

FEATURES OF USING INTERNET RESOURCES IN THE PROCESS OF FORMING THE INTERCULTURAL COMMUNICATIVE COMPETENCE OF STUDENTS AT A TECHNICAL UNIVERSITY

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Abstract: *Information and communication technologies are considered as a means of forming the intercultural communicative competence of students in the additional educational program "Translator in the field of professional communication" at a technical university. The purpose of the research is to analyze the features of using internet resources in the process of forming the intercultural communicative competence of students at a technical university. Internet resources are presented, which are the source of authentic audio, video and text material. The problem of the research lies in the insufficiently developed model of using the pedagogical capabilities of Internet resources in teaching humanities in English with the aim of creating a high level of intercultural communicative competence of students of technical specialties at the university. Methodical recommendations on the application of these resources in the practice of teaching disciplines of a regional and cultural nature, practical use of the language in communicative situations are given.*

Keywords: intercultural communicative competence, information and communication technologies, internet resources, authentic materials, methodical recommendations.

Information technologies have firmly entered the system of the modern educational process, providing an advantage in mastering and fixing new knowledge, repeating the studied material, creating their own cognitive content. Foreign and domestic researchers are working on improving the effectiveness of the process of teaching foreign languages through the use of new information technologies. In the higher education, there was a need to use the potential of information technology and Internet resources for the development of intercultural communicative competence of students.

Since recently, the teaching a foreign language implies an approach to language not only as a means of communication, but also as a means of learning a different culture, acquaintance of representatives of other cultures with customs, traditions, and peculiarities of one's own culture¹. Today it becomes relevant to consider the concepts of "language", "culture" and "communication" in connection with the category "competence". The concept of competence is correlated with the complex

¹ N.D. Gal'skova, *Modern methods of teaching foreign languages*, ARCTI, Moscow, 2004.

goal of training a specialist, realizing his ability to creatively perform activities on the basis of formed motives, personal qualities and abilities to use normatively acceptable patterns of behavior in the professional field. The concept of professional competence is broader than the concepts of knowledge, skills and abilities, as it includes them and connects with professional motives, abilities, ideology and attitudes of the specialist's personality, his social behavior, opportunities for self-fulfillment and self-expression in the professional sphere. Mastery of competence creates the basis for the development of professionalism (productive ways of acting) and mastery (flexibility, plasticity and adaptability to new situations). Therefore, it is no coincidence that in modern world practice, key, invariant, multifunctional and interdisciplinary competences are the way to renewing the content of higher education².

Communicative and intercultural competences form a single whole, ensuring the ability and readiness for adequate interaction of students within the framework of the dialogue of cultures. The mastering of culture begins with the realization of values and norms, their internalization and manifestation in the cultural-specific features of behavior. It is impossible to see the culture itself. Its manifestations are visible only in behavior, actions, judgments, reactions and speech style. Therefore, the scientific interest is the comparison in the course of intercultural communication of behavioral models of representatives of different cultures, which can coincide and differ.

Intercultural communication is the interaction of behavior patterns, which purpose is the exchange of meanings on the basis of cultural and linguistic codes. The language code is the most important component of culture and forms in many ways the so-called the world picture³. The language world picture, created with the help of language, is a verbal thesaurus – the semantic connections of words and concepts that reflect cultural differences. The essence of intercultural communicative competence is defined as functional skills to understand the views and opinions of representatives of another culture, to correct their behavior, to overcome conflicts in the process of communication as well as to

² E.A. Tenilov, "Competence approach in vocational education as a methodological basis for forming the competitiveness of a graduate of the university", in *Technologies for Improving the Training of Pedagogical Staff: Theory and Practice*, 2008, no. 10, p. 14-20.

³ M. Byram, *Developing the intercultural dimension in language teaching*, 1998. Available at: www.lrc.cornell.edu; J. Lehtonen, *Globalization, national cultures, and the paradox of intercultural competence*, 2000. Available at: www.viesti.jyu.fi; E. Phillips, *IC? I see! Developing learners intercultural competence*, 2001. Available at: www.sedl.org.

recognize the right to the existence of different values and norms of behavior⁴.

In the practice of teaching students of the Industrial University of Tyumen on the additional educational program "Translator in the field of professional communication", the formation of intercultural communicative competence has a number of features. First, students receive basic engineering education, which does not involve a deep immersion in the world of foreign culture. Today, the tendency of the humanitarization of engineering and technical education is increasingly evident, which would allow specialists to possess not only their professional skills, but also interpersonal interaction skills on a conflict-free basis, communication at the level of mutual understanding and support as well as constructive dialogue. Secondly, the number of hours allocated for the study the disciplines is limited. This encourages the teacher to search for new forms, methods and techniques for the formation of the intercultural competencies. These include the use of Internet resources.

The advantage of Internet resources displays in that that global geopolitical changes occurring in the world almost daily cannot be reflected in textbooks. The information in the textbooks is gradually becoming obsolete, forming some, sometimes false, stereotypical notions about the culture, way of life and national character of the inhabitants of the countries of the studied language. The linguistic and stylistic component of student's books and textbooks differs markedly from those in Internet resources. In the educational process there is a model of blended learning, which includes both online and offline components⁵. The study of disciplines of a regional, cultural and practical use of a foreign language in communicative situations is accompanied by an appeal to authentic material located in the search engines Google, Yahoo, Yandex, etc. Of course, when studying the life and culture of the country of the studied language, podcasts for learning English can be invaluable. A podcast is some audio files, most often in MP3 format, or video files, often in flash video FLV format, which are distributed over the Internet. Podcasts, as a rule, have a certain theme, and are issued with a certain periodicity. Podcasts can be created both by ordinary people and by large TV and radio companies. These resources allow getting the most

⁴ I.L. Pluzhnik, *Formation of intercultural communicative competence of students of the humanitarian profile in the process of professional training*, Tyumen State University, Tyumen, 2003.

⁵ A. Müller-Hartmann, "The role of tasks in promoting intercultural learning in electronic networks", in *Language Learning & Technology*, 2000, vol. 4, no. 2, p. 129-147.

approximate vision of the culture of the country of the studied language. The actual authentic materials that make up the matter of Internet content are characterized by the naturalness of lexical filling and grammatical forms, the situational adequacy of the language tools used.

The purpose of this study is to identify the peculiarities of the use of Internet resources in the process of forming intercultural communicative competence of students studying in the additional educational program "Translator in the field of professional communication". The subject of the study is the process of forming communicative skills that ensure the readiness and ability of students to implement adequate intercultural interaction in various communication situations. The object of the study is the Internet resources used in the practice of teaching such disciplines as "Life and culture of modern Britain", "Functional stylistics" and "Practical foreign language".

Materials and methods

The problem of the research lies in the insufficiently developed model of using the pedagogical capabilities of Internet resources in teaching humanities in English with the aim of creating a high level of intercultural communicative competence of students of technical specialties at the university.

The formation of intercultural communicative competencies among students studying a foreign language as an additional specialty is the basis of the professional skills of future translators. The intercultural communicative competence creates a basis for professional mobility, preparation for rapidly changing living conditions, brings the specialist to the standards of world achievements and increases the opportunities for professional self-realization⁶.

Let us consider the origins of the formation of the intercultural communicative competence in the conditions of academic bilingualism. Problems of formation of intercultural competence are widely studied in different aspects by domestic and foreign scientists (N.D. Gal'skova, I.L. Pluzhnik, V.V. Safonova, P.V. Sysoev, V.P. Furmanova, M. Byram, H.R. Hammer, E. Murphy).

Representatives of the American school (F. Trompenes, G. Hofstede, E. Hall) developed a number of models of culture, singling out the its levels: a) external, observed (explicit) language, artifacts (cultural

⁶ G. Fischer, *E-mail in foreign language teaching. Towards the creation of virtual classrooms*, Stauffenburg Medien, Tübingen, 1998.

objects), myths, symbols, rituals, traditions; b) hidden, unobservable (implicit), which is the essence, the core of the national specifics, its "cultural significance" – norms, values, influencing communication, actions, basic ideas, attitudes and experiences⁷. That is why, despite the fact that the language and other components of the explicated layer are on the surface, their cultural significance is invisible and cannot be correctly interpreted by representatives of another culture without understanding the essential, apparently not observed constituents of culture: values, value orientations, basic concepts and norms. Values influence the choice of language tools, speech style and regulate the communicative actions of a person, the way of thinking, attitudes, emotions and feelings that underlie the behavior. For the successful decoding of meaning, it is necessary not only to know the language, but also extra linguistic factors – the world of national culture, i.e. cultural context.

The use of modern information technologies in education has a relatively small history. However, the accumulated experience shows that the formation of intercultural competence with the means of modern information technologies can lead to success only if a number of pedagogical conditions would be observed. These conditions include the following: the availability of a technology (step-by-step algorithm) for the formation of intercultural competence; the availability of tasks for analysis, discussion and interpretation of the information received; the availability of tasks for cultural reflection; the availability of assignments in which students act as representatives of their native culture; the authenticity of the materials for discussion⁸.

The psychological and pedagogical foundations of the introduction of new information technologies into the educational process are set forth in the papers of V.P. Bepalko, E.S. Polat, I.V. Robert. The content component of the information technology training at the university was developed by V.V. Bizyuk, Yu.A. Pervin, A.D. Ursul, S.G. Grigoryev and others. Papers of M.N. Berulava, Yu.S. Branovsky, V.S. Lednev, V.A. Tikhonov are devoted to the theories and methods of using the new information and communication technologies in education. Researches of S.K. Golubeva, O.V. Lobach, A.B. Solovova, I.Yu. Morozova are devoted to the use and evaluation of the effective use of certain information technologies in education. Some aspects of the information culture

⁷ T.V. Karamysheva, *Learning foreign languages through a computer*, Soyuz, Saint Petersburg, 2001.

⁸ T.V. Karamysheva, *Learning foreign languages through a computer*, Soyuz, Saint Petersburg, 2001.

problem from the point of view of the humanization of education are discussed in the papers of G.G. Vorob'ev, B.S. Gershunsky, A.P. Ershova, I.C. Ladenko, E.H. Shiyarov and others.

The influence of the Internet resources on the formation of the intercultural competence of students studying in the additional educational program "Translator in the field of professional communication", in the process of studying such disciplines as "Life and culture of modern Britain", "Functional stylistics" and "Practical foreign language" was investigated.

Basically, these disciplines presuppose only practical lessons, which are completely justified. Lecturing arose as a necessity, as the only way to transfer information, at a time when books were not public domain. But at the present time, when not only any book can be made easily accessible, but also video, presentation, diagram, screencast, podcast, forum and chat, lecturing in the audience becomes less effective for complete and adequate assimilation of information. Audience lecture does not presuppose orientation on the speed, degree, method and level of preparation of students for the perception of new information.

Information technologies allow the teacher to creatively approach to the organization of the learning process, for example, to use the model of the inverted class (flipped classroom), that is, a system when students listen to lectures at home (at a convenient pace), get acquainted with the material in advance (read and translate texts, view videos, listen to audio material), and in classroom discuss the studied material⁹. Students come to classes already prepared. They are required knowledge and understanding the material. The teacher does not need to report information. He/she can ask questions, organize discussions, give assignments and answer students' questions, if something has caused difficulties. Students do not need to write down information. They can work with it, apply and consolidate their knowledge during discussions and tasks. All this allows studying the subject consciously, saving time on the class, immediately moving on to the discussion, working out tasks and exercises.

The use of Internet resources contributes to shifting the emphasis from the role of the teacher as the main source of knowledge to the role of coordinator, the organizer of the learning process. In the field of the teacher's tasks is the activation of cognitive activity of students, the stimulation of critical thinking in the processing of information, the

⁹ E.S. Polat, "New pedagogical and information technologies in the education system", in *Foreign Languages at School*, 1999, no. 3, p. 34-36.

orientation to the personal characteristics of each student. The teacher has the ability to curate content, namely, to search, collect and display digital content on a specific topic. With the help of various tools, the teacher as the content curator collects digital materials in various formats (text, image, audio, video, etc.), assesses their quality and groups them according to one or another principle.

Results and discussion

The authors did a great search and didactic work on the selection of Internet resources that contribute to the formation of intercultural communicative competence of students. Applying methods of observation, experimental research, questioning, continuous selection, cross-cultural analysis, generalization, comparison, we conducted an experimental work for two academic years from 2015 to 2017 on the basis of the Industrial University of Tyumen.

Examples of Internet resources used by us as a material for independent and classroom work in acquaintance with the life and culture of modern Britain are:

– on-line newspaper "Daily Mail".
<http://www.dailymail.co.uk/home/index.html>. Massive English daily newspaper. It has been published since 1896. The news content of the newspaper and its delivery are focused mainly on women. Acquaintance with the news discourse on the material of this newspaper allows the students to keep abreast of the events of the country of the language being studied, to understand the attitude of the English to these events, to see what interests them today, to distinguish between lexical and grammatical forms of the newspaper style language (recognize neologisms, occasionalisms, clichés, see forms organization of headings, to distinguish graphic means of expressiveness, abbreviations, syntactic features of constructing sentences, etc.). Students are asked to collect information about cultural and other events in the country in a week. Then they make reports in English. Thus, this resource is useful in the study of all three of the above mentioned disciplines.

– <http://learnenglish.britishcouncil.org/en> a site about the UK culture, manners, education, about what the British are seen by representatives of other nationalities (quotes), etc., and questions to verify understanding. The section "Britain is great" is of particular interest. It includes audio materials in the form of short reports on the themes of classical and modern literature, music, English, sports, shopping,

knowledge, creativity, rural landscapes, etc. There are also online tests that check the level of understanding of the listener. Tests allow training the new vocabulary, repeating grammar, fixing new knowledge and information.

– <http://highlightmagazine.net/> – online magazine where students can get acquainted with musical novelties, modern tendencies and read interviews with musicians.

– <http://museumcrush.org/> Museum Crush site is interesting for its content in case of acquaintance with museum exhibits, museum houses, collections of ancient and modern fine arts. The site allows subscribing the weekly newsletters and always getting the latest information. The site was created with the support of Arts Council England. Students can see photos of famous and not very famous sights of Great Britain. Students of the additional educational program are engaged in the textbook *New English File* (intermediate and upper intermediate levels). Site information can be useful when studying the topic “In an Ideal World”. Site information can be useful when studying the topic “In an Ideal World”. Students learn to talk about the museums houses of famous people. The site allows making an excursion to the museum house of Virginia Woolf. It is interesting for students to immerse themselves not only in the world of English literature, painting, music, but also the world of English interior, design and architecture.

– www.youtube.com is indisputably indispensable and necessary resource. This source contains materials that can be equally useful in classes in different disciplines. Thus, the lectures of Professor Vernon Bogdanor of Grasham College are devoted to the history of Britain in the 20th century as well as its relationship with the countries of Europe and the world. Listening to the professor's lectures enables students to perceive literary English, but also to get acquainted with the peculiarities of the public speaking (addressing the audience, the pace of speech, the transition from one point of the narrative to another and feedback).

Useful for the formation of certain aspects of intercultural communicative competence is the speech of British Prime Minister David Cameron at a meeting in Munich. The theme of his speech was designated as Multiculturalism. The students were given the task to watch and listen to the speech of the prime minister, to reveal the peculiarities of his public speaking, to assess his English humor and the reaction of representatives

of other countries as well as to reveal the problems in the country connected with extremism and terrorism¹⁰.

Questions of multiculturalism in Great Britain are raised in a series of videos on you tube Life in the UK (Multicultural Society, UK whites and ethnics, choose to live apart, UK Demographics, migration, life of families, etc.).

– <http://www.onestopenglish.com/> is supported by Macmillan English Campus. This site we use for classes in the English Stylistics. The site allows working with fragments or with full texts of English modern and classical literature, making excursions to the sights of London, etc. An important element in the formation of the intercultural competence is the development of critical thinking. On this site (subject to subscription to it) plans for lessons on the development of critical thinking are laid out (on the example of reviewing plays by Shakespeare, set by different theaters). In this case, students are attached to the culture of the country, have the opportunity to perceive the play of actors of the best theaters, develop writing skills, reasoning and the ability to think critically.

– https://www.metodkopilka.ru/testovye_voprosy_po_stilistike_angliyskogo_yazyka_dla_uchaschihsya_iii_kursov_lingvisticheskikh-50181.htm the site contains tests on the Functional Stylistics of the English language. It contains three options and answers and includes topics such as: The subject of Stylistics. The notion of style and its function. The expressive Means and Stylistic devices. The levels of the language structure. Poetic words. Archaic proper words. Barbarisms and foreignisms. Neologisms. Special colloquial vocabulary. Slang words. Jargonisms. Professionalisms. Dialectal words. Vulgar words. Phonetic expressive means and stylistic devices. Pausation. Intonation. Phonetic stylistic devices. Onomatopoeia. Alliteration. Lexical expressive means and stylistic devices. Metaphor. Irony. Zeugma. Pun. Antonomasia. Emotive interjections and exclamatory words. Interjections. Epithet. Oxymoron. Simile. Paraphrases. Peculiar use of set expressions. Cliché. Proverbs and sayings. Epigrams. Quotation. Allusion. Hyperbole. Site tests can be used for intermediate testing of students for the mastering of each section.

– <http://oltest.ru/tests/> is another online testing on Functional Stylistics. Here there are questions on knowledge of stylistic devices,

¹⁰ M.M. Polekhina, V.A. Limonzeva, I.S. Karabulatova, M.S. Vyhrystyuk, “The evolution of the concept of "terror" / "terrorism" in modern scientific knowledge as a factor in ensuring the security of modern society”, in *Astra Salvensis*, 2018, vol. 6, no. 12, p. 695-704.

expressive means of language and features of functional styles, present in English-speaking discourse.

– http://bbc.co.uk/russian/learning_english/ - Russian Air Force service puts on this site the latest news from various spheres of life, including weather, food, fashion, etc. The teacher can find relevant, interesting, useful articles for working with students, using the method of summarizing and commenting on articles. Students have a set of cliches and expressions to perform this kind of tasks. Authentic material allows the practicing the skills of oral and written communication using a modern "living" language.

– [http://www.englishzoom.ru/wp-content/uploads/2015/05/Heads Up English.jpg](http://www.englishzoom.ru/wp-content/uploads/2015/05/Heads-Up-English.jpg) is a site that helps to prepare a practical lesson. It is a source of didactic material for working on documentary and feature films. Assignments are pre-review questions and post-review questions, questions that stimulate one's own opinion and critical thinking. Students performed such tasks after watching the movie "The King says", demonstrating important aspects of culture, life and politics of the country of the language being studied¹¹.

– <https://breakingnewsenglish.com/1709/170913-handwriting.html> is a site having newspaper articles and various assignments to them. For example, "Cambridge University may end handwritten exams" allows the students immersing themselves in the atmosphere of higher education in England, seeing the problem field, comparing the state of the educational systems of our country and England.

One of the options for immersion in the linguistic and cultural environment of the country of the studied language is communication with peers via Skype or through a social network, for example Facebook. Correspondence and communicating with peers from an English-speaking country by exchanging e-mailing, gives students more time to analyze the letter and think through the answer and communication can be either individual or group. The exchange of electronic messages promotes the development of students' communication and writing skills. Oral communication with peers in a foreign language promotes the development of communication skills, fluency of speech, development of phonemic hearing, sociability, removal the language barrier in further communication. Accordingly, this leads to the formation of intercultural

¹¹ E.S. Polat, "New pedagogical and information technologies in the education system", in *Foreign Languages at School*, 1999, no. 3, p. 34-36.

communicative competence of students and the expansion of their horizons.

Experienced work on the formation of intercultural communicative competence of students of a technical college allowed us to get positive results. In the field of tasks of experimental work on the formation of the intercultural communicative competence there was the creation of a multifaceted view of students about life, culture, expressive means of language and behavioral models in various communicative situations. One result was the fact that students began to get rid of stereotypes. If at the beginning of the experimental work the students represented the English as a secretive and arrogant nation, which representatives speak to the outsiders only about the weather, then by the end of their training they had a slightly different opinion enriched by various qualities, such as high intelligence, advanced technologies, highly developed culture, eccentricity, cheerfulness, goodwill, love for sports, pets, enthusiasm, punctuality and others.

The greatest interest and emotional response from students was caused by work with video resources. On the second place students put learning through the audio material. Learning through the texts of online publications was the most common for students¹². All three types of Internet resources contributed to an increase in both explicit and implicit levels of the development of intercultural communicative competence, manifested in improving the indices of foreign speaking, understanding the speech by ear, as well as understanding the context, the ability to carry out competent dialogical communication, broadening the horizon and raising the level of general education.

The use of modern information technologies in education has a relatively short history. However, the accumulated experience shows that the formation of intercultural communicative competence through modern information technologies can lead to success only if a number of pedagogical and didactic conditions would be observed. These conditions include the following: the availability of an algorithm of actions when working with Internet resources, the availability of tasks for analysis, discussion, interpretation, i.e. critical understanding of the information received; availability of tasks for cultural reflection; the availability of assignments in which students act as representatives of their native culture;

¹² A. Sailaukyzy, R. Shakuova, K. Sak, T. Lebedeva, "Contemporary view to the history of Kazakhstan's democratic journalism and publicism", in *Opcion*, 2018, vol. 34, no. 85-2, p. 825-849.

authenticity of the materials for discussion, a positive emotional background and increased motivation for internalization.