

THE CONCEPT OF CULTURES' DIALOGUE AS A BASIS OF SPECIALIST INTERCULTURAL COMPETENCE FORMING

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Summary: *The article examines the concept of dialogue of cultures. The article emphasizes the dialogue of cultures as one of the fundamentals of future specialists' training. Some activities and resources for intercultural competence forming in the process of professional teaching are presented.*

Keywords: *culture forming concept, dialogue of cultures, intercultural interaction, intercultural competence, intercultural communication.*

Introduction. Nowadays Ukrainian people strive to live in the society having all competences necessary for participation in political, social-economical and cultural life all over the world. There is a growing realization that profound change is needed to achieve a sustainable society. The process of globalization leads to the expansion of interaction between countries, nations and cultures.

However, there are some obvious organizational and perceptual challenges to overcome. First of all, we need to develop political, cultural and economic systems which will protect and promote the human rights, freedom and equal opportunities for everyone, support cultural and religious diversity and facilitate a person to become a full-fledged community member in the rapid global society. Moreover, the development of the new curriculum for our educational establishments based on the principles of globalization, democracy, equality, cultural awareness and tolerance is caused by the radical changes being introduced in Ukraine.

Thus, the professional training of a future specialist for participation in various intercultural interactions is very important. The life requests emphasize the culture forming concept of foreign language learning.

Results. As the aim of learning the culture forming concept of foreign language learning suggests mastering of foreign language for entering the intercultural dialogue, learning and involving into another culture. At the same time, a man has to be able represent his own culture to his interlocutor, i.e. personality's intercultural competence. So, intercultural competence formed in the process of foreign language learning taking into account cultural and mental differences of native speakers is a necessary condition for the successful dialogue of cultures.

We consider the intercultural competence of a future specialist as an integrative feature and combination of special knowledge, intercultural skills, and system of value orientations which are necessary for solving professional tasks and ensure the true communication in a situation of intercultural interaction in the style of cooperation and tolerance [2]. In the process of professional training the

intercultural learning is aimed at forming their abilities of intercultural communication, dialogue of cultures. This suggests presenting such phenomena and notions as: principles of communication, main functions of culture, culture influence on communication perception and comprehension, effect of culture on human activity and society development.

Forming and development of students' abilities for the dialogue of cultures has to be implemented on the basis of principles of respect, tolerance to cultural differences and overcoming cultural barriers. This also means seeing what can unite us, refusing from stereotypes, applying knowledge on other culture for the deeper learning the own culture. It encourages both the awareness of belonging to proper nation and learning traditions and cultural peculiarities of other culture representatives.

Nowadays, the dialogue of cultures is interpreted as penetration of other cultures' senses. It is not just communication between different nations with different value dimensions and languages, but it is the communication with interpretation effort (transformation of senses, meanings, notions, images and symbols). The dialogue of cultures combines the awareness of cultural alternative, determination its absolute difference from the native one, non-understanding, fear and interest. Gradually people are becoming more tolerant to each other striving for learning themselves and establishing friendly relations which enrich participants of interactions [3].

According to M. Bakhtin, each culture tries to take into account the experience of other culture expanding its own experience range [1]. Besides, a person has a dialogue with others and himself changing himself. In the process of foreign language mastering students learn material which demonstrates language functioning in the natural environment, verbal and non-verbal behavior of native speakers in different communication situations and reveals some features connected with national customs, traditions and social structure of society and nation belonging. First of all, this should be carried out with the help of authentic materials (original texts, audio records, video films) which are normative from the side of the language support and the content of country study information. A student has to know not only lexical, grammatical and syntax features but he also needs to be able to react to talks of native speakers, use appropriate mimics and gestures, apply formulas of language etiquette and know cultural-historical peculiarities of a country the language of which is taught.

Conclusions. Thus, foreign language leaning with elements of dialogue of cultures' concept will assist to form pragmatic thinking of future specialists, officials, businessmen and scientists as it ensures the intercultural competence and opens up international professional opportunities. The learner builds up his competences taking interest in cultures of other countries. Learning languages in the context of cultural diversity enables students to satisfy specific communicative needs in their profession and develop their own personalities. The successful implementation of all above-mentioned principles and values, practice-oriented education and applying the culture of dialogue as a basis in developing curricula

and learning process will help to prepare a graduate for functioning in culturally diverse academic and professional environments.

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