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ФЕДОРОВА Анна Владимировна,
старший преподаватель
Московского государственного института
международных отношений (университет)
МИД России (МГИМО),
Москва, Россия,
e-mail: a.fedorova@my.mgimo.ru

ФОРМИРОВАНИЕ МЕЖКУЛЬТУРНЫХ КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ У СТУДЕНТОВ ВУЗОВ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ КАК LINGUA FRANCA

Аннотация. В статье рассматриваются теоретические и методические основы формирования межкультурной коммуникативной компетенции (МКК) у студентов вузов при обучении английскому языку как *lingua franca* (ELF). Анализируются особенности ELF, структура МКК и ее компоненты: лингвистическая, социокультурная, стратегическая и психологическая компетенции. Обоснованы педагогические условия, способствующие развитию МКК, включая адаптацию учебных материалов, применение интерактивных методов, организацию самостоятельной работы и мониторинг процесса обучения. Проведен эксперимент, подтвердивший эффективность данных условий для повышения уровня МКК. Результаты исследования имеют практическую значимость для совершенствования профессионально ориентированного обучения иностранным языкам в условиях глобализации.

Ключевые слова: межкультурная коммуникативная компетенция, английский язык как *lingua franca*, профессионально ориентированное обучение, межкультурная коммуникация, педагогические условия, интерактивные методы, аутентичные материалы.

FEDOROVA Anna Vladimirovna,
Senior Lecturer,
Moscow State Institute of International Relations (University)
of the Ministry of Foreign Affairs of the Russian Federation,
Moscow, Russia

DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE IN UNIVERSITY STUDENTS THROUGH TEACHING ENGLISH AS A LINGUA FRANCA

Annotation. The article explores theoretical and methodological foundations for developing intercultural communicative competence (ICC) among university students learning English as a *lingua franca* (ELF). It analyzes the features of ELF, the structure of ICC, including linguistic, sociocultural, strategic, and psychological components. Pedagogical conditions promoting ICC development are substantiated, such as adapting teaching materials, applying interactive methods, organizing independent work, and monitoring the learning process. An experimental research confirmed the effectiveness of these conditions in enhancing ICC levels. The research findings are practically significant for improving professionally oriented foreign language teaching in the context of globalization.

Key words: intercultural communicative competence, English as a *lingua franca*, professionally oriented education, intercultural communication, pedagogical conditions, interactive methods, authentic materials.

Introduction

In the modern era of globalization and the integration of international economic, scientific, and cul-

tural processes, the English language occupies a special place in the system of interethnic communication. It serves as a *lingua franca* — a universal means

of communication between speakers of different native languages, which determines the need to train specialists capable of effectively interacting in a multinational professional environment.

Traditional approaches to teaching foreign languages at universities, focused on British or American English standards, require reconsideration in light of new communicative realities. The modern student must not only possess language skills but also have intercultural communicative competence (ICC), which enables them to take into account the cultural characteristics of communication partners, adapt their speech behavior, and successfully resolve communicative conflicts.

Thus, the development of intercultural communicative competence (ICC) becomes one of the key directions in professionally oriented English language teaching. The aim of this article is to theoretically substantiate and empirically confirm the pedagogical conditions and methodological approaches that contribute to the development of ICC among university students within the framework of teaching English as a lingua franca (ELF).

1. Theoretical Foundations of the Concept "English as a Lingua Franca"

The concept of lingua franca has historically denoted a language employed as a means of communication among speakers of diverse ethnic groups lacking a common native tongue. In the contemporary world, English has attained the status of a lingua franca owing to several factors, including the geopolitical influence of Anglophone nations, their economic strength, the widespread dissemination of scientific and technological knowledge, as well as cultural predominance. [9; 10].

English as a lingua franca (ELF) is characterized by a number of features that distinguish it from the traditional variant of English studied as a foreign language. ELF exhibits simplification of grammatical structures, lexical variability, and an emphasis on mutual understanding rather than strict adherence to the norms of standard English. This is reflected in the use of diverse accents, simplified syntactic constructions, as well as the adaptation of communicative strategies to specific interactional contexts.

In Russian linguistics, the concept of ELF has been actively researched since the early 2000s [1; 5]. Scholars emphasize that traditional teaching methodologies, based on British or American English standards, are not always adequate for preparing students for real-world international communication. Developing flexible communicative strategies, the ability to consider cultural differences, and adapting one's speech to the interlocutor's characteristics become essential.

Research indicates that teaching English as a lingua franca requires the integration of linguistic and cultural components, as well as the development of intercultural competence skills, enabling students to function effectively in professional environments characterized by diverse cultural contexts [4].

2. Intercultural Communicative Competence: Structure and Components

Intercultural Communicative Competence (ICC) is an integrative personal quality encompassing a set of knowledge, skills, abilities, and attitudes that ensure successful intercultural interaction [3]. ICC is a prerequisite for effective communication in a multinational environment and comprises several interconnected components:

- Linguistic competence — the mastery of language resources that enable individuals to adequately express their thoughts and understand their communication partners in contexts where English is used as a lingua franca. This includes knowledge of vocabulary, grammar, phonetics, and pragmatics.
- Sociocultural competence — knowledge of the cultural norms, traditions, and values of various countries and ethnic groups; understanding differences in communicative styles, nonverbal behavior, and communication etiquette.
- Strategic competence — the ability to employ communicative strategies to overcome linguistic and cultural barriers, resolve misunderstandings, and adapt utterances to specific situations.
- Psychological competence — the readiness for tolerant perception of cultural otherness, empathy, cognitive flexibility, the ability to regulate emotions, and respond to cultural differences with respect.

Each component of ICC is interconnected and complementary. The development of ICC requires a systematic approach, integrating linguistic and cultural instruction, as well as fostering critical thinking and reflection.

An important aspect is students' awareness of their own identity and cultural characteristics, which contributes to the development of intercultural sensitivity and readiness for constructive dialogue.

3. Professionally Oriented Teaching of English as a Lingua Franca

Professionally oriented foreign language teaching (POFLT) focuses on developing language competencies necessary for the successful performance of professional tasks in an international environment [8]. Within the context of English as a Lingua Franca (ELF), particular importance is given to incorporating

intercultural aspects into the educational process, reflecting the specifics of international professional communication.

The fundamental principles of professionally oriented foreign language teaching (POFLT), taking into account the role of English as a lingua franca, include:

- Authenticity of instructional materials — the use of professional texts, audiovisual resources, and communicative situations that reflect real international contexts and cultural diversity [2]. This enables students to become familiar with the variety of linguistic forms and cultural norms characteristic of ELF.
- Interactivity of instruction — the use of group work, projects, discussions, role-plays, and other active methods that simulate real professional situations and promote the development of communicative and intercultural skills. [7].
- Adaptability of instruction — taking into account students' language proficiency levels, professional orientation, and individual characteristics to ensure maximum effectiveness of the learning process.
- Reflection and critical thinking — fostering awareness of cultural differences, personal communicative strategies, and ways to improve them, which contributes to the development of profound intercultural competence.

The inclusion of intercultural elements in professionally oriented foreign language teaching (POFLT) promotes not only the development of language skills but also the formation of students' readiness for effective professional communication in an international environment.

4. Pedagogical Conditions for Developing Intercultural Communicative Competence in Teaching English as a Lingua Franca

Based on an analysis of both domestic and international studies, as well as personal pedagogical experience, the following pedagogical conditions have been identified as conducive to the effective development of intercultural communicative competence (ICC) among students within the framework of teaching English as a lingua franca:

4.1. Adaptation of instructional materials taking into account the specifics of lingua franca

Educational texts, audio, and video materials should reflect the characteristics of international English, including lexical variability, simplified grammatical constructions, and incorporate cultural realities of various countries and peoples [1; 5]. This approach enables students to become familiar with authentic communicative practices and develop the ability to comprehend and use diverse linguistic forms.

An example includes materials featuring dialogues between speakers of different cultures, which highlight characteristics of nonverbal communication, cultural variations in expressions of politeness, and strategies for resolving misunderstandings.

4.2. Use of Interactive Teaching Methods

Group projects, business and role-playing games, discussions, and debates contribute to the development of strategic competence and the formation of intercultural interaction skills [7]. These interactive formats engage students actively, encourage collaborative problem-solving, and foster critical thinking and empathy.

For example, within a business simulation, students role-play negotiations between representatives of different countries, allowing them to practice strategies for adapting speech and behavior in real-life intercultural communication contexts.

4.3. Organization of Independent Work with Professional and Intercultural Texts

Analyzing videos, podcasts, articles, and other authentic sources that depict intercultural conflicts and communicative situations promotes the development of sociocultural competence and critical thinking [6]. Independent work enables students to gain a deeper understanding of cultural features, compare different perspectives, and develop their own communicative strategies.

4.4. Monitoring and Individualization of the Learning Process

Regular assessment of linguistic and intercultural skills, along with analysis of project results and oral presentations, enables timely identification of difficulties and adjustment of the learning process according to the individual characteristics of students [8]. Individualization fosters more effective development of intercultural communicative competence (ICC) and enhances motivation for learning.

4.5. Fostering Respect for Cultural Differences and Tolerance

Discussion of cultural stereotypes, real cases of intercultural conflicts, and ways to resolve them contributes to the development of psychological competence — the readiness for respectful and tolerant attitudes toward cultural others [3]. This is a crucial aspect of fostering intercultural sensitivity and successful communication in an international professional environment.

5. Research Methodology

To evaluate the effectiveness of the proposed pedagogical conditions, an experimental research

was conducted at Moscow State Institute of International Relations (University) of the Ministry of Foreign Affairs of the Russian Federation (Moscow, Russia).

5.1. Research Aim and Objectives

The aim of the research was to identify the impact of adapted materials and interactive technologies on the development of intercultural communicative competence (ICC) among students learning English as a lingua franca.

The objectives of the research included:

- Developing and implementing educational materials taking into account the specifics of English as a lingua franca (ELF);
- Organizing interactive forms of learning;
- Conducting diagnostics of the level of intercultural communicative competence (ICC) before and after the experiment;
- Analyzing the results and drawing conclusions.

5.2. Research Participants

5.2. Participants of the Research

The research involved 40 second- and third-year students specializing in International Economic Relations. They were divided into two groups: an experimental group (n = 20) and a control group (n = 20).

5.3. Research Methods

Testing of linguistic and intercultural competence (before and after the experiment);

Surveys and interviews to identify students' attitudes toward intercultural communication;

Analysis of the results of project assignments and participation in role-playing games.

5.4. Organization of the Experiment

In the experimental group, there were used adapted educational materials, interactive forms of work, independent research with authentic professional texts, and regular monitoring. The control group employed traditional teaching methods.

6. Research Results

The experiment yielded the following data:

- The average score on intercultural communicative competence (ICC) testing in the experimental group increased by 18%, whereas the control group showed an increase of only 5%.
- Surveys indicated a rise in motivation to learn the language and develop intercultural skills among students in the experimental group.
- Project work and role-playing activities demonstrated a deeper understanding of cultural characteristics and the ability to apply adaptation strategies in communication.

These results attest to the positive impact of the proposed pedagogical conditions on the development of ICC.

7. Discussion

The obtained data confirm that the integration of adapted materials and interactive technologies contributes to the development of all components of intercultural communicative competence. The effectiveness of developing strategic competence — the ability to respond flexibly to the cultural and linguistic characteristics of the interlocutor — was particularly pronounced.

An important factor for success was the formation of students' psychological readiness for intercultural interaction, which ensured an improvement in the quality of professional communication.

The research results align with the conclusions of both foreign and domestic scholars, who emphasize the need to rethink English language teaching methodologies in the context of globalization and the growing role of ELF [9; 10].

8. Conclusions

1. English as a lingua franca imposes specific requirements on the content and teaching methods in universities focused on intercultural professional communication.
2. Intercultural communicative competence comprises a set of linguistic, sociocultural, strategic, and psychological components, developed through the integration of language and cultural education.
3. Effective pedagogical conditions include the adaptation of educational materials, the use of interactive technologies, the organization of independent work, and monitoring of the learning process.
4. The experimental research confirmed that these conditions contribute to a significant increase in students' intercultural communicative competence.
5. The research results can be used to further improve programs and methods of professionally oriented foreign language teaching, taking into account the role of English as a lingua franca.

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