INTERCULTURAL COMPETENCE IN THE PROFESSIONAL ACTIVITIES OF MILITARY PERSONNEL

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Summary. The article deals with the essence, structure and key characteristics of the concept of "intercultural competence". The components of the structure of intercultural competence of future combat and operational support specialists are analyzed. On the basis of the analysis we came to the conclusion that it has an integrative nature and is manifested in the readiness of a person to contact with representatives of other cultures. It is concluded that intercultural competence is an important component of future servicemen's education. Using the elements of intercultural competence, future officers will be able to better identify their skills and abilities in the practice of communication.

Keywords: intercultural competence, structure of intercultural competence, specialists in combat and operational support.

Statement of the problem. The problem of forming intercultural competence of future combat and operational support specialists is relevant to the problem of professional training of these specialists. Having this competence, future servicemen will be able to successfully communicate with representatives of other cultures at domestic and professional levels. The term "intercultural competence" is studied in the works of educators, sociologists, cultural scientists, as this phenomenon is extremely relevant in the context of a globalized world.

Research analysis. The concept of "intercultural competence" has been widely researched by many scholars, such as: Byram M. [2; 3], Bennet M. [1], Zelikovska O. [12], Matsumoto D. [9], Korneeva Z. [7] and others.

Ukrainian researcher Zelikovska O. defines "intercultural competence" as a set of knowledge, skills and abilities with which graduates of higher education institutions are able to successfully communicate with foreign business partners both at everyday and professional levels. [12].

German researcher Knapp-Pothoff A. characterizes intercultural competence as "a set of analytical and strategic abilities that expand the interpretive spectrum of..."
the individual in the process of interpersonal interaction with representatives of another culture. [6].

The purpose of article. To analyze the essence, structure, and key characteristics of the concept of "intercultural competence".

Research task. To analyze the concept of "intercultural competence", the structure and role of intercultural competence in the professional activities of future specialists of combat and operational support.

Presentation of the main material. The term "intercultural competence" entered scientific discourse in the early 1970s, when the formation of intercultural communication took place. "Intercultural competence" appeared in the course of studying the peculiarities of intercultural communication and making it a separate scientific field. Authors interpret the term "intercultural competence" in different ways. Some researchers define the category of "competence" as the ability to carry out professional activities qualitatively, which enables effective development. [11, p. 20].

Competence can be considered as a set of knowledge, abilities and skills allowing a person to effectively solve problems and perform necessary actions in a certain area of life activity. Competence is an independently realized ability conditioned by acquired knowledge and life experience, values and abilities developed as a result of cognitive activity and educational practice. With intercultural competence, a person can recognize, respect and effectively use the differences in perception, thinking and behavior of their own and others' cultures in intercultural contacts. In the process of forming intercultural competence, one becomes familiar with the culture of the other nation, its character [11, p.25]. Intercultural competence requires a wide range of sociocultural knowledge, providing a positive attitude to the language and culture of other peoples, awareness of the values of their own and other cultures, the ability of participants to successfully engage in dialogue [11, p.25].

Matsumoto D. calls intercultural communication competence "intercultural communicative competence" and interprets it as the ability to communicate effectively in an intercultural context [9].

German researcher Knapp - Potthoff A. characterizes intercultural competence as "a set of analytical and strategic abilities that expand the interpretive spectrum of the individual in the process of interpersonal interaction with representatives of another culture. [6].

Let us analyze the structure of intercultural competence. A significant contribution to the study of the nature of intercultural competence was made by Bennet M. [1]. He was the first to develop a model of intercultural competence, which he called the model of intercultural sensitivity development. The scholar defines intercultural sensitivity as a construct of reality capable of accepting the cultural differences that constitute ethno-relativist development. [1].

Byram M, Zarate G. to components of intercultural competence concern knowledge, skills, abilities, attitude and experience of intercultural communication as activity. So, in the scientist's opinion, the structure of intercultural competence makes the following components:

- ability to overcome the misunderstandings arising in the process of intercultural interaction; ability to explain errors of intercultural interaction;
- desire and readiness to open new things; ability to acquire knowledge of other cultural reality and use it, to penetrate into foreign-language culture;
ability to establish and maintain a connection between native and foreign-language culture; to accept the specificity of other cultures, critically evaluate one’s own; curiosity and openness to other individuals; readiness to accept other opinions;
- ability to determine the level of ethnocentrism;
- ability to overcome ethnocentric attitudes and prejudices [4, p. 15].

Gudykunst W. [5] suggests a three-component model of intercultural competence: motivational factors, knowledge factors and skill factors. Motivational factors include the needs of the participants of the interaction, their mutual attraction, the openness of the personality to new information, etc. Knowledge factors are expectations, shared information networks, perceptions of different points of view, knowledge of the existence of alternative interpretations, knowledge of similarities and differences. Skill factors - the ability to empathize, the ability to adapt communication, be tolerant of multiple meanings, change behavior, and gather new needed information [5].

Based on our analysis [10, p. 61], we believe that the components of intercultural competence of future combat and operational support specialists:
- speech knowledge (lexical, grammatical, phonetic, orthographic; knowledge of communicative strategies);
- multicultural knowledge;
- knowledge of Anglo-Saxon culture;
- knowledge of the rules of verbal and nonverbal communicative behavior, norms of etiquette;
- speech skills and abilities in receptive and productive types of speech activity, including the ability to engage in dialogue with representatives of other cultures;
- ability to analyze a communicative situation, select and use appropriate communicative strategies;
- ability to control their actions when communicating, including the ability to overcome fear, ethnic and cultural stereotypes, tolerant communicative behavior;
- value orientations.

In the process of intercultural interaction, ethnocentric misunderstandings, ethnocentric attitudes, prejudices, and critical evaluation of another's culture may arise. Mastering certain knowledge, skills, abilities and abilities will help to overcome these misunderstandings and stereotypes.

Most researchers prove that intercultural competence is formed throughout life and is an integral part of the personality. The possession of this competence implies a sufficient level of flexibility in applying certain communicative strategies of functioning in communicative situations of professionally-oriented communication of future specialists of combat and operational support, creativity in the development of intercultural relations. This allows the future specialist to successfully transfer forms of intercultural interaction to new situations in practice.

A special role in the formation of intercultural competence plays the development of global thinking, as well as the process of globalization. The mastery of the structural components of intercultural competence of future professionals is the key to further professional and personal self-development and self-improvement during life.

Intercultural competence of future combat support specialists refers to a group of key competences, which are multifunctional and cover professional
functions and roles, require significant intellectual development: abstract thinking, self-reflection, determining their own position, self-assessment, critical thinking, include a variety of thought processes analytical, critical, communicative) [8]. This competence is an important component of the professional competence of future combat support specialists, as it is based on a set of key, linguocultural, sociocultural, discursive competences. [8].

Conclusions. The article analyzes the term "intercultural competence" its structure and key characteristics. This concept can be interpreted as the ability of an individual to successfully build communication strategies with representatives of other cultures.

Having analyzed the above material, we conclude that intercultural competence is a key component of the professional competence of future combat and operational support specialists.

With this competence, future officers will be able to effectively carry out intercultural communication in a collaborative style, as well as demonstrate their knowledge, skills and abilities in practice. Intercultural competence of future servicemen contributes to his cultural adaptation, acquiring experience of communication and interaction with representatives of other cultures.

References: