DEVELOPING INTERCULTURAL COMPETENCE WHEN TEACHING FUTURE ECONOMISTS A FOREIGN LANGUAGE

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Introduction. Increasing interest in the problems of foreign language communication in the modern world is obvious. It is connected with globalization which led to the processes of business integration, expansion of the information space, development of new information technology, constant expanding business and personal contacts. Adequate speech behavior in any professional format requires students not only system-language knowledge, but also the knowledge of laws, customs, and national mentality of the country which language is studied, as the discrepancy of business cultures in the process of interaction means imbalance in the work of decision-making mechanisms, self-organization, and conflict resolution.

Aim. Formation of foreign language communicative competence, one of the important aspects of professional training of specialists, is substantiated in the article. Professional communicative competence can be determined as the ability to solve communicative tasks within a certain framework of many communicative situations.

Materials and methods. In the context of business communication professional foreign language communicative competence means the ability to solve business problems to achieve certain business results in the field of a different business reality and a different culture. Culture here is understood as a set of models

of human behavior, the ways of their activities and results of these activities, including the material and spiritual values of humanity. So, it's necessary to form the trainees' ability to carry out effective communication in accordance with the conditions of communication, within the framework of the cultural context. It is also important to select language and speech material in accordance with the needs and trainees' capabilities, with real speech situations of their potential communication.

Cognitive approach to teaching a foreign language is developed on the basis of cognitive psychology - the science about knowledge, the nature of human intelligence and how it works. The content of this approach is that the study of one or another linguistic phenomenon relies on mental processes and actions that underlie the understanding and use of this process in speech. The main principles of the cognitive approach are an active process of cognition; consideration of individual interests and characteristics of trainees; social and professional conditionality of the learning process;

conscious organization by the trainees of their educational activities (self-management).

Results and discussion. In the process of communication, we use language as a tool for solving certain problems, performing tasks, etc. For these purposes, we use some certain communication strategies, we take into account the rules of discourse, social component, and functional aspect [1]. These components were described in detail by Joe Shales and became the basis for many educational didactic materials.

Sociolinguistic competence presupposes "the ability to use and transform linguistic forms according to the situation" [1]. Here it is important to know the social context. i.e. who communicates with whom, where, and for what purpose. The social context determines the consideration of semantic features words, idiomatic expressions, the possibility of their use depending on the style and nature of communication, on the effect that they can render on the interlocutor. We should be aware of such most important issues concerning differences between cultures like traditions associated with the reception food, table behavior, parties, inviting guests; national priorities and preconceptions; features of greetings, formulas of courtesy, accepted forms of address to the interlocutor, etc.

Some sorts of social relations have also national specifics: they are the relationship between the sexes; attitude to children; attitude towards the elderly people. The degree of relativity of the social hierarchy should also be taken into account, which manifests itself in the openness of expression feelings and assessments; in the peculiarities of the expression of positive and negative emotions; in the meaning of facial expressions, gestures, etc.

Under the discursive competence we understand the ability to identify different types of communicative utterances, and build holistic, coherent and logical statements of different functional styles, which involves the choice of linguistic means depending on the type of statements. Discursive competence includes the ability to start a conversation and to change the topic of discussion and direction of the dialogue; the ability to politely "enter" the polylogue; the ability to complete a dialogue, etc.

Possession of strategic competence implies the ability to choose a communication style that is acceptable for a given communicative situation forming the climate of interaction that determines the effectiveness of communication.

American scientist Jack Gib identifies several categories of behavior in interpersonal communication which determine communicative styles that are defined as either "supportive" or "offensive" ones [3].

Supportive models of behavior include the following: statement of the event, its description; the manifestation of equality with a communication partner; understanding the essence of the problem and the intention to solve it; spontaneity of the reaction (an honest reaction to the situation without preliminary manipulation creates the impression trust and respect); understanding the point of view of the partner on the problem; evaluating the effectiveness of all arguments and choosing the most effective ones.

As for offensive communicative style it is based on such behavioral and speech strategies like deliberate assessment of what is being done (any assessment - direct or indirect, positive or negative - affects partner's ambitions and can cause negative reaction); the manifestation of superiority; implementation of the idea of control;

manipulation of various communication techniques; expressing disinterest; demonstration of authoritarianism.

Acquaintance with these strategies can help students build discursive and strategic competencies not only in a foreign language, but also in the native language. In general, discursive and strategic competence suggests the ability to communicate and logical presentation of your position, the learner's willingness to engage in a dialogue or discussion, cause a response of an interlocutor.

Functional competence includes the abilities to express your own opinion; to express agreement / disagreement; to express interest, sympathy, surprise and other emotions; to express (directly or indirectly) their intention; and the ability to influence the interlocutor.

To adapt to a new cultural context we require knowledge of the cultural characteristics of native speakers, their habits, traditions, norms of behavior and etiquette and ability to understand and adequately use them in the process of communication, while remaining a bearer of a different culture. All this is determined as sociocultural competence. Formation of this component presupposes the integration of the personality into the system of the world and national cultures. The realities of the new culture are reflected at all levels language, and above all in vocabulary [4].

Among lexical units, the most difficult in terms of cultural differences are metaphors that "conceptually reflect the world". Some studies claim that the average Englishman uses about three thousand metaphors a week. Metaphors are associated with the formation of so called "conceptual fluency".

For future economists who will communicate with foreign partners it is important to know not only terminology, the lexical transparency of which is obvious, but also metaphors, idioms, stable phrases used in business quite often (e.g. "all in" - all inclusive; "comfortably off" - a rich person; "fiddle" - to inflate (about money or an account); "high and dry" - in safety, etc.). According to Danezi, students often reach high level of conversational competence but continue to think in terms of the conceptual system of the mother tongue [2].

The effectiveness of communication directly depends on taking into account the specifics of national behavior, which is the manifestation of the national mentality (a set of principles for exercising judgments and assessments) and national character (established emotional and psychological norms of a person's behavior in society) which are manifested in communication first of all.

When teaching a foreign language, it is advisable not to force learners to memorize a certain vocabulary (a set of vocabulary units), and form their frames of the concepts, situations, etc. studied by them while pointing out to them the correspondences and cultural differences that exist between analog frames in the native and foreign languages. Teaching students such frames seems more expedient than teaching a certain set of lexical and grammatical units in isolation from specific cognitive schemes and scenarios. By creating appropriate cognitive frames in the learning process sociocultural features inherent in the inhabitants of a particular country should be considered.

The presentation and activation of grammatical material should be carried out taking into consideration the cross-cultural paradigm while the grammatical phenomena should be included in the educational situation with the possibility of developing situations into a real scenario correlated with a real household or business context. The system of exercises aimed at strengthening the frequency of grammatical phenomenon is exclusively communicative in nature at the level of material presentation as well as at the level of its working off.

When presenting a grammatical phenomenon description exercises are used (tell ..., describe ..., highlight, etc.). When analyzing a grammatical phenomenon explanatory exercises are used (explain why ..., prove that ..., discuss with your partner ..., analyze the reason, etc.). The level of conceptualization among students at this stage makes it possible to include mechanisms of analysis and collations (comment on the usage ...).

This inductive approach makes it possible to comprehend the grammatical phenomenon and independently formulate a conclusion about the possible use of this phenomenon within identical communicative situations. At this stage, students

develop grammatical communicative skills in communicating or requesting information.

To form a conscious attitude towards the use of certain structures by students a set of exercises is suggested to help them find and correct errors. To analyze the meaning of this or that word in the cognitive aspect, it is necessary to establish a cognitive context, or area of knowledge that underlies the meaning of the word, and structure it in a certain way, that is, simulate a frame defining a given value.

When teaching business communication, all the system of exercises is based on the formation of frames for texts and discourses which are implemented in certain communicative situations [5]. Item communication is closely related to the speech behavior of subjects and determines functional choice of language tools in the context of the activities of the participants of the communicative act. Therefore, the subject-linguistic context of the situation can be considered as the subject of communication in a broad sense.

Conclusion. Talking about business communication and highlighting cultural adaptation, assimilation of certain business realities, it makes sense to define these realities paying special attention to ethnographic and socio-political ones. Ethnographic, or geographic, realities are associated with the realities of everyday life, transport, work. Socio-political realities are related to the administrative division with features of political, state, economic structure, with a degree government influence on economic factors, etc. For a linguistic personality intending to interact with partners of another business culture, it is important to know about real companies, well-known firms, famous personalities, socially significant activities in marketing strategies, knowledge of certain corporate cultures, etc. These realities are embedded in situation frames that model real communication, form the skills of communication strategies, behavioral models and rituals, linguistic adequacy [5].

When teaching written speech in business communication, we should consider the cultural component; great attention is paid to the correct design of a linguistic frame which is created on the basis of conceptual analysis including the macrostructure of the text, definition of thematic content constants, linguistic analysis for microtext level, highlighting constant elements of slots (spaces).

On the basis of a contrastive analysis of the corresponding concepts in the English language and mother tongue, it is possible to build a whole training strategy that will include the formation of knowledge and skills but at the same time, the main methodological technique will be reframing – changing frame (stereotyped information presented in consciousness in the form of dynamic and static mental models), and as the basic unit training simulated (educational) situation of the business community will be presented.

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