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METHODOLOGICAL SUPPORT OF INTERCULTURAL COMMUNICATION OF STUDENTS IN ENGLISH LESSONS

Valentyna Boichuk

ORCID ID 0000-0002-5803-5316

PhD Student

Department of Education, Psychological and Pedagogical Sciences

Borys Grinchenko Kyiv University

Kyiv, Ukraine

v.boichuk.asp@kubg.edu.ua

Viktoriiia Zhelanova

ORCID ID 0000-0001-9467-1080

Doctor of Pedagogical Sciences, professor

Department of Education, Psychological and Pedagogical Sciences

Borys Grinchenko Kyiv University

Kyiv, Ukraine

v.zhelanova@kubg.edu.ua

ABSTRACT

The article is devoted to methodological support for the formation of intercultural communication among school students in English lessons. The aim of the article is to describe the methodological support which can be used to form the intercultural communication of school students in English lessons. Analysis and systematisation of the methods for the formation of intercultural communication among school students the English lessons were chosen as the leading methods. The author mentions that in the era of globalization and digital society, the development of science, and technology and the pace of people's life is constantly accelerating. Thus, nowadays, one of the most necessary

skills of a modern person is his or her readiness for intercultural communication, which supposes his or her ability to communicate with representatives of different cultures and to achieve the desired result – mutual understanding. It is pointed out that secondary school has to form the readiness for intercultural communication since adolescence. This age is sensitive to the formation of moral and cultural qualities of personality, character, attitudes, stereotypes of behaviour thinking, and world-view which provides an opportunity to instil national and universal human values in teenagers, to cultivate a respectful attitude towards another culture. Also, the most favourable environment for acquiring and learning international communication skills is the English lesson. It is almost impossible to communicate with representatives of other cultures without knowing English. It is defined that the effective methodological support for the formation of intercultural communication among school students in English lessons depends on the correct usage, combination and sequence of methods, techniques and means. Different methods of forming intercultural communication among school students the English lessons are given: verbal narrative, clarification, discussion, lecture, illustration method, displaying, dramatization method, dialogic teaching and technologies, simulations and interactive simulation methods, methods of biographic reflection, role plays, method of projects, WebQuests, training method.

Keywords: school students; English lessons; international communication; method; methodological support.

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INTRODUCTION

It is known, positive experience and knowledge are the person's best assistants in any area of his life. The earlier a person begins to engage in a certain useful activity, the more time and chances he has to expand his horizons, enrich his knowledge, and acquire the necessary skills and abilities.

It is of particular importance for modern generations, because in the era of globalization and digital society, the development of society, science, technology, as well as the pace of life of most people is constantly accelerating. Population migration takes place between different countries, information is exchanged in large volumes.

Therefore, today, one of the necessary qualities of a modern person is his readiness for intercultural communication, which involves the ability to communicate with representatives of different cultures, achieving the desired result – mutual understanding. At the same time, the most effective communication is possible only if the communicators

are able not only to understand a foreign language but also to interpret the actions, behaviour, words, gestures and facial expressions of the interlocutor in accordance with the interpretation of their meanings in the latter's culture.

PROBLEM STATEMENT

It is obvious that high school, starting from adolescence, should form a readiness for intercultural communication and teach a person the necessary skills. Also, there is no doubt that the most favourable environment for learning and mastering these skills is the lessons of a foreign language, because, without its knowledge, communication with representatives of another culture may turn out to be impossible.

At the same time, pedagogical conditions, methods, techniques, and means of effective formation of teenagers' readiness for intercultural communication in foreign language lessons remain unresearched and not properly substantiated and require further scientific developments.

It should be noted that all students of current secondary education institutions belong to the so-called "Z" generation (born in 2004 and later), who are distinguished by creativity, perceive information better than their predecessors, but usually rely not so much on their knowledge, but on the use of gadgets. They feel free in a networked Internet environment and quickly navigate in artificially simulated situations, but they have a somewhat reduced motivation to study at school, since, if necessary, most of the information they need can be obtained from Internet resources.

Also, modern teenagers prefer communication in mobile messengers to "live" communication. As a result of early contact with the latest technologies, which affects their development and socialization, representatives of this generation better master knowledge in a game form, and rules, formulations and other information are easier for them to perceive in the form of infographics.

The correct understanding of these features of modern students by teachers depends on the correctness of creating pedagogical conditions, choosing methods, techniques and means of education and training of teenagers, in particular those that are used in the preparation for intercultural communication.

BACKGROUND

The works of many scientists were devoted to the concept of intercultural communication, in particular, K. Klakhon, E. Hall, R. Porter, D. Trager, A. Kreber. The study of various aspects of the theory of intercultural communication was carried out by the following scientists: S. Huntington, K. Berger, E. Hirsch, G. Hofstede, E. Hall. L. Vygotsky, V. Humboldt, M. Zhinkin, I. Zimnya, V. Skalkin studied a number of issues of speech activity and communication; learning foreign languages with a special purpose was investigated by V. Buchbinder, B. Coffey, R. Johnson, G. Stone, E. Waters, D. Williams, W. Strauss, F. Eppert; structure and content of communicative competence – A. Aleksandrenko, A. Sycheva and others. Among Ukrainian scientists, V. Andrushchenko, L. Guberskyi, I. Dzyuba, P. Donets, V. Yevtukh, G. Kasyanov, M. Kushnaryova, L. Nagorna, P. Skrypka devoted their research to issues of intercultural communication.

The issue of intercultural communication and cultural education attracts contemporary scholars as well. For example, Liddicoat, (2022) investigates intercultural communication in education. Besides, contemporary studies are focused on developing intercultural communication through threads of personal experiences (Liu, 2022), the dialogical relationship (Simpson, 2022), and via ICT, e.g. through computer-mediated communication (Wang & Devitt, 2022), educational video courses (Mospan, 2022), telecollaboration (Villegas-Paredes, 2022), and in virtual classrooms (Minett et al, 2022: Salomão, 2022),

It is worth mentioning, that the COVID-19 pandemic has affected communicative skill development methods and format. It resulted in different students' experiences and attitudes. For example, university students evidenced an increase in communicative skill development in distance learning (Mospan et al, 2022, p. 100). However, school students faced challenges with a lack of communication with classmates (Mospan & Sysoieva, 2022, p. 29). Therefore, the article aims to investigate of intercultural communication development at school students in English lessons in new educational environments.

METHODOLOGY

The methodological basis of the presented research is a synthesis of the statements of various scientific approaches.

The cultural approach (E. Husynskyi, M. Kagan, Yu. Turchaninov, V. Frankl) consists of the interpretation of education as a means of human formation in culture. The basic ideas of this approach regarding the conditioning of a person's internal development by external cultural events were substantiated in the cultural-historical theory of L. Vygotsky. That is, a person is a subject of culture, a bearer of the cultural world order.

Thus, in the process of the formation of readiness for intercultural communication, on the one hand, the individual appropriates a certain cultural product, on the other hand, the individual creates new cultural values.

The axiological approach (I. Bekh, M. Yevtukh, I. Ziaziun, V. Kremen, N. Tkacheva) is based on the concept of 'value'; 'educational values' is a methodological strategy aimed at forming the value-meaning sphere of the individual. The essence of the axiological approach in the context of our study is related to the orientation of the educational environment to the formation of a valuable attitude to intercultural communication. At the same time, objective values are appropriated and transformed into personal values.

The active approach to the formation of readiness for intercultural communication is connected with the activity theory of assimilation of social experience by the individual (L. Vygotskyi, P. Halperin, V. Davydov, O. Leontiev, S. Rubinstein). In the format of its provisions, intercultural communication is carried out in the process of the adolescent's own, internally motivated activity directed at the objects and phenomena of the surrounding world. With the help of active, 'passionate' (O. Leontiev) activity, the appropriation of social experience by a person is realized, the development of his mental abilities, systems of relations with the objective world, other people and himself.

The technological approach (V. Bespalko, P. Husak, L. Danylenko, M. Klarin, L. Koval, O. Moroza, G. Selevko, D. Chernilevskyi) involves the instrumental management of the educational process, the productive use of certain forms and methods of education and upbringing, as well as an algorithmic sequence of certain actions aimed

at forming the formation of teenagers' readiness for intercultural communication at the lessons of the English language. Considering the above-mentioned, it becomes clear that the achievement of the set goal of a specific lesson, the corresponding section, and the entire course of preparing teenagers for intercultural communication depends on the correct use, combination, sequence of methods, techniques and tools that will be used for this.

Therefore, the presented scientific approaches determine the strategic orientations of the process we are studying.

RESULTS

Thus, previously, in addition to using verbal methods, teachers oriented previous generations of students to work with the books that contained the main sources of obtaining educational information. Accordingly, teenagers mainly used such methods and techniques of working with literature as reading, retelling, writing, drawing up a plan, tables, diagrams, etc.

Currently, almost all the necessary information can be found on the relevant sites on the Internet, on YouTube, in messengers and on other relevant resources. At the same time, it has been proven that videos allow you to “immerse yourself” in a certain culture, its peculiarities, customs, and traditions, and feel its flavour much better than a book.

Therefore, now, it is desirable to supplement the book and verbal methods of teaching with visual methods and the method of demonstration using multimedia, even from the initial stage of training.

After all, only oral narration (a narrative form of disclosure of educational material with the aim of encouraging students to create a certain image in their imagination), explanation (based not so much on imagination as on logical thinking using the previous experience of students and involves revealing the essence of a certain phenomenon, process), and even a conversation (on the basis of the previous experience of the students through dialogue, they are involved in the awareness of new phenomena, concepts or the reproduction of already existing knowledge) or a lecture (revealing in the verbal form the essence of phenomena, scientific concepts, processes that are in a logical connection with

each other, united by a common theme) will not be interesting enough for teenagers of the generation “Z”.

Instead, if they are proportionally supplemented with methods of illustration (showing objects and processes in their symbolic representation, in the form of photographs, drawings, etc.) and demonstration (showing objects and processes in their natural form, in dynamics), this will arouse much greater interest in teenagers.

Under such conditions, the use of verbal methods will allow students to learn hard-to-understand material much more easily, including the basic categories of intercultural communication, which include such concepts as nation, people, ethos, mentality, national stereotype, prototype, archetype, symbol, cultural code, national (language, value, conceptual) picture of the world, the conceptual sphere of the nation, etc.

It will also help teenagers to develop independence, purposefulness and communication skills in the practical application of acquired knowledge.

Similar visual methods must be used during a dispute (dispute on a scientific or social topic), a discussion (discussion of any issue) and when using the dramatization method (which allows you to successfully develop the creative abilities, imagination and activity of students). This allows the majority of students to participate in subject-subject interaction.

Moreover, the point of view of certain scientists who, in addition to the use of the specified dialogue methods, single out and promote the use of dialogue technologies also seems to be correct. In particular, Hoydosh (2012) defines dialogue technologies as “a set of forms and methods of learning based on dialogic thinking in interactive didactic systems of the subject-subject level” (p. 72).

Tamarkina (2016) emphasizes that dialogic learning technologies make it possible to involve almost all students “in the process of learning, where they can exchange thoughts and ideas in conditions of emotional comfort and a creative atmosphere in class” (p. 97).

Pidborskyi (2012, p. 134) singles out such types of dialogue technologies as problem-search dialogues, seminars-discussions, educational discussions, heuristic conversations,

and analysis of specific situations. The purposes of using dialogue technologies could be different:

- 1) training (predict the interviewer's behaviour, quickly mobilize and provide the necessary information, etc.);
- 2) application of acquired knowledge, abilities and skills in practice;
- 3) training, change of settings;
- 4) development and stimulation of creative thinking, etc.

In the opinion of these scientists, which we fully share, dialogue technologies should be based on the principles of cooperation to solve a certain common goal, the involvement of all teenagers, mutual respect and mutual understanding between the participants of the dialogue, tolerance, and tolerant attitude towards the communicator.

The use of such technologies during the formation of teenagers' readiness for intercultural communication should ensure both the direct interaction of the teacher with students and students among themselves, which facilitates the assimilation of educational material.

Taking into account that, in our case, we are talking about the use of dialogue technologies and methods in the lessons of a foreign language, not the native language of the participants, certain difficulties will inevitably arise during their communication, which depends on the unequal level of foreign language proficiency, communication skills, characteristics of the character, temperament and other reasons. At the same time, the teacher's briefing conducted before the lesson, his presence and control during the lesson, as well as competent intervention in the situation should minimize or completely eliminate all contradictions and inconveniences in communication in a timely manner.

There is no doubt that dialogue methods and technologies provide the opportunity to create many different individual and group situations of intercultural communication. The intellectual and emotional energy of the participants in the training helps teenagers to analyse and evaluate these situations and to learn the basic stereotypes of behaviour more quickly and effectively. This result is achieved thanks to the creation of a natural environment for participants to get to know each other and develop more open relations between them; cooperation of participants in the learning process for joint activities;

encouragement them to turn to their experience and through it to evaluate practical situations of communication in the present. Thanks to the dialogue, teenagers apply language knowledge and skills in practice, acquire the ability to express their own point of view and justify their ideas on the basis of the material studied and the experience gained. In addition, such training introduces students to the rules of foreign language discussion, teaches correct forms of communication depending on the situation, and helps to formulate and express one's own opinion in a foreign language.

In particular, in the course of using dialogue technologies during the formation of the readiness of school students for intercultural communication, it will be quite appropriate to partially use deductive (first the students are informed of the general norms of communication, after which they begin to analyse specific situations in accordance with such norms), inductive (a number of facts are presented with the help of multimedia visual situations are demonstrated, after which the teacher leads teenagers to generalizations), reproductive and problem-solving methods of learning, which involve increased activity of students in perceiving and memorizing new educational material.

Furthermore, these technologies make it possible to widely use the brainstorming method, which should activate the mental activity of students, and contribute to the processes of overcoming communication barriers and the formation of new ideas for solving problematic tasks or situations. This method is perhaps the best way to teach teenagers to cooperate in a team, allowing them to develop creativity, and the ability to make timely and adequate decisions, which is absolutely necessary for the implementation of high-quality intercultural communication.

Also, in our opinion, preparing teenagers for intercultural communication with the help of dialogue technologies should include methods of simulation and interactive modelling, biographical reflection and self-evaluation, and role-playing games.

Thus, the methods of simulation and interactive modelling consist of the artificial creation of specific situations of intercultural communication and the prediction of possible options and results of communication based on different conditions, points of

view and other aspects. Simulation situations, as a rule, are a generalized experience of intercultural communication of all participants in the learning process.

The method of biographical reflection involves understanding one's own biography in order to clarify one's identity as a bearer of national culture, and the forms of manifestation of this identity in everyday life. This method helps to identify one's own cultural standards and reveal the mechanism of cultural self-perception. The self-assessment method is used to identify certain types of behaviour in intercultural communication and consider them from the appropriate angle.

The method of role-playing games is characterized by teenagers playing roles that reproduce frequently repeated situations of intercultural communication. In the study of intercultural communications, this method creates a game experience, thanks to which the interests of the interacting parties, and their form of behaviour, develop the ability to perceive the norms or values of another culture. The value and importance of role-playing games were emphasized by P. Babynska, W. Littlewood, E. Maslyko, O. Pometun, L. Pyrozhenko and other researchers.

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Similar goals are pursued by the project method, which can be used in the presence of a significant problem of intercultural communication, the solution of which requires integrated knowledge, and research (e.g, solving interethnic conflicts with certain groups of people, overcoming culture shock).

From the point of view of optimization of the process of formation of teenagers' readiness for intercultural communication, the following types of projects will be the most interesting:

- Role-playing (gaming), where communication forms of behaviour in situations similar to reality are simulated by means of the game. Their participants perform roles in accordance with the goal and task of the project. In terms of form, role-playing projects are similar to simulation and interactive modelling methods. Participants receive the final results of the project only at the stage of its completion.

- Informative, where the participants collect the necessary information about a certain phenomenon of intercultural communication and conduct a study, analysis and generalization of the information and facts obtained. The purpose of such projects is to create conditions for an independent search of the necessary information, gaining experience in working with various information sources using modern technical means – smartphones, tablets, laptops, etc.

- Creative, where the participants have freedom, both in fulfilling the basic conditions of the project and in the design and presentation of its result. Their goal may be to acquaint teenagers with the peculiarities of cultural communication of certain peoples and ethnic groups, develop intercultural communication skills, in particular, preventing or resolving conflicts, developing students' presentation skills (for example, the ability to hold their own in front of a foreign-cultural audience).

- Exploratory - research, where the students' activities are aimed at solving the problem of intercultural communication, the outcome of which is unknown in advance. The purpose of these projects is to form the skills of search activity and educational research; to develop the skills and abilities of independent activity with educational material. The stages of such projects are identifying the problem, forming an assumption, planning and developing research actions, collecting information, analysing and summarizing it, conducting an experiment, analysing the received materials, processing the search or research result, and public presentation of the project. The product of the activity can be a publication, a directory, a recommendation, etc.

These projects include:

- independent (individual, pair, group) activity of students;
- structuring of the substantive part of the project (with an indication of phased results);
- use of research methods: definition of the problem of the researched tasks arising from it, putting forward a hypothesis for their solution, discussion of research methods;
- discussion of methods of design of final results (presentations, defence, creative reports);
- collection, systematization and analysis of received data; summing up, design of results, their presentation; conclusions, proposing new research problems.

No less important for the process of forming the readiness of modern teenagers for intercultural communication will be the technology, which involves the active use of information and communication technologies and combines elements of games and interactive learning. This technology, called WebQuests, was introduced into scientific circulation by Dodge (1997), a professor of educational technologies at the University of San Diego (USA) in 1995.

In the lesson using this technology, most or all of the information used by students comes from the Internet. The web quest allows both students and teachers to be creative and productive, to use the created educational environment to initiate imagination, solve set problems, and promotes discussion of important issues (Bowman, 2000, p. 100). The web quest provides an opportunity to search for additional information on a certain topic, allowing it to attract huge volumes of information from Internet resources. At the same time, the teacher, focusing on different levels of language training of teenagers, conducts a preliminary selection of sites, which makes it possible to exclude the possibility of teenagers using 'inconvenient' sites for them, or sites with unconfirmed, erroneous or biased information.

Dodge (1997) identified six consecutive stages of the web quest, which present the students' step-by-step activities:

- 1) introduction (contains basic information, and explanations that prepare the student to complete the web quest);

2) task (implies the performance of tasks that allows students to learn and improve current knowledge by collecting information through a web quest, to involve students in research activities);

3) a set of information sources necessary to perform the task (includes Internet resources, web documents available via e-mail, or real-time databases available for online search, as well as books and other documents physically available);

4) settings (inclusion of instructions to resources);

5) description of the process (a detailed step-by-step description of the stages that direct their execution);

6) recommendations (on organizing the received information) and conclusion (analysis and summary) (p. 3).

During the preparation and execution of the tasks of the web quest, teenagers become active participants in the educational process and are fully responsible for solving the questions posed to them. At the same time, students have the opportunity to communicate with real native speakers and study authentic video-audio facts, photo documents, and other necessary information, including in real-time. This forms the ability and skills to choose the most optimal ways of obtaining and using information, and teaches teenagers to independently and timely make adequate decisions in the field of intercultural communication. Thanks to web quests, teenagers can make up for a certain lack of theoretical and practical knowledge, expand their horizons, and develop cognitive abilities, creative initiative and independent thinking.

Another form of problem-based learning is the training method, which also involves the maximum active participation of students, mutual exchange of experiences and the use of effective group interaction. In general, teenagers receive a text with a description of a specific problem. They need to study the situation and choose an adequate solution. Then the students get into small groups, discuss the pros and cons of the proposed solutions and try to establish the most optimal one. In most cases, there is no single correct solution. The simultaneous existence of several alternative solutions and the possibility of choice from the flexibility of the approach to considering problems. Participants are faced with the task

not so much of finding a single answer, but of asking correct and useful questions that may imply the existence of several alternative solutions.

CONCLUSIONS AND PROSPECTS

Considering the recent sharp increase in the volume of communication between Ukrainians and citizens of the European Union, Great Britain, the United States, and other countries, the creation of an effective methodology for the formation of teenagers' readiness for intercultural communication in foreign language classes is considered one of the main tasks for the national high school. After all, the knowledge acquired by teenagers will become the foundation on which, in turn, the readiness for intercultural communication of students of professional educational institutions or institutions of higher education will be formed. Certain part of teenagers, immediately after completing their studies at school, will choose a career path, and then the skills and abilities they have acquired in intercultural communication will be able to come in handy. It has been proven that more effective methods of forming intercultural communication among teenagers in English lessons are such as verbal narrative, explanation, discussion, lecture, illustration method, demonstration, dramatization method, dialogic teaching and technologies, modelling and interactive modelling methods, methods of biographical display, role-playing games, project method, Web quests, training method.

The aspect of the problem related to the development of conditions for the effective formation of intercultural communication among teenagers in English lessons requires further study.

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МЕТОДИЧНИЙ СУПРОВІД ФОРМУВАННЯ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ ПІДЛІТКІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

Валентина Бойчук, аспірант кафедри освітології та психолого-педагогічних наук, Київський університет імені Бориса Грінченка, м. Київ, Україна, v.boichuk.asp@kubg.edu.ua

Вікторія Желанова, доктор педагогічних наук, професор кафедри освітології та психолого-педагогічних наук, Київський університет імені Бориса Грінченка, м. Київ, Україна, v.zhelanova@kubg.edu.ua

Статтю присвячено методичному забезпеченню формування міжкультурної комунікації підлітків на уроках англійської мови. Метою статті є опис методичного забезпечення, яке можна використовувати для формування міжкультурної комунікації підлітків на уроках англійської мови. Провідними методами дослідження обрано аналіз та систематизацію методів формування міжкультурної комунікації підлітків на уроках англійської мови. Зазначено, що в епоху глобалізації та цифрового суспільства розвиток науки, технологій та темп життя людей постійно прискорюються. Тож сьогодні однією з найнеобхідніших навичок сучасної людини є її готовність до міжкультурної комунікації, що передбачає її здатність спілкуватися з представниками різних культур і досягати бажаного результату – взаєморозуміння. Наголошується на тому, що загальноосвітня школа має формувати готовність до міжкультурного спілкування ще з підліткового віку. Цей вік є сензитивним для формування морально-культурних якостей особистості, характеру, поглядів, стереотипів поведінки, мислення, світогляду, що дає можливість прищеплювати підліткам національні та загальнолюдські цінності, виховувати шанобливе ставлення до іншої культури. Також найбільш сприятливим середовищем для набуття та вивчення навичок міжнародного спілкування є урок англійської мови. Без знання англійської мови практично неможливо спілкуватися з представниками інших культур. Визначено, що ефективне методичне забезпечення формування міжкультурної комунікації підлітків на уроках англійської мови залежить від правильного використання, поєднання та послідовності методів, прийомів і засобів. Наведено різні методи формування міжкультурної комунікації підлітків на уроках англійської мови: словесний наратив, роз'яснення, дискусія, лекція, метод ілюстрації, показ, метод драматизації, діалогові методи та технології, методи моделювання та інтерактивного моделювання, методи біографічного відображення, рольові ігри, метод проєктів, Веб-квести, метод тренінгу.

Ключові слова: метод; методичне забезпечення; міжнародне спілкування; підліток; уроки англійської мови.

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