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EDUCATION OF THE FOREIGN LANGUAGE COMMUNICATIVE CULTURE OF STUDENTS OF HUMANITIES IN HIGHER EDUCATION

Abstract. *The article analyzes the definition and structure of foreign language communicative culture in psychological and pedagogical researches. The definition of foreign language communicative culture is conceptualized and considers the factors for successful education of the foreign communicative culture. It analyzes some scientific approaches to the formation of student's foreign language communicative culture. And considers the components of the education of the foreign language communicative culture of students of humanities and determines the criteria, indicators, and levels of education of foreign language communicative culture.*

Learning the language is inseparable from the process of mastering, perception, and knowledge of the world, the surrounding reality. The manifestation of personal grounds (self-expression and self-determination of the student's personality), desire to learn a foreign language depends on the degree of student's motivates, desire to be success in the personal, professional and intellectual sense.

Consideration of the content of the foreign language communicative culture of students from humanistic positions makes it possible to distinguish the following components: gnostic, communicative, emotional-value and activity. To monitor and analyze the dynamics of education of a foreign language communicative culture of the participants in the educational process, the following criteria (cognitive, emotional and value, cultural-behavioral) for the education of a student's foreign-language communicative culture are recognized in the study.

The developed criteria and indicators give an opportunity to characterize the educational levels (elementary (imperfect), intermediate (potentially-perfect) level, advanced (perfect)) of the foreign language communicative culture of students of the humanities specialties of institutions of higher education.

Distinguishes the latest educational trends that correlate with the concept of SMART-education. Analyzes the definition and structure of SMART-technology and its constituent in foreign researches and technical experience. It is distinguished as the newest educational trends, which correlated with the concept of SMART-education and highlighted the main tools of SMART-technologies.

As a result of the analysis of native and foreign experience, it has been established that the evolution of modern society recognizes transformation and goes to a new level – the SMART-society, which allows generating new knowledge and shaping the personality of a SMART-person who thoroughly owns information and computer technologies for information seeking and continuous communication. Therefore, the introduction of new technologies in the field of education leads to the transition from the old scheme of reproductive knowledge transfer to a new creative and communicative learning.

Key words: *education of the foreign language communication culture, foreign language communicative culture, scientific approaches to the formation of student's foreign language communicative culture, SMART-technology, SMART-education, SMART-society, SMART-person.*

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ВИХОВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КУЛЬТУРИ СТУДЕНТІВ ГУМАНІТАРНИХ СПЕЦІАЛЬНОСТЕЙ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація. У статті розкрито сутність та структура іншомовної комунікативної культури шляхом вивчення праць вітчизняних та зарубіжних дослідників. Концептуалізовано визначення іншомовної комунікативної культури та SMART-технології. Розглянуто виховання іншомовної комунікативної культури студентів гуманітарних спеціальностей у ЗВО на основі використання SMART-технологій. Проаналізовано наукові підходи та виокремлюються критерії вихованості іншомовної комунікативної культури студентів. Визначено компоненти, критерії, показники і рівні вихованості іншомовної комунікативної культури студентів гуманітарних спеціальностей закладів вищої освіти.

Вивчення мови невіддільне від процесу оволодіння, сприйняття та пізнання світу, навколишньої дійсності. Прояв особистісних особливостей (самовираження та самовизначення особистості студента), бажання вивчити іноземну мову залежить від ступеня вмотивованості студента, прагнення до успіху в особистому, професійному та інтелектуальному сенсах.

Розгляд змісту іншомовної комунікативної культури учнів з гуманістичних позицій дає змогу виділити такі компоненти: гностичний, комунікативний, емоційно-ціннісний та діяльнісний. Для моніторингу та аналізу динаміки виховання іншомовної комунікативної культури учасників навчально-виховного процесу визнаються критерії (когнітивні, емоційно-ціннісні, культурно-поведінкові) для виховання іншомовної комунікативної культури студента навчання.

Розроблено критерії та показники дають можливість характеризувати рівні освіти (елементарний (недосконалий), середній (потенційно-досконалий) рівень, високий (досконалий)) іншомовної комунікативної культури студентів гуманітарних спеціальностей закладів вищої освіти.

В наш час розрізняються новітні освітні тенденції, які співвідносяться з концепцією SMART-освіти. В статті проаналізовано визначення та структура SMART-технології та її складових у зарубіжних дослідженнях та технічному досвіді. Вирізняються новітні освітні напрями, які співвідносяться з концепцією SMART-освіти, висвітлено основні інструменти SMART-технологій.

У результаті аналізу вітчизняного та зарубіжного досвіду встановлено, що еволюція сучасного суспільства визнає трансформацію та переходить на новий рівень – SMART-суспільство, що дозволяє генерувати нові знання та формувати особистість SMART-людини яка досконало володіє інформаційними та комп'ютерними технологіями для пошуку інформації та постійного спілкування. Тому впровадження нових технологій у галузі освіти призводить до переходу від старої схеми передачі репродуктивних знань до нової творчої та комунікативної освіти.

Ключові слова: освіта культури спілкування іноземної мови, іншомовна комунікативна культура, наукові підходи до формування комунікативної культури іноземної мови студентів, SMART-технології, SMART-освіта, SMART-суспільство, SMART-людина.

Introduction. Recent changes in the Ukrainian education system have brought about the need to master foreign languages by future specialists. In the State standards of higher education, foreign language was included as compulsory, the purpose is to formulate and develop the foreign language communication culture of the participants of professional communication. And take into account communicative skills, which are formed based on language knowledge and abilities,

mastering the skills and abilities to communicate orally and written form according to motives, goals and social norms of speech behavior in typical spheres and situations.

The necessity of developing the foreign language communicative culture is evidenced by a large number of disputes in the world community related to the understanding of the norms of interaction between different cultures. The solution to these problems is the unification and cooperation of the international community that is aimed at improving the understanding of the cultural, religious traditions and values of different countries.

Today, cooperation and cooperation between world countries is being implemented through the strategies, programs and projects of such intergovernmental regional organizations as the Council of Europe (CE), the European Union (EU), the Organization for Security and Cooperation in Europe (OSCE), the Central European Initiative (CEI), as well as other reputable international organizations. Respect for the cultural diversity of the world is also emphasized in the provisions of the Universal Declaration of Human Rights.

Changes in the activities of interacting cultures result in a huge number of summits, conventions, and signing of declarations, pacts, and partnership agreements between countries. The most important of these documents include: the Universal Declaration of Human Rights, European Convention on Human Rights (1950) (<http://coe.mfa.gov.ua/ua/ukraine-coe/about>), European Cultural Convention (1954), (<http://www.coe.int/ru/web/conventions/full-list/-/conventions/treaty/018>), International Covenant on Economic, Social and Cultural Rights, Vienna Declaration, Framework Convention for the Protection of National Minorities, Permanent Representation of Ukraine to the Council of Europe (<http://coe.mfa.gov.ua/ua/ukraine-coe/about>), White Paper on Intercultural Dialogue, Council of Europe Program 2010–2014 “Education for Intercultural Understanding of Human Rights and Democratic Culture”, Declaration on the Establishment of the Shanghai Cooperation Organization, Faro Declaration on the Council of Europe Strategy for the Development of Intercultural Dialogue (2005) (<http://coe.mfa.gov.ua/ua/ukraine-coe/about>), Rome Declaration EU (2017), etc.

So, modern foreign language training of specialists should contribute to the development of the general outlook, to expand and deepen professional knowledge, to raise a world-view culture and to be an essential means of forming a person's competitiveness as the most important indicator of the effectiveness of the educational socialization process. Consequently, foreign-language culture has the richest potential in implementing the ideas of the humanization of education. And according to the program of the new Ukrainian school in 2019, one of the main principles of modern education is humanism, where a person is the greatest social value.

Aim and tasks. The purpose of our research is to identify the specific education of foreign language communicative culture of students of humanities, to analyze the concept of “foreign language communicative culture”, to identify its constituent components and to carry out a theoretical analysis of the conditions and psychological and pedagogical approaches for the successful education of foreign language communicative culture.

According to the purpose and conceptual vision of the structure of the research, the following tasks are defined: clarification of the concept of a foreign language communicative culture; identification of difficulties of its formation in modern conditions; search for ways to optimize the education of foreign language communicative culture by means of SMART technologies and determine the grounds for choosing scientific approaches to formulate criteria and indicators of the readiness of participants in the educational process. And considers the components of the education of the foreign language communicative culture of students of humanitarian specialties and determines the criteria, indicators and levels of education of foreign language communicative culture.

Research methods. The diagnostic study will be conducted in the course of a pedagogical experiment focused on the implementation of the model of the formation process of students of a foreign language communicative culture.

Methods were used: questionnaires, interviews, emotional dilemmas, associative questions, role / business games that will enable to identify the motivation and interest of respondents to expand cultural awareness in interaction with other cultures. His analysis will show that the expression of interest and motivation for cross-cultural interaction is primarily associated with the participation of students in international programs of cultural and academic exchange (ERASMUS, COMMETT, LINGUA, TEMPUS, etc.).

The basis of experimental work become the Mykolaiv National University of V. O. Sukhomlynskyi, Mykolaiv National Agrarian University, Kyiv Polytechnic Institute, National University of Water and Nature Management, Zaporizhskyyi National University, 410 students of humanities, 218 – in the control group and 192 – in the experimental group.

Research results. The analysis of theoretical works confirms the general necessity of updating general pedagogical approaches to teaching of foreign language, which should be aimed at mastering the foreign language communication culture, which allows students to use a foreign language as a facility of communication in relevant areas for the modern specialist.

Scientists believe that communicative culture is one of the important aspects of a basic personality culture. And it should be considered as a major component of culture, where a foreign language culture serves as a system for improving the formation of professional and socially significant personality traits, and language is a facility of communication and the development of a foreign language communicative culture.

An analysis of the structural components of a foreign-language communicative culture, “culture”, “language”, “linguistic personality”, and “foreign-language culture”, shows that there is no unity in their understanding, and not always are these and similar concepts revealed fairly accurately, but there are common functions that they perform to develop and shape the communicative abilities of a foreign-language personality.

As one of the major components of culture, language promotes that culture can be both a means of communication and a tool for dividing them into different nationalities and peoples.

Language becomes an important tool in the process of learning about another culture, which is reflected in the language. That is how a person can develop the ability to appreciate, compare and accept the uniqueness of different cultures.

Thus, the process of changing language practice and the modification of cultural and ethical values in modern society necessitates the development and justification of scientific and pedagogical foundations for the development of a foreign language communicative culture of youth, which can be considered an integral part of the general culture of linguistic personality.

The focus of culture and the language of communication is the linguistic personality in all its diversity: physical, social, intellectual and emotional. The phenomenon of linguistic personality is a reflection of cultural identity in linguistic activity.

In the structure of linguistic personality, there is a need for self-esteem and the ability to self-esteem. These needs regulate the behavior of the subject who speaks and influence the choice of linguistic means used to frame the linguistic personality of their thoughts. Through appreciation and self-esteem, the linguistic personality models his or her attitude to reality and creates his / her own image. The problem of evaluation includes three aspects: 1) the object of evaluation; 2) a means of assessment; 3) the evaluating subject.

Self-esteem involves two points: 1) the author interprets the text of his behavior in a sign situation and explains his particular linguistic behavior; 2) verbal modeling is the creation of a self-portrait by comparing oneself to others (Vladimirov, 2007).

Thus, “linguistic personality” is understood as a native speaker of a language capable of speech activity, that is, a complex of psychophysical properties of the individual and a set of features of verbal behavior of a person using language as a means of communication.

In these circumstances, the foreign-language communicative culture of the modern young man, who seeks new elements and forms of cultural activity to exchange thoughts, knowledge and feelings, is the basis for the successful activity of the individual of our time.

In our study, *the foreign-language communicative culture is considered as a set of norms and rules that regulate communication of people in different cultural contexts. It is characterized by the presence of a communicative ideal, a tolerant attitude to the interlocutor as a value, awareness of his individual characteristics, his own communicative abilities and the ability to have a communicative situation.*

The foreign language communicative culture includes a set of knowledge, skills and communication skills. This is a complex of personality characteristic, consisting of psychological knowledge, communicative abilities and certain personality traits, which are manifested in communication at the intersection of cultures. Therefore, a modern young person who is looking for new elements and forms of cultural activity for the exchange of thoughts, knowledge and feelings is the basis of the successful activity of the individual of our time.

Mastering the foreign language as a facility of international communication is possible in conditions that will facilitate the effective mastering of educational material by students in foreign

language lessons in higher education. These are the conditions for the education of a person who can creatively work in society, independently carry out professional tasks, to communicate freely on the interpersonal level in various socio-cultural spheres.

It is important to consider the features of the age. Under the age-old peculiarities are the psychological characteristics and cognitive, emotional, intellectual, motivational qualities of the individual, which manifests with every age in behavior.

For the student age (youth (17-22 years)) is characterized by the activation of communicative development, an increase in the desire to show themselves and be noticed, the need for approval or recognition.

After analyzing the main age intervals and psychological features of the period of youth, we argue that for our study, the following age-specific characteristics of young people are significant: development of thinking, self-consciousness, the formation of a worldview. The peculiarities of self-awareness, as the youth "I" is not stable yet, the general emotional maturity and the related need for self-esteem, communication and self-disclosure in society or culture.

Senior school age is sensational in shaping the world outlook, developing a strategy for life, identifying life plans, shaping the ability to create one's own destiny, and actively responding and effectively enforcing civil rights and responsibilities. Along with the development of abstract and holistic thinking, the transition to higher levels of speech is in progress, there is a desire for self-improvement, an attempt to make it more expressive and accurate. Cognitive activity is characterized by new skills and advanced abilities, such as: the wealth of vocabulary, the ability to develop curiosity, organize perception of information and identify new ideas, possess enough information, evaluate the process and results, apply ideas in practice, summarize and do some conclusions.

In this age is noticeably self-observation, ability to analyze own and others behavior. And we should notice the increasing of will's strength, endurance, persistence, self-control. But, young people usually do not notice the actual properties of the partner and give the desired for real.

According to the works of J. Piaget (stage of cognitive development), L. Vygotskyi (age-forming neoplasms of qualities and properties), E. Erikson (development as a result of change of activity), I. Bech (psychological development on the basis of personal "I"), A. Reana (socialization, behavior and communication by age), we note that by the age of 21 a person completes the formation of major vectors of development of higher emotions: aesthetic, ethical, intellectual, as well as self-awareness. Describing the dynamics of social characteristics, D. Bromley notes at this age the emergence of not only his own family, but also the development of professional roles, the establishment of a circle of acquaintances related to work (Feldstein, 1996).

Student age is characterized by an increase in communicative development, the desire to express oneself and to be noticed, the need for approval or recognition.

The trend of higher professional education in modern society is the training of specialists of a high foreign language communicative culture possessing the skills of adaptation in living

conditions, transfer of knowledge, abilities, skills to a new professional situation in order to effectively solve some communication situations; socially responsible behavior, skillful work with information flows; adequate communicative interaction in different social groups; self-education, own morality improvement, intelligence, raising the cultural level.

Humanities include classical arts / science, linguistics, cultural studies, law, as well as various arts and the study of a foreign language by students of humanities is different in every higher education institutions. It depends on the specialty, curriculum and program. That is why the level of availability and development of lexical, grammatical, phonological, spelling and orphoepic skills, which will be the basis for communication with a foreign language by designers, lawyers, historians and philologists, will be different.

An analysis of the determinations of the essence of humanitarian education allowed us to distinguish the following main characteristics of this phenomenon: humanistic, cultural and social orientation and morality.

The humanitarian paradigm of education focuses on the formation of a person in culture, to reveal the true, deep in it. That is, humanitarian education treats a person as a cultural full value subject, who has the right to self-affirmation, autonomy and choice of values, but which preserves its own socio-cultural identity, positively perceives other cultures, respects social and cultural diversity.

The use of Internet resources and the use of SMART technologies in foreign language teaching give access to authentic information. Working with authentic material compensates for the absence of real situations of language use; enables creation of certain speech samples-standards; implements the didactic principle of clarity and enables the activation of a large number of language units; introduction into the process of teaching non-standard speech tasks, which is a favorable factor for the development of students' communicative and creative abilities. It should be noted that in SMART-technologies the motivation for learning increases, because the use of modern gadgets is of particular interest to students.

So, based on a native and foreign research, we define the meaning of “*SMART technology*”: *a technical and software that takes advantage of the global information society to carry out joint educational activities on the Internet and provide educational services of a new quality.*

Interest in our study is the achievements of scientists who consider the structural composition of the foreign language communicative culture of students from humanistic positions, which are based on the upbringing of moral qualities and values. There are *cognitive, communicative, emotional-value and behavioral-praxis components.*

The cognitive component is determined by the student's knowledge system and includes the general cultural level and the level of special knowledge. This component covers students' ability to analyze contradictions and critically evaluate the results of communication. Common cultural knowledge includes knowledge in the field of art and literature, awareness and ability to navigate the issues of religion, law, politics, economics and social life, environmental problems.

The communicative component is the peculiarities of the communicative activity of the individual and the specifics of his interaction with others in the society. In essence, the component focuses on communication with the effectiveness of foreign-language activities aimed at achieving educational and studying goals.

The emotional and value component includes a humanistic setup for communication, interest in another person, and the willingness to engage in dialogic relationships. This component ensures the formation of motives, experiences, emotions and interest in intercultural communication.

Behavioral-praxis component integrates previous components on the basis of a sequence of operations: perception of new material, comprehension, formulation and generalization of information, systematization and consolidation of knowledge, the ability to apply this knowledge in practice, based on an objective assessment of their abilities and opportunities, abilities to objectively evaluate own and other people actions in foreign language communicative situations.

In developing our own criteria for the education of a foreign language communicative culture of the participants of the educational process, we have identified the following requirements: reliability, accessibility and convenience of measurement, agreement with the components of education of foreign communication, the interdependence of the criterion and its indicators.

In order to monitor and analyze the dynamics of education of a foreign language communicative culture of the participants in the educational process, the following criteria for the education of a student's foreign-language communicative culture are recognized in the study:

The cognitive criterion includes the presentation of a foreign-language communicative culture, awareness of the value of other cultures and respect for their particularities. Its indicators are:

- knowledge of a foreign language at the level for free communication;
- recognition of the equality of cultures, their values and achievements;
- understanding of the essence of the interaction of cultures in the modern world,
- the idea of ways to avoid and prevent conflicting intercultural situations in communication.

The emotional and value criterion determines the student's value attitude towards intercultural communication in the informational environment, outlines emotional feelings and motives that accompany foreign language communication, the desire to be the subject of two or more cultures. Indicators of the criterion will be determined:

- value attitude to other cultures,
- desire to get positive experience of foreign language communication;
- interest in intercultural communication
- openness to intercultural dialogue;

Behavioral criterion involves the ability of the student to use a foreign language as a means for achieving the understanding in personal and professional intercultural communication, the ability to vary verbal and nonverbal behavior in accordance with the communicative situation, the

ability to reach consensus in conflicts. The formation of a foreign language communicative culture is evidenced by the following indicators:

- readiness for foreign communication,
- ability to produce their own communicative communication strategies;
- the ability to implement communicative models in speech behavior;
- communicative control of own actions.

The developed criteria and indicators give an opportunity to characterize the educational levels of the foreign-language communicative culture of students of the humanities specialties of institutions of higher education.

The elementary (imperfect) level is characterized by mostly fuzzy or false understanding of the concept of “foreign language communicative culture”, incomplete knowledge of the main components of the foreign language communicative culture, the presence of difficulties in maintaining the conversation and the use of a foreign language during foreign communication, ignoring the value relation to the interlocutor. Communication is marked by a limited set of linguistic means. The student assumes errors in the language and speech norms, experiences difficulties in free communication in a foreign language. Consequently, such a student reveals a lack of interest in communication and does not care about representatives of other cultures, has a tendency to destructive behavior. There is a lack of self-determination as a participant in foreign communication.

For the intermediate (potentially perfect) level, the desire to master the peculiarities and values of a foreign-language communicative culture is characteristic. This level characterizes the unsystematic knowledge and actions in communication and dialogue. Interests, activity in the dialogue coexist with fuzzy notions about the means of communication. In conditions of problematic situations there are errors in the rules of foreign language statements. Students in this group use standardized communication practices and are not always able to express their opinions freely or simulate their own models and strategies for communicative interaction, but can prevent conflicts. Most often, students in most cases adhere to the rules of speech and behavioral etiquette of their native culture and show respect for other cultures.

Positive characteristics are not quite stable, but representatives of the potential-advanced level have a desire to learn a foreign language, set on a positive perception of cultural diversity, therefore, if conditions are provided, a transition to a perfect level of education of a foreign language communicative culture is possible.

For a high (perfect) level, the characteristic person's perception of a student is the basis for the required amount of knowledge about a foreign-language communicative culture and its content. This level of education of a foreign language communicative culture shows the readiness of the student to intercultural communication and highly developed skills of dialogue speech. Such students are knowledgeable about the peculiarities and values of a foreign-language communicative culture and have a complete understanding of the culture of behavior in a different cultural society.

Participants in foreign communication show a value relation to the interlocutor and openness to communicative dialogue. They effectively communicate in other languages and implement communicative models by creating clear strategies that can predict or avoid intercultural conflicts and control their own level of emotionality on the adverse factors of intercultural communication.

At the advanced level, the student confidently and freely uses a foreign language in most situations, allows for minor mistakes in the regulatory use of linguistic means, mainly speaks a foreign language at an adequate level for free communication, reveals communicative tolerance. In the event of a delay, it easily adjusts the interaction.

Since the foreign-language communicative culture has a general reflexive character, the established components, criteria, indicators and educational levels of a foreign-language communicative culture for students of the humanities are the basis for the establishment of appropriate diagnosis.

Discussion. In his research, P. Kendzor argues that culture can be regarded not only as material possessions and spiritual values created by man in the process of purposeful activity, but also above all as relationships that arise in the course of accumulation, exchange, translation of cultural meanings and meanings. Using of the activity approach in the educational process enriches it with new values, meanings and values that accumulate in different layers of the educational potential of a culture (Kendzior, 2017).

Speaking about the development of culture, it is not possible without intercultural communication, where the cultural function is performed by the language in which it is carried out and formed linguistic personality that owns it.

This is confirmed by the American linguist E. Sapir, denying the biological certainty of language, noting that language is a purely human, almost instinctive way of conveying thoughts, emotions, and desires. The scientist emphasizes the communicative function of language as the most expressive form of communicative behavior (Sapir, 2001).

D. Hymes argued that, on the one hand, language determines cultural reality, people belonging to different cultures have, to some extent, special communication systems, and on the other, cultural values and beliefs partially create linguistic reality (Hymes D.H., 1972).

M. Zakiyev, R. Zamaletdinov, F. Safiullin, F. Harisov, C. Harisov, F. Yusupov, R. Yusupov and many others believe that to achieve such goals it is necessary: directed selection and selection of educational linguocultural material in the contextual content of national values and traditions; creation of a multilingual educational environment of interpersonal interaction in the course of solving educational tasks and in the process of training exercises; variant modeling of the curriculum, which allows to take into account cognitive interests, profile of training and individual preferences of students, which promotes tolerance and ability to conduct dialogue, increases the level of competence in foreign language vocabulary, creates the need for intercultural communication.

Knowledge of a foreign language communicative culture involves not only the ability to communicate with people with different cultural values, linguistic codes and behaviors. This refers to the ability in the communication process to align the cultural level of the individual with the cultural levels of people who have come from another cultural background (Bochova V., 2010).

Conclusion. The application of the principles of various psychological and pedagogical approaches allows us to study and improve the process of education of students' communication skills in a foreign language more thoroughly, to direct it to formation: readiness of the student for dialogue with native speakers of a foreign language culture; the ability to perceive and analyze the context of foreign communication; a new hierarchy of value orientations for youth; an understanding of universal morality and national-ethnic characteristics of the native speakers and the formation of a specialist as a cultural subject. It will help in further research to determine the levels of formation of a foreign-language communicative culture and will facilitate the preparation of not only professionals with a high level of knowledge of a foreign language, but also specialists of a new generation in Ukrainian society.

SMART technologies are an integral part of modern life and one of the high-tech tools of the education process for the effective teaching of the humanities. Their use in the educational process of higher education provides orientation of students in the information space, development of their communicative skills and emotional-value attitude to the study of professional disciplines, effective assimilation of knowledge. On the basis of changing types of educational activities, students have the opportunity to participate in online conferences, share experiences, have access to up-to-date authentic educational and methodological materials, make the transition from book content to active, which allows young people to adapt in a dynamic environment.

Vocabulary of the foreign language communicative culture among students of humanities can be determined by cognitive, emotional, value and behavioral criteria, which has a number of indicators that allow to describe three levels of parenting of students (high, medium, low). A further study of the pedagogical conditions for the education of a foreign language communicative culture among students of the humanities of higher education institutions is considered perspective.

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