



**РАЗВИТИЕ МЕЖКУЛЬТУРНЫХ НАВЫКОВ У СТУДЕНТОВ НА
ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА**

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Development of crossculture

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АННОТАЦИЯ

В этой статье исследуется развитие межкультурных навыков у учащихся на уроках английского языка, подчеркивая значение этих навыков в развитии глобальной компетентности. Такие стратегии, как включение аутентичных культурных материалов, содействие совместной деятельности и использование технологий для виртуального обмена, позволяют студентам участвовать в значимом межкультурном взаимодействии. Результаты показывают, что учащиеся, которые активно участвуют в межкультурной деятельности, демонстрируют улучшенное знание языка, повышенную культурную чувствительность и межкультурную компетентность. В статье подчеркивается важность межкультурных навыков в подготовке студентов к успеху в глобализированной рабочей силе и подчеркивается необходимость постоянного профессионального развития преподавателей. Уроки английского языка служат платформой для развития межкультурных навыков, давая учащимся возможность принять разнообразие, отметить культурные различия и стать гражданами мира, способными ориентироваться и вносить свой вклад в многокультурное общество.

Ключевые слова

межкультурные навыки, межкультурное понимание, культурный обмен, инклюзивная классная среда, аутентичные культурные материалы, совместная деятельность, виртуальные обмены, знание языка, культурная чувствительность, межкультурная компетентность, культурное разнообразие, коммуникативные навыки.



DEVELOPMENT OF CROSS-CULTURAL SKILLS OF THE STUDENTS AT THE ENGLISH CLASSES

ABSTRACT

This article explores the development of cross-cultural skills among students in English classes, emphasizing the significance of these skills in fostering global competence. Strategies such as incorporating authentic cultural materials, facilitating collaborative activities, and leveraging technology for virtual exchanges enable students to engage in meaningful intercultural interactions. The results demonstrate that students who actively participate in cross-cultural activities exhibit improved language proficiency, heightened cultural sensitivity, and enhanced intercultural competence. The article highlights the importance of cross-cultural skills in preparing students for success in a globalized workforce and emphasizes the need for ongoing professional development for educators. English classes serve as a platform for nurturing cross-cultural skills, empowering students to embrace diversity, celebrate cultural differences, and become global citizens capable of navigating and contributing to a multicultural society.

Key words

cross-cultural skills, intercultural understanding, cultural exchange, inclusive classroom environment, authentic cultural materials, collaborative activities, virtual exchanges, language proficiency, cultural sensitivity, intercultural competence, cultural diversity, communication skills.

INTRODUCTION

In an increasingly interconnected world, the ability to navigate and appreciate cultural differences has become an essential skill. This article explores the development of cross-cultural skills among students attending English classes. English language education serves as a unique platform for fostering intercultural understanding, as it brings together individuals from diverse backgrounds and provides opportunities for meaningful cultural exchange. By integrating cross-cultural components into English language instruction, educators can empower students to become globally competent citizens. In an era of unprecedented global interconnectedness, the acquisition of cross-cultural skills has emerged as a critical competence. This article delves into the multifaceted process of developing cross-cultural skills among students attending English classes. English language education serves as an unparalleled platform for fostering intercultural understanding, as it brings together individuals from diverse backgrounds and facilitates meaningful cultural exchange. By purposefully integrating cross-cultural components into English language instruction, educators have the power to equip



students with the necessary tools to become globally competent citizens capable of navigating our complex world.

METHODS

To facilitate the development of cross-cultural skills, English classes can incorporate several effective strategies. First and foremost, instructors should create a supportive and inclusive classroom environment that encourages open dialogue and diverse perspectives. This setting allows students to engage in discussions about their own cultural backgrounds and learn from their peers. Additionally, educators can introduce authentic cultural materials such as literature, films, and music, which expose students to different customs, traditions, and worldviews. [2]

Furthermore, incorporating collaborative activities and group projects in English classes can foster intercultural interactions. Pairing students from different cultural backgrounds for joint assignments promotes understanding, empathy, and the exchange of ideas. Technology can also be leveraged to connect students with English learners from other countries through virtual exchanges, online forums, or video conferencing platforms, enabling them to engage in meaningful cross-cultural exchanges.

To facilitate the holistic development of cross-cultural skills, English classes can incorporate several effective strategies. Firstly, instructors should strive to establish a supportive and inclusive classroom environment that encourages open dialogue and welcomes diverse perspectives. Creating such a milieu empowers students to engage in discussions about their own cultural backgrounds while fostering an atmosphere of respect and curiosity. Furthermore, educators can introduce authentic cultural materials, such as literature, films, and music, which expose students to a rich tapestry of customs, traditions, and worldviews. [3]

In addition, incorporating collaborative activities and group projects within English classes can foster intercultural interactions. Pairing students from different cultural backgrounds for joint assignments not only promotes understanding, empathy, and the exchange of ideas, but also facilitates the development of teamwork and communication skills. Moreover, technology can be harnessed to connect students with English learners from other countries through virtual exchanges, online forums, or video conferencing platforms, thereby allowing them to engage in meaningful cross-cultural exchanges, broaden their perspectives, and develop lasting connections.

The use of project methodology, collaborative learning methods, the use of gaming technologies, the use of comparative analysis methods, etc. The inclusion of learning materials with linguistic and cultural content, including newspaper text, the use of song material and the use of the national-regional component are



components of the educational material that directly motivate students to learn the language. [14].

One of the most effective tools in the development of the sociocultural skills of the students is promoting of interethnic relations, where patriotic and international education is of great importance. Sociocultural competence implies the readiness and ability to live and interact in a modern multicultural world. This means proper and accurate use of:

- the means of forming sociocultural skills at the English classes;
- work out lesson activities focused on building sociocultural skills through the development of four skills: reading, writing, listening and speaking;
- prepare authentic materials taking into account awareness of the students on a certain culture;
- proper and timely use of ICT;
- video and listening materials should not be complicated and selected based on the students background;
- accurate use of song and poetic material as a means of developing auditory skills;
- use of local history material to bring foreign language communication closer to the personal experience of students, allow them to operate in an educational conversation with facts and information that they encounter in their daily lives;
- create and simulate quite real communicative situations: a conversation about the native country and the country of the language being taught.

RESULTS

The integration of cross-cultural components in English classes has shown promising results in enhancing students' cross-cultural skills. Through exposure to diverse cultures, students develop a broader perspective and a deeper appreciation for cultural diversity. They become more empathetic, open-minded, and effective communicators across cultural boundaries. Research has indicated that students who actively engage in cross-cultural activities demonstrate improved language proficiency, higher levels of cultural sensitivity, and increased intercultural competence. [1]

Students should be taught not to limit themselves within the scope of the studied topic, but to expand their statements, to connect them with previously studied topics. Speech situations are considered as examples of life situations, in which students of a certain age what the age-appropriate foreign language program asks of them, they say a lot and willingly. The use of situational pictures helps to activate students' speech activity. You can speak from pictures, choosing from the material stored in your memory what is required for a conversation in a certain



situation. Students themselves become actors. You should try to give such tasks in the class that stimulate their creative thinking, for example, rebuses, puzzles, etc.

The integration of cross-cultural components in English classes has yielded promising outcomes in enhancing students' cross-cultural skills. Through exposure to diverse cultures, students develop a broader perspective and a deeper appreciation for the richness and complexity of cultural diversity. They become more empathetic, open-minded, and effective communicators across cultural boundaries. Research has indicated that students who actively engage in cross-cultural activities demonstrate improved language proficiency, higher levels of cultural sensitivity, and increased intercultural competence.

DISCUSSION

The development of cross-cultural skills in English classes not only benefits students' personal growth but also prepares them for the globalized workforce. In today's interconnected world, employers increasingly value individuals who possess cross-cultural competence, as it enables them to work effectively in multicultural teams, navigate diverse work environments, and engage with international clients and stakeholders. By equipping students with these skills, English classes play a vital role in preparing them for success in their future academic and professional endeavors.

It is essential for English educators to receive training and support in incorporating cross-cultural components into their teaching practices. Professional development programs can equip instructors with the necessary knowledge and methodologies to create culturally responsive classrooms. Collaboration with experts in the field of intercultural education can further enhance the effectiveness of cross-cultural instruction. [5]

The development of cross-cultural skills in English classes not only benefits students' personal growth but also prepares them for the demands of the globalized workforce. In today's interconnected world, employers increasingly value individuals who possess cross-cultural competence, recognizing that it enables them to work effectively in multicultural teams, navigate diverse work environments, and engage with international clients and stakeholders. By equipping students with these skills, English classes play a vital role in preparing them for success in their future academic and professional endeavors.

The main general standard of foreign language education sets the tasks of achieving qualitatively new goals in foreign language learning, in particular: development of its components - speech, linguistic, socio-cultural, communicative competence of a foreign language. compensatory and educational and cognitive. It is known that the construction of the communicative process of learning requires, first of all, the modeling of the situation as a communication unit and how to form



its activity assumes that Situations in communicative education are not used at the final stage of mastering the material, they are not used for learning, but are an important basis for all stages of mastering the material, and are the basis for managing the process of learning foreign language communication. The situation is a complex phenomenon that requires a broad and deep approach to its study. It is important to find the criteria by which the verbal communication situation can be modeled methodologically correctly.

It is imperative for English educators to receive comprehensive training and ongoing support in incorporating cross-cultural components into their teaching practices. Professional development programs can equip instructors with the necessary knowledge and methodologies to create culturally responsive classrooms. Collaborating with experts in the field of intercultural education can further enhance the effectiveness of cross-cultural instruction, fostering a continuous exchange of best practices and innovative approaches.

The scale and intensity of intercultural contacts indicate the need for constant understanding, interpretation, comparison of cultures and cultural values. Intercultural characteristics of nationalities are a wide space for professional, spiritual interaction and exchange, which in turn requires the correct interpretation of cultural aspects where some intercultural similarities, if incorrectly applied, can lead to conflict between representatives of different cultures (ethnic, age, religious, etc.) [22]

This means that competency of English educators and proper and accurate selected materials for the English classes, timely use of ICT at the lessons, focus on the students interests and their awareness about the culture of the country are the most important means for providing effective atmosphere at the lessons.

Using different techniques in teaching vocabulary at the lesson is essential. Lesson vocabulary prepared by an English teacher taking into account the language of another country, being accessible to the student, will help the teacher conduct the lesson smoothly and promote active participation of the students. Vocabulary should not be complicated and difficult to pronounce and remember. It should be simple and practical that students can easily use in their speech. [19]

CONCLUSION

Intercultural communication is an area that requires constant research into cultural patterns of people's behavior and the study of communication styles. The use of intercultural communication is limitless and diverse, and it is relevant for all spheres of human life, which in turn requires the introduction of sociocultural communication as a mandatory element in the education system.

The socio-cultural environment contributes to the dissemination of cultural values; stimulates the interests of the group; promotes active interaction of subjects



of communication; students form an attitude towards basic values, etc. The socio-cultural environment is an incentive for the assimilation of social experience and the acquisition of new qualities by students that are necessary in the process of human life.

English classes present a unique opportunity to nurture cross-cultural skills among students. By integrating cross-cultural components into English language instruction, educators can foster intercultural understanding, empathy, and effective communication across diverse backgrounds. Developing these skills equips students to thrive in our increasingly interconnected world, preparing them to become global citizens capable of navigating and contributing to a multicultural society. Through intentional and well-designed pedagogical approaches, English classes can empower students to embrace diversity, celebrate cultural differences, and build bridges of understanding that transcend borders. English classes present a unique and invaluable opportunity to nurture cross-cultural skills among students. By intentionally integrating cross-cultural components into English language instruction, educators can foster intercultural understanding, empathy, and effective communication across diverse backgrounds. The development of these skills equips students to thrive in our increasingly interconnected world, preparing them to become global citizens capable of navigating and contributing to a multicultural society. Through intentional and well-designed pedagogical approaches, English classes can empower students to embrace diversity, celebrate cultural differences, and build bridges of understanding that transcend borders. In doing so, they lay the foundation for a brighter and more inclusive future.

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