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INNOVATIVE APPROACHES TO TEACHING INTERCULTURAL COMMUNICATION IN HIGHER EDUCATION INSTITUTIONS

The effectiveness of a specialist's professional activity in the modern labor market largely depends on the culture of his interaction with service users, colleagues, and partners. Naturally, this communication takes place both in the native language and in a foreign language. The practice of communicating with speakers of a foreign language has shown that deep knowledge of a foreign language does not yet guarantee full understanding and the absence of conflicts with native speakers. University graduates lack professionalism in the process of intercultural communication, which is manifested in the insufficient level of formation of their intercultural competence (understanding the specifics of intercultural relations, communications, and interaction; mastering modern strategies of foreign language communication; the ability to respond tolerantly and openly to cultural peculiarities, settle intercultural conflicts, etc.).

Today there is an increasing search for new approaches that will make intercultural learning exciting for students. Many materials and digital manuals appeared in various manuals published that are part of the productions funded by the European Union within the framework of the Erasmus+ – Key Action 2 for the strategic partnership in higher education. For example, MICEP (Mainstreaming Intercultural Competences in Education Project) presented Methodological Manual Compendium Innovative Practices in Intercultural Education, where case studies and various innovative practices from non-formal education are collected [2]. The purpose of such

manuals is to help develop intercultural skills through progressive practices that promote intercultural awareness and learning. Experiential learning will be favored because training in intercultural skills can only be done through an action-oriented approach toward education. This pedagogical approach, which encourages the active participation of all learners, aims to change behaviors, attitudes, knowledge, understanding of others, and actions. Face-to-face teaching and lecturing do not fit these objectives. To be efficient, learning by doing and active teaching methods are more suitable. Learners have to be actors, even authors of their learning: they get involved in their learning by comparing, contextualizing, thinking, analyzing, cooperating, and communicating. The techniques used here lead the learners to innovate their relationships with themselves and relations to the object of knowledge.

The innovative approach presented here encourages exercises around a subject; a theme can be adapted according to the context, the level, the age of the participants, and the objectives and contents – all of which will turn learners into actors. They are bringing representations, images, themes, and stereotypes to construct knowledge and attitudes collectively. This approach aims to lead learners to develop evaluative, critical, and reflexive thinking for themselves. Learning has cognitive, physical, and emotional dimensions, which are included in the approach of an innovative and active pedagogy.

Collaborative or cooperative modes are essential to developing intercultural skills. These learnings aim at developing both the cognitive aspects and social abilities of a person [1].

Forum Theatre is a teaching tool that works as one's representation – it helps know, identify, and recognize prejudices, points of view – and behavioral change, thanks to acting games [5]. It enables the work with stereotypes and cultural stereotypes to discuss, criticize, and transform them within a group. The notion of a group is also central to the Forum Theatre: all the activities proposed are centered around the group. Role plays, case scenarios and theatre contribute to the development of intercultural competencies, for they encourage learners to act differently from what they habitually would, by using new attitudes, norms, or reactions. The game consists of following rules and respecting new norms, values, convictions, and ideas – in other words, discovering a “new identity”.

Role-play or simulation encourages reflective thinking, and develops and practices new language and behavioral skills in a relatively nonthreatening setting. When participating in role-play activities, higher education students are then offered the opportunity to benefit from the development of their professional skills and identity. Furthermore, the enlargement of metacognitive skills is an intrinsic and integral part of the peer-collaborative role-play experience. Additionally, if the intercultural activity is designed in such a manner, the students can be persuaded to autonomously assume a degree of responsibility. By actively participating in first choosing their topic, the students can then proceed to conceptualize an original idea and construct their dialogue while preparing their personalized role-play scenarios [3].

Case Study. We support the opinion of scientists that the “case-study” method contributes to the formation of one's ability to act effectively in non-standard communicative situations, the development of a wide range of information-searching

and practical-professional skills and abilities, primarily analytical, communicative, reflective, which it is important in the process of intercultural interaction, [7]. The advantages of this method in the context of teaching intercultural communication are the use of methods of problem-based and resource-oriented learning for students to acquire skills: teamwork, information-search and presentation activities, holding press conferences, debates, “round tables”, interactive discussions, etc. The presentation of cases activates the complex knowledge of students from various disciplines, and promotes the development of critical thinking, and reasoned formulation of opinions for solving problem situations. Creation of intercultural cases (for example, “Intercultural models of adaptation”, “Culture shock and reactions”, “Influence of a foreign culture on people’s behavior”, “Misjudgments in the intercultural context”, “Ethnic stereotyping”, “Cultural profile of the country”) involves taking into account the principles of interdisciplinary, integration of knowledge, communicativeness, situational, multiculturalism. The purpose of intercultural cases is to promote the development of the creative abilities of the applicants, their independent cognitive activity, and the ability to build intercultural knowledge and work in groups based on partnership. Intercultural cases allow applicants to simulate real situations of intercultural, business communication, to prepare for conducting business negotiations based on various intercultural discourses. With the help of cases, applicants learn to analyze situations, discuss models of masculine behavior of the participants in the situation, and evaluate the choice of strategies of communicative behavior and ways to overcome ethical problems. Intercultural cases ensure the individual's ability and readiness for intercultural dialogue; formation of tolerance; and elementary skills of communicative behavior in professional communication [4].

Intercultural Training \ Intercultural Workshop. Of particular practical value is intercultural training aimed at the development of intercultural behavior, and cognitive and emotional skills necessary for effective communication and interaction in different cultures. The task of intercultural training is to form a system of intercultural knowledge and skills, values and beliefs, attitudes for positive perception of a new culture, appropriate behavioral reactions, and cultural self-awareness in the participants. Intercultural training is of great significance because it develops auditory skills, oratorical skills, improvisational skills, confidence in communication, appropriate habits and manners of behavior, and adaptability to changes in the cultural environment [6].

Based on the analyzed material, we can claim that the implementation of innovative methods of teaching intercultural communication makes it possible to form practical skills of intercultural communication to avoid misunderstandings as a result of cultural differences and the negative consequences of culture shock. Intercultural innovative teaching methodology is beneficial for students for several key reasons:

1. **Promotes Cultural Awareness and Sensitivity:** It exposes students to diverse perspectives, helping them understand and respect different cultures, values, and traditions. This fosters empathy and reduces prejudice or stereotypes.

2. **Enhances Critical Thinking:** Students are encouraged to analyze issues from multiple cultural perspectives, which improves their ability to think critically and solve problems more creatively and inclusively.

3. Encourages Flexibility and Adaptability: Exposure to different teaching styles and cultural norms helps students become more adaptable, which is crucial in rapidly changing environments, whether in education, the workplace, or personal interactions.

4. Improves Language and Communication Skills: Intercultural methodologies often involve multilingual or culturally diverse communication, improving students' language skills and their ability to communicate effectively with people from different backgrounds.

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МЕТОДИКА КОНЦЕПТУАЛІЗАЦІЇ ГРАМАТИЧНИХ ЯВИЩ ФРАНЦУЗЬКОЇ МОВИ ЯК ЗАСІБ ФОРМУВАННЯ У МАЙБУТНІХ ПЕРЕКЛАДАЧІВ МУЛЬТИЛІНГВАЛЬНОЇ СВІДОМОСТІ

Основною метою навчання іноземних мов у ЗВО, зокрема французької мови як спеціальності, є формування у студентів іншомовної комунікативної компетентності, яка розглядається як здатність спілкуватися, використовуючи