

Задля вирішення вище зазначених питань на особливу увагу заслуговує створення окремих підручників для іноземних громадян, адаптування програми «українська мова» до комунікативних потреб і мовних можливостей іноземних студентів, адаптування текстів за відповідною спеціальністю, доповнення посібників словниками нових термінів, розробка передтекстових і післятекстових вправ, внесення елементів наочності для швидкого засвоєння нових термінів.

З метою забезпечення якісної підготовки іноземних громадян УДПУ звертає особливу увагу на вивчення мови. Вирішення вище означених проблем прямо залежить від категорії іноземців, які вивчають українську мову у вищих навчальних закладах, напряму підготовки, спеціальності, етапу навчання, комунікативної потреби, існуючої бази знань. Іноземні студенти, які вивчали російську мову до вступу у ВНЗ і володіють нею на належному рівні, досить швидко здійснюють входження до української мови, спираючись на знання, навички та вміння з російської мови. Значно більших зусиль і великої професійної майстерності потребує робота з іноземними студентами, які попередньо пройшли нетривалий елементарний курс вивчення української (російської) мови. Велика увага приділяється індивідуальній роботі викладачів з такими іноземними студентами, а також організації самостійної роботи студента з підручниками і посібниками.

З метою підвищення рівня підготовки іноземних громадян необхідно створювати відповідні умови для оптимізації цього виду діяльності, розглядати питання організації навчально-виховного процесу у комплексі з адаптаційною роботою, що, в свою чергу, дасть змогу підвищити якість навчання й дозволить іноземним громадянам отримати відповідну професійну кваліфікацію.

UDC 316.6

Victoria Kukharska

Ternopil Ivan Puluj National Technical University, Ukraine

CULTURAL AWARENESS AS A KEY COMPONENT OF CULTURAL ADAPTATION

It's happening already all over the globe that we need to understand how one another's cultures affect individuals' behaviors and perceptions. As the dynamics of culture is changing, knowledge and understanding of cultural awareness can be a powerful tool in the 21st century, managers who have intercultural communication skills to build strong teams will be in high demand.

Cultural awareness is a way of thinking and viewing the world. It means understanding, respecting and successfully interacting with those whose world views, value, behaviour, communication styles, customs and practices are different than one's own. In other definition cultural awareness is characterized as developing sensitivity and understanding of another ethnic group. This usually involves internal

changes in terms of attitudes and values. Awareness and sensitivity also refer to the qualities of openness and flexibility that people develop in relation to others. Cultural awareness must be supplemented with cultural knowledge. It is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. Cultural awareness becomes central when we have to interact with people from other cultures.

Becoming aware of our cultural dynamics is a difficult task because culture is not conscious to us. Since we are born we have learned to see and do things at an unconscious level: we take everything we grow up with all the values, the history, the do's and don'ts for granted and normal. The starting point for discovering a different culture is identifying your patterns of behaviour and beliefs. Sometimes we have to step aside of our cultural boundaries in order to realize the impact that our culture has on our behaviour. Then we realize the differences, and if we manage to keep an open mind we will be able to see the positive and negative sides on both concepts and only then take the best part from both and try to integrate it into your life.

Misinterpretations occur primarily when we lack awareness of our own behavioural rules and project them on others. In absence of better knowledge we tend to assume, instead of finding out what behaviour means to the person involved. Projected similarities could lead to misinterpretation as well. When we assume that people are similar to us, we incur the risk that they are not. Then we might act inappropriately. It is safer to assume differences until similarity is proven.

Cultural diversity could be a source of problems, in particular when the organization needs people think or act in a similar way. Diversity increases the level of complexity and confusion and makes agreement difficult to reach. On the other hand, cultural diversity becomes an advantage when the organization expands its solutions and begins to take different approaches to problem solving. Diversity in this case creates valuable new skills and behaviours.

There are several levels of cultural awareness that reflect how people grow to perceive cultural differences.

1. My way is the only way (people are all the same). At this stage, people are aware of their way of doing things, and their way is the only way, they ignore the impact of cultural differences because of the conviction that we all hold the same values and beliefs.

2. I know their way, but my way is better (cultural differences exist, but my culture is the best). At this level, people realize that differences in cultural norms, values, customs and beliefs exist, however, they are seen as less desirable than their own or even threatening. People still consider their way of doing things is the best one and they tend to defend their own culture by ignoring, minimizing others or reducing their significance because cultural difference is perceived as source of problems.

3. My way and their way (other cultures are of value and I can learn from them). At this stage, people are aware of their own way of doing things and others' ways of doing things, and they chose the best way according to the situation. They realize that cultural differences can lead both to problems and benefits, recognize the complexity

and richness of other people's cultures, and are willing to use cultural diversity to create new solutions and alternatives.

4. Our way (more than one cultural frame of reference exists). This final stage brings people from different cultural background together for the creation of a culture of shared meanings. People dialogue repeatedly with others, create new meanings, new rules to meet the needs of a particular situation.

It should be noted that cultural awareness is not only a key component to business corporations and effective managers, it also refers to all spheres of our life and educational establishments are not exceptions. From the earliest times universities were not only the higher educational establishments for receiving knowledge in various branches of science, they were also centers for forming all-around cultural personalities with high moral and cultural values. The word "university" itself is derived from the Latin *universitas magistrorum et scholarium*, which means "community of teachers and scholars". Early modern university humanist professors always focused not only on the ability of students to write and speak with distinction and to interpret classical texts but also to live honorable lives. In 1963 the Robbins Report on universities in the United Kingdom concluded that such institutions should have four main objectives essential to any properly balanced system: "instruction in skills; the promotion of general powers of the mind so as to produce not mere specialists but rather cultivate men and women; to maintain research in balance with teaching, since teaching should not be separated from the advancement of learning and the search of truth; and to transmit a common culture and common standards of citizenship". (Anderson Robert, "The idea of University today", March 2010)

Every educator knows that there are many variables or individual learner differences: age, gender, anxiety, aptitude, motivation, personality, ethnicity, religion, learning styles, strategies and other factors. Moreover, the process of adaptation itself is a two-way street: it's not enough to teach the subject itself even taking into consideration individual approach to this or that student, teachers must understand how awareness about different cultures can improve interaction in a multicultural environment, identify the barriers to effective cross-cultural communication, use cultural skills to engage and interact successfully with international students.

Cross-cultural communication is important for a wide range of staff who have contact with international students in many different contexts. As well as an ability to communicate across cultures it contributes to the well-being of the students and allow those who work with international students (student advisers, administrators, secretaries, receptionists, attendants, canteen and security staff) to feel more confident when dealing with issues arising from cultural differences. The task of every educational establishment is to understand how cultural awareness about different cultures can improve interaction in a multicultural environment; to identify barriers to effective cross-cultural communication; to increase cultural awareness among those working with international students by introducing short-term programs customized for specific audiences and countries that can provide them with the skills to engage, communicate and interact more effectively and confidently with international students

Quite a number of difficulties stand between us. But the more we learn about the life of the peoples of different countries today, their concerns and aspirations, the sooner we will have a better understanding of one another. Increasing cultural awareness in our corporate culture can help avoid misunderstanding, keeping in mind the following cultural awareness strategies can assist us in creating well informed teams that keep unchecked cultural tension to a minimum or handle conflicts that arise in positive ways without escalation to an HR issue. But history has shown that real changes, fundamental social changes may take decades or even centuries to become culturally established. Because of the speed of technological change and pace of modern life, we expect all changes to come quickly, yet perhaps this is unrealistic expectation. More patience will be required for the vital adaptation work to be done.

УДК 37.01

Ольга Мосій

Тернопільський національний технічний університет імені Івана Пулюя, Україна

ФОРМУВАННЯ ЗАГАЛЬНОЛЮДСЬКИХ ЦІННОСТЕЙ ТА ЕТИКИ МІЖНАЦІОНАЛЬНОГО СПІЛКУВАННЯ СТУДЕНТІВ-ІНОЗЕМЦІВ

Olga Mosiy

Ternopil Ivan Puluj National Technical University, Ukraine

SHAPING OF UNIVERSAL HUMAN VALUES AND ETHICS OF FOREIGN STUDENTS INTERNATIONAL COMMUNICATION

Збільшення кількості студентів, що приїхали навчатися в Україну з Нігерії, Конго, Камеруну, Марокко, Індії, Таджикистану та інших країн, актуалізує проблему етики міжнаціонального спілкування. Яскрава вираженість певних норм кожної зі сторін міжкультурної взаємодії може призвести до формування негативних стереотипів, виникнення «синдрому настороженості», і навіть, до міжкультурних конфліктів. З іншої сторони, міжнаціональне спілкування дає людині більше можливостей для отримання знань про особливості своєї та інших етнічних груп, сприяє розвитку міжнаціонального розуміння і формуванню комунікативних навиків.

Зміст поняття “етика міжнаціонального спілкування” включає: симпатію, дружелюбність і повагу до представників різних національностей, розуміння і прийняття етнічної самобутності, звичаїв і традицій різних народів, їх функціональної значущості; прояв зацікавленого ставлення до життя, культури представників інших етнічних колективів; відбиття емоційно-позитивного ставлення до них у власній поведінці при безпосередньому і опосередкованому спілкуванні.