USING REAL COMMUNICATIVE SITUATIONS IN DEVELOPING STUDENTS' INTERCULTURAL COMMUNICATION COMPETENCE

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Abstract. This thesis highlights the pedagogical potential of using real communicative situations to develop students' intercultural communicative competence. In the process of intercultural communication, not only students' knowledge of a foreign language but also their understanding of the values, behavioral norms, communicative styles, and sociocultural characteristics of representatives of different cultures is of great importance. It is scientifically substantiated that education organized around real-life communicative situations contributes to the development of students' skills in understanding cultural differences, selecting appropriate communication strategies, using non-verbal means of communication effectively, and demonstrating tolerance and empathy.

Keywords: intercultural communication, communicative competence, real communicative situation, linguocultural competence, tolerance, empathy, communicative strategy, authentic task, student, foreign language education.

Introduction. Today's globalization and international integration processes set the higher education system the task of training specialists who can effectively communicate with representatives of different cultures, understand and respect cultural diversity. The professional activity of a modern specialist in many cases requires cooperation with representatives of different nationalities, languages, and cultures. Therefore, it is not enough to limit communicative preparation in higher education to grammatical and lexical knowledge alone.

Intercultural communication competence represents a person's ability to enter into effective, purposeful, and tolerant communication with representatives of other cultures. Along with communicative knowledge and skills, this competence also includes qualities such as understanding cultural differences, thinking free from stereotypes, empathy, tolerance, flexibility, and reflexivity.

In traditional education, providing students with information about culture is often limited to the acquisition of theoretical knowledge. Such an approach does not always ensure the student's readiness for problematic situations that arise in the process of real communication. For example, differences in forms of address, attitude to the personal space of the interlocutor, views on time, gestures, methods of starting or ending a conversation may differ from each other in different cultures. Therefore, the use of real communicative situations in the educational process is of particular pedagogical importance.

Main part. A real communicative situation is understood as the creation of communication situations in a natural or simulated form in the educational process that a student may encounter in his daily, academic or professional activities. In such situations, the student makes independent decisions to achieve a specific communicative goal, rather than repeating a ready-made dialogue.

The main feature of real communicative situations is that in them communication is organized on the basis of a specific goal, task and socio-cultural context. The student finds answers not only to the questions “what to say?”, But also to the questions “to whom?”, “in what situation?”, “in what style?” and “taking into account what cultural norms?”.

In this regard, real communicative situations develop the student's intercultural communication competence in several areas:

-understanding the communicative norms of different cultures;

-choosing an appropriate communicative strategy in the communication process;

-correctly interpreting cultural differences;

-eliminating stereotypes and misconceptions;

-forming an empathetic attitude;

-compromising in conflict situations;

-effectively using verbal and nonverbal communicative means;

-reflexively analyzing one's own communicative activity.

Thus, real communicative situations appear as a didactic tool that connects theoretical knowledge with practical communicative activity.

Main types of real communicative situations

When developing students' intercultural communication competence, it is advisable to select situations based on their life and professional potential.

1. Everyday communicative situations. These include situations such as getting to know representatives of different cultures, welcoming guests, communicating in public, eating culture, giving or receiving gifts.

2. Academic communicative situations. For example, situations such as preparing a project together with a foreign student, expressing an opinion at an international seminar or conference, participating in a group discussion, communicating with a professor.

3. Professional communicative situations. These include international negotiations, meetings with a foreign partner, conversations with a client, business correspondence, and teamwork processes that a future specialist may encounter in his professional activities.

4. Problematic and conflict situations. For example, situations in which representatives of different cultures have conflicting views on time, personal space, form of address, or style of communication. Such situations develop the student's ability to analyze the problem in a cultural context and find a constructive solution.

It is advisable to conditionally organize the process of using real communicative situations into five stages:

Stage 1 - selection of the situation.

The teacher determines the situation based on the age, specialty, language level and possible communicative needs of the students.

Stage 2 - determination of the cultural context.

The cultural characteristics, communicative norms and possible differences of the parties involved in the situation are determined.

Stage 3 - fulfillment of the communicative task.

Students, in pairs, small groups or individually, enter the situation and try to solve the problem.

Stage 4 - analysis and discussion.

Students analyze their communication experience, discuss the difficulties and cultural differences that arose.

Stage 5 - reflection and evaluation.

The student evaluates his communicative decisions, communication strategies and culturally acceptable behavior.

This sequence can be represented by the following logical chain:

Real situation → cultural context → communicative action → problem solving → reflection → competence development.

Tasks based on real communicative situations

The use of the following tasks in the educational process can give effective results.

"International meeting" task. Students participate in the roles of representatives of different countries and negotiate a common project. In this, they must reach an agreement taking into account different communicative styles.

"Cultural misunderstanding" task. Students are given a situation describing a misunderstanding in communication between representatives of two cultures. They identify the cause of the problem and offer a culturally acceptable solution.

"Foreign guest" task. The student talks with a guest from another culture, provides him with information about local culture and customs, and answers the guest's questions.

"Professional negotiation" task. Students negotiate a contract, project, or service with a foreign partner. During the task, it is required to take into account formal communication norms and cultural differences. The advantage of such tasks is that the student is not limited to using ready-made speech samples in the communication process, but can independently analyze the situation, make decisions and change his communicative strategy. To assess the effectiveness of using real communicative situations, the following criteria should be used (see Table 1).

1-Table.

Criteria for assessing intercultural competence

Criterion	Indicator
Cultural-cognitive criterion	Understanding and correctly interpreting cultural differences
Communicative criterion	Choosing a speech strategy that is appropriate for the purpose of communication
Socio-emotional criterion	Showing empathy, tolerance, and respect
Adaptability criterion	Changing communicative behavior depending on the situation
Reflexive criterion	Analyzing one's own communication activities and recognizing mistakes

Based on these criteria, students' competence can be determined at low, medium and high levels. At a high level, a student independently identifies cultural differences, chooses a strategy appropriate to the communicative situation, takes into account the

position of the interlocutor and is able to constructively resolve the emerging problem situation.

For the effective use of real communicative situations, it is necessary to provide a number of pedagogical conditions (see Figure 1).

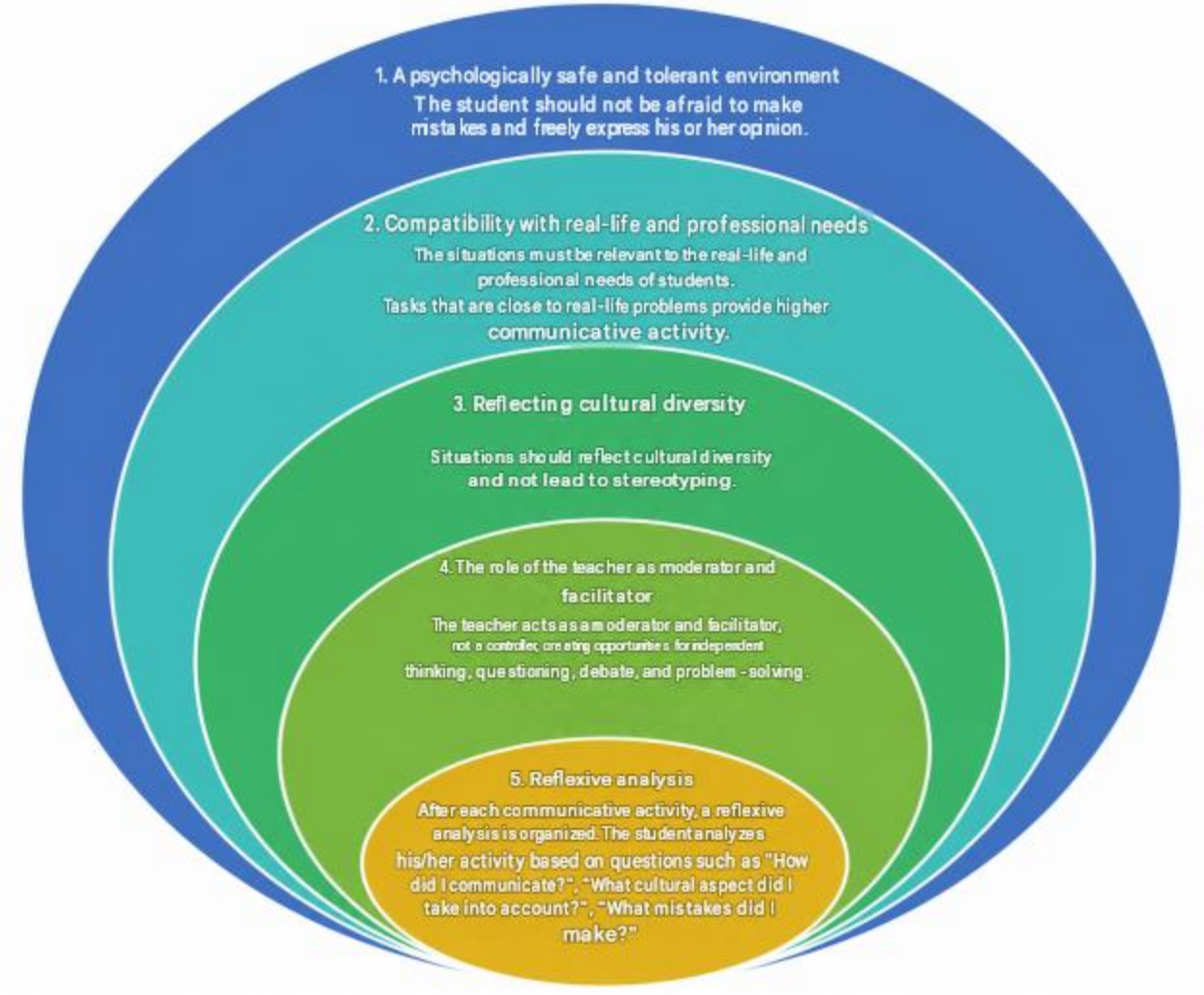


Figure 1. Pedagogical conditions

First, a psychologically safe and tolerant environment should be created in the educational process. The student should not be afraid to make mistakes and freely express his opinion.

Secondly, the situations should correspond to the real life and professional needs of the students. Tasks close to real-life problems provide higher communicative activity compared to artificial and content-remote situations.

Thirdly, the situations should reflect cultural diversity and not lead to stereotyping of any culture.

Fourthly, the teacher should act not only as a controller, but also as a moderator and facilitator. He creates opportunities for students to think independently, ask questions, argue and solve problems.

Fifthly, it is important to organize a reflexive analysis after each communicative activity. The student analyzes his activity based on questions such as "How did I communicate?", "What cultural aspect did I take into account?", "What mistake did I make?".

Conclusion. In conclusion, the use of real communicative situations is one of the effective pedagogical tools for developing students' intercultural communication competence. This approach allows you to connect theoretical knowledge with practical communicative activities, prepare students for real communication situations, and develop the skills of effective cooperation with representatives of different cultures.

In the educational process organized on the basis of real communicative situations, the student appears as an active subject: he analyzes the situation, sets a communicative goal, chooses an appropriate strategy, takes into account the cultural characteristics of the interlocutor, and reflexively evaluates the result of communication. In this regard, the sequence "real situation - active communication - cultural analysis - reflection - improvement" can be considered an effective methodological basis for developing intercultural communication competence.

The use of this methodological approach in foreign language teaching, vocational education, subjects focused on international cooperation, and academic mobility programs serves to further improve students' communicative readiness.

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