

Intercultural competence of school students as a product of interpersonal interaction

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The most significant quality for comprehensive school students in the structure of their personality is that a certain stable determination appears, in which a person's attitude to the surrounding reality, to other people and to himself is concentrated (I.Bekh, G. Kostiuk, O.Krakovskii, etc.). Orientation is the core of personality development. At the comprehensive school age, the main attitude of the individual consists primarily in self-determination, self-realization, in choosing one's life path. In the psychological and pedagogical literature, the leading role of the social determination of the individual at this stage of his development is especially emphasized — direct preparation for life as an adult, for the choice of a specialty, for the performance of relevant social functions [1, p.16]]. The more socially mature a comprehensive school student is, the more his aspirations are aimed at the future, and the more he develops attitudes related to life prospects. Social factors determine the essence of those changes, thanks to which comprehensive school students approach the status of an adult. According to G.Kostiuk, at the age of 14, only 17% of school students of this age imagine their future, and at the age of 15, 84% already plan it. The same applies to choosing a profession.

In this period of the personality development, self-esteem becomes more multifaceted, the number of interests increases, the moral sphere is enriched; dominant needs, values, ideals and other motivators are changing; for example, social motives begin to dominate.

Comprehensive school age is characterized by the expansion of the life world of the individual, the formation of basic interests, among which priority is the interest in one's own personality (“egocentric dominant”), the focus is more on future, broader types of activities than on the current, present (“dominant distances”) [2, p. 37]. In addition, the choice of immediate actions depends on goals and plans for the future. The more important these goals are for an individual, the more they influence his actions and interests. O.Skrypchenko noted that comprehensive school age is characterized by a realistic and practical choice of one of the most stable interests,

mostly directly related to the chosen main lifeline [3, p.26]. Therefore, nurturing the interests of comprehensive school students becomes important, since interests are the basis of any motivation for activity (educational, speech), to acquire knowledge and skills. Cognitive interests are a concrete and materialized manifestation of personality orientation [3, p.16]. They contribute to the subjective involvement of comprehensive school students in a certain sphere of activity and organize the system of their orientation in social reality. We are convinced that the effectiveness of foreign language learning and the formation of intercultural competence is significantly influenced by the teacher's consideration of students' cognitive interests, since the effectiveness of using methods and techniques supported by the student's personal interest increases significantly. The child's individual activity in language learning also increases.

The essence of cognitive interest lies in the fact that it constitutes a disposition — a personality's tendency to cognitive activity based on social needs and is characterized by a positive selective attitude to the object of knowledge [4, p.160]. Their manifestations play an important role in the study of cognitive interests [6, p.123]. Cognitive interests can be limited to contemplative curiosity, when a person constantly needs new information (cognitive level). The highest level of the formation of cognitive interests is practical (praxiological), according to which acquired and realized knowledge is applied in practical activities. An emotional (affective) level is present in each of the above.

Cognitive interests form the basis of educational activity [4, p.123]. In order to identify cognitive interests related to learning a foreign language, we conducted a survey of comprehensive school students of Melitopol schools, which included 70 students, 35% of whom named a foreign language as an educational subject among their interests, 21% - country and culture studies. Comprehensive school students are interested in the culture (art, music) of the country whose language they are studying, youth issues, tourism and sports. The dependence between the level of the formation of cognitive interests and the level of success of school students was revealed: the stronger the motivation, the higher the effectiveness of educational activities. When determining the motives of their interest in a foreign language, 9th-11th grades students, as our research has shown, proceed from the following considerations: 1) the practical importance of the subject (connection with the future profession, the opportunity to acquire the necessary knowledge and skills); 2) ease of learning and the level of teaching of the subject at school; 3) own preferences. Our observations of comprehensive school students proved that when a student becomes aware of an interest in a foreign language, he begins to study it actively. This process is especially typical for students of grades 10-11. A significant role in the activation of interest in a foreign language is played by various factors, among which we define teachers, positive emotions in the lesson, expansion of topics and circles of communication, creative forms of work at the lesson, mass media, as the main ones.

References:

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