

FORMATION OF THE SUBJECT OF INTERCULTURAL COMMUNICATION IN THE TEACHING OF FOREIGN LANGUAGES

Serhina Svitlana,

Associate Professor of the department of foreign languages
National Technical University “Kharkiv Polytechnic Institute”

Mokh Yulia,

Ph.D., Associate Professor of the department of foreign languages
National Technical University “Kharkiv Polytechnic Institute”

The article deals with the formation of the language personality, which is characteristic of language education. The language education in Ukraine includes teaching Ukrainian and Foreign languages, respectively; the language personality is formed at study of these languages. When studying a foreign language, a subject of intercultural communication is formed. A student in foreign-language education uses cognitive strategies of his culture as basic cognitive images; he uses them in cognition of the new culture of the country of the studied language. As a subject of intercultural communication, such a student is guided by new knowledge about his own culture discovered in the process of cognition of his own culture. In the paper, the main trends in teaching a foreign language are formulated. In particular, the revision of strategic directions for teaching a foreign language leads to a revision of the methodological training of a foreign language teacher and requires a teacher of a new education. The methodological basis for teaching a foreign language is the cognitive-linguistic culture methodology; the object of study «lingvaculture» synthesizes «language-culture-personality» and reflects the goal of forming «subject of intercultural communication» as an integral subject of scientific researches; intercultural and communicative competence has become the object of the formation of a foreign language.

In connection with the humanitarization of education, a great attention is paid to finding the most effective methods and forms of work with students. The specific of the subject “Foreign language” implies mastery in communicative competence as a cross-cultural communication in a foreign language. All this is impossible without the involvement of the culturological component.

A new time and new conditions have demanded the immediate and radical revision of both the general methodology and specific methods and techniques of teaching foreign languages. These new terms – “discovery” of Ukraine and its rapid entry into the world community, the policies jumps, economy, culture, ideology, mixing and moving of peoples and languages, a change in relations between the Ukrainians and foreigners, absolutely new targets in communication – all this cannot raise new issues in the theory and practice of teaching foreign languages.

The level of foreign language knowledge of a student is determined not only by direct contact with his teacher. In order to teach a foreign language as a means of

communication, it is necessary to create an environment of real communication, to establish contact with foreign language teaching life, to actively use foreign languages in living, natural situations. It can be scientific discussions in the language with the assistance of foreign experts and without it, abstracting and discussing foreign scientific literature, reading individual courses in foreign languages, students participating in international conferences, working as translators, which is precisely communication, contact, and ability to understand and transmit information. We need to develop extra-curricular forms of communication: clubs, public lectures in foreign languages, and scientific community of interests, which can gather students of different specialties.

The problem of intercultural communication in foreign languages is that between the teaching of foreign languages and intercultural communication there is a single, complementary relationship. Each lesson in a foreign language, wherever it was held, at school or within the walls of the university, is a practical encounter with a different culture, primarily through its main vehicle – language.

Maximum development of communication skills are the basic, perspective, but it is a very easy task standing in front of teachers of foreign languages. To solve it, you need to learn new teaching methods that aimed at the development of all four types of language, and entirely new materials with which to teach people how to communicate effectively. At the same time, of course, it would be wrong to rush from one extreme to another and give up all the old methods: you must carefully select the best, useful, authenticated teaching practice.

Each foreign word reflects a foreign culture; every word is subjective, due only to the language of the culture, a kind of impression of the outside world. Foreign languages in Ukraine and their teaching today are in demand, as there is an urgent need to use this knowledge in everyday life. It certainly has an impact on teaching methods, and the increasing demand for foreign language teaching, in turn, dictates its conditions.

A pragmatic solution to this problem is possible only if one condition is met – that is, a quite strong fundamental theoretical base will be created. It is necessary, first of all: 1) to introduce the results of theoretical works on philology into the practice of teaching foreign languages; 2) to theoretically comprehend and summarize the extensive practical experience of teachers of foreign languages.

Now, teachers tend to teach the practical use of the available linguistic material in stock. Now a foreign language is perceived as a means of everyday communication with other cultures. The aim of higher education is the formation of highly educated people who have a fundamental training in their arsenal, not only in a narrow specialization, but also in broad terms, such as learning a foreign language with no reference points on the selected profession. Technicians must know not only technical English or other foreign language, but also be able to use it with similar specialists that only speak other foreign languages.

The very concept of intercultural communication, inherent to equitable cultural interaction from different linguacultural communities with regard to their identity and uniqueness, makes it necessary to identify the universal based on a comparison of

foreign language and its own culture. Modern foreign language teaching is impossible without instilling students with a foreign language culture. Most teachers put at the heart of the current state of theory and practice of learning a foreign language, a strong communicative focus, which contributes to the full development of the individual, the development of spiritual values of students. Intercultural Communication Education cannot exist without the inclusion of a linguacultural dimension into the learning process.

The complexity and dynamism of the development and functioning of the sphere of modern foreign language education impose new demands on all its subjects, and first of all on the teacher. Therefore, an important factor in the success and effectiveness of foreign-language education is the methodological training of foreign language teachers.

The key competences of the future teacher of a foreign language are:

– socio-cultural competence, the content of which is intercultural interaction, language and speech development, mastering the culture of native and foreign languages;

– competence of personal self-improvement and self-development, which includes self-improvement, self-regulation and self-development; social, personal and activity reflections;

– informational-technological competence as mastering computer literacy for the purpose of searching and operative processing of necessary information; application of modern information technologies in the educational and cognitive activities of the future teacher of a foreign language.

The concept of the development of modern education should be aimed at ensuring:

1) purposeful preparation of teaching staff for the foreign language teaching, differentiated by levels, stages, forms of instruction and types of educational institutions in the system of university and postgraduate education;

2) creation of a mechanism for updating the subjective, psychological, pedagogical and general cultural preparation of specialists;

3) preparation of a new generation of competent, highly educated, competitive foreign language teachers;

4) achievement of the level of foreign language training corresponding to international standard requirements;

5) convertibility of diplomas in the field of foreign language acquisition;

6) possibility of obtaining international certificates in foreign language acquisition;

7) cardinal processing of regulatory-managerial and educational-methodological documentation;

8) creating textbooks and educational methodological complexes that meet the requirements of the new social procurement;

9) mastering new international standard methods and technologies for assessing the level of foreign language proficiency;

10) introduction of modern methods and technologies, including informational and computer, foreign language education.

11) maintenance of efficiency and quality of retraining and improvement of professional skill of working teachers, teaching staff in the conditions of modernization of foreign language education.

Thus, the fundamental objective of foreign language teaching is to fulfill cross-cultural communication and communicate with people with different backgrounds. Comprehensively improving efficiency and quality of foreign language teaching and largely boosting students' foreign language application ability are urgent needs of Ukraine's national economic development and urgent tasks of Ukrainian higher education. To achieve this objective, we need to correctly cognize foreign language education is a part of cross-cultural education. Foreign language teaching should closely approach development direction of world education and make constant efforts to cultivate talents with cross-cultural communication.

References:

1. Kulgildinova T.A., Zhumabekova G.B., Golovchun A.A., Eginisova A. Theory and practice professional competence formation of learners. – Collection of scientific articles. – "East West" Association For Advanced Studies and Higher Education GmbH, Vienna, Austria, 2016. – 328 p.
2. Thielmann, W. Power and Dominance in Intercultural Communication. Handbook of Intercultural Communication. Handbooks of applied linguistics. – 2007. – Vol. 7. Mouton de Gruyter. – Pp. 395-414.
3. Jandt, F. E. An Introduction to Intercultural Communication: Identities in a Global Community. – Sage Publications, Inc., 2012.