

Intercultural competence in foreign language teaching and learning

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Language is not only a system of signs, but also historically established form of culture of a nation. The cultural speech always helped people to find a mutual understanding in industrial activities and spiritual communion.

To master a foreign language, you should be aware that a native speaker of a foreign language is the carrier of a foreign culture; you must learn to communicate with him/her in the format of his/her culture, namely, to master intercultural communication. Intercultural communication is the process of a verbal and non-verbal communication between speakers of different languages and cultures. The main in the communication between people is their desire to understand each other. Each culture is formed in accordance with its basic features, one of which is language.

First of all, before classes the teacher should consider who his/her student is: how old he/she is, what motivation he/she has, what aim he/she follows and the terms of study. And there, when the student is known, the teacher should choose the methods of his/her study, and the teacher also needs to select the training methodical complex, by formulating a strategy: “what can I teach students today, tomorrow, in a month, in 6 months and in a year?” Naturally, the selection of lexis and grammar subordinates this strategy. But the study of the phonetic, lexical, grammatical phenomena without recourse to the phenomena of culture does not give the desired result. Teacher, forming a speech competence at students has to form both and socio-cultural competences, lying not always coincide with the native a new picture of world.

Getting to classes, teacher needs to determine what information about the country students will need to a proper understanding of written and heard; what

information it should be reported to meet their educational interest; in what order it is best to offer the students the knowledge throughout the educational process and at each lesson.

Dividing students on language groups takes place based on their chosen specialty, because many of them are expected to continue studies at HEIs of Kazakhstan, as well as on the results of the entrance test. Students unite in international groups, excluding the native language of students.

This certainly has its advantages, as students don't only learn, but also get acquainted with representatives of other cultures. In such conditions, the teacher has a great responsibility: to create all the necessary conditions for successful language acquisition in the process of learning. The student group comprises people who have come from different countries, of different ages, education, and what kind of relationship develops between them will depend on their successes, achievements or mistakes. The successful mastery of the language promotes not only a good memory, the ability to learn languages, and so on, but also a friendship between people, quite different from each other.

The richness of any language is its lexical and phraseological fund, established for centuries and reflecting the peculiarities of everyday life, traditions and worldview of the people. Folk wisdom is an international phenomenon and often in the native language of the student we can find a proverb, that has almost the same meaning as that saying proposed by a teacher, and comparison of two identical phrases in content gives a good reason to talk about the customs of two countries. Proverbs, sayings, phraseological units are easy to remember and influence on the behavior and inner world of a man.

But it requires a strict selection of proverbs and sayings for foreign students, taking into account their relevance, frequency of use, educational and methodological feasibility. On this basis, at the lessons of the language it is necessary to introduce foreign students with proverbs, sayings, phraseological units, which can tell us about the traditions and customs, everyday life, character and emotions of a man. The

understanding between people can only be achieved when students not only master the language knowledge, skills and abilities, but also learn culture of other nations.

Integration of culture in the process of learning requires its study on the comparative level, when one comes in contact with another culture, and as a result its specifics appears. It is clear that culture can act as both a means of communication and as a means of separation. Separation occurs when the communication partners do not understand the specific features of a verbal and a nonverbal behavior, and a cultural distance between them is too great.

In order to provide communication opportunity it is necessary to select such material for classes, which helps to learn the features of the national life style. At the same time we should not forget that foreign students can take the rare facts for the ordinary, incidental as the common. The learning process should be organized taking into account the native language and culture of students. Knowledge of native culture of students allows the teacher to foresee possible cases of inappropriate behavior of students in terms of communication, caused by lack of understanding of certain realities of life, and to take measures to prevent a cross-cultural interference. In addition, knowledge of the native culture of students has an impact on the behavior of the teacher, which should be such as not to hurt the feelings of national dignity of students.

They usually do not talk about themselves, the story about their family is a cliché, a retelling of a text is learning certain phrases by heart, like to read texts aloud and in unison, but with great pleasure talk about their centuries-old culture. They really like when students from other countries show interest in their country, traditions and customs. They can carry out written assignments with pleasure, their favourite reading book is a dictionary, they prefer to find every word in the dictionary and know the exact translation.

Thus, the problem of an intercultural communication in teaching language isn't solved easily, because the representatives of each region have their own characteristics, without which it is impossible to organize an educational process. The

role of a teacher in this case is leading. To receive the necessary knowledge by students, a teacher must not only be knowledgeable specialist, but a good actor and a subtle diplomat.

For students in a cross-cultural communication, beginning from its first steps, there is a tendency of “a dialogue of two cultures” - native and studied. Students receive an information about various aspects of life of the country of the studied language. Without knowledge of the values of the country, literature, traditions and customs it would be difficult to perceive. Discrepancies in the native and target reality lead to errors such as “enter the University”, “to buy pencils at the drugstore”, “a kilogram of eggs” and others, as students carry facts of native culture on another one.

Teachers should be aware that students have already developed ideas of their own nation and other nations. Therefore, it is important to teach them to see differences between cultures, especially to capture features of a different culture, to overcome stereotypes. When teaching as a language it is necessary to remember that the learning process will be more successful if students know the culture of the country which language they are studying. Students do not only learn the language spoken by its inhabitants, but also attach to national values, learn to understand the main features of the national character, especially the perception of the world by representatives of the target language.

Assimilation of information about the ethnoculture of native speakers of an object language happens at university, with the help of applying various databases (such as educational process, extra curriculum activities, self-education, direct communication with other foreign students, mass media etc), students learn to differentiate this information in terms of significance and authenticity, apply obtained knowledge for solving the problems in the sphere of intercultural understanding and interaction.

In terms of modern training, when in one study group are studied representatives from different countries, having specific features of the national

character and thinking, the question of an intercultural communication is of a particular importance. Therefore teachers need to teach respect for the uniqueness of each culture, tolerance for the unusual behavior of students from other countries, flexibility in their response behavior. It is necessary to develop common rules of cooperation, taking into account traditions and cultural features of the country which language they are studying. Formation of the lexical competence of students assumes the integration of knowledge that they received from various sources in the process of learning and an ability to solve tasks of the intercultural interaction. Herewith, a new departure for entering the ethnoculture of native speakers of an object language, for development of a facility to the intercultural understanding and dialogue is the maintenance of values of a foreign student's culture and his/her cultural values self-reference with the cultural values of the people.

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Intercultural communication: personal and professional growth

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Intercultural communication plays an important role in the process of teaching foreign languages and nowadays this importance has more significance. Various ethnic, social, and religious groups who live in any state communicate with each other every day. Many Ukrainians moved or are moving abroad during martial law or