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*Z. I. Guryeva (Krasnodar, Russia)
Kuban State University*

*E. V. Petrushova (Krasnodar, Russia)
Kuban State University*

*N. A. Novogradskaya-Morskaya (Donetsk, Ukraine)
Donetsk Academy of Management and Public Administration*

Activation of independent work of students in the study of the discipline "Foreign language in cross-cultural communication"

В статье обсуждаются некоторые теоретические проблемы активизации самостоятельной работы студентов в процессе изучения дисциплины «Иностранный язык в межкультурной коммуникации». Конечным требованием к овладению дисциплиной является

наличие языковой и коммуникативной компетенции в сфере делового общения на английском языке, достаточной для осуществления деловых контактов. Приоритетные потребности в самостоятельной работе определяются важностью овладения профессиональными компетенциями необходимыми для эффективной бизнес-коммуникации с иностранными партнерами

Ключевые слова: самостоятельная работа, межкультурная коммуникация, деловое общение, языковая компетенция, коммуникативная компетенция, культурный опыт, речевые навыки

The paper discusses some theoretical problems of activating the independent work of students in the process of studying the discipline "Foreign language in cross-cultural communication". The final requirement for mastering the discipline is the presence of linguistic and communicative competence in the field of business communication in English, sufficient for carrying out business contacts. The priority needs for independent work are determined by the importance of mastering the professional competencies necessary for effective business communication with foreign partners.

Keywords: independent work, cross-cultural communication, business communication, language competence, communicative competence, cultural experience, verbal etiquette, speech skills

As you know, international political and business contacts have led to the need to learn English all over the world. Therefore, today, due to various social reasons, millions of people speak English, for whom English is not their native language. The forecasts of linguists that by the end of the XX century English will become an international language have come true. Today, English is used in business communication at the international level. The number of bilinguals is growing.

The problem of mutual understanding in communication, the study of ways to manage speech behavior in our view is connected with the definition of the role of the language of business communication and its functioning in society. This problem is of particular importance in the practice of teaching foreign languages, in the improvement of which the activity-based concepts of communication play an important role. As fundamental ideas in the field of studying speech communication, they provided material for a radical turn to the conditions of natural communication both when teaching native and foreign languages.

The discipline "Foreign language in cross-cultural communication" is aimed at the formation of professionally significant knowledge and speech skills as components of foreign language communicative competence necessary for performing specific types of professional activities. These components include the skills of intercultural interaction to maintain contacts with representatives of different cultures and information and analytical work with sources of information in a foreign language. Mastering the discipline involves the formation and improvement of such knowledge, skills and abilities as: the ability to model one's own verbal and non-verbal behavior, taking into account the social norms of behavior determined by the culture of the

country of the language being studied; knowledge of socio-cultural norms of communicative behavior in a foreign language; knowledge of the rules of speech behavior and speech etiquette in the conditions of professional intercultural communication; the ability to conduct a conversation in a foreign language, participate in discussions, speak publicly on topics within the professional sphere of communication; the ability to process information in a foreign language, both of an everyday and professional nature; knowledge of the culture of thinking, methods and techniques of searching, analyzing and processing foreign socio-cultural information, the use of information resources: dictionaries, reference books, encyclopedias, the Internet; the ability to improve foreign-language professional and communicative competence beyond the mandatory educational program of language training [1].

The final requirement for mastering the discipline is the presence of linguistic and communicative competence in the process of business communication in English, sufficient for business contacts to feel confident in a foreign language environment during foreign business trips, negotiations with foreign partners, job interviews, international conferences, etc.

As a result of mastering the discipline "Foreign language in cross-cultural communication", students should know: norms of pronunciation, reading; lexical minimum of English (at least 3000 units, 1500 of them are productive); a grammatical minimum, including grammatical structures necessary for oral and written forms of communication; the main methods of annotation, abstracting and translation of literature in the specialty.

They should be able to: understand oral speech on everyday and special topics; conduct a dialogue – a conversation of a general and professional nature, observing the conventional rules of speech etiquette [3]; express ideas logically in the conditions of prepared and unprepared speech with a volume of 10-20 phrases in the professional and everyday spheres of communication; read literature on the specialty without a dictionary in order to search for information; read, understand and translate professional literature with a dictionary; present the content of what have been read in the form of a summary and an essay; make reports, reports with preliminary preparation.

They should have professionally oriented intercultural communicative competence, i.e.: skills of reading and adequate understanding of foreign-language texts containing, in addition to the commonly used, general scientific and professional vocabulary (including terminological); skills of operating a foreign-language terminological corpus of their specialty; skills of monological and dialogical speech in oral and written communication with representatives of another culture in the spirit of respect for the spiritual values of other peoples, choosing a neutral / professional form of communication.

One of the most relevant problems of learning a foreign language by students of non-linguistic types of faculties is the activation of self-directed work of students [2, p. 375]. This is an important factor in enriching professional, educational and per-

sonal experience. Independent work involves an active attitude to knowledge, systematic and persistent educational work, which leads to positive results and successful continuing education. As is widely known, activity in learning does not belong to the innate qualities of a person. It is formed in the process of cognitive activity and is characterized by the aspiration and desire for knowledge, mental stress and the manifestation of moral and volitional qualities of students.

The main importance in independent work while studying a foreign language is both the expansion and deepening of the knowledge obtained at the university, and the improvement of foreign language communication skills at the adaptive level. Priority needs for independent work are determined by the need to compensate for what has not been studied, but is necessary for real communication. The tasks and content of independent work are primarily determined by the requirements of mobility in the process of communication in a foreign language.

To stimulate the independent work of students in accordance with the curriculum of the discipline, a Workshop on the practical activities for the discipline "Foreign language in intercultural communication" was compiled. It is aimed at familiarizing students with the requirements of the curriculum and ensuring the effective results of foreign language mastering by students for the purposes of everyday and professional intercultural communication. It also contributes to the effective organization of independent activities and increases the level of proficiency in the foreign language studies.

Independent work is considered to be a special form of training on the instructions of the teacher. It requires a creative approach and the ability to acquire knowledge independently. Independent work of students involves various types of individual and collective activities of students, carried out under the supervision of the teacher. Forms of independent work of students: referencing literature; annotation of books, articles; making reports, abstracts, essays, presentations; doing research work, control work; performing tasks of a search and research nature; in-depth analysis of scientific and methodological literature; independent search work on the Internet, etc.

Independent work of a student in extracurricular time for the purpose can be divided into basic and additional.

Basic independent work involves the preparation of the student for classroom classes and control works. The results of this training are obviously seen in the results of student's activity in the classroom and in the quality of completed control works, test tasks and other forms of control. Basic independent work can be represented in the following way: work with educational literature; search and review of electronic sources, information on an individually specified problem; work with a dictionary, reference book; compilation and development of a dictionary (glossary); listening to educational audio recordings; watching video material; performing creative tasks; preparing for participation in a role-play, business game, creative tasks; performing audio and video recordings; completing homework; studying extra-curriculum mate-

rial; preparing for practical and seminar classes; preparing for a test; preparing a multimedia presentation; implementing a project.

Additional independent work is aimed at perfecting the student's knowledge, developing analytical skills. The types of additional independent work include: research work; participating in scientific student conferences, seminars, Olympiads; participating in the work of student scientific clubs; working with the library catalog, independent selection of the necessary literature; search for information on the Internet. The means of controlling the independent work of students can be: testing; control work; project protection; conducting business games; presentation; Case Study; role-play, etc.

Methodological support for independent work provides a list of topics for independent study, the availability of educational, scientific and reference literature on these topics. As a rule, independent work of students expands and consolidates the knowledge acquired by students in traditional forms of classes. The complex of teaching tools that ensure the independent work of students includes: textbooks and teaching aids; scientific and reference literature; methodological materials; collections of tasks, tests, control tasks; video materials, CD, DVD, Internet resources.

When planning independent work, it is important: to think over effective ways of performing activities; to present the main stages of its implementation, a model of organizing one's own activities based on determining the order and methods of its implementation; to analyze the constituent elements of educational activities in order to find rational and irrational ones among them; to consider the amount of time assigned for translating a text, taking notes, studying a lecture, reading a textbook extract, etc.; to monitor the implementation of the planned tasks daily or weekly, and after performing the training action, evaluate it rationally; to compare the result of self-assessment with the assessment made by the teacher, and determine what their difference is; to correct shortcomings in the performance of educational activities, to be self-critical of the educational activities performed and to perceive the comments of others positively, since constructive criticism allows you to eliminate shortcomings in educational work.

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