# IMPLEMENTATION OF DIGITAL INTERACTIVE TECHNOLOGIES AND E-LEARNING TOOLS IN ENGLISH LANGUAGE TEACHING FOR THE DEVELOPMENT OF TRANSLATORS' PROFESSIONAL COMPETENCES
## (On the basis of Higher Educational Institutions of Kazakhstan)

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## Abstract

The alternations occurring due to globalization processes have determined the success of intercultural communication and professional development in our times. Since there is a necessity to interact with people from other cultures and of various professions. Therefore, educators are responsible for an adequate instruction and as EL teachers we feel our class is the right place to develop specific abilities and professional skills such as intercultural communicative competence and professional competence development. Moreover, we should take into account that the growth of digital, interactive and Internet technologies, and spread of e-learning and distance education have impacted and reshaped the EL teaching and learning processes into a new wave. This paper focuses on the application of digital, interactive, Internet technologies and ICT as effective tools in intercultural communication and professional training of translators at higher education institutions of Kazakhstan. Based on some theoretical considerations, the author shares the most relevant webpages and sites, e-learning online tasks proposing different activities to develop our learners` intercultural abilities and professional skills.

This paper discusses the ways in which technology can be used to create effective, engaging and relevant activities for our learners in the classroom and distantly and virtually. The content will be of interest to anyone interested in using digital resources and interactive tools to support any form of education, namely e-learning, distant education or blended learning. The main aim of the paper is to introduce EL teachers to Internet technologies and ICT tools that they can experiment with and provide practical ideas for how they might and can apply these in the classroom and outside the classroom in order to develop learners` intercultural and professional competences.

**Keywords**: professional competence formation, foreign language education, ICT in translation, digital resources, internet technologies, e-learning tools, professional competency.

# 1  INTRODUCTION

Our daily routine reminds us that we live in a global world of technological advances, digitalization in all life spheres, international media, the Internet spread, international cooperation, ICT, e-learning tools, etc. In this globalized society and digitalized living there is a pending necessity to interact with people from other cultures and of various professions as well. Today`s people should be able to communicate effectively with

individuals from different cultures and various professions. However, it is a difficult ability to be developed since "intercultural contacts do not automatically breed mutual understanding. Rather, it confirms the groups involved in their own identities and prejudices" (Gordon & Newburry, 2007, p.254). Then, learners can and must benefit from formal instruction in educational institutions. As educators, we are responsible for an adequate instruction because without this professional training, they will not be competent specialists and professionals in future. As EL teachers, we should consider that our class is the right place to provide intercultural communication and professional training in order to promote intercultural communicative competence and to develop professional competences. First the paper will start discussing the theoretical background of intercultural competence and intercultural communicative competence, then the author will move on to the issue of professional competences where is analysed the notion and components of professional competence, and training methods are also mentioned. In the second part of this paper the author deals with the growth of ICT and digitalization, spread of the Internet resources and the contribution of innovative technologies to the EL teaching and learning. Lastly, the author presents the most relevant webpages, sites and online resources to support intercultural communication and professional training development of translators in educational contexts.

# 2 THEORETICAL BACKGROUND

Internet opens new perspectives before EL teachers, giving the opportunity and great possibility to use innovative, digital, interactive tools of teaching that are easily adaptable to special needs and tasks. Speaking of usage possibilities of the Internet resources and ICT tools into educational process, Polat E.S. and co-authors staff note that ICT tools and Internet technologies help solving such didactic tasks as: learning/teaching differentiation, revitalization of learners, application of various ICT tools and internet technologies, self-work with the (hyper)text, self-study for bringing the gaps in knowledge, deepening of previously acquired knowledge, formation and improving the necessary skills and habits, illustrating basic theoretical knowledge, the formation of a culture of intellectual work on the basis of access to online reference materials, dictionaries, thesaurus, encyclopaedias, etc.

Besides, the use of digital ICT tools and Internet technologies permits organizing teamwork of learners in communication with partners in small groups of activities; opinion exchange, online or off-line discussions; control and management of students` learning activities, also contacts with external partners, who are not immediate participants of this learning process. To additional didactic functions of these tools the authors refer: using authentic/original materials for developing listening skills; using different static and dynamic visual aids; independent projects, creative activities with various ICT and multimedia tools application; creation, formatting and editing graphic objects of creative works; possibility to organize virtual laboratory, practical works and even virtual excursions (Polat, 2004, p.130-132).

Teeler and Gray (2000) singled out the following ways of applying the digital Internet resources in EL teaching and learning:

1) Internet as a means of teachers' qualification training;

2) Internet as a source of additional materials for EL teaching;

3) Internet as a learning tool inside and outside the classroom;

4) Internet as a teaching manual.

The purpose of this paper is – on the basis of definite webpages and sites - to show didactic value of digital Internet technologies and interactive ICT tools as a source of (additional) material and as a teaching/learning tool in the development of translators' professional competences.

## 2.1 Intercultural Competence and Intercultural Communicative Competence

Throughout this paper the author has insisted on the idea that teachers are responsible for developing learners` intercultural competence. "Intercultural competence (IC) shows itself in the ability to recognize, respect, value and use productively – in oneself and others – cultural conditions and determinants in perceiving, judging, feeling and acting with the aim of creating mutual adaptation, tolerance of incompatibilities and a development towards synergistic forms of cooperation, living together and effective orientation patterns with respect to interpreting and shaping the world" (Thomas, 2003, p.143).

But in reference to EL teachers, their intercultural training should go beyond general competences and focus on communicative skills. Chen and Starosta state that intercultural communication competence is "the ability to negotiate cultural meanings and to execute appropriately effective communication behaviours that recognize the interactants` multiple identities in a specific environment" (1996, p.358).

This definition emphasizes the importance of appropriateness and effectiveness. The first draws attention to the capacity of being contextually flexible in one`s behaviour. The second refers to the complexity of the process, to the complex layers involved in successfully constructing and conveying meaning.

A common goal for researchers of different disciplines has been to identify the components of Intercultural Communicative Competence (ICC). There is a wide array of works on ICC elements. Nevertheless, most models point at the distinction between cognitive, behavioural and affective components of ICC.

## 2.2 Professional Competence and Professional FL Communicative Competence

The modern system of higher education in the Republic of Kazakhstan is undergoing significant changes caused by entering the Bologna process, the need to train qualified personnel, who are highly professional and competent in the chosen field. Personality of the student, his/her moral and spiritual position, aspiration to obtain a quality education is a task of an educational nature. But, proceeding from the theory of the holistic pedagogical process, by teaching - we learn, we educate, and by educating - we teach.

Special importance is gained by the professional qualities of specialists in interaction with his/her moral image. The reorientation of the educational system to universal spiritual and moral values in interaction with the getting of high-quality vocational education contributes to the formation of the personality of a learner/student as a future competent specialist. A well-known professor, Kazakhstani scientist Khmel N.D. (2008) writes: "Today the professional is a person competent enough in the sphere of his/her activity and at the same time thoroughly prepared to use theoretical knowledge to obtain highly effective results in practical activities".

Speaking about general professional competencies, it should be noted that the Council of Europe has identified five key competencies that all young professionals should possess, including teachers of a foreign language, interpreters, lawyers, economists and others:

1) *political and social competencies* - the ability to assume responsibility, participate in the adoption of group decisions, non-violently resolve conflicts, participate in the maintenance and improvement of democratic institutions;

2) *competencies related to life in a multicultural society, intercultural competence,* - acceptance of differences, respect for others and the ability to live with people of other cultures, languages and religions;

3) *competencies related to oral and written communication* - possession of more than one language;

4) *competences related to the increase of the society informatization* – mastering these technologies, understanding their application, weak and strong points and ways of critical judgment in relation to information disseminated by mass media and advertising;

5) *lifelong competence* - the ability to learn throughout life as the basis for continuing education in the context of both personal and professional so that of social life.

Modern trends in the development of the educational process are determined by the tasks of training highly qualified specialists with highly developed professional and moral qualities, ready and capable of not only reproducing knowledge obtained in the university education, applying professional skills in familiar situations, but also creatively solving the professional tasks facing them.

In order to disclose the essence of the professional competence of a specialist of the foreign language education, it is necessary to understand the specifics of such a science as a method of teaching foreign languages, what place it takes in the professional activity of a modern specialist. In addition, the educational paradigm has changed. In place of the knowledge-centric paradigm, a culturally-appropriate paradigm has come, which in its essence is a different educational philosophy that entails fundamental changes in the content, structure, organization, and technology.

Kunanbayeva S.S. (2013) expresses the methodological–conceptual view of the new school of thought which considers that «One cannot agree with the idea that theoretically-based modern ideas are often poorly conceived in the operational or technological sense and that this hinders the task of putting them into practice. After all it has become clear that it is one thing to develop an individual as a personified function and quite another to develop the latter as a creative individual who is prepared for independent and productive work» (Kunanbayeva, 2013, p. 132).

In the process of preparing a specialist, the main role is the orientation towards the *personality and competences*, which makes it possible to significantly facilitate the process of adaptation of young people to the professional environment, and to increase their competitiveness. Today, competent specialists are becoming more and more popular, ready and capable to function effectively in new dynamic socio-economic

conditions. The purpose of vocational education is not only to teach a person to do something, to acquire a professional qualification, but also to give him/her the opportunity to cope with various life and professional situations (Kunanbayeva, 2015, p. 86).

According to Kunanbayeva S.S. (2013) "the current and active academic work on the creation of a system-based interrelated integration of the categories of the `competency` educational paradigm such as "educational model", "specialist model", "aim", "content", "outcome", etc. has been stimulated by modern ideas concerning the quality of education, the learning outcomes of competency-based education and the need to reflect changing social requirements in the "content of education", the `specialist model` and overall system of vocational training. The term `competency` ultimately relates to the learning outcome of education and thus academic norms regarding the assessment of the quality of education within the `knowledge-based` and **qualification-based** criteria. There is also a clear transition taking place from a qualification-based to qualification- and **competency-based educational model**, and correspondingly, from a qualification-based specialist model to that of a **competency-based model"** (Kunanbayeva, 2013, p. 131).

In a number of Russian scientific researches devoted to "competence education" in higher professional system, the authors (Baidenko, A.; Bolotov, V.A; Verbitzkyi, A.A.; Khutorskoy, A.V.; Shishov, S.E.) specify the term "professional competence" as the effective quality that is formed during the years of study at the university and is amenable to the "qualification-competence assessment" reflected by the level of the formation of key competences, which we believe contradicts the acmeological essential characteristic of the notion "competence - competent" (Kunanbayeva, 2015, p. 87).

In S.S.Kunanbayeva's opinion, it would be reasonable to talk about the **professional readiness of a specialist** (a graduate of a bachelor's degree) rather than about his/her professional competency, as "competency is not an educational result, but an experience of successful implementation of intellectual and creative professional activity" (Kunanbayeva, 2015, p.88), and also the author sees it reasonable to use the term "**professional readiness**" instead of "*professional competence*" in the conditions of forming professional competencies of students in the educational process of Kazakhstan. According to her viewpoint, "competency is the notion of a higher professional, intellectual and personal-creative condition of human development" (Kunanbayeva, 2014). In this case, competence is understood not as the aggregate sum, but as an integral system of person-conscious knowledge, skills and values, possibly aimed at applying these very competences, which is hardly achievable in university education" (ibid, p. 88).

In Kazakh Ablaikhan University of International Relations and World Languages, the formation of professional competencies of future specialists in all university specialties is carried out in accordance with and based on the **competence model of a specialist**. For example, below in Figure 1 the competence model of a specialist in Translation studies is presented.



Figure 1. Competence model of a specialist in translation studies (bachelor`s degree)

As it was mentioned above by Kunanbayeva S.S. (2015), the "professional readiness" of the graduate is represented by a competence model of 4 blocks of competences as sets of successively included competences into the learning process:

  ➢ **Professionally-oriented block of competences** constitutes the so-called "core competencies",

which are defined as the ability to solve professional problems based on the use of information, communication, social and legal bases of the individual's behavior in civil society;

> **Professionally-based block of competences** is represented by so-called "basic competencies", the ability and readiness to build certain professional activities (pedagogical, philological, international, economic, legal, etc.);

> **Professionally-identifying block of competences** is represented by the so-called "specializing competences" - reflecting the specificity of a specific subject or supra-subject area of professional activity. Specializing competences can be viewed as the implementation of core and basic competencies in the specific field of professional activity (specialization).

> For the specificity of professional-foreign and international fields of preparation, the next block of compulsory competencies is a **block of intercultural-and-international professional communication** (Kunanbayeva, 2015, p. 95).

Finally, based on the review of the studied literature and the selected characteristics of the category professional competence, it should be marked that in this study the paper author understands the professional foreign-language communicative competence (PFLCC) – as a set of certain foreign language skills, knowledge and habits and subcompetences necessary for the performance of professional activities in a foreign language.

# 3 APPLICATION OF DIGITAL INNOVATIVE TECHNOLOGIES FOR DEVELOPMENT OF TRANSLATOR'S PROFESSIONAL COMPETENCES

The growth of digital ICT and expansion of Internet technologies provides learners with multimedia and interactive resources that are strongly motivating. The computer has become an essential means in education because it offers a large area of resources: CD-ROM, DVD-ROM, software, digital technologies to create teaching and learning materials, assessment tools, online tasks for distance education, the Internet, ICT, etc.

Nowadays EL teachers use the Internet and digital ICT to update linguistic and communicative skills, to find new and interactive resources for their lessons, to develop ICT applications, to plan lessons, to manage educational projects, etc. Learners also benefit from the educational use of Internet and ICT: it promotes self-learning, improves motivation for future professional life, brings flexibility to the learning process, incorporates both productive and receptive skills, keeps learning and teaching contexts updated.

To assist and support the daily teaching practice, the paper author has conducted a thorough research to gather the most useful webpages and sites to promote such skills. Therefore, in this second part of this paper the author proposes online webpages and point at activities or possibility usage that can help EL teachers to promote intercultural communication and professional training of translators for educational purposes.

## 3.1 Teaching Materials for Professional Training of Translators

In the given below list of online resources the author tries to summarize some recommendations which may be found in methodical literature (Polat; Teeler & Gray; Windeatt et al.), and her own experience in using interactive Internet technologies and digital ICT tools at EL lessons as well. These are the most relevant webpages and sites that offer a variety of free online resources for intermediate and advanced students.

Table 1. Interactive Internet technologies and digital ICT tools for English language teaching and learning

| № | URL | Brief Description | Application Opportunities |
|---|---|---|---|
| | | ***Resources 1: teaching and learning sites and webpages*** | |
| 1 | www.learnenglish.org.uk | it is a site of British Council for EL learners, where any teacher can find grammar materials, short stories, tests, games, materials in Business English, English for Academic Purposes (LAP), English for Specific Purposes (LSP). | The EL teachers can use these sites for the following possibilities:<br><br>• conduct of lessons online<br><br>• conduct of lessons offline using downloaded files<br><br>• usage of some materials in |
| 2 | www.bbc.co.uk/worldservice/ learningenglish | it is a site of BBC for EL learners, where any teacher can find active vocabulary from news items, songs, stories, crosswords, tests, exercises, dialogues and lesson plans. | |

| 3 | www.english4today.com | it is a place of various resources for EL learning. | printed version |
|---|---|---|---|
| 4 | www.englishclub.com | it is a site where a teacher finds materials for EL teaching and learning: lessons, games, tests, also forum and chat. | • for self-study of learners, etc. |
| 5 | www.edunet.com/elt | it is a virtual reference book in EL grammar, games, tests, and many other materials for EL learners. | |
| 6 | www.esl-lab.com | it is a virtual laboratory with audio-texts provided with tasks to them. | |
| 7 | www.english-online.org.uk | it is a site having lexical, grammatical and phonetic exercises for different levels (A1-C1); English for special purposes (LSP); training tests, games and etc. | |
| 8 | http://listenaminute.com/ | is a site that offers reading material that you can listen to all for free. There are also interactive activities to go along with the articles aimed at a more basic level of learning. | |
| 9 | https://www.englishclub.com/listening/dictations-s-places-weather.htm | free on-line dictations | |
| 10 | http://www.fonetiks.org/dictations/ | a graded collection of free on-line dictations for English language students and for English literacy studies. | |
| 11 | https://elt.oup.com/student/englishfile/?cc=kz&selLanguage=en | learn more English here with interactive exercises, useful downloads, games, and weblinks. Practise your grammar, vocabulary, pronunciation, listening, and reading, and have some fun too. | The EL teachers can use these sites for the following possibilities: |
| 12 | http://esl-lab.com/ | This ESL listening Web site created by Randall Davis helps ESL/EFL students improve their listening comprehension skills through practice with self-grading. | • conduct of lessons online |
| 13 | http://learnenglish.britishcouncil.org/en/ | "LearnEnglish" is brought to learners by the British Council, the world's English teaching experts. If you want to learn English for free, you've come to the right place! There are hundreds of high-quality resources to help improve your English. Read about how to use the site, take the level test or find a face-to-face or online course in your country. | • conduct of lessons offline using downloaded files<br><br>• usage of some materials in printed version<br><br>• for self-study of learners, etc. |
| 14 | http://www.bbc.co.uk/learningenglish/ | Grammar, Vocabulary & Pronunciation. BBC Learning English's new website. | |
| 15 | http://english4today.com/ | Learn English using English4Today videocasts, podcasts and online lessons. | |
| 16 | http://www.english-online.org.uk/ | Free English-online courses. A site with English for everyone where a learner can study English grammar with interactive exercises. | |

| *Resources 2: sites for international exams preparation* | | | |
|---|---|---|---|
| 17 | www.flo-joe.co.uk | materials for FCE, CAE, CPE preparation. | Possibility usage for EL teachers: |
| 18 | www.examenglish.com | free training tests and information about IELTS, TOEFL, CPE, CAE, FCE, and PET examinations. Tests for determining the level of FL knowledge. | • preliminary testing<br>• preparation for midterms and final exams\<br>• getting acquainted with international exams formats. |

| *Resources 3: news sites* | | | |
|---|---|---|---|
| 19 | www.bbc.co.uk | it is a site of BBC: news, tele- and radio reporting. | The EL teachers can use these sites as follows: |
| 20 | www.cnn.com | it is a site of CNN: articles, tele- and radio reports. | • analysis and interpretation of news |
| 21 | www.nytimes.com | it is a site of The New York Times: articles. | • materials for advanced reading and listening |

|  |  |  | • tasks for project works<br>• tasks for debates and discussions<br>• tasks for translation and interpretation. |
|---|---|---|---|
| ***Resources 4: official sites of organizations, institutions, bodies, etc.*** |

| 22 | www.whitehouse.gov | it is the official site of the USA President. | Possibility usage for EL teachers:<br>• tasks for project works preparation<br>• preparation for reports and papers<br>• tasks for translation and interpretation. |
|---|---|---|---|
| 23 | www.explore.parliament.uk | it is the educational site of the British Parliament. | |
| 24 | www.royal.gov.uk | it is the official site of the British monarchy. | |
| 25 | www.wwf.org | it is the official site of the World Wildlife Fund. | |

### Resources 5: thematic sites and webpages

| 26 | www.hollywood.com | it is a webpage including annotations and reviews of movies, interviews with actors, etc. | Possibility usage for EL teachers:<br>• materials for advanced reading and listening<br>• tasks for project works preparation<br>• tasks for translation and interpretation<br>• etc. |
|---|---|---|---|
| 27 | www.biography.com | it is a webpage including biographies of famous people; articles, photos, video materials, games. | |
| 28 | www.radio.seti.org | it is a site having radio broadcasts about science and new technologies. | |

### Resources 6: resources sites and webpages

| 29 | www.search.everything.com | links to audio and video files from various sites. | The EL teachers can use these sites for searching materials in necessary topics and themes. |
|---|---|---|---|
| 30 | www.uni.edu/becker/TESOL_ESL2.html | links to sites for ESL/EFL learning and teaching. | |

### Resources 7: E-libraries and encyclopaedias

| 31 | www.en.wikipedia.org | it is a virtual encyclopaedia. | The EL teachers can use these sites for the following possibilities:<br>• material for reading and listening<br>• material for extracurricular reading<br>• preparation for reports and papers, lectures, etc.<br>• as a task for project works preparation. |
|---|---|---|---|
| 32 | www.onlinebooks.library.upenn.edu | there are thousands of electronic books of various genres. | |
| 33 | www.thefreelibrary.com | there are full-texts of classical works, with authors biographies. It is also a selection of leading periodicals in various subject matters, including millions of articles from 1984 to the present day. | |
| 34 | www.englishtips.org | it is a collection of diverse literature, audio and video materials for English language learning and teaching. | |

### Resources 8: online dictionaries and translators

| 35 | www.dictionary.com | monolingual dictionary and thesaurus | Possibility usage for EL teachers:<br>• teaching how to work with electronic dictionaries<br>• expanding active vocabulary of learners<br>• teaching translation and interpretation, etc. |
|---|---|---|---|
| 36 | www.freedictionary.com | monolingual dictionary and thesaurus | |
| 37 | www.online.multilex.ru | multilingual dictionary | |
| 38 | www.lingvo.ru | multilingual online dictionary and translator | |
| 39 | www.lingvo.com | multilingual online dictionary and translator | |
| 40 | www.promt.com | multilingual online dictionary and translator | |
| 41 | http://www.promt.ru | multilingual online dictionary and translator | |
| 42 | www.multitran.ru | multilingual online dictionary and translator | |
| 43 | www.sozdik.kz | online dictionary and translator from/into Kazakh language | |
| 44 | www.translate.google.kz | multilingual online translator | |

| | | | |
|---|---|---|---|
| *Resources 9: websites for intercultural communication and professional training* | | | |
| 45 | https://www.eslflow.com/intercultural communication.html | this webpage embraces the intercultural component within FL learning site. It can be helpful to develop intercultural skills in general and business contexts. It contains lesson plans, games, useful worksheets, cross-cultural quizzes and many other practical resources. | The EL teachers can use these sites for the following opportunities:<br><br>• conduct of lessons online<br><br>• conduct of lessons offline using downloaded files<br><br>• usage of some materials in printed version<br><br>• materials for advanced reading and listening<br><br>• tasks for project works preparation<br><br>• texts for translation and interpretation<br><br>• as material for extracurricular reading task<br><br>• preparation for reports and papers, lectures, etc.<br><br>• as a task for project works preparation.<br><br>• etc. |
| 46 | https://www.projectbritain.com/behaviour/html | this website is a valuable tool if a teacher wants his/her learners to learn everything about cultural matters in the UK, especially in England. It is a good site to gather information "the DOs and DON`Ts" and "Customs and Tradition" webpages are really helpful. | |
| 47 | https://www.everythingesl.net/inservices/crosscultural,php | is a website that offers tips, lesson plans and professional training for teachers. | |
| 48 | https://www.mislinks.org/topics/icc.htm | this webpage is about cross-cultural communication in general contexts. It gather several links that lead to different resources: theoretical reviews, journals, bibliographies, databases, etc. | |
| 49 | https://www.thiagi.com/freebies-and-goodies.html | here a learner can find plenty of exercises, games, tips and interactive lectures on cultural variables. | |
| 50 | https://www.culture-at-work.com/contents.html#culture | this website displays effective theoretical and practical contents in intercultural matters and cross-cultural interaction with games, cross-culture exercises. | |
| 51 | https://www.teachingenglish.org.uk/try | this is a useful page for educators provided by the British Council which promotes English through a teaching and learning section. This website has activities, lesson plans, tips, literary references and many other resources on cultural issues. | |
| 52 | https://learnenglish.britishcouncil.org/en/uk-culture | EL teachers can improve their learners` listening skills and intercultural abilities with the podcasts featured on this webpage. Learners can learn about contemporary culture in the UK: leisure activities, dialects, climate, etc. | |
| 53 | https://learnenglish.britishcouncil.org/en/games | it has a variety of games. Learners can play many games to approach intercultural issues. | |

➢ *Resources 10: additional resources (if necessary)*

➢ **Sites of the Government of the Republic of Kazakhstan, departments, etc.:**

http://strategy2050.kz/en/

http://akorda.kz

http://www.parlam.kz/

http://sk.kz/news

http://invest.gov.kz/

http://www.cci.kz/

http://www.wto.kz/ru

http://bolashak.kz/

➢ **Foreign Media websites:**

http://abcnews.go.com/

http://www.bbc.co.uk/news/

http://www.cnn.com/

http://ru.euronews.com/

http://www.foxnews.com/

http://news.sky.com/

http://www.nbcnews.com/

http://www.cbsnews.com/

http://www.reuters.com/

➢ **Russian Mass Media sites:**

http://rt.com/

http://ria.ru/

http://www.vesti.ru/

http://lenta.ru/

http://www.kp.ru/

http://itar-tass.com/

http://www.interfax.ru/

http://izvestia.ru/

http://kommersant.ru/

## 4 CONCLUSION

Intercultural issues and professional matters are crucial in this time and age. As future professionals and people are brought up in educational institutions, teachers are responsible for their adequate training, focused on developing professional skills and self-awareness. Without a deep understanding and a conscientious instruction, learners are likely to keep worthless stereotypes.

The technological digital revolution, we are witnessing now, has influenced education and the EL teaching, in particular. Digital ICT and interactive Internet technologies have entered the EL classroom; given the teaching and learning potential it has unfolded. The Internet and digital ICT have become one of the most useful and motivating tools nowadays. This paper has aimed at promoting intercultural communicative and professional competences development through the available resources on the Internet. For that purpose, the author has considered the most relevant webpages and sites, thus sharing different activities that will enable future specialists build the proper intercultural abilities and professional skills for a successful intercultural communication and professional interaction.

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