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VALUABLE ASPECTS OF INTERCULTURAL COMMUNICATION IN THE PROCESS OF LEARNING FOREIGN LANGUAGES

M.-S. Shamsutdinova*

This article considers an important aspect of modern education – intercultural competence and its influence on the formation of the professional orientation of future foreign language specialists. In the context of growing globalization and cultural diversity, knowledge of foreign languages has ceased to be just a skill but has become a necessary tool for successful communication and work in an international environment.

Intercultural competence is defined as the ability to understand and interact with representatives of other cultures. It involves not only knowing the language, but also understanding the cultural features, values, norms and traditions of other peoples. This article examines the influence of intercultural competence on the professional orientation of future foreign language specialists.

We will consider aspects such as cultural understanding, tolerance, the ability to adapt to different cultural contexts and to communicate effectively with representatives of different nationalities. It is noted that intercultural competence plays an important role in building successful intercultural relations, promotes the development of creativity and innovation.

The relevance of the study of the valuable aspects of intercultural communication in the process of learning foreign languages is that in the modern globalized world, interaction with representatives of other cultures becomes a necessity. The study of foreign languages is becoming an important component of education, and foreign language professionals have a great responsibility in promoting effective communication between cultures. Value orientations influence perception, way of thinking, communication strategies and behavior. Understanding and awareness of values help foreign language specialists establish mutual understanding, avoid conflicts, and create a favorable atmosphere for interaction. The study of this problem helps to improve approaches to teaching foreign languages and to develop effective strategies for the formation of intercultural competence in students and future foreign language specialists.

The growth of international relations brings with it various challenges, but also opens up many new opportunities for future foreign language specialists. Thanks to intercultural competence, they will be able to expand their horizons, build a successful career in a global environment and contribute to the development of global cooperation.

Keywords: *intercultural competence, values, value orientations, cultural understanding, intercultural communication, globalization, professional orientation.*

* Postgraduate Student, Lecturer
(Rivne State Humanitarian University)
ms.shamsutdynova@gmail.com
ORCID: 0009-0001-3943-2447

ЦІННІСНІ АСПЕКТИ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ В ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНИХ МОВ

М.-С. Шамсутдинова

У статті розглядається важливий аспект сучасної освіти – міжкультурна компетентність та її вплив на формування професійної спрямованості майбутніх іноземних мовників. В умовах зростаючої глобалізації та культурного розмаїття знання іноземних мов перестало бути просто навичкою, а стало необхідним інструментом для успішного спілкування та роботи в міжнародному середовищі.

Міжкультурна компетентність визначається як здатність розуміти і взаємодіяти з представниками інших культур. Воно передбачає не лише знання мови, а й розуміння культурних особливостей, цінностей, норм і традицій інших народів. У статті досліджено вплив міжкультурної компетенції на професійну орієнтацію майбутніх іноземних мовників.

Ми розглянемо такі аспекти, як культурне розуміння, толерантність, здатність адаптуватися до різних культурних контекстів і ефективно спілкуватися з представниками різних національностей. Зазначено, що міжкультурна компетентність відіграє важливу роль у побудові успішних міжкультурних стосунків, сприяє розвитку креативності та інноваційності.

Актуальність дослідження ціннісних аспектів міжкультурної комунікації в процесі вивчення іноземних мов полягає в тому, що в сучасному глобалізованому світі взаємодія з представниками інших культур стає необхідністю. Вивчення іноземних мов стає важливою складовою освіти, і фахівці з іноземних мов несуть велику відповідальність за сприяння ефективній комунікації між культурами. Ціннісні орієнтації впливають на сприйняття, спосіб мислення, комунікативні стратегії та поведінку. Розуміння та усвідомлення цінностей допомагає фахівцям іноземної мови налагоджувати взаєморозуміння, уникати конфліктів і створювати сприятливу атмосферу для взаємодії. Дослідження даної проблеми допомагає удосконалити підходи до викладання іноземних мов та розробити ефективні стратегії формування міжкультурної компетенції у студентів та майбутніх іноземних мовників.

Зростання міжнародних відносин несе з собою різноманітні виклики, але також відкриває багато нових можливостей для майбутніх спеціалістів з іноземних мов. Завдяки міжкультурній компетенції вони зможуть розширити свій кругозір, побудувати успішну кар'єру в глобальному середовищі та сприяти розвитку глобальної співпраці.

Ключові слова: міжкультурна компетентність, цінності, ціннісні орієнтації, культурне розуміння, міжкультурна комунікація, глобалізація, професійна орієнтація.

Introduction to the issue. In modern world, where borders disappear, communication with representatives of different cultures becomes an integral part of our ubiquitous life. Growing globalization and international relations make the knowledge of foreign languages and intercultural competence of particular importance. This is especially relevant for future foreign language specialists who will work in a global environment and provide intercultural communication. Future foreign language specialists must be aware of the importance of intercultural competence. They not only learn the language, but also enter the world of cultural values and mentality of those countries where it is used. His task is to understand and respect other cultures, to learn to communicate effectively with

representatives of different nationalities and to understand their peculiarities.

The study of the process of intercultural communication showed that only the possession of a foreign language is not enough to overcome the problem of interaction between representatives of different cultures, after which intercultural communication integrates its own cultural, extralinguistic, and language-communicative codes.

Current state of the issue. It is possible to delve into the process of intercultural communication only by understanding the components of the content of these codes. The components of culture were presented in a number of its models developed by representatives of the American school: R. Page, H. Jorstad, L. Siaya, F. Klein, J. Colby. These authors identified the

component composition of culture, distinguishing at its level: a) external, observable (explicit) language, artifacts (cultural items), myths, symbols, rituals, traditions; b) hidden, unobservable (implicit), which constitutes the essence, the core of national specificity, its "cultural meaning" – norms, values that affect communication, actions, basic manifestations, life events and experience [8]. Even though language and other components of the explicit layer are on the surface, their cultural meaning is unknown and cannot be correctly interpreted without representatives of another culture understanding the essential components of cultures that are not externally observable: values, value orientations, basic ideas and norms. Differences lead to differences in language and non-linguistic behavior. Values are objective. They can be assigned by a person in his activities and characterize his attitude to phenomena, events, things, society, remaining value orientations, that is, values transformed into the consciousness of the individual.

They influence the choice of language means, language style, regulate a person's communicative actions, way of thinking, orientation, emotions, and feelings underlying behavior. Norms based on the moral code reflect the values of culture as generally accepted, standard patterns of human actions in society, which are benchmarks of a kind of expected behavior in typical situations and, subject to their acceptance by individuals, are regulations of his behavior. Mastering culture begins with the awareness of values and norms, their internalization and manifestation in culturally specific behavior. It is impossible to see culture itself, its manifestations are visible only in behavior, actions, judgments, reactions, language style. Therefore, it is of scientific interest to compare during intercultural communication behavior patterns of representatives of different cultures, which may coincide and differ.

Outline of unresolved issues brought up in the article. Intercultural communication is the interaction of patterns of behavior, the purpose of which is the exchange of meanings based on

cultural and linguistic codes. The language code is the most important component of culture and in many ways shapes the worldview – "picture of the world", the mentality of the people – the emotionally colored system of world understanding peculiar to it. The linguistic picture of the world is a verbal thesaurus – semantic connections of words, concepts that reflect cultural differences. From the entire existing variety of cultures, the main criteria for measuring cultural differences were selected – "cultural variables": individualism-collectivism; masculinity-femininity; the degree of emotional expressiveness allowed; nature of activity; power distance; high context; low context; uncertainty avoidance.

Typological differences of one culture from another, for example, individualistic from collectivistic, affect both socialization, personal orientation of a person, his values, self-awareness, and communicative behavior. Representatives of cultures of these types have significant differences in the use of means of language communication, since they do not have a single or similar system for extracting (decoding) the meaning of the message. For successful decoding of meaning, both knowledge of the language and knowledge of extralinguistic factors – the cultural context is necessary. Awareness and taking into account the typological differences of cultures make it possible to form the ability to correctly and accurately interpret and predict the behavior of foreign communicators and reduce the likelihood of misunderstanding.

Aim of the research. Intercultural communication is a crucial skill in foreign language learning, as it promotes a deeper understanding of cultural differences and fosters empathy and mutual understanding. By embracing these aspects, educators can create a more inclusive and enriching environment for both teachers and students. Understanding cultural values, overcoming language barriers, interpreting linguistic and non-linguistic elements, and leveraging technology responsibly are essential aspects of intercultural communication. In today's digital age,

technology and media significantly impact intercultural communication, offering unique opportunities for cross-cultural exchanges but also presenting challenges in terms of cultural understanding. Teachers must adopt culturally oriented approaches to teaching, incorporating cultural characteristics, values, and practices into language lessons to help students grasp linguistic nuances and adapt their language use appropriately. This approach empowers learners to confidently communicate with sensitivity in diverse settings. The pedagogical community should actively engage in research to deepen their understanding of intercultural communication's valuable aspects.

By exploring innovative methodologies and strategies, educators can enhance the quality of intercultural communication in foreign language learning. A commitment to continuous learning and development contributes to building a more inclusive, tolerant, and interconnected world. In conclusion, embracing the valuable aspects of intercultural communication is essential for foreign language learning. By understanding cultural differences, overcoming language barriers, interpreting linguistic and non-linguistic elements, and leveraging technology responsibly, educators can create a culturally rich and diverse learning environment.

Promoting research and understanding, educators can pave the way for effective intercultural communication that fosters a more tolerant, open, and interconnected world. Intercultural communication is an important skill in foreign language learning because it promotes a deeper understanding of cultural differences and promotes empathy and mutual understanding. By considering these aspects, educators can create a more inclusive and enriching environment for both teachers and students. Understanding cultural values, overcoming language barriers, interpreting linguistic and non-linguistic elements, and responsible use of technology are important aspects of intercultural communication [4].

In today's digital age, technology and media greatly influence intercultural

communication, offering unique opportunities for intercultural exchange, but at the same time creating challenges in terms of cultural understanding. Teachers should apply culturally sensitive teaching approaches, including cultural characteristics, values, and practices in language lessons to help students understand language nuances and adapt their language use appropriately.

This approach enables students to confidently communicate with delicacy in a variety of settings. The teaching community should actively participate in research to deepen their understanding of the valuable aspects of intercultural communication. By studying innovative methodologies and strategies, teachers can improve the quality of intercultural communication during foreign language learning. The pursuit of continuous learning and development contributes to building a more inclusive, tolerant, and interconnected world. It is worth saying that for learning foreign languages it is important to take into account the value aspects of intercultural communication. By understanding cultural differences, overcoming language barriers, interpreting linguistic and non-linguistic elements, and using technology responsibly, educators can create a culturally rich and diverse learning environment. By promoting research and understanding, educators can pave the way for effective intercultural communication that will contribute to a more tolerant, open, and interconnected world.

Results and discussion. In individualistic cultures, low-context communication prevails, which is characterized by a cognitive style of communication: reactivity, expressiveness and influence of language, accuracy of concepts. High-context communication is characterized by the spontaneous manifestation of emotions, interdependent consciousness, and orientation towards the promotion of the team's goals and values.

From the standpoint of the relativistic approach, which assumes the equality of cultures, the norms of professional behavior of specialists belonging to individualistic and collectivistic types of cultures were compared and systematized

based on their value orientations. The comparison was made taking into account the above-mentioned cultural variables and made it possible to identify the difference in value orientations, which can be areas of potential conflict in professional situations. Value orientations, reflected in cultural variables, form national identity – awareness of national belonging, psychological composition of the nation – the most common type of personality in this culture, which has a stable, repetitive set of traits associated with a system of attitudes, values and beliefs common to this society.

The formation of the ability to intercultural communicative competence in the conditions of traditional university education does not allow students to develop the full range of properties of the psychological composition of a representative of another national culture. Confirmation of this opinion can be found in the works of J. Jackson and M. Liu, who call a person who freely navigates in different cultures – an intercultural oriented person, a "multicultural person", a "universal person", "people-mediators" [6].

The formation of such a personality is a real goal under the conditions of university training. The generalized cosmopolitan characteristics that such a person has include: respect for all cultures, understanding of the thoughts, feelings, and behavior of its representatives; the ability to be a cultural mediator, switching from one culture to another, to find ways of reconciliation with differences. A person of this type is characterized by situational flexibility, great behavioral diversity when meeting with other positions and opinions. Such characteristics are necessary for effective intercultural communication and indicate optimal inculturation.

There are generally recognized four main models of interaction in the process of enculturation: integration (entering another culture through the gradual mastering of its norms, values, patterns of behavior; assimilation (the group and its members lose their own, but assimilate another culture); separation (members of the group, while retaining their culture, refuse contact with another), marginalization (the group and its

members lose their culture, but do not join the other).

In the process of training future foreign language specialists, in our opinion, it is necessary to form multiculturalism – this type of intercultural communication interaction, which involves not only preserving, but also enriching one's culture due to the recognition and acceptance of another culture, readiness to master other cultures. It is this model of intercultural communication that is optimal for inculturation in the conditions of academic bilingualism and is consistent with the content of the intercultural communication personality.

The process of inculturation takes place in specific approaches depending on the personal features of the individual. K. Ward's research observed that emotionally developed, sociable individuals who have a wide outlook, confidence, and tolerance for intercultural differences effectively master another culture (Ward, 2009). This makes it viable to overcome or reduce the stressogenicity of the so-called culture shock (a feeling of anxiety and insecurity when encountering another culture), that is caused by a conflict of values and patterns of behavior due to the violation of usual social ties, words, symbols, customs, physical objects. The study discovered that intercultural communication occurs on the macro and micro ranges [10].

The macro level is associated with culturally generalized characteristics: motives for establishing relationships; cognitive – tolerance to ambiguity; operational aspect – interactivity, the immediacy of reactions; focus on interaction, orientation on another person; functionality – the ability to communicate without conflict [4].

The micro level of intercultural communication offers a comprehensive framework for enhancing pedagogical practices in diverse academic environments. Understanding linguistic techniques, communicative methodologies, and cultural nuances is essential for fostering effective intercultural communication among students. By promoting cultural awareness and sensitivity, educators can empower

their students to become global citizens capable of navigating the complexities of our interconnected world. As we strive for a more inclusive society, embracing the micro level in pedagogy becomes an imperative step towards achieving successful intercultural communication [3].

A person who is competent in their field of work is aware of what they are doing and has the skills, knowledge, and technological aptitude to do it. When we define "competence," we take into account the overall objective of a specialist's integral training, which realizes his ability to creatively complete tasks based on formed motives, personal characteristics, and the capacity to use normatively acceptable behavioral patterns in the professional setting.

The concept of professional competence is broader than notions such as knowledge, abilities and skills because it combines them, and includes a number of concepts such as: Professional motives, abilities, outlook and attitudes of a specialist's personality, as well as opportunities for self-realization and self-expression in the professional sphere.

It is not by chance that key, invariant, multifunctional and interdisciplinary competencies are recognized as a method of updating the content of higher education in modern world practice. Possession of competence creates the basis for the development of professionalism (productive methods of processes) and mastery (flexibility, adaptability to new situations). Among the globalization-oriented multicultural competencies are communicative and professional-ethical key competencies [5].

Communicative competences ensure effective communication and understanding in the process of professional activity, if they implement flexible communication strategies through the use of speech and non-verbal actions, regulate emotions, apply norms of tolerant behavior, counteract xenophobia (fear of the "foreigner"). The possession of professional and ethical competence in relation to intercultural communication involves the ability to carry out professional activities in a foreign cultural environment,

to carry out adequate behavior accepted in business professional cultures of other countries, to develop personal professional experience due to its enrichment with elements of other professional cultures, to be tolerant of others, to find constructive compromises [2].

Speech etiquette is a set of cultural, national, and social rules of linguistic and communicative behavior inherent in certain nations and communities. These rules determine the rules for establishing speech contact between partners and choosing the right communication style based on their social roles and situational positions. The etiquette of speech communication is defined as communication that follows social, cultural, and historically formed norms in standard human interaction situations. It includes both verbal components (such as speech formulas, vocabulary, and intonation characteristics) and non-verbal components (facial expressions, gestures, postures, and distance between subjects).

The specificity of the professional intercultural communicative competence of the humanitarian profile is related to the anthropogenic essence of a person as "homo loquens" – "a person who speaks", presented us with the necessity for additional emphasis on the extension of the concepts of "communication" and "intercultural communication".

Intercultural communication is both a science and a set of skills that must be mastered during communication, since interaction with another culture requires certain knowledge and skills, focusing on inherited and established norms of social practice of people belonging to different national and ethnic communities.

The level of development of communicative knowledge and abilities that enables for intersubjective interaction aimed at the effective performance of professional obligations determines a professional communication culture. It is important to note that discourse etiquette affects all aspects of human interaction and activity; it is defined as a set of cultural, national, and social conventions of linguistic and communicative behaviour

that are inherent in specific nations and national communities.

Communication is primarily concerned with the qualities of oral communication, interpersonal verbal and nonverbal contact of an affective-evaluative kind that occurs in practical activities. Communication is a socially regulated process of information transfer and the exchange of people's thoughts and feelings in diverse domains of cognitive, labor, and creative activity.

A "linguistic personality" is someone who can transition between several language codes and has a set of linguistic aptitudes and skills. They actively participate in communication. In addition, the cognitive, behavioral, and ethnocultural levels all function in the development of the linguistic personality. The cognitive level contains the thesaurus (verbal-semantic) level [9].

Intercultural communicative competence in the professional sphere is more complex than secondary language personality competence, which only involves linguistic communication. This is because, in addition to the actual cultural factor, one must also take into account the linguistic and sociocultural characteristics inherent in the professional subculture [1].

Conclusions and research perspectives. One of the interesting aspects of these studies is the study of how cultural values influence language perception. Excavating the choice of language structures and expressions in different cultures opens an invaluable understanding of communicative nuances.

The prospects of such studies provide an opportunity to develop culturally oriented educational programs and improve language learning methods for a deeper understanding of language and culture. Another important area of research focuses on the role of intercultural competence in foreign language learning. Emphasizing the importance of cultural awareness and respect in foreign language education paves the way for more effective intercultural communication.

Research in this area can lead to the development of optimal teaching approaches and curricula that encourage openness and appreciation of cultural

diversity. Thus, intercultural competence contributes to building positive and deep intercultural relations. It provides higher education students with the opportunity to communicate effectively with native speakers and to adapt their communication strategy to the cultural context.

Possession of this competence broadens the worldview of the acquirers and enables them to be more confident and successful in their future professional activities. The perspectives of the research of the value system will allow not only to integrate one own linguistic and cultural features but also to deepen the internal beliefs of native speakers.

Through an examination of the cultural and value aspects of the language's country of origin, one can confidently develop didactic and methodical materials. Conducting a thorough analysis of the cultural and values inherent in the country of origin of a particular language, one can confidently create teaching materials that are both effective and well-organized.

This approach ensures that the materials are tailored to the needs of the learners, and that they resonate with the cultural and linguistic background of the students. By taking this approach, instructors can develop teaching materials that are both engaging and informative, and that help to foster a deep appreciation of the language and culture being studied. In short, understanding the cultural and linguistic context of a language is a key factor in creating effective and impactful teaching materials.

Thus, the development of intercultural competence is a necessary element of the formation of the professional orientation of future foreign language specialists. It enables the winners not only to become excellent speakers, but also contributes to their personal development and building a successful international career. In the conditions of globalization, intercultural competence is a key competence, but also a defining value that opens many opportunities for cooperation and understanding between different cultures in the world.

In conclusion, intercultural competence is not just a skill but a mindset that enriches the lives of foreign language specialists and the people they interact with. It allows them to connect, collaborate, and build bridges between cultures, laying the foundation for a harmonious and interconnected world. As educators, it is imperative to prioritize the cultivation of

intercultural competence in our teaching practices, empowering our students to become compassionate and globally-minded language specialists. With intercultural competence, they will be better equipped to tackle the challenges and opportunities that arise in our rapidly evolving, interconnected world.

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