

THE IMPORTANCE OF INTERCULTURAL COMPETENCE AND ITS INFLUENCE ON HUMAN ACTIVITY

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Nowadays people who speak a foreign language find themselves involved in the process of communication with the people of other cultures. In this regard, foreign language learners need not only to have a rich vocabulary and decent pronunciation, but also to develop intercultural competence.

Intercultural competence involves achieving a level of language proficiency that will allow you to:

1. respond flexibly to all sorts of unforeseen turns during the conversation;
2. determine an adequate line of speech behavior;
3. accurately select specific means from a wide arsenal
4. use these means in accordance with the proposed situation.

Formation of intercultural competence implies interaction of two cultures in several directions:

- acquaintance with the culture of the country of the language being studied through the foreign language and assimilation of the behavior model of speakers of a foreign language culture;
- the influence of a foreign language and foreign culture on the development of the native language and behavior patterns within the framework of the native culture;

When students are prepared to deal with intercultural communication problems appropriately, they can avoid misunderstandings, misperceptions of behavior and potential conflicts that may arise due to incorrect use of language, misinterpretation of the interlocutor's response, and misjudgment of the situation [6;225].

Modern education at this stage is characterized by many scientists as the discrepancy between its content and the current needs of the modern economy and civilization. One of the main problems of young specialists in the labor market is the inability to apply the knowledge and skills acquired at a higher educational institution in practice outside of academic activities. Thus, it becomes obvious that solving complex and pressing economic and social problems becomes possible only by shifting the emphasis from the transfer of the amount of knowledge and skills from the teacher to the acquisition of the necessary knowledge by the student himself. For this reason, the competency- based approach is the most effective, since it does not focus on the final number information read to the student, but on the ability of the future professional participant in the labor market to act effectively in a variety of problem situations. The main goal in learning a foreign language is to develop in a student the traits of a secondary linguistic personality capable of being an effective participant in intercultural communication [5;122].

A competency- based approach to teaching a foreign language implies the formation of basic competencies of a linguistic personality: linguistic (theoretical and practical knowledge about the language being studied), communicative (using the language in accordance with the communication situation, the rules of speech behavior), intercultural (entering into the culture of the language being studied). [1;223].

Linguistic competence presupposes that the student has an understanding of the system of the language being studied, mastery of vocabulary, phonetics, knowledge of word composition and word formation, morphology, syntax of simple and complex sentences, and text stylistics. However, along with this, the mandatory development of the student's personality and his cognitive culture is assumed. Moreover, it determines the ability to use the system of knowledge about language in practice. When forming this competence, intellectual abilities come to the fore, and students act as subjects of relationships and conscious activity, determined by the system of social relations and culture [3;153].

Communicative competence implies the formation in students of knowledge about speech and its functions, as well as the development of the main types of speech activity: speaking, listening, reading, writing. The student must be able to create and perceive texts, relying on knowledge of the

basic concepts of linguistic speech. Speech conditions such as the relationship between the interlocutors and their social roles and statuses should influence the choice of vocabulary and grammatical means [2;69].

Intercultural competence is an important component, since communication failures can be caused by gaps in the ability to interact with representatives of other cultures. Mastering intercultural competencies makes it possible to perform productive communicative functions of achieving agreement, resolving conflict situations, and overcoming communication barriers. The importance of developing intercultural competence is due to the formation of the ability to build a constructive dialogue with any subject of communication, skills of intercultural and social behavior [4;15].

The development of foreign language intercultural competence when teaching students at non-linguistic universities is a necessary condition for the training of modern bachelors/specialists.

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WISDOM ACROSS BORDERS: A COMPARATIVE STUDY OF RUSSIAN AND ENGLISH PROVERBS

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This comprehensive exploration delves into the multifaceted world of proverbs in the Russian and English languages. It aims to dissect the historical, cultural, linguistic, and educational significance of these timeless expressions, offering a detailed analysis of their roots, expressive qualities, and universal relevance. The exploration will encompass the historical and cultural foundations of Russian and English proverbs, shedding light on their connections to folklore, literature, and societal values. It will also delve into the distinctive linguistic and expressive nature of these proverbs, highlighting their profound insights and universal applicability.

Historical and Cultural Roots of Russian Proverbs:

The historical and cultural roots of Russian and English proverbs are deeply embedded in the legacy of each language, reflecting the rich tapestry of historical events, folklore, literature, and societal values that have shaped their development.

The historical and cultural roots of Russian proverbs can be traced to the enduring traditions, folklore, and religious beliefs of the Russian people. Many Russian proverbs have origins in oral storytelling, folk traditions, and the experiences of generations. They encapsulate the collective wisdom, resilience, and spiritual beliefs of the Russian culture, reflecting the nation's historical trajectory and its enduring values. Additionally, Russian proverbs are informed by the literary works of prominent authors such as Pushkin, Tolstoy, and Dostoevsky, integrating the cultural wisdom and insights gained from these influential literary figures.