Рассмотрена сущность стратегий автономного обучения. Приведены их классификации. Проанализированы особенности изучения иностранных языков с применением стратегий автономного обучения. Определены и охарактеризованы базовые стратегии автономного обучения как неотъемлемые составляющие процесса изучения иностранного языка.

Стратегии обучения, автономное обучение, организация учебного процесса, самостоятельность.

The article is devoted to the problem of the classification of the learning strategies. The autonomous language learning strategies and the characteristics of their classifications are considered from the point of view of their effectiveness. The basic learning strategies are identified and described as integral components of successful language learning. Learning strategies are the thoughts and actions students engage in, consciously or not, to learn new information. The goal of teaching learning strategies is to help students to consciously control how they learn so that they can be efficient, motivated, and independent language learners This article presents twenty particularly useful learning strategies that teachers can introduce to their students The goal of strategies instruction is to make students more aware of how they learn and how they can learn more efficiently and effectively. Strategic learning encourages students to take that responsibility and reflect on their own thinking process as well. Understanding the language learning process will encourage students' acquisition and critical analysis of language learning issues.

Learning strategies, autonomy learning, organization of learning process, independance.

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STRUCTURAL ANALYSIS OF INTERNATIONAL MANAGERS' INTERCULTURAL COMPETENCE (CRITERIA, INDICES, LEVELS)

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The generalized results of the theoretical analysis of the phenomenon of intercultural competence are highlighted. The features which are typical of intercultural competence of the future managers of foreign economic activity are emphasized. The criteria, indicators and levels of formation of intercultural competence of managers of foreign economic activity are researched.

Intercultural competence, management of foreign economic activities, criteria, indicators, levels of formation of intercultural competence of the future managers of foreign economic activity.

Historically, scientific interest in intercultural communication forms in 1950-70s of the twentieth century and is initially built on the research data related to the difficulties experienced by people leaving or staying abroad. Later, in 1970-80s, the scope of a scientific analysis extends to the studies of students' exchange programs, international business, cross-cultural training, immigrants' and expatriates' acculturation process. Nowadays, research in this field encompasses a lot more aspects, including those of international schools' operation, specialists' training in medical sphere and varies from temporary programs to permanent residence in a foreign country. In our opinion, the Bologna Process that is being implemented in Ukraine has laid foundation for the development of students' intercultural competence.

As an example, we can name the process of Ukrainian education humanization aimed at 'bringing up people with humanistic worldview and such qualities as an integrity of a personality, peaceable disposition, cordiality, independent thinking, tolerance to other thoughts and ideas, ability to conduct a dialog based on equal participation, mutual understanding a respect'[5].

In fact, to demonstrate a particular level of intercultural competence development is a must to be met by Ukrainian professionals who work in the field of international relations, for example by managers of international economic activity. According to the data provided by R. Grishkova, social interest in the economists of 'a European level', including international managers, is manifested in numerous foreign and national scientific publications of the last decade. These publications put emphasis on two key elements in the economists' job description – the foreign language proficiency and the knowledge of intercultural peculiarities that help future professionals in terms of their mobility and the competitiveness on the world labor market [1, p.125]

Analysis of the latest research studies and publications. It is worth to mention, that some aspects of future managers' professional training have already been analyzed in recent research works of Ukrainian and Russian scholars. For example, theoretical questions of communicative competence development are revealed in the studies of K. Bogatyr'eva, V. Liventsova, O. Vishnevs'ka. Scientific interests of R. Botavina, I. Gerasimova, V. Volkova are connected with moral and ethical principles' investigation, the analysis of norms governing managers' activity and their influence on organizational functioning. Specific professional skills, as well as personal characteristics' development that may help realize vocational and personal potential of future international managers are discussed in the papers of L. Dolins'ka, O. Ponomar'eva, L. Vasil'chenko, V. Shepel', I. Ivanova, L. Volodars'ka-Zola. The process of sociocultural competence formation in the context of foreign languages' education is investigated by R. Grishkova, N. Ignatenko, V. Kalinina, I. Vorobiova, V. Safonova, V. Topalov, N. Zamkova.

The survey of the literature in the sphere of contemporary managers' education suggests that majority of the authors does not pay enough attention to the mechanisms of intercultural competence development. Therefore, this phenomenon, which is the subject of our study, requires further inquiry in terms of definition analysis, clarification of its structure, criteria, indices and levels of development.

Thus, **the aim of the article** is to discuss qualitative characteristics, criteria, indices and levels of intercultural competence development in the process of future international managers' professional education.

Task outline. First, it should be mentioned that the notion of 'intercultural competence' that is related to such complex concepts as 'culture' and 'intercultural communication' is in itself a multi – faceted one. Even today, the need in conceptual clarity and the absence of a unified definition of this phenomenon exists. The absence of a precise definition has led to the appearance of numerous theories and models of intercultural competence. Some researches stress the communicative nature of intercultural competence. Models proposed by G. Elizarova, O. Leontovich, N. Sushkova, Y. Bakanova, I. Ptitsina belong to this group. Others emphasize the process of individual adaptation and personal development when a person meets with another culture. Works of V. Gudikunst, Y. Kim, S. Ting-Toomy are among them. Still others point to the empathy and tolerance - B. Ruben, A. Fantini, M. Bennet, A. Sadohin.

Definitions of intercultural competence

Definition of intercultural competence	Author
Individual ability to exercise knowledge, understanding, intentions or desires related to intercultural communication in practice	B. Ruben
Complex of skills that are needed to act effectively and adequately when socializing with representatives of other cultures and languages	A. Fantini
Individual experience that includes different levels of personal development in the process of understanding and acceptance of cultural differences	M. Bennet
Knowledge of one or more cultures and social identities, ability to discover and establish relations with representatives from other cultural contexts, such contexts that have not been previously experienced	M. Byram
New psychological formation of higher order, the functioning of which makes it possible to take part in intercultural communication on professional, sociocultural and personal levels; ability to reach understanding with representatives of other cultures based on knowledge, comprehension and adherence to the universal rules and norms of communication that make up international communication etiquette	V. Narolina
Highly developed ability to mobilize the system of knowledge and skills that are necessary to decode and adequately interpret the meaning of verbal and non-verbal behavior of people coming from different cultures, as well as to orientate in sociocultural context of a specific communicative situation	Y. Bakanova

An attribute of a secondary linguistic personality who is capable to perceive, understand and interpret different phenomena of other cultures, is able to compare them with the phenomena of one's own culture and to integrate these phenomena into individual worldview	I. Ptitsina
Competence of a cultural mediator that helps to establish cooperation between two or more cultures, between representatives of a target language as well as those of other cultural communities. Possession of knowledge about the types of cultures and the ways to bring them together, ability to see similarities and differences and analyze them from the point of their cultural values, customs and traditions, ability to use this knowledge to achieve mutual understanding with representatives of other cultural groups	N. Sushkova
Complex of sociocultural and linguistic knowledge, communicative ability and skills due to which a personality can successfully communicate and cooperate with representatives of other cultures on all levels of intercultural communication	A. Sadohin
Interlocutors' knowledge and ability to conduct intercultural communication by means of creating mutual understanding of a current situation and to achieve positive results	G. Elizarova
Complex of skills that help adequately evaluate a communicative situation, use verbal and non-verbal means to reach communicative goals and to get a feed-back at the end of cooperation	O. Leontovich

In the result of intercultural competence definitional analysis, we may state that the main goal of its development is to teach students how to interact with people who are linguistically and culturally different from oneself, which stipulates differences on verbal, discourse and behavioral levels and significantly influences the process of intercultural cooperation. In addition, we support M. Bennett's view on intercultural competence as a dynamic process that follows different stages and reveals its peculiar features on each of them. We also agree with G. Erasova's idea about the role and the place of a foreign language (the English Language in our research) perceived as a language of international communication, that is a person who uses it in communication does not necessarily belong to the target (English) language culture. As significant, we consider the definition of 'competence' given by A. Sadohin who treats it as a complex of necessary theoretical knowledge, psychologic characteristics and practical skills. Taking into consideration the above named ideas, we understand intercultural competence as an integrative formation that combines knowledge, skills and personal qualities and is developed in the process of communication with members of two or more cultures. This communication is targeted at the achievement of positive cooperation, mutual enrichment and the entrance to the world cultural context.

Second, to solve the task of intercultural competence development it is necessary to discuss the structure of this phenomenon. Our studies of theoretical material on the issue bring us to the conclusion that despite the absence of clear consensus about what the structure of intercultural competence is, most scientists single out such of its components as: 1)

cognitive (that includes culturally - specific knowledge and the level of a foreign language proficiency), 2) affective (personal attitude to the situation of intercultural communication, empathy, tolerance), 3) processual (ability and skills, as well as behavioral strategies necessary for a successful intercultural communication), 4) personal component (analytic and interpretative skills, the awareness of cultural values' difference and the ability to spot the zones of a potential misunderstanding when different views meet; skills to gather and apply information to build one's idea about 'cultural image' of an intercultural interlocutor).

In the context of our research, the evaluation of intercultural competence development of future international managers is based on the criteria that reflect its structural components. In other words, among the criteria of this competence measurement we name cognitive, processual, affective and personal ones.

Cognitive criterion describes strategies of a behavioral choice in the existing intercultural situation. To make this choice, one should be aware of cultural differences, have general information about another country as well as the information about communicative rules and normative expectations that influence the process of interaction. In our research work, this criterion corresponds to the model of business cultures' parameters designed by F. Trompenaars and Ch. Hampden - Turner. This criterion can be described by qualitative characteristics of its indices - the awareness about cultural differences (based on 'cultural dilemmas'); general knowledge about another country, its cultural and social peculiarities; knowledge of norms, rules and models of interaction in intercultural business communication; knowledge of business etiquette.

The picked out cognitive criterion is a necessary one but is not enough to evaluate the level of intercultural competence development. To participate successfully in communication with other cultures, a manager should be able not only to choose but also to adjust his/ her own behavior to new situational context. As is proven, many problems of intercultural communication stem up from the differences in linguistic norms, when representatives of various cultures perceive the meaning of a specific term or an expression differently, express their intentions in culturally determined linguistic forms, follow different rules of discourse. The meaning of gestures, mimics, pauses also vary from culture to culture. All this gets accentuated when a foreign language is used and when it is not easy to formulate or explain one's intentions in a clear, exact way that would correspond to the given intercultural situation. That is why in the process of intercultural training it is necessary to widen students' behavioral repertoire based on different socio – linguistic and meta – communicative strategies that make up a *processual criterion*. The indices of this criterion are a wide behavioral repertoire, an ability to observe a given situation, to estimate the outcomes of one's own behavior and to adjust it according to new circumstances, using socio-linguistic and meta-communicative strategies.

Affective criterion is connected with the attitude an interlocutor has towards a representative of another culture. Whether a person is ready to reconsider his/ her personal values, beliefs and behavior, to give up ethnocentric views on his/ her culture, is able to respect others determine the successful outcome of cross-cultural communication and the achievement of mutual goals. When we speak about affective criterion, we generally speak about two main notions – 'empathy' and 'tolerance'. Empathy – (from Greek empatheia – compassion) – is an understanding of emotional disposition, penetration into feelings of another person [3, p.463]. In respect to intercultural communication, empathy is, first of all, ability to understand that a real situation is often perceived and evaluated by people of different cultures in different ways. That is why, to express empathy means to alter one's original mode of perception, be able to show genuine interest towards another participant's feelings and the way he/ she accepts the situation.

Tolerance in the context of intercultural communication is respect to the world cultural variety, to cultural peculiarities, behavioral differences and the way of self-expression. To be tolerant means to be able to accept certain facts from another culture, especially if they differ from the norms and customs of one's own culture; a desire to understand and to accept another point of view [2,p.116]. We completely agree with A. Sadohin who states that in the structure of intercultural competence, tolerance plays the role of intercultural relations' optimization, necessary condition to solve intercultural controversies. Thus, a tolerant person, according to the author, is the ultimate aim of intercultural competence development [4, p.38]. Among indices of this criterion are: positive attitude to communication, acceptance of cultural differences, respect to other values and behavior, ability to show positive attitude, to express interest in others, openness to various opinions, expression of tolerance and good will.

The above-given criteria and their indices come into effect if the skills of gathering and applying information needed to build up a 'cultural image' of an intercultural interlocutor are developed. That is why the fourth criterion of the intercultural competence structure specified by us is a *personal* one. The indices of the personal criterion combine critical thinking, analytic and interpretative skills.

Using the criteria and indices of international managers' intercultural competence development, we differentiate its levels as advanced, intermediate and basic.

The advanced level is characterized by deep knowledge of other cultures, critical awareness about the existence of different value systems, ability to enrich cultural knowledge by means of individual search and direct questioning, to choose corresponding behavior out of a wide repertoire in accordance with a given situation. It is also the ability to evaluate and to readjust one's communicative style, to discuss and clarify new rules of communication in order to avoid misunderstanding; ability to deal tactfully with ethical problems that stem up from cultural differences; ability to accept others

as integral individuals and to apply skills of decentralizing with the aim to optimize intercultural communication.

We describe intermediate level by the following features: capability to use some informational resources to forecast situations of intercultural communication, to readjust one's behavior in the process of communication, interest in the development of intercultural knowledge based on a feedback from others. At the same time, a person on this level may demonstrate lack of necessary skills to change his/ her behavior according to the norms of conduct adapted in another country, use limited repertoire of strategies to avoid misunderstanding. He or she has initial awareness about the way others can perceive, feel and react in everyday communication, shows incipient ability to look at the same situation from different angles.

Basic level of intercultural competence can be characterized by the absence of systematic knowledge and independent systematic search of information related to intercultural communication. Demonstration of defensive behavior in unclear situations is observed. A person tries to settle the appeared problem but does not have necessary knowledge about the existing intercultural differences. He or she continues to adhere to one's own norms of communication and expects others to 'adjust' to them. Such person 'feels' the difficulties that hinder intercultural communication but does not have meta-communicative strategies to avoid them. Also, a person on this level demonstrates embarrassment caused by 'unusual' behavior of others but cannot detect its origin.

Conclusions and prospects for further researches. To wrap up our analysis, we suggest that the criteria, indices and levels of intercultural competence development discussed in this article can help to implement the model of this phenomenon development. Besides, they can be applied to measure the dynamics of intercultural competence formation in the context of future international managers' education and be used to organize an experiment targeted at intercultural competence formation.

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Наведено узагальнені результати теоретичного аналізу феномену міжкультурної компетентності. Виокремлено особливості, при-

таманні міжкультурній компетентності майбутніх менеджерів зовнішньоекономічної діяльності. Розглянуто критерії, показники та рівні сформованості міжкультурної компетентності менеджерів зовнішньоекономічної діяльності.

Міжкультурна компетентність, менеджери зовнішньоекономічної діяльності, критерії, показники, рівні сформованості міжкультурної компетентності майбутніх менеджерів зовнішньоекономічної діяльності.

Приведены обобщенные результаты теоретического анализа феномена межкультурной компетентности. Выявлены особенности, характерные для межкультурной компетентности будущих менеджеров внешнеэкономической деятельности. Рассмотрены критерии, показатели и уровни сформированности межкультурной компетентности менеджеров внешнеэкономической деятельности.

Межкультурная компетентность, менеджеры внешнеэкономической деятельности, критерии, показатели, уровни сформированности межкультурной компетентности будущих менеджеров внешнеэкономической деятельности.