THE INTERNET AS A SOURCE OF CROSS-CULTURAL COMPETENCE DEVELOPMENT AT THE FOREIGN LANGUAGE CLASSES

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One of the most essential pedagogical principles of foreign language teaching is one that emphasizes the study of language in a cross-cultural context. The main task of teachers is to engage their students in cross-cultural dialogue from the junior years of their study. The study of foreign culture provides them better understanding of their native culture. Also cross-cultural forming enhances the improvement of their cultural education and helps to educate them generally. So it is obligatory to find the new ways and sources to facilitate students to feel, understand and be aware of the peculiarities of foreign language and foreign culture. And the development of IT technologies has made the Internet one of the most important source for cross-cultural education.

Nowadays it is important to enhance the cross-cultural part of the communicative competence. Future experts have to be able to feel themselves as a part of global world, support the communication with the representatives of different countries and cultures. In order to get this ability they have not only to study the language, but also to study the culture and traditions of the country, business etiquette, peculiarity of international communication.

With the development of personal-oriented educational trends it's important for every expert to get cross-cultural communicative competence. This competence doesn't exist without real communication. The certain level of competence is defined by the certain communicative situations. That's why cross-cultural competence is to be considered the key competence in the model of a future economist competence structure. Competence means skills in handling of the complex of knowledge, skills,

experience and certain relations which are recognized by society and can be used in a wide range of human activity. Also, competence provides skills in handling of complex procedure, in every trend of which there is a set of educational components that have personal-active nature. Cross-cultural competence provides opportunities to establish contacts with the representatives of other cultures; it's an essential part of communicative competence. So when we combine terms "cross-cultural competence" and "communicative competence", we mean communication of representatives of different cultures, who realize their peculiarities and differences.

Cross-cultural aspect has to be the content of communicative competence, and the main benchmark for communicative linguistic competence forming. Cross-cultural communication ability requires a set of different skills: the ability to imagine oneself on the place of the other participants of communication, ability to take initiative in cross-cultural contact, ability to forecast the socio - cultural drawbacks, which could cause misunderstanding, ability to take responsibility for cross-cultural misunderstanding elimination, ability to be diplomatic, ability to be respectable representative of his own culture, ability to live in multicultural environment. Such level of foreign language speaking is perfect and it is important to try to reach it. The Internet is a valuable resource to both language teachers and learners. The Internet facilitates the use of the specific language in an authentic setting. The Internet can also be used to acquire information from language resources for a variety of purposes. For example, students can access current information from countries around the world. They can get different information from the countries in which the target language is spoken. Students can read web versions of daily newspapers. Such experiences can allow learners to participate in the culture of the target language, which in turn can enable them to further learn how cultural background influences one's view of the world. The use of the Internet could be used to promote thinking skills. A language teacher, for example, may instruct learners to search for specific information. Searching the Web requires logic skills. Once information has been obtained, the results must be reviewed which requires scanning, discarding, and evaluative judgment on part of the learner. The information must be put together to

make a complete and coherent whole which entails the synthesis process. Communication with native speakers furthers literacy development for authentic purposes, enables language learners to compare student perspectives on an issue, and allows them to practice specific skills such as negotiating, persuading, clarifying meaning, requesting information, and engaging in true-life, authentic discussion. Promotion of literacy also occurs within a social context. The interaction that results from the above situations can lead to cooperative projects and increased communication between students from all over the world, in turn leading to the development of social skills. Finally, use of the Internet can promote computer skills and the technical and conceptual experiences of using a computer. The Internet provides supplementary language activities which can provide students with additional practice in specific areas of language learning. These include reading tests and comprehension questions, grammar exercises, pronunciation exercises possible through the available multimedia capabilities, cloze tests, vocabulary exercises, and so forth. But it's necessary to mention that using the Internet for educational purposes have to be the controllable process and it requires thorough selection of available sources and materials by the foreign languages teachers.

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