

**СЕКЦИЯ «ПРОБЛЕМЫ ЛИНГВОДИДАКТИКИ  
В ФОРМИРОВАНИИ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ  
КОМПЕТЕНЦИИ У СТУДЕНТОВ ТЕХНИЧЕСКОГО  
УНИВЕРСИТЕТА»**

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**THE USE OF PROBLEM-BASED CULTURAL TASKS  
IN INTERCULTURAL LEARNING**

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Currently, the strategic goal of language teaching is to prepare students for intercultural interaction. Speech interaction is considered to be a process involving the combined cooperative activities of communicators, communication, mutual influence, relations and mutual understanding. It is the interaction that creates the motivation and the incentive for communication, that triggers the response by speech.

The main purpose of intercultural interaction is the understanding of each other, which is possible only when the partners use the same code (language). However, communication in one language does not exclude the possibility of barriers to interaction. We highlight the following main difficulties in interaction: ethnocultural (related to values, stereotypes, etc.); status and role-playing (for example, position in community); individual-psychological - communicativeness (sociability), contact, emotional stability, impulsiveness (reactivity), extravertiveness, introvertiveness, peculiarities of cognitive style, etc [1].

In order to overcome these barriers, several ways have been identified: first, awareness of the obstacles; second, the creation of a moral basis to overcome them; third, work to develop relevant capabilities. Intercultural learning implies that a lecturer will create situations where learners can process and systematize their experiences through common analysis schemes and different concepts. Furthermore, the learning process is seen not only as preparation for communication, but also as the development of communicative abilities and individual experience.

One of the main conditions for successful intercultural interaction is that participants' understanding of each other's interactions depends not

only on their knowledge of the cultural context of the messages they exchange, but also on the characteristics of individual communication styles. To understand «the other» is to understand yourself in relation to «the other». In this connection, problem-based learning techniques, in particular problem-oriented tasks, are being used in modern teaching methods. We consider it appropriate to use problem-based cultural tasks to teach students intercultural interaction, because when performing tasks of a problem-based nature, the learner has to overcome the intellectual contradiction between the possession of the studied material and the impossibility of solving the task at the expense of the existing knowledge and skills. The essence of this contradiction is the resolution of the problem situation in the process of joint activity, i.e. in the process of interaction. We will focus on some types of problem-based cultural challenges that can be used to teach intercultural interaction. After V.V.Sapho-nova we dedicate three types of such tasks: 1) search play; 2) cognitive search; 3) cognitive investigation [2].

1) Search play tasks develop skills such as: to relate language means to communication situation, to interpret verbal and non-verbal means of communication, to develop sociocultural observation, thinking and imagination.

2) We relate cognitive searching tasks to the ability to navigate the situation; Putting oneself in the position of one's interlocutor; to understand the fragments of subjective information expressed in emotional evaluation words and proposals aimed at systematizing and generalizing sociocultural information.

3) Cognitive investigation tasks are designed to solve more complex communicative tasks, using projects, role-playing games, discussions, etc. They allow the integrative development of skills related to communicative, interactive and perceptual aspects.

Thus, the use of problem-based cultural tasks contributes to the more effective development of foreign communicative competence, as well as to the preparation of students for intercultural interaction.

### References

1. Zimnyaya, I.A. Educational psychology: book. for universities / I. A. Zimnyaya. – M. : Logos, 2002. – p. 210.
2. Safonova, V.V. Problem-based tasks / V.V. Safonova. – 3rd ed. – M. : Evroshkola, 2001. – p. 271.