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FORMATION MODEL OF THE STUDENTS INTERCULTURAL SKILLS ON THE BASIS OF THE COMMUNICATIVE ETHNOGRAPHIC APPROACH AT STUDING OF FOREIGN LANGUAGE

The model of intercultural skills development for the students on the basis of communicative-ethnographic approach consists of four interconnected blocks: target, theoretical, technological and evaluation-effective ones [2, p.183]. Despite the fact that the implementation of the communicative-ethnographic approach in practice is carried out in interaction with other approaches, thereby creating conditions for the continuation of language and socio-cultural education in the conditions of immersion in an authentic linguistic and socio-cultural environment.

This model is based on a combination of the following approaches: systemic, competence, personal-activity, communicative-cognitive, socio-cultural and communicative-ethnographic. In practice, these approaches are implemented by taking into account the general didactic principles (awareness, activity, accessibility, individualization) and methodological principles (communicative orientation of learning, situational and thematic organization of learning, novelty, dialogue of cultures, didactic cultural similarity, dominance of problematic cultural tasks, cultural reflection and cultural variability).

The method of the developing students' intercultural skills in the conditions of immersion in an authentic linguistic and sociocultural environment based on communicative-ethnographic approach includes five stages (preparatory, research, analytical, product creation and evaluation) by using three methods of ethnography (observation, questionnaires and interviews) and complex of problem tasks. [1, p.19].

A special role in the development is to determine the lingvodidactic characteristics of the communicative-ethnographic approach to teaching a foreign language and culture in the conditions of immersion; determining the nomenclature of the students intercultural skills developing on the basis of the communicative and ethnographic approach; identification and substantiated psychological and pedagogical conditions for the development of intercultural skills of the students on the basis of communicative and ethnographic approach; development of a model and technology for the development of students' intercultural skills based on a communicative and ethnographic approach.

Communicative and ethnographic approach is one of the modern cultural approaches aimed at the formation of foreign language communicative competence and intercultural competence which are studied in terms of immersion in an authentic linguistic and socio-cultural environment. It is implemented in close connection with the systemic, competence, communicative-cognitive, socio-cultural and multicultural approaches allowing those who are learning to continue foreign language education in the process of educational internships in the countries of the studied language.

Literature:

1. Лавриненко О. Л. Структурно-функціональні особливості мовної особистості студентів: автореф. дис. ... канд. психол. наук; Волин. нац. ун-т ім. Лесі Українки / О. Л. Лавриненко. – Луцьк, 2011. – 19 с.