Theoretical Aspects of the Formation of Intercultural Competence of Students Based on Blended Learning Technology

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Abstract: The article describes issues based on the development of intercultural competence based on blended learning technology, describes the history of the development of intercultural communication, intercultural competence and blended learning, the relationship between communication and culture, including values. The technology of blended learning is being developed in the process of forming the intercultural competence of foreign students, using the Internet in synchronous and asynchronous modes; the forms and the definition of blended learning technology are characterized.

Keywords: blended learning, intercultural competence, communication, culture, intercultural communication.

INTRODUCTION

The technology of blended learning for students is aimed at individualizing learning, creates prerequisites for self-development of the individual, provides opportunities for enrichment, accumulation of cultural experience, formation and development of intercultural competence of foreign students, stimulates their independence. In this regard, the problem of the formation of intercultural competence of students on the basis of blended learning technology is relevant.

MATERIALS AND ANALYSIS

In modern scientific literature, the essence of the concepts of "competence" and "competence" in the studies of A.A. Verbitsky, E.F. Zeer, I.A. Zimney, E.Ya. Kogan, E.P. Komarova, A.K. Markova, U.R. Porshneva, J. Ravena, S.B. Seryakova, D. Himes, A.V. Khutorsky; the structural components of competencies and competencies are described, their classification is given in the studies of M.Ya. Abakhman, Yu.Koler, E.P. Komarova, N.V. Kuzmina, R.P. Milrud; the problems of communicative competence were studied (A.M. Erokin, J. Steinberg, etc.); communicative interaction (V.G. Guranov, N.V. Grishina, V. Siegert and others). The problems of the theory and practice of communication are analyzed in the studies of G.M. Andreeva, Yu.N. Emelyanov. The concept of intercultural communication is disclosed in the works of N.D. Galskova, N.I. Gez, N.N. Vasilyeva and others.

The problem of blended learning has become the subject of special research in foreign works (D. Bath, J. Bork, A. Gomez, M. Falhfik, D. Higgins and others) and domestic scientists (N.V. Andreeva, A.S. Bugreeva, A.V. Grishaeva, M.L. Kondakova, E.V. Kostina, etc.). At the same time, the problem of forming the intercultural competence of students on the basis of blended learning technology is considered insufficiently studied, the analysis of scientific literature and educational practice has revealed a number of contradictions between:

➢ the need to form the intercultural competence of students and the insufficient development of theoretical provisions that substantiate this process;

➢ potential opportunities of technology of blended learning of students and its insufficient use in the process of formation of intercultural competence;

➢ the need to assess the level of formation of the intercultural competence of students and the lack of development of criteria and indicators for diagnosing their level.

The intercultural competence of students is considered as an integrative characteristic of the personality of a student who is able to successfully communicate with representatives of other cultures, including knowledge and understanding of national and cultural differences and traditions, systems of value dominants, perception of habits, mores, customs, attitudes of a given society that ensure it. readiness to understand, respect and productively use cultural stereotypes, readiness for successful interaction and cooperation in an intercultural environment.

The structural components of intercultural competence are:

✓ cognitive (knowledge and understanding of the phenomena and value meanings of other cultures, comparing them with their own worldview and cultural experience);

✓ axiological (knowledge of the value dominants of different national cultures, understanding the value basis of national beliefs, traditions);

✓ personal-operational (the ability to interact with representatives of other cultures in situations of intercultural understanding and cognition, the ability to simulate situations, as well as operations and actions related to the use of information and communication technologies, knowledge of a culture of critical thinking, the ability to cooperate with representatives of another culture);

✓ Evaluative-reflexive (the ability to evaluate one's own activity, as well as the activity of the interlocutor, self-reflection, adequate self-esteem).

2. Features of the formation of intercultural competence of students in teaching the foreign language:

➢ learning in the conditions of the language environment by a teacher who is a native speaker of language and culture, learning in the dialogue of cultures;

➢ belonging to different religious denominations;

➢ training in a multicultural group, the need to interact not only with foreigners, but also with students from different countries;

The third stage is the organization of independent work, including work with electronic resources; contributes to the achievement of intercultural value interaction that ensures mutual cultural acceptance.

DISCUSSIONS

Modern information technologies have great potential in solving the problems of developing intercultural competence, since their use allows building the educational process in such a way that intercultural activities carried out within the framework of the taught disciplines are a promising learning environment that can prepare students for the development of intercultural competence [4; 5].

Information technologies are network technologies that use the global Internet in synchronous and asynchronous time modes for the development of intercultural competence [4; 6]. Information technology is one of the progressive technologies for teaching students. This is due to the fact that, firstly, the use of information technology in the educational process accelerates the process of transferring knowledge from teacher to student; secondly, the use of information technologies significantly improves the quality of

education, which allows a person to adapt to the changing conditions of social interaction; thirdly, the active use of information technologies in education is an important factor determining the process of updating the entire education system in accordance with the new standards of modern society.

Within the framework of the technology of teaching foreign language, according to the authors of this article, the most relevant is blended learning, which means the use of a set of tools to ensure the entire learning process and mastering a foreign language and culture of the country of the language being studied, methodology, technology for developing new educational and educational - teaching materials, methods of using new information and communication technologies in teaching, training and retraining of teaching staff who are able to widely use the potential of information technologies in blended learning.

A retrospective analysis of blended learning technology showed that some researchers distinguish three main components of blended learning (face-to-face learning, self-study learning, online collaborative learning) [7]. Others emphasize that within the framework of blended learning, the following components can be "mixed": time (traditional "live" presentation of information and online lectures), place (groups of students in an educational institution and a meeting in a forum or web conference), means (reading printed sources and working with electronic resources) [8].Some scholars note that the ideal "mixing" should include three components: visible learning teachers), formative assessment (it is a constant connection between the teacher and students for guidance, recommendations and control); and the third component is the very mixture of new and traditional technologies [7]. Fourth, define the blended learning method as a combination of known learning modes with technologically mediated methods [1].

In the technology of blended learning, the role of the teacher does not lose its significance, since the teacher must ensure a clear organization of the educational process: the distribution of activities in the class in the classroom and remotely, taking into account the individual characteristics of students, monitoring and self-control of students, the formation and maintenance of motivation, encouragement of independence and productive teamwork.

Within the framework of blended learning technology, a teacher can be considered as a "tutor" - a mentor, trainer, leader, who is an important intermediary between the educational material and the foreign student. The tasks of the tutor are to correct and support the independent work of students, the use of shifted learning technology, and the management of distance learning activities.

The tutor performs the following functions:

- ✓ teacher (source of professional experience),
- ✓ consultant (help and advice to students),
- ✓ organizer of the learning process (learning design, organization of control and interaction between students and the teacher, assessment of their own activities),
- ✓ facilitator (creation of favorable learning conditions),
- ✓ inspirer (stimulation of creative activity and independent work) [3].

The ideological basis of blended learning technology is the principle of independence. Independent work of the student should be intensive, purposeful and controlled. Training can take place in a place convenient for foreign students in accordance with the agreed schedule and the possibility of contact with the teacher. Blended learning technology focuses on the student being helped to learn.

Blended learning technology has great potential in the formation and development of intercultural competence of students.

It is necessary to emphasize the flexibility, individualization, interactivity of the virtual educational environment. In the communicative aspect, blended learning technology is divided into two types: asynchronous and synchronous communication. Asynchronous communication occurs at different times for communicants (e-mail, audio media, conferences, blogs, forums). Synchronous communication takes place in real time while working in the classroom or using interactive whiteboards, online chats, videoconferencing. The two types of communication indicated above can be facilitated by Web 2.0 technologies (blogs, wikis, podcasts), which allow not only to receive information, but also to create resources on the Internet.

CONCLUSION

Thus, the intercultural competence of foreign students develops during the implementation of educational activities using blended learning technology. Foreign students become more open and receptive to learning a new language and culture, which is revealed in their ability to recognize and change their stereotypes and prejudices regarding cultural differences, to form a positive attitude towards them. This allows improving the relationship between foreign students of different nationalities, there is a development of tolerant and empathic attitude towards other cultures and peoples. Thus, the foundations are laid for further successful education of foreign students in universities.

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