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The Intercultural Communication as a Tool of Multilingual Personality Formation in Modern Educational Space of Ukraine

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Abstract

The innovations in the educational policy of Ukraine are closely connected with global changes in all spheres of human activity: geopolitical problems, migration and emigration, interpersonal and professional contacts. The humanity is in the process of interconnection, interdependence and mutual influence of different countries, peoples and their cultures, religions. Consensus and conflict, cooperation and war make peculiar dialectical pairs, direction and intensity of which determine the viability of any human society. Today these processes in different ways have touched almost every country. Nearly all national and ethnic communities felt the influence of other peoples' cultures both in positive and negative way. This is the influence of cultural exchanges' quantity, direct contacts between state institutions, social groups, public movement and definite individuals of different countries and cultures. The significant increase of migrants and refugees caused by military actions and economic crisis creates additional social problems – ignorance of language and disrespect for the norms and traditions of countries in which they are located. Thus, in the center of intercultural interaction there is a person as a carrier of general human universals and national and cultural peculiarities, which requires certain knowledge, skills of intercultural communication. So, the ability of multilingual personality successfully communicates with representatives of other cultures is very important for today. It is the main task of intercultural training of pupils and student youth. That's why the question as for forming of intercultural communicative competence is very actual, after all it will allow representatives of national communities to adapt more successfully and also to work in the polyethnic environment of Ukraine. The priority directions of education development have been defined in legislative and normative documents which provide successful interaction in all spheres of life. In the proposed article we focus attention on understanding the problem of forming of multilingual personality and its social adaptation in the conditions of modern polycultural society, the cultivation of the culture of tolerant relationships through the forming of intercultural communicative competence at lessons of foreign language in general educational establishments of Ukraine.

Keywords: Intercultural communication, Multilingual personality, Cultural identification, Cultural adaptation, Tolerance, Multilingual education, Intercultural paradigm, Modern educational space.

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Introduction

The essence of intercultural communication as a social phenomenon is in constructive or destructive interaction between representatives of different national and ethnic cultures or subcultures within a certain space-time continuum. At the beginning of the third millennium the great influence of world globalization, internalization and integration processes, which take place also in Ukraine, is observed. One of the task of modern education in such situation is creating conditions for getting by representatives of ethnic communities, the experience of intercultural communication, development of skills and abilities of communication with representatives of other nationalities, in the process of which the forming of intercultural communicative competence is taken place, "...with the help of this competence a school graduate must fully realize his vital needs, plans and intentions in the conditions of increased demand of society for thinking, active, creative and nationally conscious personality" (National Strategy for the Development of Education in Ukraine for 2012–2021 years). Today, in the theory and practice of languages teaching we can see a searching of new approaches to multilingual education. The most actively used communicative, cognitive approaches in methods of native language teaching (Ukrainian, Bulgarian, Russian and Polish etc.), and teaching Ukrainian as a state language provide an adequate level of mastering the language form on all levels of language and speech. However, the problem is that communicative approaches do not sufficiently take into consideration the specific of language as a reflection of the system of cultural values, on the basis of which the concrete communities and models of behavior of their members and also the specific of speech activity as cultural-conditioned speech behavior are created. The fact that every culture finds a unique reflection in the language is indisputable. Mastering only the form of non-native language without talking into consideration the cultural component of its meaning directs to behavior that reflects the native cultural norms of personality which conflict with behavior of carriers of culture and language which are studied. Mastering the new language a person opens up a new attitude and worldview. The way a personality perceives the world is always reflected in concepts formed on the basis of the native language with taking into account all richness of expressive means inherent in this language. Every situation or event is perceived and appreciated by man through the prism of adopted in the native linguistic community cultural norms and values, through the individual's picture (model) of the world.

The concept of our study provides the existence of interconnected concepts which contribute to realization of the principal idea:

Methodological concept provides the choice and interaction of fundamental scientific ideas and approaches to study the problem, which were used in the process of research. The ideas of humanization and human-centeredness in education are fundamental, they determine the axiological aspect of the research, confirm the self-worth of personality, all subjects of the educational process, development and self-development of their essential forces. Important for study are positions of the philosophy of language (V. Humboldt, A. Potebnya, M. Dragomanov), semiotic concept of the culture (Yu. Lotman), positions of humanistic philosophy of education (G. Bashlyar, V. Lutay, M. Mamardashvili), culturological and dialogical concept (M. Bakhtin, V. Bibler, S. Kurganov), the concept of cultural and historical determination of personality's development, unity of language and thinking (L. Vygotsky, A. Luria), ethnopsychological and linguaculturological researches as for manifestation in language of mental setting of the ethnos (N. Arutyunova, A. Vezhbitskaya, N. Vendina, I. Sternin, A. Khrolenko etc.), the theory of activity as a kind of man's activity (S. Rubinshtein, O. Leontiev, I. Zimnyaya), the theory of communication (G. Kolshansky, E. Kluev, V. Konetskaya), linguaculturological theory of interaction of language and culture in language teaching (E. Vereschagin, V. Kostomarov, G. Tomakhin), the theory of intercultural communication (V. Safonova, S. Ter-Minasova, I. Khaleev), ethnopsychological concepts of national features of personality (M. Stefanenko, N. Lebedeva, A. Dmitriev, A. Sadokhin, V. Kochetkov), intercultural communicative competences (Yu. Kim, D. Katan, S. Lukhtenberg, D. Lutsker, G. Gudikunst, M. Mariyama), the concept of intercultural oriented personality (P. Adler, J. Walsh, P. Norto, K. Oberg, M. Yoshikawa), spiritual-value

filling of education (V. Andreev, Sh. Amonashvili, V. Bezdukhov, Yu. Kuliutkin, S. Dneprov), the concept of language personality (V. Vinogradov, G. Bogin, A. Bogush, S. Ermolenko, N. Galskova, O. Zalevskaya, Yu. Karaulov, V. Krasnykh, L. Matsko, T. Simonenko, Yu. Sorokin, I. Khaleeva, O. Shakhnarovich etc).

Theoretical component defines basic concepts, theories, ideas, positions, definitions which determine the understanding of the essence of multilingual education's development, specific tasks, principles, structure, content, methods, devices of formation of intercultural communicative competence

Technological concept provides the development of the model of multilingual personality's formation by means of intercultural communication.

During the study we followed some principles:

- *Objectivity*, (taking into account the factors which contribute to the formation and further development of multilingual personality's intercultural communicative competence, conditions under which the becoming of the specified category of personality take place, the adequacy of research approaches and means which give opportunity to get the true knowledge about the process of forming of multilingual personality, provide exclusion of subjectivity, one-sidedness and bias in selection and evaluation of received facts);
- *Essential analysis*, (correlation in the researched phenomena, external, special and individual penetration in their internal structure, disclosure of conditions of using and functioning and also factors of the development, opportunities of purposeful change);
- *Genetic principle* (consideration of technology of forming of multilingual personality by means of intercultural communication on the basis of the analysis of conditions of researched phenomenon origin, further development);
- *Logical and historical* (combination of study of object's history (genetic aspect), theory (structures, functions, object's connections in its modern state), prospects of the development);
- *Conceptual unity of the research* (explanation of the researched phenomenon, based on common positions, understanding of essence and regularities of the educational process in educational establishments with polyethnic contingent);
- *Systemicity* (the specificity of the system is not limited by features of the constituent elements, but it is connected with the nature of their interaction with each other. The main task is cognition of the character, mechanism of intercultural communication, human relations and polyethnic society).

Results and Discussions

Conceptual Framework

The intercultural paradigm of modern language education first of all concerns the principles of forming of polycultural personality, how this personality expresses himself in language structures and language activity. Feeling a great influence of philosophical, culturological, ethnological, sociological, psychological, pedagogical views, it offers its approach to understanding the boundaries of subject area of the educational space – correlation of the culture and society – as a complex and contradictory whole, produces its content and conceptual apparatus, methods and procedures of study of polycultural language personality (Zagorodnova, 2018).

The ideas of polycultural education took place, as known, in works of educators-classics (Ya. A. Komensky, I. G. Pestalozzi, J. Z. Russo, S. Rusova) and consistently developed by foreign and domestic scientists (V. Andruschenko, J. Banks, Z. Gasanov, O. Hriva, A. Dzhurinsky, V. Matis, P. McLaren, S. Nieto, P. Sysoev, N. Yaks). In scientific works of Russian scientists V. Borisenko, E. Bondarevskaya, V. Gershunsky, O. Gukalenko, A. Dzhurinsky, Z. Malkova, M. Pafonova and others "polycultural education" is considered as a phenomenon of culture, and as a mechanism of transfer of social experience, and as a special sphere of pedagogical values, as a new informational environment and even, it is important to note, as a paradigm of the XXI century. In the scientific and pedagogical

community of Ukraine, the aspects in which the problem of polycultural education are studied are also extremely diverse: “polycultural education” (O. Hryva, V. Kompaniets, A. Solodka); “Polycultural / Multicultural environment” (A. Bogush, A. Gluzman, A. Dubaseniuk, G. Nazarenko A. Suschenko); “Polycultural competention / competence” (R. Agadulin, L. Vorotnyak, V. Kuzmenko). Leading Ukrainian scientists have come to the conclusion that polycultural education expands the horizons of educational activity, from preschool to higher educational establishment, as it cultivates tolerance as a norm of moral behavior, forms in personality the readiness for active activity in modern socicultural conditions, aspiration for mutual understanding with representatives of other racial, ethnic, confessional, cultural and language communities.

The important meaning for consideration the intercultural communication as an instrument of forming of multilingual personality in modern educational space of Ukraine has the analysis of principles of forming of multilingual personality in conditions of polycultural space or in the aspect of correlation of key concepts “culture – society – language”. In this connection we note that the most popular methodical principles of multilingual education are: the principle of dialogue of cultures; the principle of linguadidactic culturoconformity; the principle of domination of problem cultural studies tasks; the principle of integrativeness and cultural variability; the principle of cultural reflection (Panova, 2008).

The study of works on philosophy, psychology, pedagogics and also study of statistical materials and documents of the Ministry of Education and Science of Ukraine gave opportunity to assert that there is necessity to create the methodology of forming of personality’s humanistic culture in polycultural education, based on principles of the philosophy of humanism, cross-culturalism. In the aspect of philosophy of humanism, the education of humanitarian culture of personality of polylinguals there have been considered the attitude to personality as a higher value, because it requires the forming of integrity, the system of world vision and its place in it on the basis of unity of the theory and personal social experience. Through the prism of cross-culturalism there have been considered the formation of personality’s humanitarian culture, in giving the help in cultural identification in polycultural environment, in getting of meanings and experience of intercultural interaction. The development of personality’s humanitarian culture should be carried out by means of forming of own creative forces, through the transformation of this development into self-organized process of highlighting of cultural values and ways of life.

The development of cross-cultural dialogical thinking of polylinguals in the context of those transformations which take place in modern linguistic education raises controversy and search of methodological principles continues till today. The development of methods, means of forming of intercultural communicative competence as an instrument of forming of multilingual personality provides the presence of scientifically grounded methodology, in the creation of which we use the thesis that specific of the content of educational subject defines the methodology of its study. One of the means of forming of such thinking is study and teaching of humanitarian courses in educational establishments with polyethnic contingent.

The conceptual ideas which contribute to the formation of cross-cultural dialogical thinking and forming of multilingual personality, adequate to sociocultural demands of multilingual society are the idea of intentionality. So, the principle of cross-cultural dialogism is suggested as one of methodological foundations of forming of intercultural communicative competence as an instrument of forming of multilingual personality.

According to defined principles there have been determined the necessary conditions for the development of polycultural personality by means of intercultural communication:

- a) Orientation to polycultural and multilingual education;
- b) Combination of communicative, culturological and humanistic approaches to study of languages and cultures;
- c) Accounting of variability of the culture in every concrete language community;

d) Attention to the content of cultural symbolism and cultural phenomena;

e) Creating of professional and oriented technologies which contribute to cultural enrichment of language practice.

The retrospective and comparative-content analysis of theory and practice of language education of national communities' representatives shows the necessity of searching the means of solving the contradictions between:

- Growing interest of personality to style of life, the culture of those who live next to, the desire to communicate with peers of another nationality;
- National self-consciousness, which arises on the basis of opposition "they" and "we" and constant feeling of uniqueness "our" relatively "alien";
- National and international education, patriotism and citizenship (Panova, 2007).

The given dialectical contradictions arise from the nature of intercultural dialogue, they are constantly renewed, and therefore the society needs corresponding to every stage of the development of personality mechanisms of their removal. In method of teaching of any language it is necessary to solve the problem of interethnic cultural communication. The using of modern pedagogical experience of foreign language teaching in conditions of interethnic communication is a very actual task, which needs the new methodological orientation. In our case this task is formation of intercultural communicative competence of multilingual personality at the angle of cross-cultural linguistics, cross-cultural psychology, forming of intercultural language paradigm of personality.

Ukrainian and foreign researchers (O. Belyaev, N. Bondarenko, M. Vashulenko, E. Vereschagin, J. Gorina, I. Gudzhik, V. Zagorodnova, V. Kononenko, V. Kostomarov, L. Palamar, O. Potapenko, L. Skurativsky, G. Elizarov and others) recognize that for efficient intercultural communication language personality must master the intercultural competence, inherent language personality as a cultural mediator, who has learned through the language both features of different cultures and features of their interaction.

The research sources in sociolinguistics, psycholinguistics and cross-cultural psychology allow asserting that the concept "personality" is connected not only with the peculiarity of every person, its unique individuality but also with its experience of social interaction. These two aspects of personality – individual and social are most become apparent in the process of its speech activity, sphere of social activity, that provides the interaction with other participants of communication, and also individual, creative activity connected with the concept of self-realization of personality in the process of communication. The assimilation of norms of communication and communicative behavior is connected with the process of becoming the communicant's personality. The modern situation of interethnic communication envisages not only the imitation of norms and rules but also certain selectivity in real circumstances of communication connected with getting goals of communicative activity. In fact, a person constantly has to care about what and how to do, what speak in certain circumstances, constantly reflex, it makes us to know the specific of cultural space of personality's activity, its speech activity (Zagorodnova, 2011).

So, there was a need to appeal to the notion "language personality", in particular, to consider scientific views as for multi-level organization of language personality, principles of its forming. The special attention is paid to thoughts of scientists as for forming of "language personality", "bilingual personality", since the language personality exists in culture, reflected in the language, in forms of social consciousness, behavioral stereotypes and norms, subjects of material culture, and a great role certainly belongs to values (concepts of meanings) of people whose language is being studied (Cheresova, 2016).

For this research interesting is the complex of questions connected with social nature of language, its social functions, mechanism of influence of social factors on the language and role of language in the life of

society, social language differentiation, language situation in Ukraine, interaction of language and culture, bilingualism and multilingualism.

There have been made the analysis of scientific literature with the aim of clarifying the concept "bilingualism", studying its nature, estimation and there have been defined various characteristics of the phenomenon of bilingualism, which depend on what is interesting to researchers: development of the phenomenon of bilingualism (as a process of mastering the second language); the result of bilingualism (the ability to complete formal language or cognitive tasks); social aspects (cultural identity, intercultural relations). There have been defined that representatives of national communities, represented in Ukraine are characterized by natural bilingualism, since take place a simultaneous assimilation of native, state and foreign languages and this assimilation realizes by means of direct contact in the medium of native speakers.

The science from which the methods of foreign language teaching, in particular, takes the information about peculiarities of language learning, character of forming at polylinguals of language and speech knowledge, abilities and skills and also development of communicative abilities connected with necessity in communication, – pedagogical psychology, age psychology, social psychology, cross-cultural psychology. Psychological and psycholinguistic grounding of the researched problem is based on the works of B. Baev, L. Vygotsky, I. Gorelova, M. Zhyntkin, I. Zymnyaya, O. Leontiev, O. Luria, I. Sinitsa.

In the conditions of multilingual environment most questions cause psychological peculiarities of speech activity of senior school age pupils. The psychological analysis of the structural organization, subject content and main mechanisms of speech activity shows the importance of defining as a main object of teaching of pupils-representatives of national communities of foreign language, namely, speech activity. It helps to define levels and components of speech activity and to realize the forming of intercultural communicative competence of multilingual personality (Cherezova, 2014).

Pedagogical Framework

There have been considered the pedagogical principles of forming of intercultural communicative competence of multilingual personality in general educational school. There have been defined that the problem of teaching of related and non-related languages is relevant for today and it is based on study of language contacts and connections which have in linguistics ancient and strong traditions, it is based on fundamental, as for formulation the problem and attraction of rich factual material, works of O. Potebnya, L. Bulakhovsky, O. Shakhmatova, F. Krymsky, P. Zhytetsky, and others. At the beginning of 90's linguists (O. Bigich, O. Blizniuk, A. Bohush, G. Boretskaya, N. Borisko, V. Buchbinder, N. Bondarenko, K. Goloborodko, I. Gudzyk, G. Koval, M. Kochergan, S. Nikolaeva, N. Sklyarenko, O. Khoroshkovskaya and others) paid attention to the necessity of development of new type of program, textbooks and methodical textbooks, which would be used in educational process in conditions of bilingualism, polylinguism on contrastive and alternative basis – study as a rule, two languages, with defining their similarities and differences. During studying of different aspects of this problem in the practice of teaching the second language there have been determined peculiarities of teaching with using of interlingual comparison (comparison, contrast), analogy, that to some extent contributed to the development of pedagogical science. However, the problem of language education of pupils-bilinguals, - polylinguals and also using of Interlingua comparisons on different language levels in cross-cultural aspects is not investigated.

The result of teaching of pupils-bilinguals, - polylinguals of foreign languages with above conceptual factors should be the formation of intercultural communicative competence of the specified category of pupils that is necessary condition for successful integration into polyethnic society, and allows them effectively take part in the process of interethnic communication (Glazkova, 2018).

The phenomenon of communicative competence in domestic linguadidactic was researched by O. Bigich, O. Blizniuk, A. Bogush, G. Boretskaya, N. Borisko, V. Bukhbinder, O. Vishnevsky, O. Vovk, L. Zenya,

O. Kvasova, L. Knodel, L. Kulish, S. Litvin, M. Lyakhovitsky, V. Manakin, S. Nikolaeva, N. Scliyarenko, O. Khoroshkovskaya and others. The communicative competence is considered by scientists as a speaker's ability to communication in various communicative situations and in its structure they call the following components: language, speech, pragmatic, sociocultural, lingua country study and other kind of competences. The analysis of linguadidactic researches as for structural organization of communicative competence of pupil and normative documents on questions of realization of communicative and activity approach to teaching language has allowed deepening into the essence of "intercultural communicative competence".

The intercultural communicative competence of pupil is a pedagogical structural phenomenon which provides such components:

- Orientation in various situations of interethnic of cultural communication;
- The adequate orientation of bilingual, polylingual in own psychological potential, partner's potential, in language situation;
- The ability to build intercultural dialogue with other nationality people;
- Internal means of regulation of communicative actions;
- Intercultural knowledge, skills and abilities of constructive communication;
- Internal resources, necessary for building of effective communicative action in definite situations of interpersonal interaction (Zagorodnova, 2011).

In the theory and practice of language education there is a great pedagogical experience of using of effective technologies the application of which provides the development not only external indicators of the level of language and speech knowledge, skills and abilities but also internal cognitive needs, personality formations, value orientations, directs pupils to active educational and cognitive activity with the aim to achieve a giving final result. For today the interest to educational technologies is determined by the humanization of education, orientation on the development of personality potential of pupil; changing the paradigm of "knowledge able person", armed by the system of knowledge, skills and abilities, on the paradigm of "a person prepared for life", ready for active, creative activity in all spheres of life of democratic society, capable to develop intellectually, morally and self-improve physically (Nischeta, 2013).

There have been generalized the theoretical approach as for definition of the concept "pedagogical technology" suggested by educators: K. Bakhanov, V. Bezpalko, M. Klarin, B. Likhachev, V. monakhov, G. Selevko and others. The domestic theory and practice of implementation of technological approaches to teaching is reflected in scientific works of P. Halperin, N. Talyzina, Yu. Babansky, P. Erdieva, M. Klarina and others. The peculiarities of forming of intercultural communicative competence during study of foreign language were considered by such scientists: O. Bigich, O. Blizniuk, A. Bogush, G. Boretskaya, N. Borisko, V. Buchbinder, O. Vishnevsky, O. Vovk, L. Zenya, O. Kvasova, L. Knodel, L. Kulish, S. Litvin, M. Lyakhovitsky, V. Manakhin, S. Nikolaeva, N. Sklyarenko, and teaching Ukrainian as a foreign language – Y. Gladir, I. Zhovtonizhko, T. Efimova, A. Kulik, T. Laguta, O. Trostinskaya, G. Tokhtar, B. Sokil and others. The problems of using the innovative technologies in teaching of foreign languages were considered by O. Kovalenko, E. Mozhar and L. Oleynik.

We have been grounded the expediency of choosing of such innovative technologies as technology of the development of critical thinking, technology of projects. During forming of intercultural communicative competence, educational and methodical support of this process should be directed on creating the base for the development at every senior pupil the critical thinking, since thinking person finds real facts for grounding his decision, and it is practically harder to manipulate such person. It recognizes the right of another person to own opinion, to productive exchange and compromise solution of problems of any part of society (Panova, 2009).

For modern graduate of educational establishment it is important to master thinking ability, to find and process information, analyze situation, adequately evaluate results, clearly express own thoughts, be able to constructively interact with others. Formed abilities of critical, creative thinking provide making optimal decisions, openness to new ideas and knowledge, solving problem tasks and formulating conclusions, making decisions (Glazkova, 2012). It requires the discipline of mind that means ability to argue own thought, to convince its correctness, listen and understand partner's position, putting yourself on his place, to evaluate own ideas: their verity and falsity, rationality or irrationality; compare ideas (hypothesis), evaluate them and choose optimal.

The principles of teaching have been considered as the main landmarks in organization of educational process, on which the target, content, activity and productive components of created method are based. The method of forming of intercultural communicative competence includes three groups of principles:

- 1) Key principles of educational system (humanization, national orientation, cultural conductivity, multiculturalism), which are the main points that denote construction, functioning and development of the language educational system of Ukraine;
- 2) General didactic principles of teaching (unity of educational, developing functions, scientific content of teaching methods, systematic and sequence, availability, consciousness and pupils' activity, visibility, connection of study with practice);
- 3) Specific principles (intercultural orientation of the process of teaching the second language, cognitive and intellectual direction of the process of language teaching, taking into account psycholinguistic nature of bilingualism, taking into consideration the linguistic and educational experience of pupils, extralinguistic principle, integrated teaching to all types of speech activity).

The effectiveness of intercultural teaching of pupils-bilinguals-polylinguals depends on methods, techniques and means of teaching, which were selected taking into consideration of the purpose, stage of study, age pupils' peculiarities and their general development. It is necessary to pay attention to such methods of teaching of foreign language: cognitive (explanatory-illustrative, partially-problematic, problematic or search); method of comparison (hidden, open); training (imitational, reproductive, operative, productive-creative or communicative).

According to V. Bogoroditskaya (1974), M. Penteliuk (2000), O. Khoroshkovskaya (2000), V. Shovkovoy (2003), the teaching of the second language should be based on maximum accounting of linguistic pupils' experience in their native language and in another language which they learn as a second language. During learning a foreign language by pupils-bilinguals, - polylinguals we use interlingual comparison, which some scientists call as a method and it consists of two techniques – comparison and contrast. The comparison, based on analogy, gives opportunity to define common in systems of two languages on all levels of their structure, and contrast is used for distinguish of language phenomena and gives positive effects during study of partially similar, opposite or specific language phenomena. The comparison is considered as organizing basis of the educational process and as one of the effective method.

The comparison as an organizing basis of foreign language teaching finds its using in determining the content of educational material in programs and textbooks, in the process of lesson planning of language and speech materials, ways of presentation of theoretical material (with learning of definitions and rules or without it), the process of selecting of linguacultural study of language material for exercises, explanations of national stereotypes of speech behavior and culture of communication, ways of presentations of specific language units, forming of study assignments (Nischeta, 2017).

In our research we widely use the comparison, which contributes deep conscious mastering common and distinctive in both languages, develops pupils' grammatical thinking, language orientation, and creates conditions for success forming of speech skills and abilities. The using of comparisons is also due to overcoming of interferential influence of native language, that due to differences in systems of native

language and foreign language, it is constant source of certain group of typical mistakes and creates considerable difficulties during teaching the second language.

The mastering identical language phenomena in related languages is suggested to build on intercomparison, since interlingual oppositions can be defined by means of comparison of two contacting languages. It is expedient to make any comparison only if there is a certain general measurement unit. The comparison during study of languages, according to R. Borsuk, V. Bogoroditsky, V. Hak, V. Shovkovoy can be classified: 1) in significance (basic comparison – are used systematically, they are important for forming of language competence; optional – are used seldom, they are necessary for forming of communicative competence; 2) by the source of comparison (comparison with native language, comparison with other languages, comparison of related languages); 3) for the purpose of comparison (in order to study of grammatical phenomena; in order to master the linguistic categories; in order to supplement and correct knowledge, skills and abilities); 4) by the number of used languages (bilingual, polylingual); 5) for openness (open – pupils' attention is focused on phenomenon similar in native language; hidden – pupils' attention is not focused on phenomenon similar in native language) (Zagorodnova, 2011).

The using of the method of intercomparison in foreign language teaching provides creating of such conditions: primary idea about language phenomenon with the prior actualization of basic knowledge of related language; defining the special peculiarities which are observed in formal expression of the content of one or another language phenomenon. It is necessary to pay attention to stages of mastering of language material: 1) comparison by means of classification of language phenomena; 2) the analysis of language phenomenon which reveals peculiarity; the synthesis of language phenomenon; 3) selection and abstraction of one property, peculiarity; 4) generalization of signs, phenomena, common for certain language phenomenon in comparable languages.

There have been used new methods which for today are relevant and effective: linguaculturological commentary of language facts (V. Telia), which is based on interdependence of language and culture; elements of conceptual analysis (S. Kosharna, N. Mishatina), aimed at cognition of cognitive processes which take part in creating of meaningful shades of words-concepts. The giving methods were concretized during of experimental training of the following techniques:

- Analysis and selection of associative rows to a certain word;
- Techniques of vocabulary work;
- Oral or written creation of cultural background of individual words and phrases;
- Etymological analysis, etymological commentary, etymological sketch; analysis of meaningful shades of word meaning in the context;
- The analysis of influence and interaction of foreign and native languages on the example of functioning of language units and language phenomenon, linguacultural units and linguacultural phenomena;
- Selection of synonyms, antonyms, comparison of paronyms and interlingual homonyms in foreign and native languages;
- Compiling of regional vocabularies and thematic thesauri;
- Work with phraseological units, using aphorisms, quotations, precedent phenomena;
- Interpretation and comparison of toponymic, onomastic vocabulary of foreign and native languages;
- Aspect and complex types of text analysis, linguaculturological analysis and culturological commentary of texts;

– Sociolinguistic and sociocultural references and commentaries to texts of local writers and publicists;

– Deploying the word of the text and folding the text to key word; “crystallization” of the meaning of the text and micro text by means of creating of cinquain (“semantic anagrams”, “semantic pyramids”).

Named the phenomenon and its analogy in the language which is studied simultaneously, the teacher resumes in pupils’ memory all knowledge got in the previous lessons. This process must be controlled by teacher who has sufficient knowledge for comparison of related and non-related languages.

Conclusion

On the basis of the analysis and generalization of philosophical, psychological and pedagogical, linguadidactic researches of scientists there have been defined that the basis of effective teaching of foreign language is the development of intercultural communicative competence of pupils (communicative, speech, sociocultural, language).

The definitions of the content of basic concepts of the research contributed to their clarification: competence approach to teaching of foreign language – strategic direction, which covers the process of foreign language teaching, directed to forming and development of competencies through the gaining the experience for implementation of social roles by pupils, prevention and stirring up conflicts of communication between representatives of different cultures; intercultural pupils’ communication – the process of communicative interaction between representatives of different nationalities, accompanied by linguasociocultural information, the result of which is moral, value enrichment of every participant of communication, and interpretation terms: “intercultural communicative competence (communicative, speech, sociocultural, language)”.

There have been defined factors of the influence on the process of forming of the giving competences: cognitive (contributes to intellectual development, increasing of tolerance level) and motivational (defines the purpose of the activity, increases the interest in learning of foreign language, culture, rules of interaction with representatives of other cultures), emotional (represents the level of comfort of communicative situation). There have been determined that forming of competences of intercultural communication is due to personality’s psychological spheres and it is an indicator of how the student’s activity correlates with his needs.

There have been defined approaches to forming of competencies of intercultural communication (competence, personality-oriented, communicative, intercultural), realization of which allows a personality to get qualities necessary for integration in sociocultural space: understanding of uniqueness of cultures and ambiguity of phenomena, the willingness to cooperate with representatives of other cultures, forming of abilities of tolerant attitude to human rights and freedoms. There have been characterized general didactic, methodical and specific principles (consciousness, consistency and sequence, connection theory and practice, creative character of teaching, activity and educational character of teaching, communicability, taking into account the native language, text centrism, domination of problematic cultural study tasks, cultural variability and cultural opposition); methods: consciously-comparable, consciously-practical, audio-lingual and intercultural; techniques: analysis, comparison, transformation, discussion, modeling, construction, project work, presentation; system of exercises: receptive communicative, reproductive communicative, productive communicative, receptive conditional-communicative, reproductive conditional-communicative, productive conditional-communicative, receptive non-communicative, reproductive non-communicative.

On the basis of the analysis of educational and methodical support (curricula, textbooks) there have been defined that in spite of the great quality of suggested educational programs and foreign language publications which have a considerable amount materials for the development of communicative, speech

and language competencies, problem of forming of intercultural communicative competence is still relevant. The forming of the giving competencies on the basis of competence approach requires the introduction in the educational process tasks aimed at comparing different cultures for the development of sociocultural awareness, tolerance, deprivation of sociocultural stereotypes, mastering skills and abilities for using this knowledge in accordance to communicative situations.

On the basis of the analysis of the current educational and methodological support (curricula, textbooks, manuals) it was found that despite the large number of offered educational programs and foreign language publications that contain a considerable amount of materials for the development of communicative, linguistic and linguistic competencies, the problem the formation of intercultural communicative competence is still relevant. Formation of the indicated competences on the basis of a competent approach requires the introduction of tasks in the educational process aimed comparing different cultures for the development of socio-cultural awareness, tolerance, deprivation of socio-cultural stereotypes, the acquisition of skills and abilities to use this knowledge in accordance with communicative situations.

There have been characterized components of intercultural communicative competence of senior pupils: value (awareness of meaning of language training, mastering speech, communicative and intercultural strategies of communication), cognitive (mastering the system of knowledge of language, culture, history, rules of etiquette, necessary for interaction with representatives of other cultures), active (to use skills and abilities for solving various practical problems), culturological (knowing universal components of different types of cultures, their expression in speech and models of behavior), there have been defined criteria (motivational and value, cognitive, professional and communicative, lingual cultural study), indicators and levels of formation of competencies of intercultural communication of pupils (reproductive, conscious-situational, active and creative).

There have been worked out and approved the effectiveness of the method of forming of intercultural communicative competence of senior pupils in the process of foreign language (English) teaching.

There have been proved that effectiveness of the process of forming of components of intercultural communicative competence depends from taking into account the realization of principles, approaches, methods and techniques.

The experimental method provided the using of complex of texts, dialogues, exercises, which are necessary for perception, comparison, analyzing of different cultural (traditions, sociocultural norms, communicative peculiarities) and linguistic phenomena.

The giving research doesn't touch all aspects of the problem of the development of intercultural communicative competence of pupils in the process of foreign language teaching.

The prospect of further scientific research we see in creation of electronic didactic complex and further study of questions in improvement of forms, methods and techniques of multilingual personality's formation.

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