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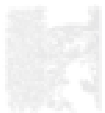
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EFFICIENCY OF INTERCULTURAL COMMUNICATION IN TEACHING FOREIGN LANGUAGES

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Abstract: The article describes efficiency of intercultural communication in the study of foreign languages. Modern close cultural communication has returned the methodology of teaching foreign languages to its original place. Now teachers strive to teach how to practically use the linguistic material available in stock. Therefore, now the teaching of a foreign language is perceived precisely as a means of everyday communication with carriers of another culture.

Keywords: Intercultural communication, foreign language, communication, culture, linguistic material.

Introduction

Intercultural communication is a special branch of the general theory of communication which studies - in theoretical and practical terms - the communicative interaction of representatives of different cultures. This teaching aid is intended to acquaint students with the basics of the theory of intercultural communication as a special field of scientific knowledge, as well as with the possibilities of applying this theory in real communication practice. People began to think about the fact that language and culture are interrelated elements of social life as early as the XVIII century, but they began to purposefully deal with this problem only at the end of the last century. But such studies did not have a solid scientific basis, they were more declarative, and sometimes even propaganda. However, over the past two decades, quite significant and interesting studies from a practical point of view have appeared in this field. This indicates the interest and desire of linguists to explore linguistic phenomena in a broader cultural context.

The very concept of "culture" can be divided into two parts: objective and subjective. An objective culture includes all possible institutions, such as the economic system, social customs, political structures and processes, as well as literature, arts and crafts. Subjective culture is the psychological features of culture, including values and patterns of thinking (mentality). It is this subjective culture that, according to many researchers, is a huge difficulty for understanding.

The fact that there is a single, complementary relationship between the teaching of foreign languages and intercultural communication is not worth talking about at length. Each foreign language lesson is a practical encounter with a different culture, primarily through its main carrier - the language. Each foreign word reflects a foreign culture, behind each word there is a subjective, conditioned only by a given linguistic culture, a peculiar impression of the world around.

Foreign languages and their teaching are in great demand today, as there is an urgent need to use such knowledge in everyday life. This, of course, has an impact on teaching methods. Previously used methods have now lost their practical significance and require a radical update and modernization. Modern living conditions require from the study of a foreign language, first of all, functionality. Now they want not to know the language,

but to use it as a means of real communication with speakers of other cultures. Therefore, the main task of teaching foreign languages today is to teach the functional side of a foreign language and its more practical application. The solution of this pragmatic task is possible only under one condition - that a sufficiently solid fundamental theoretical base will be created. To create it, first of all:

- 1) apply the results of theoretical works on philology to the practice of teaching foreign languages;
- 2) theoretically comprehend and generalize the vast practical experience of teachers of foreign languages.

Knowledge of the basics of the theory of intercultural communication is an integral part of the training of a linguist, translator, teacher of foreign languages, as well as any specialist who in one way or another has to interact with foreigners, participate in international negotiations, conversations, lecture in a foreign language (and therefore, and foreign cultural) audience, etc.

A professional communicator, which is a linguist or a specialist in the field of intercultural communication, must be able to manage communication, creating in the interlocutor the sensations and impressions that are necessary at a particular moment must be able to overcome various communication barriers - obstacles that impede the communication process or direct its course not in the way the communicant needs. To learn this, one must first of all understand that communication is a complex process that affects various aspects of the subjectivity of its participants.

This also determines the specificity of intercultural communication as a special branch of science: the theory of intercultural communication is emphatically interdisciplinary in nature: understanding the foundations of intercultural communication presupposes at least partial knowledge, theoretical concepts and practical techniques that relate to such areas of humanitarian knowledge, as anthropology, sociology, psychology, linguistics - sciences that study various aspects and aspects of interpersonal interaction. One of the objectives of this manual is to form its readers' general ideas about those theoretical provisions of related scientific disciplines that are essential for understanding the specifics of intercultural communication.

Intercultural communication is the interaction of bearers of different cultures. Man is not the only carrier of culture, biologists and psychologists argue that some animals (in particular, great apes) are able to develop and transmit culture, thus different animal populations are carriers of different cultures, and the interaction of these groups can also be called intercultural communication. . The theory of intercultural communication, of course, does not study the analysis of animal communication. It is important; however, to understand that intercultural communication is a very ancient phenomenon, it appeared simultaneously with the formation of what we call different cultures. A person observed people who were different from him and recorded his observations. Attempts to analyze "otherness" can be found in ancient authors, in medieval chronicles, biographies of saints, in fiction, etc.

However, the theory of intercultural communication as an independent scientific discipline arose quite recently, in the middle of the 20th century. Interest in the study of the processes of intercultural communication, in their theoretical understanding arose primarily under the influence of globalization. Transnational corporations are being created, the tourism industry is developing, migration processes are intensifying, more and more people are entering into interethnic marriages, and the adoption of children from other countries is becoming more and more popular.

Let us now try to give a definition of intercultural communication. First you need to understand the components of this term. First, you need to define what culture is. There are many definitions of culture. It is studied in various humanities: anthropology, cultural studies, sociology, psychology, etc., as well as in many related disciplines, including the theory of intercultural communication. None of these sciences has a well-established understanding of culture. In a broad sense, culture is defined as everything that is created and is being created as a result of human activity. These are not only material, physical objects (tools, household items, art objects), but also something intangible - values, habits, customs, traditions, norms of behavior, etc. But culture is not just the sum of individual objects and phenomena. Culture is a system of beliefs, values, norms (primarily behavioral), beliefs, customs, traditions and knowledge inherent in a certain society. Moreover, this society is not necessarily an ethnic group, it can be a larger group of people, and then we are talking about interethnic values and norms; to some extent, they include, for example, various religious cultures, the carriers of which are representatives of several ethnic groups. The bearers of culture can be social groups that are "smaller" compared to the ethnic group - social classes, separate generations of people of a certain society, that is, you and your parents, in a sense, are carriers of different cultures.

Communication and communication are an essential part of human life, and therefore a part of culture. Emphasizing their importance, many researchers equate culture with communication (communication).

Proceeding from this interpretation, many Western scientists figuratively depict culture as an iceberg, which is based on cultural values and norms, and its peak is the individual behavior of a person, based on them and manifested primarily in communication with other people.

No culture exists in isolation. In the course of her life, she is forced to constantly turn either to her past or to the experience of other cultures. This appeal to other cultures was called "interaction of cultures". In this interaction, an obvious fact is the communication of cultures in different "languages".

In cultural anthropology, these relationships between different cultures are called "intercultural communication", which means the exchange between two or more cultures and the products of their activities, carried out in various forms. Relations are intercultural if their participants do not resort to their own traditions, customs, ideas and ways of behaving, but get acquainted with other people's rules and norms of everyday communication. For intercultural communication, the sender and recipient of the message must belong to different cultures. It is also important for the participants of communication to realize the cultural differences of each other. In its essence, intercultural communication is always interpersonal communication in a special context, when one participant discovers the cultural difference of another.

The main answer to the question of solving the actual problem of teaching foreign languages as a means of communication between representatives of different peoples and cultures is that languages should be studied in inseparable unity with the world and culture of the peoples who speak these languages.

It is necessary not only to teach a person a foreign language, but also to teach him to respect and appreciate the culture of this people [1].

Language is a mirror showing the world in the perception of a person, the reality surrounding a person. At the same time, the mirror of the language reflects the person himself, his way of life, behavior, relationships with other people, value system, and

culture [1].

Three concepts of "patience", "tolerance", "tolerance" is, according to Ter-Minasova, a universal formula for successful intercultural communication [1].

Since language and culture are interrelated, it is impossible to teach language in isolation from the culture of the country. There are several ways to teach language and culture at the same time.

Role-playing games. A very popular technique in our time, when students enter the position of a representative of another nationality and, trying to preserve the peculiarities of its culture and language, play sketches on the topic. This form of theatrical performance needs, in the language of actors, the maximum penetration into the role, which means that it requires serious preparation, the search for materials in books and the media. It is pleasant to note that our students have unlimited opportunities for this: excellent specialized bookstores, films, TV programs, talk shows, the Internet, personal communication with native speakers of a certain culture and language (in clubs, bars, student parties, etc.) .

Preparation of individual reports containing interesting facts on the topic of the lesson. For example, higher education in one of the countries of Europe or Asia, features of the national cuisine of the countries of Europe and Asia, features of conducting business negotiations in different countries, etc. in accordance with the current topic of the lesson. Students choose a country and prepare a review on the topic. The rest of the group carefully notes the presentation in order to be ready for a reasoned discussion.

Group messages or dialogues that compare and analyze the cultural characteristics of different countries in a certain area of life. Students prepare a message at home, for example, about the peculiarities of the national cuisine of a country. Information should be relevant, interesting, colorfully presented, correctly presented in public and emotional. Students use various visual means: a computer on which they demonstrate video clips, pictures, elements of folklore.

Colorful presentations on the topic. Since most of the business communication now takes place in the form of various presentations, our goal is to teach students how to use this type of work correctly and competently.

Home reading. This is a special kind of homework. Students receive a task for a month, at the end of which, in one of the classes, they discuss the features of management described in a certain work of art. Students discuss management issues in comparison with our time and our country. This method of work helps students to actively replenish their vocabulary, learn new realities that are characteristic of a given country, and immerse themselves in the world of another culture.

Contacts with representatives of other cultures (using a webcam, personal communication; inviting representatives of another culture to a class and an impromptu press conference with them). In the classroom, students share their personal experience of communicating with peers.

The game "Instructing tourists before traveling to a particular country." Completed individually as homework. Topics are pre-distributed among the students, and during the lesson, each "instructor" talks about the country he has chosen and answers questions from the audience. The main task of the "instructor" is to provide the most necessary information to future "tourists", which would help them to adapt in the country from the first days. It should touch on all aspects of the life of the country and be interesting and useful.

Conclusions

In the process of performing the above types of work in the classroom and at home, students have to actively use a live spoken foreign language. And, of course, to get acquainted with a huge number of realities inherent in the countries under discussion. And this greatly enriches the vocabulary of young people, develops them, expands the range of interests, helps to better know the life of their peers in other countries, their problems and nuances of everyday life. And most importantly, it helps students to understand that the same guys live there. And that the differences between "them" and "us" are not so great!

This leads young people to realize their own place in a wide range of human cultures. They understand aspects of the "general" and "universal", that which exists beyond geographical boundaries, which unites people from all over the world.

Delving into the study and understanding of other cultures, admiring the culture of other peoples, we are proud to realize the place of the Belarusian culture, which is especially close and understandable to us. As a result, we try to share this feeling with our students, instilling in them a deep love for their country and great respect for other countries and peoples.

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