

## A construct of intercultural competence for young learners

Natalya Kravchenko\*

*Chusovoy, Perm Krai, Russian Federation*

**Abstract.** The paper tackles the issue of forming a basis of intercultural competence for young learners. Considering the fact that we live in the globalized world and in the era of communication technologies this issue is becoming more and more acute. It is getting incredibly easy to explore other nations and cultures either by travelling or by using social media. This fact has greatly influenced foreign language teaching. The goals of this paper are to develop the theoretical construct of intercultural competence for young learners, to analyze the current English textbooks – both Russian and authentic ones – on the matter of knowledge, skills, and abilities that are represented and formed in them, and to compare the theoretical and practical results of the research: What is lacking? What can be added? As a research method, a theoretical analysis of the academic literature is used. Analyzing the educational documents, the theory of socio-cultural competence developed by Doctor Victoria Safonova and M. Byram's theory of intercultural communication, I found out that it needs to be specified for young learners. As a result, the construct of intercultural competence for young learners is developed. The construct includes a set of knowledge, skills, acquired practices, abilities and attitudes. Furthermore, this construct might be useful for creating a set of tasks for developing young learners' intercultural competence. Second, the current English textbooks, both Russian and English ones, were analyzed according to the knowledge, skills, abilities and attitudes represented in them. Then the author of the paper compared the practical construct from the English textbooks with the theoretical one by searching for the areas where intercultural competence might be developed more fully. As one of the possibilities to teach intercultural communication to young learners the author suggests organizing cultural – exchange between Russian and English-speaking students through project work. Such work will allow students to deepen their intercultural knowledge and practice their cultural observation by comparing different cultures.

**Key words:** young learners, construct, intercultural competence, intercultural communication, theoretical analysis of academic literature, acquired practices, attitudes

Nowadays we live in a global world or so-called “global village”, connected with one another by different means of transport and communication. It is becoming incredibly easy to explore other nations and cultures either by travelling or by using social media. It has resulted in such branches of humanities as cross-cultural studies and their practical application in foreign language teaching. In education intercultural communication leads to intercultural knowledge and competence resulting in forming the twenty first century skills. In this paper a special attention to elementary school children, the theoretical and practical aspects of forming basis of intercultural competence in this age group will be paid.

According to Russian Federal State Educational Standard, forming a friendly attitude towards one another and other nations is stated as one of the educational goals on elementary school level. It is crucial in nowadays world “without borders” and in modern informational society, where children can easily travel with their parents and communicate with their peers via different social media. Thus, it is very important to teach children from a very young age how to communicate effectively and act friendly towards their countrymen and peers from abroad. The values of friendly, tolerant and democratic attitudes towards others are also reflected on European level in such documents as “Living Together in Dignity” and “Reference Framework of Competences for Democratic Cultures.”

---

\* 49c942@mail.ru

## THEORY AND METHODS

Theoretical analysis of the academic literature is aimed at defining how crucial the research is and how far the issue have been studied by other researchers. It also helps to choose the research methods. It performs several functions: 1) defining how relevant the research is; 2) how theoretical works of the given field might be applied in your own research; 3) critical evaluation of the studies being held before; 4) to specify and clarify the academic terminology being used in the research. (1) According to pedagogical encyclopedia, “analysis” is the study of each element or aspect of the phenomenon as a part of whole, dividing the object being studied into parts, distinguishing separate aspects of the object. (2) This research method requires critical thinking and certain skills in working with academic literature. Working with literature presupposes the following stages: 1) making literature reference – a list of chosen academic papers that refer to the study being done 2) summarizing – gisting the academic paper 3) note-taking – more detailed rendition of academic paper key ideas 4) abstracting – short notes of the paper’s\ book’s general content 5) citing – word by word note of a phrase or data found in the academic paper.(3)

In the given research, this method is used to develop the construct of intercultural competence for young learners. Major foreign and Russian theoretical works on intercultural competence written by the leading researchers in this field as well as Russian and European educational documentation were analyzed. The goal of the analyses was to identify knowledge, skills, acquired practices, abilities and maybe some other aspects needed for forming young learners’ intercultural competence.

During the practical part of the research both Russian and authentic English textbooks on intercultural knowledge, skills, abilities, etc. that lay behind the English textbooks were analyzed.

## GOALS AND HYPOTHESIS

While doing the research the following hypothesis was made: current English textbooks – both Russian ones and authentic - go a little bit behind modern theoretical studies and need to be complemented exactly in the area of cross-cultural communication.

Goals of the research:

- To develop the theoretical construct of intercultural competence for young learners.
- To develop the practical construct of intercultural competence which is based on the analysis of the current English textbooks – both Russian and authentic ones.
- To compare the theoretical and practical results of the research: What is lacking? What can be added?

## PROCEDURE

At the first stage – theoretical – the theoretical works on intercultural competence written by M. Byram and Doctor Victoria Safonova as well as Russian Federal State Educational Standard and CEFR were analyzed. During the analyses intercultural knowledge, skills, acquired practices, abilities and attitudes were distinguished.

At the second stage – practical – the current English textbooks, both Russian and authentic ones, were studied. I tried to identify the intercultural knowledge, skills, abilities that are presented and formed in them. All in all 7 Russian English textbooks and 3 authentic English textbooks for young learners were analyzed.

At the third stage the areas where the current textbooks need complimenting and developing were searched.

## RESULTS

Having analyzed educational documents, M.Byram's theory of intercultural competence and Doctor Victoria Safonova's socio-cultural theory in foreign language teaching the following construct of intercultural competence for young learners which is described below was developed.

The theoretical construct of intercultural competence:

Knowledge	Skills\acquired practices	Skills	Abilities	Attitudes
- about forms of formal\informal greetings	- to find out common features and differences in a foreign culture	to tell about yourself, your hobbies, your home-town, your school, your favorite food	To begin and finish communication with an international partner ( in other words – intercultural in-touch capabilities)	Friendliness
-about forms of formal\informal ways of saying goodbye	–to identify cultural gaps and to ask for their interpretation		Intercultural observation	Tolerance
- about peculiarities of counting, writing, and colors in a foreign culture			Intercultural sensibility	Love to native land
- about hobbies, interests of their peers abroad			Intercultural openness to otherness\new\ open-mindedness	Openness to another culture
- about everyday life of their peers abroad (food, housing, home-towns, daily routines)				
-basic knowledge about foreign culture (children's folklore, poems, songs, fairy-tales)				

Furthermore, I would like to describe the stages of analytical work that was done while developing this construct.

Federal State Educational Standard for elementary school. (Russia)

**Attitudes** - 1) forming the basics of Russian identity in students, the feeling of being proud of their native land, its history and the people, 2) forming democratic and humanistic values, 3) building awareness in students of their own national and cultural identity 4) forming values of Russian

multinational society 5) forming of wholesome, social-oriented worldview in students, considering all the diversity of nature, culture, peoples and religions, 5) forming respectful attitudes toward another person's opinions, history, and culture of other nations 5) developing friendliness, empathy and sensitivity. Federal State Educational Standard for elementary school states these as personal results.

Forming friendly attitudes and developing tolerance toward foreign language speakers due to the basic knowledge of their way of life, folklore and children's literature is stated as one of the subject results in FSED for elementary school.

**Acquired practices** – to analyze things, to compare things, to generalize, to categorize, to relate unknown information to the known one, to identify analogies, to identify cause –effect relations. Federal State Educational Standard for elementary school states that as meta-subject results)

**Knowledge and skills** – basic linguistic knowledge and basic skills in communication with native speakers in a foreign language. (4)

#### CEFR A1

**Knowledge:** names of month of the year, parts of day, names of the days, location, basic forms of greetings, basic forms of saying goodbye. Specific notions: personal information, everyday life, housing, weather, hobbies, free time, food and drinks, buying things.

**Abilities:**

Students are able to:

- Understand in spoken production numbers, price of goods and timing
- Purchase basic goods using non-verbal means of communication
- Use basic forms of greetings, parting as well as basic forms of manners
- Introduce yourselves
- Set a simple social contact with the interlocutor or the other speaker
- Describe yourself and their place of living
- Ask for things needed, lend things to others if they are being asked for(5)

#### M. Byram's theory of intercultural competence

**Knowledge:**

- About social groups within your own culture and interlocutor's culture
- About communication process on individual and social level

**Skills:**

- To interpret document or paper from another culture prospective
- To explain the document from your own cultural perspective

**Abilities:**

- 1) to ask your interlocutor to explain the document, event from another culture
- 2) to identify cultural connections between your own culture and a foreign one
- 3) to use acquired knowledge and skills for mediation between interlocutors of one's own culture and a foreign one

**Attitudes:**

- openness and curiosity
- readiness to deal with false impressions about another cultures and your own culture (6)

Socio-cultural competence as it is structured for 10-11 graders by Doctor Victoria Safonova:

**Socio-cultural knowledge:**

- Forms of politeness in everyday life, socio-cultural area, and in the area of work and study
- Language repertoire in situations of formal and informal communication

**Interdisciplinary knowledge:**

- About English – speaking countries culture

- Standards of living for different social – classes in English – speaking countries
- About opportunities for getting education and work in English – speaking countries
- About social values in English – speaking countries
- About ethnic and religious groups within English-speaking countries

**Socio-cultural skills:**

Linguistic means for expressing your own opinion in a respectful, non-aggressive way

Linguistic means needed for representing your own country and culture abroad, for helping international visitors in everyday life situations

Speech etiquette formulas in standard communicative situations (7)

As for practical analyses of the current English textbooks, the results could be presented as the following.

First, let’s have a look at English textbooks written by Russian authors.

English textbook “Spotlight”:

Knowledge	Skills
Formal and informal forms of greetings	to greet a teacher\ a friend
Informal names of relatives	to tell about your family
Colors	to name the numbers 1-100
The Alphabet	to name your age
House	to name the colors
Numbers 1-100	to describe your house
Animals	to describe your favorite toy
Parts of the body	to tell about the weather
Toys	to name the parts of the body
Weather, seasons	to describe what different animals can do
Clothes	to describe what a person can do
Verbs of action	to name the animals
School objects	to describe your summer holidays
School subjects	to introduce a third person in a dialogue
Animals: parts of their body	to tell about your house, its interior
Days of the week	to introduce your family members
Parts of the day	to tell about your favorite food
Children’s free time activities	to say which foods you like \ don’t like
People’s appearance	to describe an animal
Trades of character	to describe the events going on at the moment
Professions	to describe your friend
Sports	to tell about your free time
Names of countries	to describe your typical day
Names of events\activities	to ask whose thing it is
Emotions	to ask what person is doing at the moment
Names of the months	to tell the time
Cardinal numbers	to make a shopping list
Goods and packaging	to tell your phone number
Sound imitations	to spell words
	to list your family members’ ages
	to name an animal’s parts of the body
	to group/classify things
	to write a thank-you card
	to write a greeting card
	to write an e-mail
	to read for general information / details
	to describe people: their character/appearance

	<p>to conduct an interview</p> <p>to introduce yourself to a new classmate</p> <p>to name a thing /an object with the help of its description</p> <p>to describe a picture</p> <p>to ask about where a place is</p> <p>to guess about a profession with a help of its description</p> <p>to ask to pass some food to you</p> <p>to buy food in a shop</p> <p>to make a quiz</p> <p>to categorize vocabulary</p> <p>to ask for a permission</p> <p>to describe animals in a zoo</p> <p>to ask about the date of someone’s birthday</p> <p>to ask about where a person was yesterday</p> <p>to make up a story</p> <p>to finish a story with the help of pictures</p> <p>to tell about people and events from the past</p> <p>to match the saying with the speaker</p> <p>to describe a memorable event from the past</p> <p>to tell about your future plans</p> <p>to match the title with the text/paragraph</p> <p>to reconstruct a text using its parts</p>
--	---

The English textbook “Forward”:

Knowledge	Skills
<p>English – speaking counties and their flags</p> <p>Hobbies</p> <p>The Alphabet</p> <p>Number 1- 100</p> <p>Family</p> <p>Clothes</p> <p>Birthday Party</p> <p>Colors</p> <p>House</p> <p>Furniture</p> <p>Animals</p> <p>Village</p> <p>Space</p> <p>Names of cities both in English – speaking countries and in Russia</p> <p>New Year in Russia</p> <p>Sports</p> <p>Days of the week</p> <p>Time</p> <p>Australia</p> <p>Russia</p> <p>Geometrical figures</p> <p>Human’s /animals’ physical abilities</p> <p>In a shop</p> <p>Food, cooking</p> <p>TV</p>	<p>to make a profile for a social network</p> <p>to make a card about yourself and your hobbies</p> <p>to spell words</p> <p>to match capital and lower-case letters</p> <p>to tell time</p> <p>to get acquainted</p> <p>to translate separate words\ short texts from Russian into English</p> <p>to identify words with the help of their graphic image</p> <p>to ask about family members</p> <p>to match the word with a picture</p> <p>to match the word with transcription</p> <p>to ask what thing it is</p> <p>to guess the word with the help of transcription</p> <p>to role read a text</p> <p>to roleplay the text \ the dialogue</p> <p>to render a text in Russian</p> <p>to say your phone number</p> <p>to guess about the conversation with the help of pictures</p> <p>to tell about your family/ other person’s family</p> <p>to ask a question to the picture</p> <p>to identify people’s emotions</p> <p>to find and show the needed color</p> <p>to say an address</p> <p>to tell about your street</p> <p>to tell about your house/flat</p> <p>to describe your house/flat</p> <p>to name your favorite things/ foods etc.</p>

<p>Post office</p> <p>School subjects</p> <p>Free time activities</p> <p>Traveling</p> <p>Months of the year</p> <p>Pets</p> <p>Person's state</p> <p>Professions , job responsibilities</p> <p>Verbs of movement</p> <p>Prepositions of place</p> <p>Going to the forest</p> <p>Seasons</p> <p>Russia: its sights and animals</p> <p>Town/city: its infrastructure and road signs</p> <p>At a railway station</p> <p>London: its sights</p> <p>Moscow: its sights</p> <p>Traveling, packing a suitcase</p> <p>Health</p> <p>In a park</p> <p>Adjectives of smell, color, and taste</p> <p>Daily routines</p>	<p>to match the picture with its description</p> <p>to ask where things are</p> <p>to tell about your pet</p> <p>to ask about your classmate favorite pet/pets</p> <p>to tell what another person is doing</p> <p>to congratulate on birthday</p> <p>to compare some cultural realities that are comprehensible for young learners</p> <p>to roleplay a meeting in the beginning of a new school year</p> <p>to describe in Russian situations illustrated by pictures</p> <p>to make a weekly schedule for yourself</p> <p>to make up your own dialogue</p> <p>to continue the suggested dialogue</p> <p>to describe an animal with the help of a given model</p> <p>to match the question with the answer</p> <p>to ask what time it is</p> <p>to make a list of food and kitchenware needed for cooking</p> <p>to discuss daily routines</p> <p>to describe and discuss a TV program</p> <p>to get the main information from tickets / to pass it to another person</p> <p>to order a taxi</p> <p>to write a thank-you letter</p> <p>to make a set of rules about how to care for a pet</p> <p>to describe an animal illustrated in a picture</p> <p>to discuss different kinds of holiday activities with friends</p> <p>to ask about interesting events in a life of your friends</p> <p>to ask for a permission to do something</p> <p>to plan ideal holidays with your friend</p> <p>to ask for something</p> <p>to tell about a memorable event in your life</p> <p>to make an identification card</p> <p>to match a character's description with the character</p> <p>to guess out the guessed person/hero with the help of questions</p> <p>to group the vocabulary into thematic groups</p> <p>to describe the person in the picture</p> <p>to fill in the gaps in a dialogue/text</p> <p>to make up a story with the help of the given model</p> <p>to make up a game in accordance to the set model</p> <p>to describe an animal with the help of a model</p> <p>to make up a list of your duties to help around the house</p> <p>to make up a story with the help of illustrations</p> <p>to suggest doing something together</p> <p>to suggest something/to offer something</p> <p>to compare things/ pictures</p> <p>to ask about a way to the place</p> <p>to make up a list of school items needed at different subjects</p> <p>to make up a list of things needed for holidays</p> <p>to tell about your plans for summer holidays</p> <p>to visit a doctor</p>
---	--

The textbook "Enjoy English":

Knowledge	Skills
Greetings	to greet an interlocutor
Numbers 1-100	to roleplay a meeting
The question "How old are you?"	to tell what a person can do
Verbs of actions	to ask your friend about what he/she can do
School items	to tell about what you have in your suitcase
Animals in a zoo	to tell about your / your friend's family
Colors	to draw a picture with the help of instructions
Family	to ask about your friend's pets to tell about your friend's pets
Pets	to tell about what sport games you can play
Sporting games, sport stuff	to interview your classmates about sport games they play to
Winter holidays	ask about plans for winter holidays
Trades of character	to describe an animal
Food	to guess out about the described thing\animal\person
Days of the week	to tell about your friend
Animals	to take a job interview
Parts of human\animal body	to tell about your favorite activities in different seasons
Christmas	to tell about the weather in your hometown
Seasons	to make a weather forecast
Months of the year	to ask a classmate about his/her plans for tomorrow
Cardinal numbers	to name the rooms in a house
Birthday/birthday gifts	to tell about your room
Post office	to describe a room in a house
Time	to tell about your native city/village
Daily routines	to compare life in a city and in a town
Activities in different seasons	to ask about interlocutor's pet
Weather	to guess out the described animal
House: its interior	to describe your favorite pet
Prepositions of place	to answer a phone call
Town/village infrastructure	to tell about how people and animals care for each other
Household chores	to write about your household chores
Forms of politeness	to tell about what you and your family did yesterday
Clothes	forms of politeness while having a meal
Classroom: its interior	to buy some clothes in a clothes shop
School subjects	to describe clothes
School items	to tell about your typical breakfast, lunch, and dinner
Activities at different lessons	to spot the differences in the pictures
	to tell about the activities at different lessons
	to make a school timetable
	to fill in the application form

The textbook "English" by V. Kuzovlev:

Knowledge	Skills
Greetings	to greet each other
Animals	to introduce yourself
Adjectives characterizing a person, a fairy tale character	to tell about fairy tales characters
Favorite activities	to tell about your favorite activities
Colors	to correct the mistakes in a description
Pets	to guess out the described character
Town: infrastructure	to tell about your friends
The Alphabet	to guess about the character with the help of illustration
	to match the text with the character



Number 1-100	to correct the mistakes in a text
Children's games, free time activities	to spell words
Parts of the world	to tell about your favorite animals
Sports	to suggest playing together
Indian village	to tell about the Olympic's mascot
Christmas and New Year	to tell about your favorite sport
Family	to tell about your family
People's character	to match the text with the speaker
Days of the week	to ask about your friend's family
Means of transport	to ask about friend's pets
Verbs of action	to characterize people/ fairy tale characters
Prepositions of place	to offer to do something
Fruit	to tell what a person can / can't do
Everyday activities	to describe an island
Countries	to group/systemize the vocabulary into the thematic groups
Hobbies	to match the question with the answer
The question "How are you?" and the answer	to write a letter in a magazine
Daily routines	to tell about your hobbies, your family members' hobbies , friends' hobbies
Household chores	to tell about your own country
Favorite toys	to ask about interlocutor's hometown
Parts of the body	to tell about your hometown
Appearance	to tell about your favorite activities
Seasons	to ask about your interlocutor's family members age
Clothes	to ask about your interlocutor's hobbies
Weather	to group different activities
Friends	to tell about your household chores
Summer holidays	to tell about your weekends
Travel things	to tell about how you celebrated New Year
Time	to ask about children's party
My day	to ask about how your friend spent his\her birthday
School items	to describe a favorite toy
School subjects	to tell about clothes
Classroom interior	to do research
House, furniture	to describe the weather in different seasons
Town: infrastructure	to give advice
Cardinal numbers	to ask for a permission to do something
Memorable summer events	to say what you must do
Professions	to tell how you spend time with a friend
	to tell about how you and your family spend summer holidays
	to ask about your friend's last holidays
	to compare your holidays with your friend's one
	to write a personal letter
	to make an Internet post about your best summer holidays
	to answer the riddles
	to describe and compare animals
	to tell the time and answer the question "What's the time?"
	to give orders and to make polite requests
	to ask about the plans for the weekend
	to describe what you are doing at the moment
	to describe your home and your flat

	<p>to ask about the way to a place</p> <p>to ask about someone's dream job</p> <p>to discuss summer plans</p>
--	---

The textbook "English Favorite":

Knowledge	Skills
Greetings	to greet one another
The question "What's your name?"	to introduce yourself
Names of the countries	to role play a meeting
The question "Where are you from?"	to name the toys
The question "How old are you?"	to say what toys you have
Parting	to ask what toys your friend have
Toys	to guess out the guessed toy
Colors	to buy a toy in a toy shop
Animals	to describe a picture
Means of transport	to describe your collection of toys
House, furniture	to name object's colors
Prepositions of place	to ask about objects' colors
Christmas and New Year	to name and to describe an animal
Family	to group the vocabulary into thematic groups
Phone numbers	to role read a dialogue
Professions	to describe your house
Pets	to ask where the things are
School items	to guess where the things are
Human's abilities	to tell about your family
Sport	to guess out the relatives in the photo
Traveling	to describe your family, someone else's family
Parts of the body	to say your phone number
Appearance	to ask about someone's phone number
The question "Whose thing is it?", the answer	to ask about a person's profession
School	to ask whose things these are
Days of the week	to ask politely for a thing
Healthy eating	to name rooms in a house
Foods	to recite a poem
Our planet	to describe a room
Birthday	to say your school number
Seasons	to describe your school
Cardinal numbers	to describe your pet/ your toy/a fairy-tale character
Time	to ask your English – speaking friend what school subjects he /she has
Daily routines	to say what you usually do at different subjects
Free time activities	to tell about your school timetable
Customs and traditions in the English-speaking countries and Russia	to say what food you like/dislike
Hobbies	to communicate in a grocery shop
Great Britain	to ask your friend which food he/she likes\dislikes
Weather	to say how you celebrate your birthday
Animals	to describe animals: where they live and what they do
The USA	to take an animal to the vet
Parts of the world	to talk about the ecological situation in your region
Languages	to compare pictures
	to tell the time
	to talk about your and your friend's typical day
	to ask about the time

Australia: its sights Canada: its sights	to tell about your hobby to ask a friend about his hobby to discuss an idea
---	---

The textbook "Starlight":

Knowledge	Skills
The Alphabet	to name family members
Greetings	to tell about your family
The question "What is it?" and the answer to it	to ask about friend's family
The structure "Let's ..."	to name the parts of the house
Family	to make a model of a house/ flat
Housing	to ask where a person is
Animals and their babies	to match the animal with its baby
Concepts "small/big"	to ask about your house
The question "What's her/ his name?"	to congratulate on a birthday
Possessive pronouns	to ask how old a person is
Birthday, birthday gifts	to answer the question "How old are you?"
Numbers from 1-1000	to match the picture with the illustration
Musical instruments	to name the geometrical figures
Person's abilities	to write a greeting card
Colors	to ask where an object is
Prepositions of place	to name the object's color
Parts of the body	to name the parts of the body
Names of the geometrical figures	to say what hurts
The question "Where is it?" and the answer to it	to visit a doctor
Food, sweets	to describe yourself
Weather, seasons	to circle in the picture the needed object
Clothing	to name musical instruments
Daily routines	to say what you can do/can't do
School, school supplies	to match the sound with the object/ illustration
Gifts, toys	to ask a friend what he can do
Appearance	to tell and write about your favorite celebrity
Countries	to describe an animal
Sports	to compare pictures
Cardinal numbers from 1 to 100	to name foods
Household chores	to ask what food another person likes
Town: its infrastructure	to group the vocabulary into thematic groups
Village	to conduct an interview
Space	to describe the weather
Human's emotions	to ask and answer "What's the weather like today?"
Historical personalities	to name clothing
School subjects	to describe what you are wearing
Professions	to roleplay a meeting
	to spell your name
	to name an object
	to ask what object it is
	to say whose object it is
	to ask whose object it is
	to count
	to ask about your friend's family
	to name toys
	to congratulate a friend on a birthday
	to write a birthday card

	<p>to name the parts of the body</p> <p>to tell about and describe your favorite character</p> <p>to ask for a permission to do something</p> <p>to ask a friend what he/she can do</p> <p>to name things in a room</p> <p>to say where the things are</p> <p>to name and describe rooms in a house</p> <p>to describe a house</p> <p>to ask what animals do in a farm/zoo</p> <p>to describe your day in a farm</p> <p>to tell what food you like/dislike</p> <p>to describe what you have in a refrigerator</p> <p>to tell about your favorite dish</p>
--	---

The textbook "Rainbow English":

Knowledge	Skills
<p>English – speaking countries</p> <p>Greetings</p> <p>Forms of politeness while meeting another person</p> <p>Parting</p> <p>The Alphabet</p> <p>The question "How are you?" and answers to this question</p> <p>Colors</p> <p>The question "Where are you from?" and answers to it</p> <p>Concepts "big/small" about objects</p> <p>Emotions</p> <p>The question "What is it?" and the answer to it</p> <p>Farm animals</p> <p>Family</p> <p>Numbers 1- 100</p> <p>The question "How old are you?" and the answer to it</p> <p>Professions</p> <p>Structure «I like»</p> <p>Time</p> <p>Verbs of action</p> <p>Parts of the day</p> <p>Daily routines</p> <p>The question "What color is this thing? What color are these things?"</p> <p>Adjectives describing things\people</p> <p>The question "How many ...?" and the answer to it</p> <p>The question "How old are you?, the answer to it</p> <p>Professions</p>	<p>to greet an English-speaking peer</p> <p>to introduce yourself</p> <p>to guess about the meaning of the word with a help of a picture</p> <p>to get to know about other person's name</p> <p>to roleplay a meeting</p> <p>to name the objects in the picture</p> <p>to translate phrases from English into Russian</p> <p>to say goodbye to a teacher</p> <p>to find mistakes in the picture tags</p> <p>to introduce your friends</p> <p>to describe a picture</p> <p>to match Russian words with their English equivalents</p> <p>to ask "How are you?"</p> <p>to group words into thematic categories</p> <p>to match graphic and phonetic word images</p> <p>to name the animal illustrated in a picture</p> <p>to guess the conversation with the help of illustrations</p> <p>to guess out people's emotions as shown in pictures</p> <p>to match the situation introduced to students in Russian with the emotion to name the emotion in English</p> <p>to name relatives in a family photo</p> <p>to compare sentences</p> <p>to guess about the meaning of the unknown words</p> <p>to find the odd one out in a list of words</p> <p>to say what you like</p> <p>to match a picture with the text</p> <p>to compare pictures</p> <p>to say where the people/objects are</p> <p>to tell the time</p> <p>to say what people have with the help of a model</p> <p>to describe what other people do at different times of the day</p> <p>to tell about your daily routines</p> <p>to tell what a person can do and how well he/she does that</p> <p>to ask about objects' colors</p> <p>to describe things/people</p> <p>to choose a title to the text/picture</p>

<p>Adjectives describing people's states</p> <p>Free time</p> <p>Forms of politeness</p> <p>Sports</p> <p>Animals</p> <p>Days of the week</p> <p>Seasons</p> <p>Months of the year</p> <p>Family</p> <p>Housing</p> <p>Furniture</p> <p>Classroom: its interior</p> <p>In a cafe</p>	<p>to ask about object's color, each other's abilities, number of things, and people's age</p> <p>to read short texts out loud and to yourself</p> <p>to read for specific information</p> <p>to comprehend while listening separate sounds, words, and micro-dialogues, micro-situations and short texts</p> <p>to fill in the gaps in sentences</p> <p>to write answers to the questions and vice versa</p> <p>to make up a sentence from words</p> <p>to write about yourself</p> <p>to make notes while listening to a text to say a phone number</p> <p>to spell words</p> <p>to say how often you do something</p> <p>to guess out the described room</p> <p>to describe a picture</p> <p>to tell about your room/ house</p> <p>to tell about your day</p> <p>to describe your school /classroom</p> <p>to tell what food you like / dislike</p> <p>to accept or refuse from some food</p> <p>to compare objects</p> <p>to make and to discuss the menu</p> <p>to tell about the weather</p> <p>to tell about your weekends</p>
--	---

The textbook "Millie":

Knowledge	Skills
<p>Greetings</p> <p>Numbers 1-100</p> <p>The question "How old are you?" and the answer to it</p> <p>School items</p> <p>The question "What is it?" and the answer to it</p> <p>Classroom instructions</p> <p>Colors</p> <p>The Alphabet</p> <p>The question "Do you like...?" and the answer to it</p> <p>Christmas and Christmas gifts</p> <p>Pets</p> <p>Family</p> <p>Food</p> <p>Housing</p> <p>Farm animals</p> <p>Prepositions of place</p> <p>Toys</p> <p>School subjects</p> <p>Days of the week</p> <p>Daily activities</p> <p>Birthday and birthday presents</p> <p>Parts of the body</p> <p>Safari park</p>	<p>to name school subjects</p> <p>to name days of the week</p> <p>to name your favorite subject</p> <p>to name your favorite day of the week</p> <p>to tell about what you and your friends do in your free time</p> <p>to ask about someone's birthday</p> <p>to ask your friend what birthday present he/she would like to get</p> <p>to say what birthday present you would like to get</p> <p>to write a greeting card</p> <p>to describe an animal</p> <p>to answer the questions about the animal</p> <p>to ask questions about the animal</p> <p>to guess out the described subject</p> <p>to spot differences in pictures</p> <p>to describe the clothes you are wearing and that other people are wearing</p> <p>to name a musical instrument</p> <p>to ask your friend what musical instrument he plays</p> <p>to discuss how each of you is going to contribute to the party</p> <p>to buy things in a shop</p> <p>to describe your favorite season</p> <p>to tell about the kinds of leisure activities in different seasons</p> <p>to fill in the application form</p> <p>to meet a person</p> <p>to name your age</p>

Countries and continents	to say your phone number
Clothes	to ask the question “ What is it?” and to answer it
Musical instrument	to ask a friend to lend you a school item
In a shop	to name your favorite color
Weather	to name your pets
Pen pals	to get to know about your friend’s pet
Cardinal numbers	to describe your pet
Dates	to ask your friend about his family
Town infrastructure	to ask your friend what gifts he/she likes
Traditional children’s games	to ask about what your friend can do
Castle: its interior	to ask what toys your friend has
Sport, sporting games	to guess out the described toy
Health	to tell about your favorite games
Fairy tales and fairy-tale characters	to name the rooms and the furniture in a house
Means of transport	to say where the pieces of furniture are located in a house
Travelling	to offer food to someone
Parts of the world	to name your favorite food
Professions	to say what you have in your lunch box
Literary genre	to say what you can do in a farm
	to write an e-mail
	to make a class profile
	to say where would you like to go
	to ask about a way to the place
	to match the parts of the literary work with the illustration
	to ask about a castle
	to compare how the castle looks like now and looked like in the past
	to conduct an interview
	to compare animals
	to offer your help to a sick friend
	to ask your friend about what he/she did yesterday
	to make up your own fairy-tale with the help of the set model
	to guess out the word with the help of its definition
	to identify the literary genre of the piece of the text

Now let’s turn to the authentic English textbooks.

The textbook “Playway”:

Knowledge	Skills
Classroom instructions	to say which fruit/vegetables you like
Fruits and vegetables	to match a word/ a sentence with a picture
In a shop	to buy things in a shop
House, interior	to create a poem with the help of the set model
Numbers 1-100	to do sums
Parts of the body	to put the parts of the story in a right order
Human abilities	to fill in the missing information in a text
Means of transportation	to match an object with its function
Holidays	to color the object in accordance with the description
School items	to describe your clothes with the help of a given model
Pets	to describe your family with the help of a given model
Halloween	to match the picture with the illustrated action
Daily routines	to say your phone number
Time	to match the name of the thing with its visual image

Appearance	to tell about your friend's pet using the given model
Free time	to conduct an interview
Food	to identify emotions
Days of the week	to identify the word/phrase while listening and write it
Seasons	to guess out the described person
Months of the year	to visit a doctor
Birthday	to order food in a restaurant
Parties	to cook food in accordance with the given recipe
Prepositions of place	to plan a party
Prices	to ask a friend about his/her favorite free time activities
Stationaries	to ask about the way to a place
Town and its infrastructure	to describe where your house is
Emotions, people's states	to tell about your family
Family and friends	to ask what has happened to a person
Animals	to match a picture with the description
Rules of behavior with animals	to fill in the gaps in a text with the missing words
Dreams	to match the question with the answer
TV, TV programs	to tell about your dreams / your friends' dreams
Time	to tell about the animals in your town / village
Places to go in a town	to make a story about your treasure hunt
Children's fun	to tell about classmates' favorite TV programs
At a doctor's office	to tell about your favorite place
School party	to guess a riddle
	to make a sentence from its parts

The textbook "Fly High"

Knowledge	Skills
English – speaking countries	to say where the person is from
The Alphabet	to ask where the person is from
Colors	to say which things you usually take while travelling
Numbers 1-100	to say what things your friend took on a trip
School, school items	to pantomime and guess who the pantomimed character is
The question "What is it?" and the answer to it	to match the illustration with the statement
Toys	to ask a friend what he/she usually does at the weekends \ on holidays
Birthday presents	to tell about your week/your friends' week
Classroom instructions	to say what you are doing at the moment
Family	to say what your friend /your family member is doing at the moment
Parts of body	to ask what food and how much you have at home
Food	to say what food you have in the fridge
Town: its infrastructure	to ask whose thing it is
Playground	to compare things/ people
House and furniture	to tell what happened to you yesterday
Human's physical abilities	to tell what you did yesterday /last week
Days of the week	to ask a friend what he did yesterday
Daily routines	to ask politely for a permission to do something
Time	to make a list of rules of behavior in school
Free time	to tell about your future plans
Sea animals	to name a musical instrument
Adjectives of human's state	to write capital and lower-case letters
Thing to take in a trip	to match the capital letter with the word
Holiday activities	to color an object in accordance with the set color
In a kitchen	

Seasons Months of the year Musical instruments The question “Whose is it?” Olympics Accident Cardinal numbers	to match an object with its name to ask the question “What is it?” to spell words to do the command to match the illustration with the word to ask about your friend’s family to describe a person’s appearance to describe a town’s infrastructure to say what you can do to ask a friend what he\she can do to describe a room to ask what food a friend likes / doesn’t like to tell about your daily routines/your friend’s daily routines to answer the questions “What’s the time?” and “ What day of the week is it?” to conduct an interview to tell what clothes you are wearing to ask what you do in your free time to compare pictures with each other, finding the differences to match the illustration with its description to identify the picture by its description
---	--

The textbook “Family and Friends”

Knowledge	Skills
Family Appearance Meeting people Days of the week Colors Numbers 1-100 School items Feelings Outdoor games Prepositions of place Food School subjects Time Gifts Extracurricular activities Daily routines Town infrastructure Weather At a party Animals in a farm Memories Cardinal numbers Countries Personal things Free time Beach sports Geographical objects In a park Transportation	to name the objects of school interior to describe your classroom to name people’s feelings and emotions to identify another person’s emotions to describe your feelings and other people’s feelings to name outdoor activities to say what games you can\ can’t play your friends to ask about where things are to say where things are to name numbers from 20-100 to count from 20 – 100 to ask what food you have to name school rooms to describe a school room to name school subjects to discuss a timetable to name extracurricular activities to say what you do/ don’t do after school to say what you like to do/your friend likes to do to tell the time to ask a friend what he /she likes/ doesn’t like to ask about the time to tell about your /your friend’s daily activities to name the objects’ of a towns infrastructure to say where people work to describe the weather to describe what you are wearing/other people are wearing to say what people are doing at a holiday party to present a gift



Trades of character Verbs of feelings and the beginning and the ending of an action School items Things to take on holidays	to name animals on the farm to compare animals to ask about person's age, country and favorite season to tell about your hobby/friend's hobby to ask for something to tell about your collection/your friend's collection to tell what you like doing in a beach to describe the emotions illustrated in a picture to ask about people/ characters on a cards to tell about your daily routines to tell about your hobbies/your friend's hobbies to ask about your friend's hobbies to name foods to buy food in a supermarket to describe geographical objects to ask about a way to the place to make the rules of behavior in a library/in a park to name the means of transport to describe a historical sight to compare things now and in the past to describe a person's appearance illustrated in a photo to name the trades of character to describe an event from the past to conduct an interview to describe a school camping trip to discuss your plans for the weekend to ask about person's past activities
--	--

## DISCUSSION

Reflecting on theoretical results, it is worth noticing that in Federal State Educational Standard they do not distinguish students' abilities and do not give any specific notions for communication at the elementary school level. In CEFR knowledge and abilities are actualized as a final result for teaching English at the level A1. CEFR, unlike Federal State Educational Standard, gives specific notions for communication for young learners. It seems that M. Byram's construct of intercultural communication is more adaptable for the European educational landscape and is aimed at students with higher language level -B1 at minimum - than normally young learners have. It also needs some tuning for the Russian educational landscape. As for the theory of socio-cultural competence suggested by Dr. Victoria Safonova, supposedly it focuses more on differences in social stratification in different societies than on culture itself. It appears that it is rather based on sociological knowledge than on cultural one.

Now let's move onto practical results of the research. Here I would like to compare the set of knowledge and skills represented in the English textbooks – both English and Russian ones – with the theoretical construct of intercultural competence for young learners that has been developed. As a result, the practical set of students' knowledge, skills, and abilities are very close to the ones that are pointed out in CEFR. However, the number of the suggested specific notions varies a bit in different textbooks. Intercultural knowledge is developed with the help of interesting pictures, stories and facts about English-speaking world. As for acquired practices, the skill and the ability to compare different cultures actualizing what is common in them-very important for forming students' intercultural competence – is rarely represented and practiced. As for attitudes, normally the interest in motivation for learning a foreign language is created by using children's songs, rhymes, and fairy-tales as well as interesting facts from the language and culture being studied. Moreover, the language itself is often presented in a very exciting, entertaining context for young learners. A very interesting move is made by the authors of the

English textbook “English favorite” where a completely strange and unknown foreign children are addressed as friends. It creates the atmosphere of trust. I would like to notice and pay special attention to this fact: if we want to facilitate children’s communication in a foreign language, a friendly atmosphere is crucial and one of the key elements of success, because if a child is scared or shy, he/she most likely would be afraid of talking. While analyzing the English textbooks, both Russian and authentic ones, I’ve also noticed that most English textbook authors hardly if ever pay attention to the fact that in English the names of the months, days of the weeks, school subjects are capitalized while in Russian they are written in lowercase. This may be a difficulty for Russian-speaking learners and they may need some practice. Moreover, while learning English pronouns the Russian learners may notice the same thing: the I is capitalized in English but lower-cased in Russian. Additionally, there are some nuances in the gender and nouns’ number that if left untackled by the teacher, may lead to some errors in students’ speech. When we talk about such notions as parts of the body or times of day we need to remember that there are some differences in the concepts that lay behind the certain words related to that topics in English and Russian. These differences – mostly cultural ones – should be explained to students.

Tackling the question “What can be added to the given construct of intercultural competence for young learners?” I would say – the basics of IT competence and communication like, for example, using messengers, making PPT, creating personal profile in social networks. These are all very useful 21<sup>st</sup> century skills. I would also expect it will boost communication and friendliness among students of different cultures. One more thing that worth mentioning is the use of project work. It’s obvious that project work develops students’ team – work, problem-thinking, friendly attitude towards one another, cooperation and collaboration between students. It also may be used for forming young learners’ intercultural competence. Most English textbooks authors offer such projects as “ Personal profile”, “ My friend”, “My family”, “ My school”, “My town/city”, “My meals”, “ My day” , “My pet” , “ My favorite animal\animals”, “ My favorite toy”, “ Favorite holiday” etc. Most of these projects really require students’ imagination and creativity, though are all aimed at representing only the students own culture. I suppose it would be very worthwhile if Russian young learners could exchange such projects with their English-speaking peers, discussing and comparing the results. It would deepen students’ intercultural knowledge and awareness, reducing their cultural shock in the process of a real communication with English – speaking children. The author of the given paper has had a very positive experience in implementing such project work among young learners. One of the projects devoted to celebrating New Year’s Day in Russia and Christmas in the USA, is fully described in the paper called “Play – drama interactive project as a means of forming elementary school student’s socio-cultural competence”.(8)

## CONCLUSION

It is worth noticing that it is M. Byram who distinguishes attitudes in the structure of international competence. In the Russian methodological school this component of intercultural competence is described in national educational papers – Federal State Educational Standard ( FSES) – on the level of personal and meta-subject educational results, though it is not in the structure of Foreign Language Communicative Competence suggested in FSES.

At the elementary school level, keeping in mind the fact that young learners have very limited foreign language repertoire, it seems rather reasonable to begin with forming a positive and friendly attitude towards the language being studied and toward the foreign peers. Moreover, at this age young learners go through the process of active socialization while learning together. They are highly motivated to learn about the world and reality that surround them. Young learners’ psychological system is very flexible and sensible which makes it possible to form positive attitudes in them toward the world and its people.

## REFERENCES

1.E. Shashenkova.( 2010) Dictionary of research activity. Moscow: Perspective. URL: [https://research\\_activities.academic.ru/879/%D0%A2%D0%B5%D0%BE%D1%80%D0%B5%D1%8](https://research_activities.academic.ru/879/%D0%A2%D0%B5%D0%BE%D1%80%D0%B5%D1%8)

2%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B8%D0%B9\_%D0%B0%D0%BD%D0%B0%D0%BB%D0%B8%D0%B7\_%D0%BD%D0%B0%D1%83%D1%87%D0%BD%D0%BE%D0%B9\_%D0%BB%D0%B8%D1%82%D0%B5%D1%80%D0%B0%D1%82%D1%83%D1%80%D1%8B\_- ( accessed: 01/03/2020)

2.P.Obraztsov.( 2012) Psychological and pedagogical research: methodology, methods and methodics. Orel. P.62.

3. A. Schukin.( 2006) Teaching foreign languages: theory and practice. Moscow: Philomatis. P. 42-43.

4.Federal State Educational Standard for elementary school. URL: <https://fgos.ru/> (accessed01/03/2020).

5.Common European Framework of Reference for Languages: Learning, Teaching, Assessment. URL: <https://rm.coe.int/16802fc1bf> (accessed: 01/03/2020)

6.M.Byram.(1998) Teaching Foreign Languages for Intercultural Competence. Moscow: Euroschool, P. 7-22.

7. V. Safonova. (2008) Multi- levels in language education: european and national approaches.Moscow: Euroschool.P. 62.

8. N.Kravchenko. (2016) “Play – drama interactive project as a means of forming elementary school students’ socio-cultural competence”. Moscow: Academic notes of NopriL. P. 56-60.