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Developing Intercultural Competence As A Strategic Goal Of English Language Teaching At Primary Schools

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ABSTRACT

This article presents the problem of developing the ability of primary schoolchildren for the dialogue of cultures and to substantiate the concept of intercultural ability, or the ability to intercultural communication. Within the framework of this concept, primary foreign language education is interpreted as “a method and purposeful process of development and self-development of the personality of a younger student and his abilities for intercultural communication by managing a teacher and his educational activities, aimed at cognition and self-education, at revealing the potential of a student in the process of mastering a foreign language speech activity as a new way of communication in terms of interaction with a teacher, peers, including native speakers” [3, p. 97].

KEYWORDS

Primary foreign language education, intercultural ability, intercultural communication, dialogue of cultures, personality development.

INTRODUCTION

Primary school is the first and very important step in language acquisition where the child

develops, all his abilities, interests and the formation of values.

Since 2010, the subject "English language" is being taught as a subject of primary schools in our country. New standards for general primary education have been approved. The state standard of primary general education is aimed at the implementation of a personality-oriented developmental model of primary school and is designed to ensure the fulfillment of the following main goals:

- Development of the pupil's personality;
- Development of the pupil's abilities and skills for learning activities.

MATERIALS AND METHODS

According to the scholars such as N. D. Galskova and V. V. Safonova, in the field of methods of teaching foreign languages are unanimous that the goal of teaching foreign languages is the development of the personality of a younger schoolchild who is capable of a dialogue of cultures. According to G.V. Elizarova, intercultural competence is included in the communicative competence and is an obligatory part of it. Foreign scientists argue that the formation of intercultural competence requires the development of skills that affect the cognitive, behavioral and affective spheres of human activity (M. Hyde). Since there is no concept of competence in the standard for general primary education, goals and results are formulated in the category of ability. Therefore, it seems appropriate to consider the concept of intercultural competence of a younger pupil in the category of abilities and in the framework of the concept of developing foreign language education. The purpose of developing foreign language education is to develop the personality of a younger student and the complex of his abilities for successful interaction with the

outside world in a foreign language (Z.N. Nikitenko). Following Z.N. Nikitenko, we believe that developing foreign language education includes three aspects: development, upbringing and learning.

We proceed from the postulate that the ability for the dialogue of cultures is based on two integrative abilities: the ability for intercultural communication and communication ability.

The model of the ability for intercultural communication was developed by A. Knapp-Potthoff who implemented the tasks of primary foreign language education. According to this model, the ability for intercultural communication includes the following components:

- Affective, or emotional-evaluative;
- Cognitive;
- Strategic or behavioral.

The affective, or emotional-evaluative, component of intercultural competence, according to A. Knapp-Potthoff, presupposes the student's desire to perceive the "other", empathy, and tolerance. The cognitive component is based on the synthesis of knowledge about the native culture and culture of the country of the target language, as well as general knowledge about culture and intercultural communication. The strategic component includes strategies for learning the culture of the target language country. Based on A. Knapp-Potthoff's model to the conditions of elementary school, relying on the main provisions of Z.N. Nikitenko's concept of developing foreign language education can be a good model for the formation of the ability for intercultural communication of a younger

pupil. This model is aimed at the implementation of the culture-creating (educational) function of foreign language education, which is interpreted as "education and self-education as the spiritual and moral development of the personality of a younger pupil" [3, p. 117]. The model of intercultural ability (meaningful aspect) is based on three abilities identified by Z. N. Nikitenko: spiritual and moral, cognitive and educational and cognitive ability. They all underlie the ability for intercultural communication. The model provides for the conjugate development of the ability for intercultural communication and spiritual and moral ability. Spiritual and moral ability is an ability aimed at moral orientation in the surrounding world. The student must learn to distinguish between what is good and what is bad. This ability is manifested in virtuous actions (Z.N. Nikitenko). The ability for intercultural communication is impossible without the formation of a spiritual and moral orientation. Foreign language education is designed to lay the foundation of intercultural communication in the student and develop spiritual and moral values.

The 1st component is educational. We form the ability for spiritual and moral orientation of the personality traits of a junior schoolchild, necessary for communication. Perception of a foreign language, knowledge of the culture of the country of the target language, the need to communicate with representatives of other cultures. Spiritual and moral education is focused primarily on fostering love for their homeland, a sense of patriotism, pride in their country, their culture.

The second component is cognitive. And the third component is educational and strategic. This component is formed in the course of educational activities. In educational activity, self-development of the student takes place, who acquires moral values, new abilities, including cognitive (perception, attention, thinking, imagination, memory), and acquires the ability to learn. It is important to highlight the strategies that the student uses when mastering a foreign culture, and those strategies that are used in the methodology.

CONCLUSION

In conclusion, we can say that the presented model of intercultural ability is aimed at developing the personality image of a younger student. In the model, we have identified those abilities and components that implement the culture-building function. The first component is related to the goal of developing foreign language education. Morality is a priority. The second component reflects the content and is culturally consistent, in which not only a foreign language culture should be represented, but also a native one. The third component reflects the development of the student, the ability to adequately represent his culture, how he learns the culture, what strategies he uses and what strategies are offered to him for learning another culture.

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