqueness of functioning of system-components.

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LANGUAGE BARRIER IN ENGLISH LEARNING AND METHODS TO OVERCOME CHALLENGES

D.V. Karavskiy, K.M. Kimbaev
Scientific advisor associate professor D.A. Terre
National Research Tomsk Polytechnic University, Tomsk, Russia

The modern conditions of professional activity which are the result of rapid development of global business determine an increasingly growing interest to learning foreign languages and, especially, English as a means of international communication. The success of cross-cultural relationships depends on the ability of people to adequately understand each other, interact and cooperate. Though there are many different methods to learn a language, which can help graduates of higher educational institutions to know various grammar structures and many words, they still experience difficulties in spontaneous conversations, which may be referred to as language barrier. In psychological-pedagogical literature [2, 4, 5], there is no uniformity in the interpretation of the term "language barrier". The researchers and people who are able to speak English imply different concepts. Recently, in cross-cultural communication one more aspect of this notion has been discussed and acquired a new name "cultural-linguistic barrier" which indicates certain handicaps in multinational communication originated due to cultural differences of interacting speakers [2]. Despite the diversity of the interpretations, there is one common feature. The concept of language barrier embraces everything that hinders effective exchange of information, that is the process of sending and receiving messages [1], the issue involved is communication. According to [6], barriers to communication are defined as, "aspects of or conditions that interfere with effective exchange of ideas or thoughts." Barriers to communication can be anything that distorts or prevents a message from being properly sent or received.

In English learning practice language barrier refers to difficulties which occur in conversations when a foreign language is being used [5]. Not only beginners but also advanced learners can experience these difficulties, in most cases this happens due to a number of psychological reasons. Probably, the most important challenge is the fear to make a mistake which is brought up from the childhood. Therefore, even adults are instinctively trying to avoid mistakes, so they prefer to keep silent or say simple "Yes" or "No" answers, as they are afraid to make an impression of being