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PEDAGOGICAL DEVELOPMENT TECHNOLOGIES INTERCULTURAL COMPETENCE IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE TO CHILDREN OF PRIMARY SCHOOL AGE

Abstract. This article reveals the meaning of such concepts as "intercultural competence", "pedagogical technology", "game learning technologies", "project learning technology"; traditional and innovative pedagogical technologies for the development of intercultural competence, identified by well-known both foreign and domestic researchers, are given as an example; describes the most effective, from our point of view, technologies for the development of intercultural competence, namely: the technologies of game and project-based learning used in foreign language lessons at the stage of primary general education.

Key words: intercultural competence, pedagogical technology, game learning technologies, project-based learning technology, foreign language teaching, primary school age.

Introduction

At present, significant changes are taking place in the world community associated with the processes of globalization and integration, which confront people with the need to communicate with representatives of other cultures. For example, the strengthening of Russia on the world stage, the expansion of political, social and economic ties of our country, as well as its entry into the European educational space, determine the development of interaction with other countries and peoples. These interactions, in turn, require a high level of development of intercultural competence, the foundations of which are laid already at the initial stage of teaching a foreign language.

The term "intercultural competence", introduced into scientific circulation in the 90s of the century, still does not have a single definition. For example, G.V. Elizarova believes that intercultural competence is “a competence of a special nature, based on knowledge and skills, the ability to carry out intercultural communication by creating a common meaning for the communicants of what is happening and, as a result, achieve a result of communication that is positive for both sides” [4, With. 50].

Literature review and discussion

According to A. V. Soboleva and O. A. Obdalova, intercultural competence is “an integrative quality of a person, characterized by a combination of communicative and cognitive resources and expressed in certain knowledge, skills and abilities that allow her to be an effective participant in intercultural communication, which is formed in special psychological and pedagogical conditions created by teachers in the learning process” [9, p. 148–149].

Based on the above definitions, we can conclude that Russian researchers understand intercultural competence as a set of knowledge, skills and abilities that contribute to the successful interaction of representatives of different cultures.

For the successful development of intercultural competence in foreign language lessons in elementary school, various pedagogical technologies can be used, for example: problem-based learning technology (J. Dewey); technology of communicative teaching of foreign culture (E. I. Passov); programmed learning technology (B. Skinner, V. P. Bepalko); technology "Dialogue of cultures" (V. S. Bibler, S. Yu. Kurganov); technology of developing education (L. S. Vygotsky, L. V. Zankov); project-based learning

technology (J. Dewey, W. Kilpatrick); culture-educating technology of differentiated teaching of children according to interests (IN Zakatova); game learning technology (B.P. Nikitin) and many others [1].

Before proceeding to the analysis of the most effective, in our opinion, technologies for the development of intercultural competence, let us consider the essence of the concept of "pedagogical technology".

According to the explanation of V. V. Guzeev, pedagogical technology is "a complex consisting of: some representation of the planned learning outcomes; means of diagnosing the current state of trainees; a set of learning models; criteria for choosing the optimal model for specific conditions" [2, 3].

Based on the above definitions, we can conclude that any pedagogical technology has:

- a clear and logically justified system of prescriptions for the stages and goals of training;
- characterization of the ways of interaction and activities of participants in the educational process;
- possibility of transfer to new conditions;
- availability of a diagnostic system that ensures the achievement of goals.

After studying various traditional and innovative pedagogical technologies, we came to the conclusion that in foreign language lessons in elementary school, the most effective way to develop intercultural competence would be to use the following technologies: game-based learning technologies and project-based learning technologies.

According to local and foreign psychologists, such as L.S. Vygotsky, R. I. Zhukovskaya, I. A. Zimnyaya, Z. M. Istomina, E. I. Negnevitskaya, J. Piaget, F. Frebel, the technology of game learning is the most effective technology for the development of intercultural competence, since game techniques provide a high degree of manifestation of cognitive independence by students. It is also worth noting that during the game there is a transition of the student from the position of the object of training to the position of the subject of activity and communication.

E. A. Kudrina and A. P. Chudinov identify some forms of gaming activity that can be used in foreign language lessons in elementary school: simulation games, during which participants can assess their ability to work in a team, show analytical, leadership, etc. . business qualities; role-playing games, during which students transform into certain characters, which allows students to develop the ability to look at the world through the eyes of another person; business games, during which participants get the opportunity to reveal themselves, learn to take an active life position, decide on the choice of their future profession. Researchers also single out such a form of gaming activity as biographical reflection, which is understood as understanding one's own biography in order to clarify the foundations of one's own identity and further comparison of one's life with the life of peers abroad [6].

Results and outcomes

Here is an example of using the game "Bang, bang!" in a foreign language lesson in elementary school. The purpose of the game is to activate students' knowledge about the culture of the country of the language being studied and to contribute to the development of reaction speed and thinking of students. The game "Bang, bang!" consists in the fact that at first the class is divided into two teams of cowboys, after which one player comes forward from each team, these players put their fingers in the form of a pistol. The teacher reads the question about the cultural characteristics of the country of the language being studied from a pre-prepared list. The player who first answers the question correctly says to his opponent: "Bang, bang!", The "amazed" participant squats down, and the winner continues to compete with a new opponent. The cowboy who answers the most questions correctly wins [6, p. 68].

The technology of project-based learning is also effective in developing intercultural competence in foreign language lessons, since its goal is to ensure that every child in the class has the opportunity to express himself, namely: he can demonstrate creative abilities, while using the acquired knowledge in vocabulary, grammar etc.; was able to express his opinion, argue it, and also listen to the opinions of other people [7].

The teacher in this case plays the role of an assistant, he helps to determine the problem to be solved by the project, helps in mastering new activities, developing an algorithm of actions and determining the final result, which can be presented as a drawing, application, wall newspaper, poster, booklet, concert, performance, game, quiz, interview, etc.

Let's give an example of using the project "Weather Forecast for the Weekend" (created after studying the vocabulary on the topic "weather") in a foreign language lesson in elementary school. At the first stage of work on the project, the teacher needs to create a problem situation, for example, children can be asked to imagine that the hero of the lesson (the name of the hero can be chosen depending on the language being studied) is going to a picnic on the weekend, but does not know what the weather will be like. Next, the students should discuss where they can find out what the weather will be like over the weekend in the country where the main character lives. After the discussion, the teacher invites the students to divide into groups in order to work with various sources of information adapted for children of primary school age (Internet, newspaper clippings, radio recordings, etc.). Next, younger students draw up the results of their research in the form of diagrams or pivot tables, and then make a weather forecast for the weekend in the language being studied. When the work on the project is considered completed, the students defend it, after which they compare the results obtained, draw conclusions and conduct a mutual evaluation of the work [6].

So, summing up the above material, we can note the following.

The term "intercultural competence" does not have a single definition, but most scientists mean by it the totality of knowledge, skills and abilities that ensure successful interaction between representatives of different cultures.

Due to the fact that a high level of mastery of intercultural competence allows students to quickly adapt to life in a modern society that confronts people with the need to cooperate with representatives of different cultures, its formation should begin at the initial stage of teaching a foreign language;

The use of game and project learning technologies in foreign language lessons in elementary school, in our opinion, is the most effective in the development of intercultural competence, since game learning technologies provide a high degree of manifestation of cognitive independence for students, and also allow them to move from the position of the object of study to position of the subject of activity and communication. The technology of project-based learning, in turn, gives younger students the opportunity to demonstrate their creative abilities (using the acquired knowledge in vocabulary, grammar, etc.), learn to express their opinion, argue it, and also listen to the opinions of other people.

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