



Development of intercultural communicative competence of students in the process of ^{capitalization} participation in international projects.

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Student who does not have enough practice of language, experience in intercultural or local conferences are definitely need to improve the skill of intercultural communicative competence for successful future communication with native speakers of various cultures or a particular one.

prep.

There are a lot of aspects that should be taken into account before the moment of direct interaction. Therefore, it is very important not only to have a good knowledge of the language, but also to ^{can} have a skill of understanding intercultural competence and intercultural communicative competence concepts and an opportunity to use it on practice. Furthermore, students should have an ability to use the clear knowledge of intercultural communicative communication for the skilled implementation of a project, presentation or a communicative act.

prep.

That is why the relevance of this work is motivated with the need to form strategies within the framework of intercultural communicative competence of students, create conditions for communication with native speakers and consolidate the acquired knowledge based on the problem of mastering these skills. The object of the research is the process of ^{can} forming intercultural communicative competence and increasing its level among of the students from Higher School of Economics. The subject of the research is international students' projects which are conducted on the online base (Internet). The main goal of the thesis is to create a

model of an international online project that ensures regular interaction between students and, as a result, develops strategies for intercultural communicative competence.

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Based on the specified purpose there can be pointed out the following tasks. Firstly, it is necessary to answer the question how to measure the level of students' intercultural competence. Secondly, to provide a definition of intercultural communication, identify the main factors that influence the formation of intercultural communication and competence (ICC). Thirdly, to organize the model of elements which are included in the intercultural communicative competence and explain what kind of features they have. Only after a detailed explanation, the further step is to analyze examples of international projects and identify their structure and features. As the final step in this chain of following tasks will be the creation of an adopted variant of a test, using all the necessary resources such as Deborah Schnabel's work, which determines the level of the intercultural communicative competence of Higher School of Economics students. After there will be a conduction of a comparative analysis of the results among students who participated in international projects and did not have such experience.

Practical significance of the research is to create a model for organizing an international project with the purpose to develop intercultural communication competence (ICC). In the future, this model can be used in practice during the development of educational programs in the areas of translation, intercultural communication and teaching. This model can also serve as a proper example before students' preparations for international performances.

Hypothesis

If bilingual students have a high level of intercultural communication, which implies the ability to interact with representatives of other cultures in their native language, then if intercultural interaction is possible within the framework of international projects, their level of intercultural communication will increase.

Literature Review