

CONTENT AND TARGET ASPECTS OF THE RELATIVITY PROMOTING CONCEPT OF NATIONAL STEROTYPES IN THE HIGHER SCHOOL FOREIGN LANGUAGE TEACHING

Abstract. The paper deals with the innovative educational concept of teaching the foreign languages to the senior university students. The research methodology is based on M. Bennett's model of intercultural sensitivity development necessary for the gradual transformation of ethnocentrism into ethno-relativism. The development of students' relativistic perception of national stereotypes is perceived by the author as an important factor of both the natural cognitive mechanism and intercultural communication.

The author argues that relativistic perception of national stereotypes can be achieved by fostering the intercultural world outlook, and therefore recommends incorporating a relativistic world view component in educational content structure along with the traditional components of knowledge, skills, attitudes, motives, creative activity expertise, etc.

The paper emphasizes three consequent educational modules of ethno-differentiation, ethno-integration and ethno-relativity in the proposed methodological system. The gradual fulfillment of educational goals, related to the above modules, can ensure the transformation of students' perception of national stereotypes at the cognitive, affective, and behavioral levels.

The proposed educational concept, approbated in the German Language Department of Zabaykalsky State University in 2010 – 2013, along with the research data prove the effectiveness of the given method, and demonstrate a substantial development of students' intercultural competence and a decline in the ethnocentrism level.

Keywords: national (ethnic) stereotype, stereotype relativity, intercultural competence, developmental model of intercultural sensitivity.

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