COMPUTER LEARNING ENVIRONMENT AS A BASIS FOR FORMING INTERCULTURAL COMPETENCE OF HIGH SCHOOL STUDENTS

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Resume:
The main features of the formation of students' educational interests are analyzed; the need for learning a foreign language as the most important tool for intercultural enrichment and personality formation is substantiated; the computer learning environment is considered as the basis for the formation of intercultural communicative competence of high school students; a sample Internet project used in the educational practice of the school is proposed. Current approaches to the problem are considered; a set of teaching techniques that can be used at the English lessons with various age groups is suggested. Moreover, the latter can be adapted according to different language proficiency levels. The use of short-classroom language activities aimed at developing creativity and critical thinking at the English lessons not only helps improve students' use of language and their communication skills, but also help in forming intercultural competence.

Key words:
senior school age; competency-based approach to teaching a foreign language; educational motivation; interculturally competent personality; intercultural competence; computer-based learning environment; communication and information components of network technologies.

Анотація:
Осадча Катерина. Комп'ютерне навчальне середовище як основа формування міжкультурної компетентності старшокласників
Проаналізовано основні особливості формування навчальних інтересів учнів; обґрунтовано необхідність вивчення іноземної мови як найважливішого інструменту міжкультурного збагачення та формування особистості; комп'ютерне навчальне середовище розглядається як основа формування міжкультурної комунікативної компетентності учнів старшої школи; запропоновано зразок Інтернет-проекту, який використовується в освітній практиці школи. Розглянуто сучасні підходи до проблеми; запропоновано набір методик навчання, які можна використовувати на уроках англійської мови з різними віковими групами. Крім того, останню можна адаптувати відповідно до різних рівнів володіння мовою. Використання коротких аудиторних мовних занять, спрямованих на розвиток креативності та критичного мислення на уроках англійської мови, сприяє не лише покращенню використання мови учнями та їхнім комунікативним навичкам, а й сприяє формуванню міжкультурної компетентності.

Ключові слова:
старший шкільний вік; компетентнісний підхід до навчання іноземної мови; навчальна мотивація; міжкультурно компетентна особистість; міжкультурна компетентність; комп'ютерне середовище навчання; комунікаційно-інформаційні компоненти мережевих технологій.

The relevance of the research topic. In modern society, the period of high school age represents a fundamentally significant stage in the development and formation of personality. During this period, preparation for the entry of boys and girls into independent life as full participants in social relations is completed. Along with social development, the psychological development of a high school student also occurs at this age stage. The psychological specificity of the personality of older schoolchildren is determined by those new formations that arise in adolescence. Increasing interest in one's own personality, the desire for independence and "adulthood", the emergence of criticality in relation to oneself and, especially, towards others – all these elements are preserved in adolescence, but are significantly modified.

The aim of the article is to demonstrate the techniques that foster the formation and development of intercultural competence in a learner and provide a creative atmosphere in the English classroom in the computer learning environment.

According to scientists, significant changes occur primarily in the structure of self-awareness. The role of reflection sharply increases, the desire for self-knowledge, to evaluate one's capabilities and abilities intensifies. Older schoolchildren, as a rule, strive for active self-knowledge, which is revealed in a pronounced tendency towards self-affirmation.

This manifests a specific transformation of the sense of adulthood in older schoolchildren in comparison with teenagers: a teenager has a desire only to visually "look like an adult"; in high school age, expectations of recognition of one's own originality, the right to stand out from the mass of peers are manifested (Elder, L. & Paul, R., 1994). In connection with the development and qualitative transformation of self-awareness, the need for self-education is noticeably increasing.

Senior schoolchildren begin to actively and purposefully work on themselves, on improving their own personality and their own status capabilities. A sense of responsibility develops. A system, sometimes unbalanced, of its own tasks and requirements appears, moral guidelines are chosen, which become activators of behavior and influence the development of personality. Readiness for independent implementation of life plans, awareness of the possibilities of self-realization, acceptance of responsibility, a positive attitude towards the internal and external worlds significantly influences the educational needs of high school students. We can agree with the point of view of Ch.Temple, who divides high school students, in terms of the focus of their educational interests, into three groups: those focused on the "exact" sciences, those focused on the humanities, and those distributing interests between different subjects.

Since in high school age the inclinations that determine the future professional suitability of a school graduate are formed, some researchers distinguish groups of high school students based on

their interest in academic disciplines: the first group is characterized by the fact that in assessing their favorite subject, high school students quite often indicate its importance in practical activities, the prospect of using this branch of science in the future. In this group of high school students, the influence of their favorite academic subject on their choice of profession is clearly revealed.

The second group of schoolchildren emphasizes the general educational significance of their favorite subject and its influence on mental development. However, compared to the first group, there are fewer high school students who have determined their calling in life. In the third group, motives such as quality of teaching, success in learning, and ease of learning are indicated. Girls, more often than boys, show interest in any academic subject without any visible connection with practice or with the choice of profession. In this case, a general emotional assessment of the subject is given as interesting and fascinating. Finally, additional activation of the teacher's work is required by high school students of the fourth group, for whom all subjects are the same, i.e., there is no selective attitude towards academic disciplines (Templ, Ch., 1998).

The main motivation for professional development in high school age is obtaining a prestigious, highly paid job. In this regard, very often high school students realize the need for high-quality formation of communicative competence within the framework of communication in foreign languages, which is in demand in the modern professional context, i.e., foreign language communicative competence. By competencies we understand the interrelated qualities of a person (knowledge, abilities, skills, methods of activity), specified in relation to a certain range of objects and processes and necessary for high-quality productive activity in relation to them (Lipman, M., 1991).

Increased attention to English as the language of future professional communication is due to quite significant factors, namely: economic globalization, cultural and educational integration, which have led to the active development of international economic relations, business and entrepreneurship. The communicative and pragmatic goal of teaching English at the school education level is the interculturally competent personality of a high school student, who has communicative intercultural competence at the level of functional literacy. Intercultural competence is the ability to successfully communicate with people from other cultures; in a narrow sense, the ability to successfully communicate two-way with people from other cultures.

This ability can be developed by a certain methodological organization of the educational process. Researchers identify a number of directions for the formation of intercultural communicative competence in the conditions of teaching a foreign language at school, which include the following:

multicultural direction – direct enrichment of one's culture through the adoption of another culture (accepting new knowledge about another culture for a deeper knowledge of one's own; the emphasis is not on differences between cultures, and on bringing together, unifying factors, the ability to look at events and their participants not only from one's own point of view, but also from the position of another culture);

behavioral direction – the ability to communicate without conflict with representatives of another culture, to show tolerance based on the ability to interact with people of another culture, taking into account their values, norms, and ideas; adjust your behavior in the process of communicating with a representative of another culture; empathize, show empathy, find constructive compromises with a carrier of a different culture;

linguo-sociocultural direction – the use of linguistic means of language in accordance with the cultural norms of a foreign language (the ability to exchange opinions; the ability to actively listen, based on repetition of what has been said, summarize, confirm attention to the interlocutor; pose questions leading to clarification of what was said) (Reid E., Kováčiková E., 2018).

The modern organization of foreign language education at school takes into account new teaching technologies, which include elements of a computer learning environment. Over the past decades, attempts have been made repeatedly to use computers in the practice of teaching foreign languages. Training was carried out mainly using specially created educational computer programs, with the help of which, undoubtedly, it is possible to solve some issues of improving language knowledge. However, progress does not stand still, and at the beginning of the third millennium, conditions appeared in Ukraine for teaching foreign languages using Internet technologies.

The attractiveness of Internet technologies for teaching foreign languages is due to the fact that they create an environment that promotes the development of students' creative and cognitive abilities in conditions of unregulated and multivariate learning, the formation and development of non-stereotypical thinking, which is characterized by the ability to simultaneously put forward many correct ideas, speed, flexibility, originality, accuracy. Functionally, the process of developing intercultural communicative competence using an interactive computer learning environment is carried out using two components of network technologies: communication and information.

The communication component is implemented using e-mail and Skype, publishing blogs, and participating in chats. The teacher's task is to create

a model of real communication that promotes students' natural desire and need to interact with others, self-confidence and their strength to communicate. The communicative approach involves learning to communicate and developing the ability for intercultural interaction, which is the basis for the functioning of the Internet.

By implementing the act of communication in a foreign language environment provided by the Internet, students are involved in real life situations, in solving a wide range of significant, realistic, interesting and achievable tasks. At the same time, schoolchildren learn to react spontaneously and adequately to given situations, which stimulates the creation of original statements, rather than template manipulation of language formulas (Santos, P., 2016). As part of the use of a computer learning environment, we selected the following Internet resources:

- "Global SchoolNet Foundation", which promotes the involvement of students in communication with peers from different countries in order to study the traditions and culture of the language being studied;

- network resource "ePals" within the framework of the project "The Way We Are" ("Who are we"), which helps schoolchildren learn about different parts of the world, communicate with people living there, and then use the information when writing a letter to a friend in GIA format, as well as an essay in the Unified State Exam format, which involves elements of reasoning on topics such as "Problems of big cities", "The best place to live", "Ecological projects in your city" and many others;

- Kids' Space Connection – a resource that allows students to demonstrate their knowledge at the international level;

- forum of the ePals website, where students participate in discussions of topics studied in class and learn to speak out on the main topics of the forum and defend their point of view;

- the British Council website, which offers the ability to search for students from different countries who would like to take part in a project on a pre-selected topic. After all organizational issues have been resolved, a blog is created that is accessible only to its members (this is due to the site's policy, the priority of which is the safety of children on the Internet). We are currently creating a blog on Earth Day. The goals of this project are to enrich students with humanitarian knowledge (in particular, on the history and culture of the countries being studied); development of skills to navigate the modern foreign language information environment using multimedia resources and computer technologies for processing, transmitting, systematizing information and creating databases, presentations of the results of cognitive and practical activities; searching, systematizing and summarizing information; development of foreign language skills to communicate in virtual space. Communication with peers from another country can occur through the exchange of electronic messages (e-mail), which gives students more time to analyze the letter and think through the answer.

Communication can be both individual and group. The subject of electronic messages depends on the topics studied in lessons, i.e., includes school subjects, sports competitions, travel, choosing a future profession, and much more. etc. Exchanging electronic messages at the same time helps develop writing skills. Communication with peers in a foreign language, regardless of whether they are native speakers or are also learning the language, contributes to the development of intercultural competence of students and broadening their horizons. At a more advanced stage of learning, if students have speaking skills, technologies can be used that allow them to communicate "live" with representatives of the culture being studied. At the moment, the most common service that provides this opportunity for free is Skype (software that allows voice communication over the Internet between subscribers).

In addition, online communication can occur through the publication of blogs. There are many educational Internet resources in which students can communicate through blogs (English blog, from web log – online event log, online diary). An example is the service for English language learners of the British Broadcasting Corporation (BBC). One of the most popular services for microblogging is Twitter. Once registered, members can post short messages ("twits") on any topic. Any user can read the microblog and immediately respond to it or continue the topic. Twitter provides ample opportunities for teaching writing and understanding foreign language speech structures. Using Twitter serves as an additional incentive when learning a foreign language, since while reading microblogs of other English-speaking users, the student encounters a small number of incomprehensible words, translates small statements, which are much easier and more interesting to read than lengthy statements. Students also create their own microblog and begin to write small phrases, which helps to update their lexical and grammatical skills in the English language.

A microblog can be created as part of a project that students work on to exchange opinions, as well as analyze statistical data on a relevant topic. Using Twitter, we developed a musical and stage composition dedicated to Ukraine. The goal of the project is to form a civil-patriotic position among students; instill in students a love for the history of their state. The information component is realized due to the fact that the Internet environment is an inexhaustible source of information that can be used by both teachers and students. With the correct organization of the educational process, in addition to

communicative competence in all the diversity of its components, students acquire information competence, which includes mastery of new information systems, understanding of the range of their application, as well as a critical attitude towards disseminated information (Mahyuddin, R., Lope Pihie, Z. A., Elias, H., & Konting, M. M., 2004). The level of intercultural communicative competence acquired by high school students should allow them to effectively use a foreign language in the sphere of communication (oral and written), and acquire psychological readiness for such communication.

The task of the teacher is to form and develop foreign language communicative competence at the level of practical proficiency in a foreign language as a means of intercultural communication, which further provides the opportunity to continue education and professional activity in a foreign language environment. The computer learning environment as the basis for the formation of intercultural competence of primary and high school students has a number of advantages, such as the possibility of implementing the principle of individuality, the presence of a proven feedback mechanism, greater opportunities for visual presentation of language material, objective assessment of the results of actions, recording a protocol of subsequent work analysis, and student activity , due to the interactive form of working with educational material.

A high school student works on a personal computer independently, is not distracted from the content of actions to solve the tasks assigned to him and has the opportunity to fully control his own actions, which also has an educational effect and develops self-discipline skills. In addition, high school students find themselves in conditions of greater emotional comfort, since there is no negative impact from the possible negative emotions of the teacher or classmates.

The fundamental innovation introduced by the computer learning environment into the educational process is interactivity, which allows the development of active forms of learning. It is this new quality that allows to hope for an effective expansion of the range of educational work. The use of a computer learning environment allows, according to scientists, to influence the increase in motivation through active involvement in the process of live communication; education of an independent personality through the formation of skills to find, extract, evaluate and analyze relevant information; increasing the activity of the educational process, allowing it to be rationally organized both within the classroom and in independent work; development of professional communication skills (Maiorana, V. P., 1992).

As part of the use of a computer learning environment, we developed a media project on the topic "Body Language" ("body talk") for 11 th grade

students. The purpose of this work was to educate and develop the information culture of high school students, identify and develop the natural inclinations and creative potential of each child, realize the abilities and inclinations of students in a variety of school and extracurricular activities. The media project xwas focused on achieving a number of educational, and developmental goals. We included the following educational goals:

to give students knowledge about verbal and non-verbal means of communication;

to update lexical skills in accordance with the topic of the lesson at the level of sentences and super-phrase unity;

to improve students' skills in basic types of speech activity (reading, speaking, listening);

to broaden students' horizons;

to use interdisciplinary connections when teaching a foreign language.

The educational goals included the following:

to cultivate the personal qualities of students, for example, confidence in answering, the ability to defend their point of view, etc.;

to stimulate students' interest in the educational process, in particular in learning English;

to contribute to the maximum manifestation of students' creative abilities.

The following goals were identified as developmental ones:

to develop the cognitive and creative skills of students;

to develop students' skills to independently apply knowledge,

to analyze and summarize;

to develop teamwork skills;

to develop intercultural communication skills.

To implement the media project together with students, many media resources were used. Rich illustrative material from English-language Internet sites was also used. During the lesson, there was a group exchange of opinions with representatives of the English-speaking culture on the portal "Lingq" (Renzulli, J. S., 2011) in the forum thread "Body language – Open Forum in English" and a comparison of the basic gestures of Ukrainian-speaking and English-speaking cultures.

Conclusion

As the analysis of the achieved results has shown, such an organization of foreign language communicative activities significantly increases students' motivation for interactive interaction with communication partners. Motivation, in turn, determines their interest in memorizing vocabulary, mastering grammatical structures, and forming the foundations of communicative strategies. Identifying the possibilities of using a computer learning environment for the purpose of developing intercultural communicative competence in the near

future will become of significant relevance, since in the world of active exchange of experience, knowledge and ideas with representatives of a foreign language culture, it is extremely important to use an approach that would allow high school students to become active participants in dialogic communication, during which it is possible to correct both the lack of language skills and the quality of foreign language proficiency in general.

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