LOGIC OF IMPLEMENTING PEDAGOGICAL CONDITIONS FOR FORMING INTERCULTURAL COMPETENCE OF ADOLESCENTS IN ENGLISH LESSONS

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Abstract. The logic of implementing pedagogical conditions for the formation of intercultural competence of adolescents is described. The pedagogical conditions for the formation of intercultural competence of adolescents are presented, namely: 1) the formation of adolescents' value attitude to intercultural communication; 2) the organization of the educational process on the basis of partnership interaction between the English teacher and adolescents and adolescents among themselves; 3) the use of interactive tools for English language training of adolescents in the context of the formation of their intercultural competence. The attention is focused on the process of implementing each of the conditions, in particular: through group and collective forms of learning, the use of author's material for the formation of speech skills and the development of speech abilities, the use of the most effective in the context of our study methods of teaching English, which are implemented in the relevant exercises for the effective formation of students' intercultural competence. It was found that in the process of implementing the formation of adolescents' value attitudes towards intercultural communication, we consider the following methods of teaching English as priority: communicative, brainstorming, reliance on physical actions, projects, associative bush, "web quest", audiovisual, role-playing games, "forum theatre". It was emphasized that in the process of implementing the organization of the educational process based on partnership interaction between the English teacher and adolescents and adolescents among themselves, the following methods of teaching English were used: communicative, simulation and interactive modelling, projects, communicative and game ("dialogue techniques"), audiovisual. It was determined that in the process of implementing interactive tools for English language training of adolescents in the context of forming their intercultural competence, the most effective are the following methods of teaching English: communicative and game ("dialogical techniques"), simulations and interactive modelling, training methods, role-playing games, communicative, projects, audiovisual.

Key words: pedagogical conditions, intercultural competence, adolescents, English, intercultural communication.

ЛОГІКА ВПРОВАДЖЕННЯ ПЕДАГОГІЧНИХ УМОВ ФОРМУВАННЯ МІЖКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ ПІДЛІТКІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

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Анотація. *У статті охарактеризовано логіку впровадження педагогічних умов формування міжкультурної компетентності підлітків. Презентовано педагогічні умови формування міжкультурної компетентності підлітків, а саме: 1) формування ціннісного ставлення підлітків до міжкультурної комунікації; 2) організація освітнього процесу на засадах партнерської взаємодії вчителя англійської мови з підлітками та підлітків між собою; 3) використання інтерактивного інструментарію англомовної підготовки підлітків у контексті формування їх міжкультурної компетентності. Акцентовано увагу на процес реалізації кожної з умов, зокрема: через групову та колективну форми навчання, використання авторського матеріалу для формування мовленнєвих навичок та розвитку мовленнєвих умінь, застосування найефективніших у контексті нашого дослідження методів навчання англійської мови, які реалізуються у відповідних вправах для ефективного формування міжкультурної компетентності учнів. З'ясовано, що у процесі реалізації формування ціннісного ставлення підлітків до міжкультурної комунікації пріоритетними вважаємо такі методи навчання англійської мови як комунікативний, мозкового штурму, опори на фізичні дії, проєктів, асоціативний кущ, «веб-квест», аудіовізуальний, рольових ігор, «форум театр». Підкреслено, що у процесі організації освітнього процесу на засадах партнерської взаємодії вчителя англійської мови з підлітками та підлітків між собою, використовувалися такі методи навчання англійської мови як: комунікативний, симуляції та інтерактивного моделювання, проєктів, комунікативно-ігрові («діалогові техніки»), аудіовізуальний. Визначено, що у процесі реалізації інтерактивного інструментарію англомовної підготовки підлітків у контексті формування їх міжкультурної компетентності ефективними є такі методи навчання англійської мови як: комунікативно-ігрові («діалогові техніки»), симуляції і інтерактивного моделювання, тренінгові методи, рольові ігри, комунікативний, проєктів, аудіовізуальний.*

Ключові слова: *педагогічні умови, міжкультурна компетентність, підлітки, англійська мова, міжкультурна комунікація.*

Introduction and current state of the research problem. The development of a modern information society cannot be imagined without the constant growing intercultural interaction in various spheres of human life – domestic, cultural, scientific, political, economic, etc. In the context of the formation of a global world community, the integration of Ukraine into the world and European space, the need for society to prepare a competitive, mobile and competent education seeker who would be well-oriented in various situations of intercultural communication is becoming increasingly urgent. The modernization of education and the implementation of the concept of the New Ukrainian School necessitate the need to update the educational content, structure, forms and methods of teaching. The main principles of the reform of school education in Ukraine are set out in regulatory documents, which declare the principles of multiculturalism and multiethnicity. Thus, the problem of effective formation of intercultural competence of education seekers is becoming relevant.

In accordance with the Recommendations of the European Parliament and the Council (EU) «On Key Competences for Lifelong Learning» (2006) [7], the requirements of the Law of Ukraine «On Education» (2017) [4], «On Complete General Secondary Education» (2020) [5], the State Standard of Basic Secondary Education (2020) [1], the Concept of Implementation of State Policy in the Field of Reforming General Secondary Education «New Ukrainian School» for the Period Until 2029 (2016) [6], the task of general secondary education institutions has become the formation of key and subject competencies of students, among them are cultural competence and the ability to communicate in foreign languages, and it has also been determined that the goal of complete general secondary education is the comprehensive development, upbringing and socialization of the individual. Therefore, based on the above regulatory documents, we must state that the need for high-quality preparation of the younger generation for life in a globalized world forces scientists to look for optimal ways to form intercultural competence of education seekers, as the ability to communicate and adequately understand each other with representatives of other cultures.

Thus, the process of forming intercultural competence of future specialists of certain specialties – students of higher educational institutions was modelled by such scientists as S. Avkhutska (history teachers), O. Baibakova (social work specialists), I. Bakhov (translators), Ya. Hnatenko (bachelors in international economics), A. Gordiichuk, N. Kalashnik (foreign students), D. Kostenko (information technology specialists), O. Krychkivska (foreign economic activity specialists), O. Kondratieva (primary school teachers), S. Kostiuk (foreign students at the main stage of learning the Ukrainian language), A. Liubas (combat and operational support specialists), M. Motsar (translators), O. Pryshlyak (future specialists in socionomic professions), S. Radul (foreign language teachers), A. Saiful Din (translators), N. Samoilenko (humanitarian specialists), I. Safonov (foreign university students), O. Tishchenko (choreography teachers), A. Tokarev (foreign economic activity managers), Yu. Khalemendyk (masters of pedagogy). At the same time, only N. Ivanets (primary school) and A. Rutkovska (students of grades 9-11) were engaged in researching the mechanism of formation of intercultural competence of students of general secondary education, that is, the issue of formation of intercultural competence of adolescents has been studied extremely insufficiently, and accordingly, effective pedagogical conditions and logic of their implementation.

The purpose and objectives of the study. The purpose of this study is to clarify the logic of implementing pedagogical conditions for the formation of intercultural competence of adolescents in English lessons. To achieve this goal, the following tasks have been **formulated**: to reveal the essence of the concept of «pedagogical conditions», to present the logic of implementing pedagogical conditions for the formation of intercultural competence of adolescents in English lessons.

Research methods are the analysis and systematization of scientific literature to carry out a definitional analysis of the concept of «pedagogical conditions», observation and description of the logic of introducing this concept in the context of forming intercultural competence of adolescents in English lessons.

The statement of the main material research. The formation of optimal intercultural competence of students of basic secondary education depends not only and not so much on the educational goals and objectives set by teachers, but on the principles, content, methods, techniques, forms, means, other elements and circumstances of the holistic pedagogical process (including program and methodological support, educational and technical equipment, material and spatial environment of the educational institution, etc.), which provides for their interconnected and simultaneous and/or sequential application and use.

Interpreting pedagogical conditions as a set of circumstances and opportunities that contribute to a certain educational process, we have identified the following conditions regarding the formation of intercultural competence of adolescents in English lessons:

1. Formation of adolescents' value attitude to intercultural communication.

2. Organization of the educational process based on partnership interaction between the English teacher and adolescents and adolescents among themselves.

3. Using interactive tools for English language training for adolescents in the context of forming their intercultural competence.

According to the results of the ascertaining stage of the experiment, considering the shortcomings we identified in the intercultural competence of students of the adaptation cycle of the secondary education institution and the above pedagogical conditions, we have developed a set of practical tasks and exercises for their practical implementation.

To implement the first condition, in order to form speech skills in using language material and develop speech skills, based on author's material, through group and collective forms, using such methods of teaching English as communicative, brainstorming, reliance on physical actions, projects, associative bush, «web quest», audiovisual, role-playing games, «forum theatre» [8], we have prepared and offered students of grades 5-6 appropriate practical exercises taking into account their age characteristics.

For example, in an English lesson, using a group form, the web quest method, combined with ICT, with the aim of developing speech skills, increasing the level of motivational-value, cognitive and activity components of intercultural competence of adolescents, we developed and performed the exercise «The United Kingdom of Great Britain and Northern Ireland», during which adolescents performed an analytical task – searching and systematizing information on the Internet. Using the information received (from sites selected by us in advance), students filled in a table about the United Kingdom of Great Britain and Northern Ireland (table 1).

Examples of Internet resources for completing the web quest tasks: https://www.britannica.com/place/United-Kingdom,

https://study-uk.britishcouncil.org/why-study/about-uk/holidays, https://www.youtube.com/watch?v=RvDIZoQLgIE, https://www.youtube.com/watch?v=wuluLd1U7ZI

Thanks to this exercise, students learned and systematized information about the official language, the capital, special holidays in each part of the United Kingdom of Great Britain and Northern Ireland, and national holidays throughout the United Kingdom. At the same time, by completing these tasks, students learned to think critically, develop comparative analysis skills, the ability to generalize, isolate the main points, and draw conclusions. This technology was able to activate the activities of adolescents and motivate students to learn the values of representatives of other cultures through the study of their traditions and customs.

Table 1

The United Kingdom of Great Britain and Northern Ireland

	England	Scotland	Wales	Northern Ireland
Official language	English	English, Scottish Gaelic	English, Welsh	Irish, English, Ulster Scots
Capital	London	Edinburgh	Cardiff	Belfast
Special holiday in each of the part of the UK	St George`s Day is England`s National Day which is usually celebrated on 23 April	St. Andrew`s Day in Scotland is official national day. It is celebrated on 30 November	Saint David`s Day is the feast of Saint David, the patron saint of Wales, and falls on 1 March each year	Saint Patrick`s Day is a bank holiday celebrated on 17 March; it is named after Saint Patrick, the patron saint of Ireland
Holidays in the UK	Christmas Day, Boxing Day, New Year`s Day, Good Friday, Easter Monday, May Day, Spring Bank Holiday, Summer Bank Holiday and Guy Fawkes Night celebrated on the 5th of November			

So, during the implementation of the first condition, namely the formation of adolescents' value attitudes towards intercultural communication, adolescents realized that intercultural competence opens the way to direct communication with foreigners, understanding English-language literature, films or music; access to a large amount of educational and scientific information; employment; forms universal and national values; implies a tolerant attitude towards people of other races, peoples, countries, regions and a desire to avoid intercultural conflicts.

The pedagogical tools we used to form adolescents' value attitudes towards intercultural communication are given in the table 2.

To implement the second condition, to form speech skills using speech material and develop speech skills, based on author's material, through group and collective forms, using the same methods of teaching English, as well as simulation and interactive modelling, communicative and game («dialogue techniques»), we have prepared and offered additional practical exercises to students in grades 5-6.

For example, in an English lesson using a group form, the method of «dialogue technique», with the aim of developing speech skills, increasing the level of motivational-value, cognitive, activity and emotional-volitional components of intercultural competence of adolescents, we developed and performed the exercise «English meals», where students in groups answered quiz questions about a traditional English breakfast, what is «continental breakfast», «good plain food», «five o`clock tea», what dishes the English eat for lunch, what dish is traditional for them at Christmas, what other dishes are popular in the UK. Students expressed their opinions, considering the position of their partners, and made joint decisions in the team.

So, in the course of implementing the second condition, namely the organization of the educational process on the basis of partnership interaction between the English teacher and adolescents and adolescents among themselves, it was possible to establish effective subject-subject interaction between the teacher and students [2, 3], and students among themselves; to ensure the formation of positive motivation for cognitive activity; to control the level of students' assimilation of knowledge, the strength of this knowledge, and the formation of relevant skills and abilities.

Table 2

Purpose	Principles	Forms and methods	Age characteristics
– To stimulate students' interest in intercultural communication, understanding the usefulness and advantages of expanding the circle of friends and acquaintances from other countries; – Acceptance of the values of their own and other cultures, the desire to integrate into a multicultural society, the unity of worldview and behavioral manifestations; – Creating in the minds of adolescents a firm conviction regarding the readiness to perceive new information, the need for intercultural communication, the importance and possibility of mastering the English language.	Visibility, accessibility, awareness, feasibility, strength, and educational learning	Group and collective forms, communicative, brainstorming, based on physical actions, projects, associative bush, «web quest», audiovisual, role-playing games, «forum theatre»; individual	Increased emotionality, tendency to perceive visual information in the form of images rather than text, desire to belong to a group that is respected by other peers; ability for theoretical reasoning and introspection; manifestation of a selective attitude towards academic subjects; affirmation of one's own independence and individuality; tendency to take risks

The pedagogical tools we used to organize the educational process based on partnership interaction [3] between the English teacher and adolescents and adolescents among themselves are presented in the table 3.

Table 3

Purpose	Principles	Forms and methods	Age characteristics
– Supportive interaction, which provides a favourable psychological climate of interaction, a high level of development of social skills and communication skills; – Partnership between the teacher and the pupil and adolescents among themselves; – Mutual understanding of the participants in the interaction for the formation of proper intercultural competence of adolescents	Visibility, accessibility, awareness, feasibility, strength and educational learning, systematicity, dialogism, purposefulness, communicativeness, interconnected learning of language and culture	Group and collective forms, communicative, simulation and interactive modelling, projects, communicative and game («dialogue techniques»), «Openwork saw», audiovisual	Cooperation should help avoid conflicts when adolescents claim their own independence, self-respect, try to resist demands that limit their independence, resist care and control, the complexity and contradiction of the adolescent's internal position the adult must understand and accept, be a friend to the adolescent

To implement the third condition, to form speech skills in using language material and develop speech skills, based on the author's material, through group and collective forms, using the same, as well as training methods of teaching English and role-playing games, we prepared and offered additional practical exercises to students of grades 5-6.

For example, in an English lesson using a group form, the method of simulation and interactive modelling, with the aim of developing speech skills, increasing the level of cognitive, activity and emotional-volitional components of intercultural competence of adolescents, we developed and performed the exercise *«On the Bus»*.

The students acted out the dialogue «On the Bus» in pairs, one student was a passenger, and the other was a controller. They learned how to ask where the bus was going, answer the controller's questions and ask at which stop to get off:

Passenger: Is this the right bus for the town centre?
– **Ticket inspector:** Yes, it is. Can I see your pass, please?
– **Passenger:** Yes, here you are. Can you tell me where to get off?
– **Ticket inspector:** Yes, certainly. It`s the next stop.
– **Passenger:** Thank you.

Students learned to navigate artificially created situations of intercultural communication. They practiced making decisions necessary in each situation, using the rules of language etiquette when exchanging information with representatives of other cultures, and expanded their knowledge of the landmarks of the country of the language being studied. This allowed teenagers to realize the need for the knowledge they had acquired, to assess their own level of intercultural competence, to show activity for the effective performance of exercises, and to be interested in effective intercultural interaction.

Such communication between teenagers took place based on subject-subject interaction, stimulated the desire for self-disclosure and self-improvement of each student, and contributed to the growth of their self-confidence.

The pedagogical tools we used to use the interactive toolkit for English language training for teenagers in the context of forming their intercultural competence are indicated in the table 4.

Table 4

Purpose	Principles	Forms and methods	Age characteristics
– Motivation of students for intercultural communication and acquisition of the necessary knowledge, skills and abilities; – The presence of a common goal and methodology for achieving the expected result of forming a certain level of intercultural competence of students; – The use of various forms of verbal and non-verbal interaction	Visuality, developmental nature of learning, accessibility, awareness, feasibility, strength and educational learning, systematicity, consistency, dominant role of exercises, dialogism, purposefulness, communicativeness, interconnected learning of language and culture, authenticity of	Group and collective forms, communicative and game («dialogue techniques»), simulations and interactive modelling, training methods, role-playing games, communicative, projects, audiovisual	Creative thinking and creativity of students, broadens their horizons, makes them interested in learning foreign languages, expands their motivation for learning, forms in them the ability to understand another point of view and cooperate in a team; tendency to perceive visual information in the form of images,

under the guidance of a teacher, including for the education and development of the personality of students; – Integrity and unity of all interactions in the lesson, based on the manifestations of creativity, personal success, educational experience, activity, initiative of students; – Creation of comfortable learning conditions	educational materials, development of student autonomy, integrated learning of speech activities and aspects of language		not text, increased emotionality, cooperation should help avoid conflicts when teenagers claim their own independence, self-respect, try to resist demands that limit their independence

It should be noted that the implementation of the pedagogical conditions we have defined in English lessons has provided an atmosphere of tolerance, openness, empathy, trust, optimistic mood, emotional upliftment, a high level of internal motivation, creativity and imagination of adolescents.

Thanks to the forms, methods and exercises used during the formative stage of the experiment, students learned to understand and respect the values of another culture, expanded their linguistic and cultural knowledge, and improved their practical skills and abilities.

The statement of the main material research. Creating effective pedagogical conditions for the formation of intercultural competence of adolescents in English lessons is extremely important. Their combination of these conditions stimulates students' creative thinking, broadens their horizons, interests them in learning foreign languages, expands their motivation for learning, forms their ability to understand another point of view and cooperate in a team. As a result, students gain the ability to achieve mutual understanding with representatives of other cultures, which is one of the key competencies necessary for everyone in the context of the European integration of Ukraine. Prospects for further research in this area may be an increase in the number of scientific developments on improving curricula for increasing the intercultural competence of students in the adaptation cycle, as a component of a single curriculum for general secondary education institutions.

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