

**Yashin N. Electronic Information-Educational Environment of High School on the Basis of Cloud Computing**

In the article the preconditions for the development, composition and functions of the electronic information-educational environment of high school as a means of implementing blended learning technologies. Select a component of blended learning system based on cloud technologies. The results of implementation of the learning process of the Kazan Cooperative Institute elements electronic information-educational environment. The examples of the integration of the traditional (full-time) training and electronic (including online) technology of the educational process. Attention is also paid to technologies for monitoring educational outcomes and their transformation in the electronic environment. Reveals the power of cloud services for organizing practice-oriented training aimed at developing future specialists professional competences in conditions close to the real business. Electronic information-educational environment focused on ensuring the development of future specialists at the stage of high school preparation of professionally important competencies, the skills of practical work. Marked advantages of using cloud services in the educational process. Thus, on the basis of cloud formed electronic information-educational environment that combines target, substantial, procedural, assessment and correction components and implements a number of important functions: social, communicative, information, production and activity-oriented and professional. It is planned to further develop the electronic components of the educational environment, the development of information and methodological support.

*Key words:* electronic information-educational environment, higher education, cloud computing, blended learning, practice-oriented training.

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**TEACHING CROSS-CULTURAL COMMUNICATION IN  
A FOREIGN LANGUAGE TO STUDENTS OF DIFFERENT  
SPECIALITIES**

In this new and unique millennium where the world is struggling to interconnect mainly under globalization, a wide variety of changes are taking place. In this sense, our first concern as individuals in that large-scale context is not only to outline the impacts of this process upon the world political, economic and commercial systems, but also to go beyond to mark out its

immediate effects on the countries which are seeking change, essentially, for a better future. In this line of thought, Ukraine, the nation which is looking for an internal recovery and international comeback has and still is endeavouring to reform all its systems including the educational one.

Radical changes in our society have changed opinions about the nature of the language and the way of teaching it. The problem is that traditional ways do not consider enough the specific of the language as the system of reflecting the cultural values which is the basic for certain behavior patterns of the communicators. Nowadays the point is not only the possession of foreign terminology on a certain speciality but in a cross-cultural interaction, the possibility to interpret properly and accept socio-cultural variety of communication partners. Accordingly it is necessary to reorient the targets of education on the process of formation the cross-cultural competence in daily and professional life with the orientation on the result of this way of communication with representatives of diverse culture. That is the formation of such kind of personality which will need a foreign language for "daily life" to make the communication in usual situations [2, p. 22] and being able to implement reasonable communication with the representatives of foreign cultures. The frame of reference of effective communication appears to be its productivity and development of cross-cultural competence. In this way cross-cultural communication between different representatives will respond to the needs of developing society.

Recently series of research aimed to solve this problem have been held. Many questions have been discussed. In particular, the questions dedicated to the problem of cross-cultural communication (R. Porter, M. Agar, G. Hofstede, M. Bennet, etc.); the correlation of language and culture (A. Vezhbitskaya, T. Givon, etc.); the content of education in an cross-cultural aspect (V. Safonova, M. Bayram, P. Gurvich, etc.).

It is obvious that effective contacts with representatives of an external society are impossible without certain cross-cultural communication skills. To form them it is necessary to develop cultural susceptibility based on knowledge of communicators' realities, which are the foundation of verbal communication. There is a belief that cultural dimension must be added to methods of foreign languages' teaching. Furthermore, there are no doubts that adopting the forms of different languages without considering a content aspect leads to the actions of reflecting one's own cultural positions which conflicts with actions of other native speakers.

It is necessary for a productive cross-cultural communication to relay on linguistic, psychological features of communicators, to count the features of the cultural phenomenon, to develop person's ability to come out beyond one's own culture and at the same time not to lose their cultural identity. It is needed to consider the culturally conditioned meanings to have the successful teaching. When speaking a common language with foreign cultures' representatives the component of word meaning is defined by native culture and exists on the subconscious level, Its integrations may cause the difference in the

interpretation of events and facts and lead to disruption of communication, as an effective dialogue is based on creating a common culturally conditioned word meanings. It may occur during a mutual activity with a dominant verbal part. It must be known in which way and what meanings are represented in the language using to acquire the ability of creating a common cultural word meaning while communicating with different culture representatives. The same thing concerns any dialogs in a foreign language [1, p. 256].

The attribution of the event values, mechanisms, behavior and adding the cultural meaning of the component to implement accordingly to the system of native word meanings occurs to cross-cultural communication [3, p.76], and that feature should be taking into account in the process of foreign language teaching.

Besides, to perform proper communication with communicators from different cultural societies it is necessary to have general cultural knowledge for "decoding" a foreign speaking culture. The basic knowledge consists of the information that is known to one or another external society. The background vocabulary is words or phrases which have the additional meaning and related semantic or stylistic nuances. They are imposed on the main meaning familiar to the communicators of a certain language group [5]. The lexical background is the knowledge of social reality and represents an important component of communicative competence. Ignorance of it leads to the numerous violations of linguistic standards.

The ability to recognize the foreign language verbal behavior of other cultures' representatives is extremely important. Learning the strategies of communicational behavior, linguistic and cultural features of different cultural representatives contributes to familiarizing "non-native speakers" to the conceptual system, values of native speakers. Adaptation to the business culture of foreign people, socio-cultural content of interaction and implementation will help to develop the most appropriate strategy of professional cooperation in a foreign language [4].

The communication behavior can be characterized from the perspective of certain norms, that provides a communicative way of thinking. In that way, we may say about some communicative rules to follow in a certain linguistic culture: the space-time communication organization, the specific of social interpersonal interaction, the emotional values' side of the communication, levels of context, etc. That is why, it is important to pay more attention to the awareness of social communicative rules, considering cultural and social linguistic features of verbal communication behavior of foreign partners.

Thus, in practice, learning the strategies of foreign cultures' representatives' communicative behavior, learning of background knowledge, objective methods of selection of cultural component of meanings are important tasks in teaching a foreign language, as including the linguistic cultural and social values into the process of teaching allows to deeper insight of the language's developing dynamic and studying the language.

In our opinion, researching the possibilities of various learning activities to the formation of cross-cultural communication skills of students of non-linguistic specialities is a promising task.

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### **Стрельцова В. Ю. Навчання студентів немовних спеціальностей особливостям міжкультурного спілкування іноземною мовою**

У даній статті розглядається проблема формування навичок міжкультурної комунікації в процесі навчання іноземної мови у студентів немовних спеціальностей. Автором акцентується увага на необхідності переорієнтації цілеспрямованості навчання на процес формування міжкультурної комунікативної компетенції нової мовної особистості, яка буде в змозі здійснювати ефективно спілкування з представниками різних інокультур. Підкреслюється необхідність включення культурного і соціального виміру у парадигму навчання іноземної мови. Автор вказує на необхідність опанування фоновими знаннями, ознайомлення студентів з стратегіями комунікативної поведінки представників іншомовних культур, засобами виділення культурного компонента значення слова, що являє собою важливим завданням навчального процесу

*Ключові слова:* міжкультурне спілкування, іншомовна поведінкова стратегія, фонові знання, культурний компонент значення слова.

### **Стрельцова В. Ю. Обучение студентов неязыковых специальностей особенностям межкультурного общения на иностранном языке**

В данной статье рассматривается проблема формирования навыков межкультурной компетенции в процессе обучения иностранному языку у студентов неязыковых специальностей. Автором акцентируется внимание на необходимости переориентации целенаправленности обучения на процесс формирования межкультурной коммуникативной компетенции новой языковой личности, которая будет в состоянии осуществлять эффективное общение с представителями различных инокультур. Подчеркивается необходимость включения культурного и социального измерения в парадигму обучения иностранному языку. Автор указывает на

необходимость усвоения фоновых знаний, ознакомления студентов со стратегиями коммуникативного поведения представителей инокультур, способами выделения культурного компонента значения слова, что является важной задачей учебного процесса.

*Ключевые слова:* межкультурное общение, иноязычная речеповеденческая стратегия, фоновые знания, культурный компонент значения слова.

**Streltsova V. Teaching Cross-Cultural Communication in a Foreign Language to Students of Different Specialities**

The article deals with the problem of teaching cross-cultural communication in a foreign language to students of non-linguistic specialities. The necessity of reorienting the targets of education students of foreign language on the process of formation the cross-cultural competence in daily and professional life with the orientation on the result of this way of communication with representatives of diverse cultures is considered. The frame of reference of effective communication appears to be its productivity and development of cross-cultural competence. To form cross-cultural communication skills it is necessary to develop cultural susceptibility based on knowledge of communicators' realities, which are the foundation of verbal communication. The author views the patterns of implementation of cross-cultural communication as the unique cultural phenomenon. The modern technology as a combination of considerable means for achieving of creative target: optimization of communicative patterns of students who participate in cross-cultural interaction is examined. Special attention is paid to developing of the ability to recognize the strategies of communicational behavior, linguistic and cultural features of different cultural representatives, learning of background knowledge in specific professional context, objective methods of selection of cultural component of a word meaning.

*Key words:* cross-cultural communication, cultural meaning of the word, background knowledge, verbal behavior.

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