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# «ASEDU-2020: Advances in Science, Engineering and Digital Education»

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## «On intercultural communicative competence of non-linguistic university students»

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# Problem statement

Teaching foreign languages in a non-linguistic University is interpreted as teaching foreign language communication in the context of intercultural communication.

The purpose of the present research is to study the current level of intercultural communication competence of students with nonlinguistic majors studying English as a foreign language in higher school.

The foundation of our study is constituted on the basis of the following research tasks:

- 1) to define the structure of intercultural competence;
- 2) to study the level of intercultural communication competence of students with nonlinguistic majors studying English as a foreign language in higher school, analyze the results and outline some perspectives for future research.



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# Solution methods

The research was conducted on the basis of Minin Nizhny Novgorod State Pedagogical University, Russia, including 87 first and second year students of the Bachelor Programmes.

The structure of intercultural communication competence is defined as including the following key components:

- linguistic – knowing language rules;
- cognitive – understanding the phenomenon of intercultural communication, connections between cultural background and behavior, culture factors relevant to communication;
- motivational – being ready to understand cultural differences and build fruitful cooperation, stimulating communication members to contribute to a conversation;
- emotional – showing empathy, making communication members feel equal parts of a safe conversation;
- cultural – being aware of traditions, etiquette and taking them into consideration in communication.

The linguistic component was studied based on the Method of measuring foreign language skills (Shamov, 2020), the cognitive component – Self Monitoring Scale (Snyder, 1974), the motivational – Adaptability Scale (Kirsheva, and Ryabchikova, 1995), the emotional – Communication Activity Test (Leontiev, 1997), the cultural – Understanding Facial Expressions and Gestures Test (Konovalov, 1996).



# Results Conclusions

- The results reveal that the majority of students cannot vary their behavior depending on a situation, being unaware or less responsive to situational cues, not having developed skills to control and manage their behavior in accordance with different communication situations.
- 15% of students feel communication barriers, avoid leading roles and 17% has a low level of cultural awareness and fails to interpret non-verbal means of communication.
- 11% of students prove to be successful mediators, showing empathy to the interlocutor, striving to find a compromise.

The prospects of the research are seen in analyzing the English language curriculum of a non-linguistic university with the aim to introduce changes in studied topics which will contribute to develop willingness and readiness to acquire new knowledge and participate in intercultural and professional communication effectively.

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