

UDC 37

DOI: 10.34670/AR.2020.45.5.117

The role of intercultural communication in the process of teaching foreign languages

Tamara V. Agapova

PhD in Culturology, Associate Professor,
Krasnoyarsk State Agrarian University,
660130, 90, Mira ave., Krasnoyarsk, Russian Federation;
e-mail: agapova-07@mail.ru

Larisa Yu. Aisner

PhD in Culturology, Associate Professor,
Krasnoyarsk State Agrarian University,
660130, 90, Mira ave., Krasnoyarsk, Russian Federation;
e-mail: larisa-ajsner@yandex.ru

Abstract

The article reveals the importance of intercultural communication, considers the main approaches to teaching foreign languages at the present stage. The authors state that mastering the language, students must penetrate into another system of values and life guidelines and integrate it into their own picture of the world. In the article are considered three levels when communication is possible: communicative, interactive and perceptual. The authors represent six components in the concept of "communicative competence", which must be considered in the learning process: language, sociolinguistic, discourse, strategic, sociocultural and social. The authors stress that to achieve understanding in intercultural communication, its participants must not only know grammar and vocabulary of a particular language, but also know the cultural component of the word's meaning, the realities of another culture. It is mentioned that teaching foreign languages in our country was reduced to reading texts. Teaching on the basis of only written texts reduced the communicative language capabilities to the passive ability to understand the texts, but not to create, not to generate the speech, but without it real communication is impossible. The effectiveness of teaching foreign languages depends on many factors: the conditions and culture of communication, rules of etiquette, knowledge of non-verbal forms of expression. The authors point out that overcoming the language barrier is not enough to ensure the effective communication between people of different cultures; to do it, it is necessary to overcome the cultural barrier.

For citation

Agapova T.V., Aisner L.Yu. (2019) The role of intercultural communication in the process of teaching foreign languages. *Pedagogicheskii zhurnal* [Pedagogical Journal], 9 (5A-I), pp. 83-89. DOI: 10.34670/AR.2020.45.5.117

Keywords

Intercultural communication, teaching foreign languages, dialogue of cultures, communicative competence, learning.

Introduction

In the process of teaching foreign languages in Russia connected with Russia's entry into the world community, we can see a period of the goals' and teaching methods' revision, which, in its turn, leads to changes of general methodology and specific methods and techniques in theory and practice of teaching foreign languages.

In modern society, the practical knowledge of a foreign language is the main goal of not only language, but also any education, as there is a growing need for specialists in various fields of knowledge, practically speaking one or more foreign languages [Matyukina, 2017]. Therefore, the main purpose of teaching a foreign language is forming a linguistic personality who is ready for real, productive communication with representatives of other cultures at different levels and in different spheres of life. In the foreground there is the need for verbal intercultural communication (establishing personal contacts, telephone conversations, exchange of correspondence, presentations, meetings, negotiations, participation in conferences and seminars). Language is the main exponent of cultural identity; it is also the main intermediary in the intercultural communication process [Grushevitskaya, Popkov, Sadokhin, 2002].

Thus, a foreign language speaker should not only correctly formulate his thoughts in a foreign language, but also observe the cultural norms adopted by native speakers. Mastering the language, the student must penetrate into another system of values and life guidelines and integrate it into his own picture of the world. Depending on how adequately people understand the values of their culture and compare them with the values of other cultures, people's well-being is determined.

Integrative approach to teaching foreign languages

An integrative approach to teaching foreign languages in the context of the cultures' dialogue has become particularly important. The cultures' dialogue assumes that the interaction of different pictures of the world presented by communicants includes their logic, thinking, value meanings and is not blocked, but stimulated through mutual understanding, tolerance and positive attitude.

Numerous studies of cultures' interaction show that the content and results of diverse intercultural contacts largely depend on the ability of their participants to understand each other and come to agreement, which is mainly determined by the ethnic culture of each interacting party, people's psychology, the dominant values in a particular culture. In cultural anthropology, the relationships of 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 [Gudkov, 2003]. This exchange can occur both in politics and in the interpersonal communication of people in everyday life, family, informal contacts.

Relations are intercultural if their participants do not follow their own traditions, customs, ideas and ways of behavior, but get acquainted with other people's rules and norms of everyday communication. Intercultural communication requires belonging of a message sender and receiver to different cultures. Communication participants should realize their cultural differences. Intercultural communication is always interpersonal communication in a special context, when one participant reveals the cultural difference of another one.

Forming a communicative competence within the framework of communicative interaction

It is known that communication occurs at three levels: communicative, interactive and perceptual. The communicative level is a contact through language and cultural traditions typical for a particular community of people. The result of this level is mutual understanding between people. Interactive level is a communication that takes into account personal characteristics of people. It leads to certain relationships between them. The perceptual level enables people to approach each other on this rational basis. It is a process of partners' perception of each other, the definition of meeting's context. Perceptual skills are shown in the ability to control their perception, "read" the mood of partners on verbal and nonverbal characteristics, understand the psychological effect of perception and take it into account to reduce distortion [Gudkov, 2003].

A necessary condition of communicative interaction is communicative competence, which is understood as possession of several types of general knowledge shared by communicants [Bershadskaya, Aisner, 2016]. They are formed, firstly, from the knowledge of the symbol system itself, within which communication takes place, and, secondly, from the knowledge about the structure of the external world. Knowledge of the external world consists of the personal experience of the individual, the basic, fundamental knowledge about the world that all people have, and all the other knowledge that people possess because of their belonging to various national, ethnic, social, religious, professional and other groups.

Taking into account the above factors of the communication process, the Council of Europe in 1986 identified six components in the concept of "communicative competence", which must be considered in the learning process:

- language competence is "the ability to reproduce and interpret the statements constructed in accordance with the rules of language and expressing their generally accepted meaning";
- sociolinguistic competence is "the selection of such ways in which the choice of language forms is determined by conditions such as environment, the relationship between communication partners, communicative intention, etc.";
- discourse competence is "the ability to use acquired strategies in the construction and interpretation of the text";
- strategic competence is "the ability to use communication strategies of various kinds to overcome communication difficulties";
- sociocultural competence is "an essential ability for the correct and appropriate use of language, as well as a condition for expanding the communicative horizon of the student in addition to that it corresponds to its linguistic community";
- social competence "involves the desire and ability to interact with others and differs from other components in that it is less language-oriented and more concerns the personality of the student."

Thus, successful intercultural communication means the ability to adequately interpret the communicative behavior of the representative of ino-culture, and the willingness of communication participants to perceive other forms of communicative behavior, to understand its differences and variation from culture to culture. The strategy of rapprochement of foreign cultural knowledge is aimed at preventing not only semantic, but also cultural failures in communication [Batunova, Zhavner, Lobyneva, Nikolaeva, 2018]. The main problem here is the problem of understanding. When solving it, it should be remembered that language is only a tool for transmitting forms of speech behavior, it only creates an environment for intercultural communication. Understanding in intercultural

communication is a complex process of interpretation, which depends on a complex of both linguistic and non-linguistic factors. To achieve understanding in intercultural communication, its participants must not only know grammar and vocabulary of a particular language, but also know the cultural component of the word's meaning, the realities of another culture [Aisner, 2018].

The real use of words, real speech reproduction is largely determined by knowledge of the social and cultural life of the speech group speaking this language. Language does not exist outside the culture, outside the social set of practical skills and ideas characterizing our way of life. To use the language as a means of communication, it is necessary to know the world of the studied language as deeply as possible [Vedenina, 2000].

Without knowing the world of the studied language, it is impossible to master the language as a means of communication, it can be mastered only as a way of storing and transmitting information, as a "dead" language, devoid of life – giving soil – the culture of the native speaker. It explains the failure of artificial languages, which were not widely used and died.

That is why the study of a foreign language involves the assimilation of not only the plan of expression of a linguistic phenomenon, but also the plan of its content, i.e. the development of the concept of new objects and phenomena that have no analogues either in the native culture of students or in their native language. To do this, it is necessary to include elements of country studies in language teaching – it creates a synthetic kind of teaching, called linguistic cultural teaching [Sidelnikov, 2017]

Teaching a foreign language as a means of communication

In order to teach a foreign language as a means of communication, it is necessary to create an environment of real communication, to establish a connection between teaching foreign languages and the life, to use foreign languages in living, natural situations. It can be scientific language discussions with foreign specialists and without them, summarizing and discussing foreign scientific literature, reading individual courses in foreign languages, students' participating in international conferences, work as a translator, which includes communication, contact, ability to understand and transmit information. It is necessary to develop extra-curricular forms of communication: clubs, open lectures in foreign languages, scientific interest societies, where students of different specialties can meet.

The problem of intercultural communication in studying foreign languages is that there is a common, complementary relationship between the teaching of foreign languages and intercultural communication. The solution of this pragmatic problem is possible only under one condition: creating a fundamental theoretical base. To create it, it is necessary: 1) to apply the results of theoretical works on philology to the practice of teaching foreign languages; 2) to conceptualize and summarize the vast practical experience of foreign language teachers [Semenchenko, 2016]. In the traditional approach to the study of foreign languages, the main method of teaching was reading texts in a foreign language. And it concerned not only school level of education, but also higher education. The subject of everyday communication was represented by the same texts, only relating to the subjects of everyday communication, but not many specialists, having read such texts, could adequately behave in a real situation that would require the use of knowledge of a practical foreign language, and not its large-scale literary side.

The concept of intercultural communication is based on equal cultural interaction of representatives of different linguistic and cultural communities, taking into account their originality, which leads to the need to identify the universal meaning on the basis of a foreign and native culture's comparison. Modern teaching of a foreign language is impossible without instilling foreign language culture to

students. Most methodologists focus on the current state of the theory and practice of teaching a foreign language with a communicative orientation, which contributes to the comprehensive development of the individual, the development of spiritual values of students. Teaching intercultural communication can not exist without the inclusion of linguistic and cultural aspects in the learning process. Under modern requirements for teaching objectives, the status and role of cross-cultural information presented in such a way as to correspond to the experience, needs and interests of students and be comparable to the similar experience of their peers in the country of the studied language, is changing [Vershitskaya, Goldberg, 2016].

Traditionally, teaching foreign languages in our country was reduced to reading texts. At the same time, at the higher school level, education consisted in the fact that philologists read fiction, and not philologists read special texts according to their future profession, and everyday communication was represented by so-called everyday topics: in a hotel, in a restaurant, in a store. The study of these famous topics in the conditions of complete impossibility of real acquaintance with the world of the studied language and practical use of the acquired knowledge was useless.

Thus, almost one language function was realized - informative function, as of the four language skills (reading, speaking, writing, understanding) only one was developed, focused on "recognition" – reading.

Teaching foreign languages on the basis of only written texts reduced the communicative language capabilities to the passive ability to understand the texts, created by someone, but not to create, not to generate speech, and without it real communication is impossible.

According to S.G. Ter-Minasova, "knowing the meaning and rules of grammar is clearly not enough to actively use the language as a means of communication. It is necessary to know as deeply as possible the world of the studied language. In addition to the values and rules of grammar you need to know: 1) when to say/write, how, to whom, with whom, where; 2) how a given meaning/concept, this subject of thought lives in the reality of the studied language" [Ter-Minasova, 2000].

Conclusions

In order to teach a foreign language as a means of communication, it is necessary to create an environment of real communication, to establish a connection between teaching foreign languages and the life, to use a foreign language in natural situations. Maximum development of communicative abilities is the goal of foreign language teachers. Achieving the goal of teaching people to communicate, to speak a foreign language, but not only to understand foreign speech, is complicated by the fact that communication is not just a verbal process. Its effectiveness depends on many factors: the conditions and culture of communication, rules of etiquette, knowledge of non-verbal forms of expression and much more. Overcoming the language barrier is not enough to ensure the effective communication between people of different cultures. To do it, you need to overcome the cultural barrier. Increasing the level of teaching communication between people of different nationalities can be achieved only by understanding and taking into account the socio-cultural factor. One of the conditions for filling this gap is the expansion and deepening of the socio-cultural component in the development of communicative abilities.

Thus, mastering a foreign code to implement intercultural interaction successfully, assumes studying cultural features defining specifics of public and business behaviour of the partner, determined by influence of historical traditions and customs, lifestyle etc. Therefore, foreign languages as a means of communication between representatives of different cultures should be studied in indissoluble unity with the world and culture of people speaking these languages.

References

1. Aisner L.Yu. (2018) Informatsionno-kommunikatsionnye instrumenty sodeistviya global'nym protsessam obrazovaniya [Information and communication tools to promote global education processes]. In: *Problemy sovremennoi sel'skokhozyaistvennoi nauki* [Problems of modern agricultural science].
2. Batunova I.V. et al. (2018) Sovremennyi podkhod k obucheniyu inostrannogo yazyka studentov tekhnicheskogo vuza [A modern approach to teaching a foreign language to students of a technical university]. *Sovremennye issledovaniya sotsial'nykh problem* [Modern studies of social problems], 9, pp. 19-37.
3. Bershadskaya S.V., Aisner L.Yu. (2016) Bar'ery mezhkul'tirnoi kommunikatsii [Barriers of intercultural communication]. In: *Kontsept i kul'tura* [Concept and culture]. Krasnoyarsk.
4. Grushevitskaya T.G., Popkov V.D., Sadokhin A.P. (2002) *Osnovy mezhkul'turnoi kommunikatsii* [Fundamentals of intercultural communication]. Moscow: YuNITI-DANA Publ.
5. Gudkov D.B. (2003) *Teoriya i praktika mezhkul'turnoi kommunikatsii* [Theory and practice of intercultural communication.]. Moscow: Gnozis Publ.
6. Matyukina T.V. (2017) The role of intercultural component in teaching a foreign language in a non-linguistic University. In: *English Language Teaching Upgrade: Practices and Innovations*. Moscow
7. Sidelnikov E.A. (2017) To the question of the relationship between intercultural communication and foreign language socialization. In: *Language & culture: intercultural anthropology*.
8. Ter-Minasova S.G. (2000) *Yazyk i mezhkul'turnaya kommunikatsiya* [Language and intercultural communication]. Moscow: Slovo Publ.
9. Vedenina L.G. (2000) Teoriya mezhkul'turnoi kommunikatsii i znachenie slova [The theory of intercultural communication and the meaning of the word]. *Inostrannye yazyki v shkole* [Foreign languages at school.], 5, pp. 72-76.
10. Vershitskaya E.R., Goldberg G.A. (2016) Teaching intercultural communication of students of economic specialties. In: *Foreign philology. Social and national variability of language and literature*.

Роль межкультурной коммуникации в процессе преподавания иностранных языков

Агапова Тамара Вадимовна

Кандидат культурологических наук, доцент,
Красноярский государственный аграрный университет,
660130, Российская Федерация, Красноярск, проспект Мира, 90;
e-mail: agapova-07@mail.ru

Айснер Лариса Юрьевна

Кандидат культурологических наук, доцент,
Красноярский государственный аграрный университет,
660130, Российская Федерация, Красноярск, проспект Мира, 90;
e-mail: larisa-ajsner@yandex.ru

Аннотация

В статье раскрывается значение межкультурной коммуникации, рассматриваются основные подходы к обучению иностранным языкам на современном этапе. Авторы утверждают, что, овладевая языком, студенты должны проникнуть в другую систему ценностей и жизненных ориентиров и интегрировать ее в свою собственную картину мира. В статье рассматриваются три уровня, когда возможна коммуникация: коммуникативный, интерактивный и перцептивный уровень. Авторы представляют шесть компонентов в

понятии «коммуникативная компетентность», которые необходимо учитывать в процессе обучения: языковой, социолингвистический, дискурсивный, стратегический, социокультурный и социальный. Авторы подчеркивают, что для достижения взаимопонимания в межкультурной коммуникации ее участники должны не только знать грамматику и лексику конкретного языка, но и знать культурную составляющую значения слова, реалии другой культуры. Отмечается, что преподавание иностранных языков в нашей стране сводилось к чтению текстов. Обучение на основе только письменных текстов свело коммуникативные возможности языка к пассивной способности понимать тексты, но не создавать, не порождать речь, а без этого реальное общение невозможно. Эффективность обучения иностранным языкам зависит от многих факторов: условий и культуры общения, правил этикета, знания невербальных форм самовыражения. Авторы отмечают, что преодоление языкового барьера недостаточно для обеспечения эффективного общения между людьми разных культур; для этого необходимо преодолеть культурный барьер.

Для цитирования в научных исследованиях

Агапова Т.В., Айснер Л.Ю. The role of intercultural communication in the process of teaching foreign languages // Педагогический журнал. 2019. Т. 9. № 5А. Ч. I. С. 83-89. DOI: 10.34670/AR.2020.45.5.117

Ключевые слова

Межкультурная коммуникация, обучение иностранным языкам, диалог культур, коммуникативная компетенция, обучение.

Библиография

1. Айснер Л.Ю. Информационно-коммуникационные инструменты содействия глобальным процессам образования // Проблемы современной сельскохозяйственной науки. 2018. С.228-230.
2. Батунова И.В., Жавнер Т.В., Лобынева Е.И., Николаева А.Ю. Современный подход к обучению иностранного языка студентов технического вуза // Современные исследования социальных проблем. 2018. №9. С. 19-37.
3. Бершадская С.В., Айснер Л.Ю. Барьеры межкультурной коммуникации // Концепт и культура. Красноярск, 2016. С. 114-116.
4. Веденина Л.Г. Теория межкультурной коммуникации и значение слова // Иностранные языки в школе. 2000. №5. С. 72-76.
5. Грушевицкая Т.Г., Попков В.Д., Садохин А.П. Основы межкультурной коммуникации. М.: ЮНИТИ-ДАНА, 2002. 352 с.
6. Гудков Д.Б. Теория и практика межкультурной коммуникации. М.: Гнозис, 2003. 288 с.
7. Тер-Минасова С.Г. Язык и межкультурная коммуникация. М.: Слово, 2000. 624 с.
8. Matyukina T.V. The role of intercultural component in teaching a foreign language in a non-linguistic University // English Language Teaching Upgrade: Practices and Innovations. Moscow. 2017. P. 188-194.
9. Sidelnikov E.A. To the question of the relationship between intercultural communication and foreign language socialization // Language & culture: intercultural anthropology. 2017. P. 125-126.
10. Vershitskaya E.R., Goldberg G.A. Teaching intercultural communication of students of economic specialties // Foreign philology. Social and national variability of language and literature. 2016. P. 87-91.