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FORMATION OF MULTICULTURAL COMMUNICATIVE COMPETENCE IN THE HUMANITARIAN SPHERE

The result of the university practice that has developed in the field of professionally oriented teaching of foreign languages is that in the process of multicultural communication specialists who have a good command of a foreign language, experience great difficulties in understanding the meaning of foreign language professional communication due to ignorance of norms and values inherent in the culture of another country, unformed multiculturalism worldview, personal behavioral qualities necessary for effective intercultural communicational environment. Thus, there were contradictions between: the need for specialists who are capable to carry out foreign language professional activities at the international level and the lack of a didactic system of their training; one-dimensional, monocultural worldview and demands of globally oriented world to a multicultural reorientation of the system of views; low communicative register of a specialist and the need for a wide spectrum of professional communication skills only at the level of competence; disintegrated professional training and the need for holistic personality development; fast aging of university education and the need to form today those needs, knowledge, skills, abilities, types of behavior that will be especially relevant in the future.

The main task of teaching foreign languages as a means communication between representatives of different nations and cultures is that languages should be studied in inseparable unity with the world and culture of people who speak these languages. The main obstacle preventing the successful solution of this problem is that we perceive other cultures through our prism, therefore, our observations and conclusions are limited to its framework. Sometimes with great difficulties we understand the meaning of words, deeds, actions that are not typical for ourselves. Our ethnocentrism not only hinders intercultural communication, but it is also difficult to recognize, because it is unconscious process. This leads to the conclusion that effective intercultural communication cannot arise by itself, it is necessary to study it purposefully.

It is important to emphasize that the linguistic problems of multicultural communication are the result of difficulties, obstacles and barriers, arising from the process of communication, due to the different language pictures of the world and features of verbal and non-verbal communication. Analyzing studies on this issue, we come to the conclusion that it is possible to distinguish some groups of barriers of multicultural communication: cultural barriers, communication barriers, sociocultural barriers, language barriers, barriers to non-verbal communication.

Mastering a professionally oriented foreign language multicultural communicative competence in the humanitarian sphere is possible if the individual combines the motivational, cognitive-operational, emotional-sensual and behavioral spheres.

Based on this, it is necessary:

- to form motives aimed at expanding intercultural professional experience through immersion in situations that reflect differences in subcultural values and

education of respect for these differences, unbiased, non-stereotypical attitude towards them, focus on establishing professional contacts and relationships;

- to form a cognitive basis, which includes the ability to realize the general and specific in the cultural-linguistic pictures of the world by means of comparison, comprehension and acceptance of culturally specific differences, expressed in norms, values, behavioral samples in the contexts of professional activity, which will allow to overcome ethnocentrism, cultural shock will strengthen the adaptive mechanisms of integration into the intercultural environment;

- to form patterns of behavior, giving them a tolerant character on the basis ability to understand others, flexibility of linguistic and non-linguistic means, non-categorical judgement; to implement the process of formation of multicultural communication based on cross-cultural technologies analysis and commenting on profile authentic texts; contextual observation; training technologies of reflexivity, professional behavior, emotional and speech sensitivity; methods of analysis of professional incidents, solutions of professional significant case situations; self-commenting of multicultural communication situations, analysis of professional sensitivity, key informant; methods of associative deployment of professional perspectives, analysis of culturally marked foreign languages funds.

The issue of formation of multicultural communicative competence in the humanitarian sphere especially when learning a foreign language, is very relevant today and requires further study.