

INTERCULTURAL COMMUNICATION IN TEACHING FOREIGN LANGUAGES

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The concept “intercultural communication” was used by Americans Edward T. Hall and D. Traher in their book “Culture as Communication: Model and Analysis” in 1954. An American anthropologist Edward T. Hall worked out what can be called the first original paradigm for international communication. The concept “international communication” as a human activity was used for the first time in his book “The Silent Language” several years later and communication became one of the most important dimensions. Hall stated that “Culture is communication and communication is culture” [1, p. 9].

Intercultural communication is the exchange of information between people of different cultures. It needs both knowledge of foreign languages and knowledge of the culture of the people who speak this language. There exists cross-cultural interaction with the components: the situation in which communication occurs; establishing contacts; availability of interacting parties mastering the culture. The parties of interaction should have certain encouraging or discouraging characteristics.

Being a means of understanding and communicating between people of different states with their own cultures, it plays a significant role in the process of globalization. Exchanges in nearly all spheres of life (culture, business, science, technologies, social groups and movements) have increased enormously. Members of the communities couldn't even have imagined just a few decades ago that they would have the opportunity to go abroad to study or on vacation. Nowadays communication with native speakers has become a reality.

Educational institutions sign mutual contracts to exchange students, pupils and teachers. Joint projects are regularly organized to make effective dialogues with people of other cultures and nations. It may be stated that without intercultural vision of the world the knowledge of foreign languages becomes useless. Nowadays it is necessary to reorient linguistic, pedagogical, methodological sciences on the problem of intercultural communication as modern geo-economic and geo-cultural situations make individuals communicate with representatives of all countries and nations of the world.

Teaching English as a second language has a long history in Ukraine. In spite of the fact that this subject starts to be taught from the first year of studies at primary schools and is taught for approximately ten years, the level of

proficiency in a foreign language is far from satisfactory, especially in speaking and writing.

The task of foreign language teachers is to involve students in the process of communicative participation. Though intercultural communication is often full of conflicts between knowledge and ignorance even if people speak the same language, teaching intercultural communication is to prevent and settle these conflicts. Teachers should develop students' abilities in understanding lexical constructions and norms of communicative activity of a person with different ethno-cultural community (EC) that has one more characteristics in common: language, religion, origin, and nationality.

A. Kelmaganbetova says: "For foreign language educators, to develop learner's intercultural communication competence is to know how to teach foreign culture. Culture teaching in foreign language teaching is a question countered by language teachers throughout all universities and colleges in the world" [2, p.162]. Culture and language are bound because language is an essential component of the society and culture. If there were no language, there would be no culture and vice versa.

When a person speaks another language, he interacts with another culture, the members of the society who speak that language. An individual is not able to understand the culture if he doesn't communicate and understand the language of this country.

When a person learns a new language, he is not only involved in memorizing words, word expressions, and grammar rules but also traditions and customs of the society, hence he studies the language in relation to the society as the language is greatly rooted in the culture. When the people who belong to different cultures and speak different languages communicate, they realize that each of them is "different". One partner discerns foreign essence of another partner. It is clear that intercultural communication as a skill is extremely complex in nature and difficult to overcome. Serious training is necessary to provide effective intercultural communication.

To solve this problem the teacher should develop students' skills in using a foreign language in authentic situation. He should teach not only the language but also the connection between the language and the culture.

Reference

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ФОРМУВАННЯ В ІНОЗЕМНОГО СТУДЕНТСТВА ПЕРСОНАЛЬНОГО ПІЗНАВАЛЬНОГО СТИЛЮ В СИСТЕМІ ПІДГОТОВКИ ДО ГАЛУЗЕВОЇ КОМУНІКАЦІЇ

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Праці сучасних вітчизняних і зарубіжних науковців свідчать, що стилі навчання, або індивідуально-своєрідні способи навчальної діяльності особистості, залежать безпосередньо від особливостей освітньої технології (у тому числі відмінних характеристик навчальної ситуації, методів, типу навчання, позиції викладача тощо). Стильові властивості особистості мають ресурс мобільності, тобто змінюються під впливом спеціально організованого навчання (доведено науковцем М.А. Холодною [1] та ін.). Сучасні освітні технології вимагають необхідності розгляду питання про формування в кожного студента персонального пізнавального стилю. Зростання ефективності навчальної діяльності, що залежить від сформованості професійного когнітивного стилю, передбачає наявність такого освітнього середовища, елементи якого відповідають біологічно заданому стилю особистості. Під час навчання мови іноземних студентів важливо враховувати такі аспекти пізнавальної діяльності, що сприяють «актуалізації полілінгвістично підготовлених спеціалістів, які можуть користуватися мовами з метою соціально-професійної комунікації та при необхідності адаптації в іншомовному середовищі» [2, с. 143]. Проведені дослідження свідчать на користь когнітивних переваг, що зумовлені