

TECHNOLOGY FOR THE DEVELOPMENT OF INTERCULTURAL COMMUNICATION IN TEACHING FOREIGN LANGUAGES

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Abstract: *The article deals with the relevance of intercultural communications of students. When the students are prepared to solve the problems in intercultural communication between representatives of different cultures, to understand the values and generally accepted norms of behavior, they can avoid misunderstandings, inadequate perception of the behavior and potential conflicts that necessarily arise due to incorrect language, wrong interpretation of the interlocutor's reaction and assessment of the current situation*

Key words: *intercultural competence, intercultural communication, misunderstanding, perception.*

INTRODUCTION

The peculiarities of the political, economic, social and cultural development of the modern world more and more clearly demonstrate the increase in the interconnectedness of various countries. This is manifested not only in the spread of the practice of cultural exchange, but also in the growth of the number of direct contacts between state and social institutions, groups, social movements and people of different countries. International contacts of leaders and entrepreneurs of all levels have shown that success in international activities largely depends on the training of representatives in the field of intercultural communication.

Acting as participants in any kind of intercultural contacts, people interact with individuals of other cultures, as a rule, dissimilar. The main reasons for the failure of such contacts lie beyond the obvious differences, lie in a different attitude, that is, a different attitude towards the world and other people. The main obstacle hindering the successful solution of this problem is that we perceive other

cultures through the prism of our folk culture, our observations and conclusions are limited by its framework. Our ethnocentrism not only interferes with intercultural communication, it is also difficult to recognize, since it is unconscious. The conclusion suggests itself that effective intercultural communication cannot arise by itself, it needs to purposefully learn [6.P. 6].

MAIN PART

The consolidation of intercultural communication as an academic discipline was initially driven by the interests of American politicians and businessmen. An obvious problem emerged: simple knowledge of foreign languages could not prepare specialists for difficult communication situations when working abroad. They realized the need to study not only languages, but also cultures of other countries. The question arose about appropriate training, in which the main emphasis would be on developing practical skills and intercultural communication skills.

The birth date of intercultural communication as an academic discipline is considered 1954, when the book by E. Hall and D. Trager "Culture as Communication" was published, in which the authors first proposed for wide use the term "intercultural communication ", reflecting, in their opinion, a special area of human relations [6. P. 8]. At first, intercultural communication was formed as intersubject discipline. In the 1970s. the practical nature of this course was complemented by the necessary theoretical generalizations. As a result, it took the form of a classic university course, which combines theoretical positions and practical aspects of intercultural communication.

In recent decades, it has become quite obvious that effective contacts with representatives of other cultures will not bring the desired result without practical skills in intercultural communication. That is why in some Russian universities such discipline as "Intercultural Communication" is included in the curricula.

Today the teaching of foreign languages and intercultural communication are closely related and interdependent [10. P. 30]. Intercultural learning in the study of a foreign language differs from other areas of modern education. The

difference is that the necessary knowledge and skills are acquired mainly through direct cultural contacts. In this case, a foreign language is required functionally, as a means of communicating with people of other countries.

When teaching intercultural communication in the process of learning a foreign language, it is necessary to take into account the so-called hidden difficulties of speech production and communication. They are due to the uniqueness of the lexical and phraseological compatibility of each word within a particular language. This specificity becomes apparent when comparing languages. Therefore, when studying foreign languages, it is important to memorize words not separately, but in natural, stable combinations. Another difficulty is the conflict between the cultural ideas of different peoples about the phenomena and objects of reality, which are indicated by the equivalent words of the respective languages.

Another difficulty should be mentioned. Misunderstanding in intercultural communication is often caused by the violation of the expectations of the communicants, which is explained by cultural differences. This causes negative emotions in relation to the communicating partner and the entire culture that he represents, makes the entire communication process unsuccessful. We base our interpretation of the signals received on our own life experience and culture. That is why someone else's behavior, based on a different experience and culture, can be misinterpreted by us. In this case, we have anxiety, uncertainty due to the inability to predict the further course of the communication process and its results [6. 120].

In this regard, in addition to mastering foreign languages, it is important not only to know the principles of intercultural communication, but also to apply and improve them in practice. It is useful and necessary to develop quick thinking, as well as the ability to express thoughts in different ways. An invaluable skill for a specialist in the field of intercultural communication is the ability to become a mediator between people, that is, to correctly represent the interlocutors to each other, to speak the words necessary for a specific communication situation. The process of intercultural communication imposes increased requirements on the strength of vocabulary and the level of formation of grammatical skills. Strong

possession of the language material is achievable only with comprehensive training in all types of speech activity - speaking, listening, reading and writing.

The actual task of teaching foreign languages as a means of communication between representatives of different peoples and cultures is solved, of course, when studying languages in an indissoluble unity with the world and culture of the peoples who speak them. This is a complex task, complicated by the fact that communication is not just a verbal process. The effectiveness of intercultural communication, in addition to knowledge of a foreign language, depends on many factors: conditions and culture of communication, rules of etiquette, knowledge of non-verbal forms of expression, background knowledge in general and much more [5. P. 46].

In the modern educational environment, the level of knowledge of a student of a foreign language is expressed not only in direct contact with the teacher. During classes, it is necessary to create an environment of real communication, to establish a connection between teaching and life, that is, to use foreign languages in natural situations. An example is scientific discussions in a foreign language with and without the involvement of foreign specialists, writing abstracts and discussing foreign scientific literature, reading individual courses in foreign languages. An important link in this process is the participation of students in international conferences, work as translators, because this hones the skills of communication, contact, understanding and transfer of information.

Within the framework of an intercultural educational environment, just overcoming the language barrier is also not enough for effective communication between representatives of different cultures. It is necessary to overcome cultural barriers [4. P. 44].

In this regard, the works of I. Yu. Markovina, in which she examines the nationally specific components of culture, are of interest. The nationally specific

characteristics of the most diverse components of the cultures of the communicants can complicate the process of intercultural communication. The components of a culture bearing a nationally specific color include at least the following:

- 1) traditions are stable elements of culture;
 - 2) everyday culture, closely related to traditions;
 - 3) everyday behavior (habits of representatives of a certain culture, norms of communication adopted in a certain society), as well as its mimic and pantomimic features;
 - 4) "national picture of the world", reflecting the specifics of the perception of the surrounding world, the national peculiarities of thinking of representatives of a particular culture;
 - 5) artistic culture, reflecting the cultural traditions of a particular ethnic group
- New technologies, materials, opportunities require professionalism from a person - the ability to engage in activities at a high professional level, regardless of conditions, constantly and effectively. The concept of professionalism is not limited to the characteristics of highly skilled labor, it implies the presence of a special worldview and way of life [I. P. 466].

CONCLUSION

Thus, teaching intercultural communication becomes universal approach in higher education. At the same time, the theory of intercultural communication in the modern educational environment formulates general laws concerning the functioning of mechanisms and a person's ability to communicate in a foreign language, methods of their formation, and the methodology of teaching a foreign language operates with the content-technological aspects of intercultural communication and implements them in specific educational and methodological complexes.

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